

NORTH CAROLINA MENTOR PROGRAM

BEGINNING TEACHER GUIDELINES FOR THE
21ST CENTURY PROFESSIONAL



Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Educator Recruitment and Development Division
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North Carolina Mentor Program

Beginning Teacher Guidelines for the 21st Century Professional

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Introduction and Purpose

The state has an aligned system of 21st century standards, revised Professional Teaching Standards, and a new teacher evaluation system. The revised Mentor Standards focus on what knowledge, skills, and dispositions beginning teachers need and clearly articulate how mentors can help teachers attain them. The Mentor Standards use the exact reference number and language of the state's Professional Teaching Standards to make these connections clear to beginning teachers, mentors, teachers, principals, mentor program leaders and the community at large.

If the State Board is to meet its goal of creating future ready students for the 21st century and staffing schools with 21st century professionals, providing the highest quality support for all of the state's newest educators will be essential. All North Carolina students deserve effective teachers. Beginning teachers will only reach their fullest potential with systems of support from the state, LEAs, schools and mentors.

This document was created by the Regional Education Facilitators in the Division of Educator Recruitment and Development.

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Definitions

- **Beginning Teacher** - Teachers who are in their first three years of teaching and who hold a Standard Professional 1 License
- **Career Teachers** - Teachers who have received a Standard Professional 2 license
- **Formal Observation** – an observation of a teacher’s performance for a minimum of 45 minutes or one complete lesson
- **Performance Standard** – The distinct aspect of leadership or realm of activities which form the basis for the evaluation of a teacher
- **Performance Elements** – The sub-categories of performance embedded within the performance standard
- **Performance Descriptors** – The specific performance responsibilities embedded within the components of each performance standard
- **Performance Goals** - Goals for improvement in professional practice based on the self-evaluation and/or supervisor recommendation
- **Developing** – Demonstrated adequate growth but did not demonstrate competence on standard(s) of performance
- **Proficient** – Demonstrated basic competence on standard(s) for performance
- **Accomplished** – Exceeded basic competence on standard(s) of performance most of the time
- **Distinguished** - Consistently and significantly exceeded basic competence on standard(s) of performance
- **Self-assessment** – Personal reflection about one’s professional practice to identify strengths and areas for improvement (conducted w/out input from others)
- **Informal Observation** - an informal observation may take place as an evaluator visits classrooms, helps a student, or "drops in" on the teacher's classroom for a minimum of 20 minutes in one sitting

Active Mentoring – Beginning Teacher Guidelines for the 21st Century Professionals

Underlying the Mentor Standards are the personal and professional habits and dispositions of a mentor that allow him or her to serve effectively in the role. As school leaders consider who should serve as a mentor, it is encouraged to select mentors who demonstrate the following attributes:

- A sense of optimism for teaching;
- Ability to listen well;
- Capacity to engage in reflective dialogue that nurtures the independent ability of a beginning teacher to assess and enhance his or her practice;
- Commitment to continuous professional development;
- Desire to serve all students equitably regardless of socio-economic status, first language, exceptionality or race;
- Facility to adapt instructional methods to the individual needs of students;
- Commitment to collaboration; and
- Ability to utilize multiple types of assessment of student work and adapt instruction from the analysis of assessment data.

Mentors should have a demonstrated record of success on the North Carolina Teacher Evaluation and the support of school leadership and their peers. Mentors willing to serve need to work in an environment that facilitates their success, including close proximity and scheduling that allows time to plan and collaborate with beginning teachers.

North Carolina Mentor Standards

Overview

Standard 1: Mentors Support Beginning Teachers to Demonstrate Leadership – Mentors utilize effective communication skills to establish quality professional and confidential relationships with beginning teachers to impart knowledge of ethical standards, instructional best practice, and leadership opportunities. Key elements of the standard include building trusting relationships and coaching, promoting leadership, facilitating communication and collaboration, sharing best practices, imparting ethical standards and advocating for beginning teachers and their students.

Standard 2: Mentors Support Beginning Teachers to Establish a Respectful Environment for a Diverse Population of Students – Mentors support beginning teachers to develop strong relationships with all learners, their parents or guardians, and the community through reflective practice on issues of equity and diversity. Key elements of the standard include supporting relationships with students, families, peers and the community, honoring and respecting diversity, creating classroom environments that optimize learning, and reaching students of all learning needs.

Standard 3: Mentors Support Beginning Teachers to Know the Content They Teach – Mentors have strong knowledge of the North Carolina Standard Course of Study (NCSCOS) and 21st century goals and assist beginning teachers in the utilization of these tools to promote student achievement. Key elements of the standard include imparting and utilizing the NCSCOS and 21st century goals into beginning teacher practice.

Standard 4: Mentors Support Beginning Teachers to Facilitate Learning for Their Students: Mentors support beginning teachers in their understanding and use of student assessment tools to drive student achievement. Mentors also support beginning teachers to understand their professional licensure obligations and pursue professional growth. Key elements of the standard include developing and improving instructional and professional practice and understanding and analyzing student assessment data.

Standard 5: Mentors Support Beginning Teachers to Reflect on Their Practice - Mentors continually work on improving their mentoring and observation skills to improve their effectiveness with beginning teacher support. Key elements of the standard include allocating and using time with beginning teachers, developing reflective practitioners and gathering data on beginning teacher practice.

Mentor Standard 1: Mentors support beginning teachers to demonstrate leadership.

1a Trusting Relationship and Coaching

- Mentors establish and maintain confidential relationships with beginning teachers.
- Mentors develop a range of coaching skills to support beginning teachers.
- Mentors adapt their use of coaching skills and strategies to effectively support beginning teachers.

1b Leadership

- Mentors ensure that beginning teachers are aware of leadership opportunities.
- Mentors encourage and support beginning teachers to engage in leadership at the school and district levels.
- Mentors guide beginning teacher's reflection on leadership experiences to promote leadership development.

1c Communication and Collaboration

- Mentors utilize effective communication skills with beginning teachers.
- Mentors support beginning teachers to develop effective communication skills in collaborative interactions with colleagues and administration.
- Mentors support beginning teachers to engage in collaborative dialogue to improve professional practice and school effectiveness.

1d Best Practices

- Mentors possess knowledge of best practices with a primary focus on student learning.
- Mentors provide resources for and modeling of best practices for beginning teachers.
- Mentors support beginning teachers' implementation of best practices.

1e Ethical Standards

- Mentors are knowledgeable about the ethical and professional standards.
- Mentors demonstrate ethical and professional behavior in interactions with beginning teachers, staff, administration, community members and students.
- Mentors initiate collaborative dialogue with beginning teachers regarding ethical and professional behavior

1f Advocacy for Beginning Teachers and Students

- Mentors advocate for beginning teachers to ensure they have appropriate instructional resources and supportive working conditions.
- Mentors coach beginning teachers on methods of advocacy for themselves and their students.
- Mentors advocate for initiatives and policies to improve education for all students and promote positive change practices.

Mentor Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.

2a Relationships with Students

- Mentors support beginning teachers to be aware of the importance of building strong relationships with their students and share ways to get to know them.
- Mentors provide beginning teachers with strategies and methods to communicate effectively with students in a variety of settings and situations.
- Mentors collaborate with beginning teachers to assess the effectiveness of communications and interactions with students and their impact on relationships and learning.

2b Relationships with Families

- Mentors support beginning teachers to develop relationships with families and significant adults in the lives of their students
- Mentors collaborate with beginning teachers to design and implement effective ways of connecting and communicating with parents and guardians in formal and informal settings.
- Mentors facilitate the beginning teacher's development of methods to support inclusion of families in the on-going process of identifying and improving student achievement.

2c Relationships at School and in Community

- Mentors assist beginning teachers in learning about the context of the school and community.
- Mentors support beginning teachers to meet and engage with school colleagues and partners in the community.
- Mentors support beginning teachers to develop activities that foster positive collaboration between school and community.

2d Honor and Respect for Diversity

- Mentors support beginning teachers to know the cultural, ethnic, gender and socioeconomic characteristics of their classroom, the school and the community.
- Mentors collaborate with beginning teachers to expand self-awareness regarding issues of diversity as they impact teaching and learning.
- Mentors support beginning teachers to expand their awareness of culturally inclusive practices and to include them in planning, implementing, and reflecting on lessons.

2e Classroom Environments that Optimize Learning

- Mentors possess a broad knowledge of systems and techniques for classroom management.
- Mentors support beginning teachers in developing effective designs for classroom management to create and maintain a respectful inviting classroom community.
- Mentors support beginning teachers to better understand the specific behaviors of their students and ways to adjust strategies to meet student needs and maintain engagement in learning.

2f Reaching Students of all Learning Needs

- Mentors engage in dialogue with beginning teachers regarding the individual learning needs of their students and corresponding labels that might be assigned to them.
- Mentors support beginning teachers' understandings of diversity and appropriate instructional strategies to meet individual learning needs.
- Mentors collaborate with beginning teachers to implement and assess differentiated lessons designed to meet learning needs and promote student success.

Mentor Standard 3: Mentors support beginning teachers to know the content they teach.

3a NCSCOS and 21st Century Goals

- Mentors demonstrate strong knowledge of NCSCOS for own grade levels/subjects and support beginning teachers to become knowledgeable of NCSCOS for their grade levels/subjects.
- Mentors demonstrate vertical alignment of NCSCOS so can understand where came from
- Mentors support beginning teachers to design lessons that integrate 21st century goals and skill development with NCSCOS and to reflect on implementation.
- Mentors support beginning teachers' participation in professional learning communities focused on full implementation of NCSCOS and achievement of 21st century goals.

3b Content and Curriculum

- Mentors ensure that beginning teachers receive necessary NCSCOS and state/district curriculum resources.
- Mentors assist beginning teachers in the use and implementation of NCSCOS and required curriculum.
- Mentors collaborate with beginning teachers to develop standards-based short and long term curriculum plans that show application of content and connections to the lives of students.

Mentor Standard 4: Mentors support beginning teachers to facilitate learning for their students.

4a Instructional Practice

- Mentors support the planning, implementation and assessment efforts of beginning teachers.
- Mentors collaborate with beginning teachers to improve instruction and learning.
- Mentors provide additional assistance and professional development to beginning teachers in areas of need.

4b Professional Practice

- Mentors ensure that beginning teachers are fully aware of professional licensure requirements.
- Mentors model behaviors that demonstrate professional practice and support beginning teachers to pursue professional growth and to maintain professional practice.
- Mentors facilitate on-going dialogue with beginning teachers to reflect on and enhance professional practice.

4c Student Assessment

- Mentors support beginning teachers to have and use required student assessments.
- Mentors assist beginning teachers in the analysis of student assessment data from a variety of sources and to make adjustments in instructional delivery based on results.
- Mentors support beginning teachers to design and use student assessment tools to inform the planning of differentiated lessons that are responsive to identified student needs.

Mentor Standard 5: Mentors support beginning teachers to reflect on their practice.

5a Allocation and Use of Time with Beginning Teachers

- Mentors initiate making connections with beginning teachers and learning about their needs before or near the start of school or at the time of hire if later in the year.
- Mentors support beginning teachers to attend a program orientation and support clarification of program information.
- Mentors meet regularly with beginning teachers and focus their efforts on effective coaching and time management to meet individual needs.

5b Reflective Practice

- Mentors become highly skilled in the use of instructive, collaborative and facilitative approaches to coaching.
- Mentors support beginning teachers to reflect on practice and self identify their instructional strengths and challenges.
- Mentors collaborate with beginning teachers in the on-going improvement of teaching and learning through reflection.

5c Mentor Data Collection

- Mentors observe in beginning teachers' classrooms to gather data and reflect on instructional practice.
- Mentors expand their repertoire of observation tools to be responsive to the needs and interests of beginning teachers.
- Mentors collaborate with beginning teachers to select a focus for data collection, to reflect on results, and plan next steps.

North Carolina Mentoring Continuum

Mentor Standard 1: Mentors support beginning teachers to demonstrate leadership.

| Element | Developing | Proficient | Accomplished | Distinguished |
|--|---|---|--|---|
| Trusting Relationship | Has awareness of the need to maintain a confidential mentor relationship with the beginning teacher and the importance of mentor language | Respects confidential nature of mentor/beginning teacher relationship. Utilizes collaborative facilitative language when supporting the beginning teacher | Honors confidential relationship. Provides coaching support tailored to meet the needs of the beginning teacher | Upholds confidential relationship. Focus of coaching emerges from on-going dialogue with beginning teacher and mutually agreed upon next steps. Is responsive to the immediate and long-term needs of the beginning teacher |
| Leadership | Provides beginning teacher with a list of opportunities for leadership | Models shared leadership, encourages beginning teacher engagement in leadership activities, and reflects with the beginning teacher | Supports the beginning teacher's involvement in school leadership opportunities | Assists the beginning teacher to assume leadership roles at school and district levels. Provides on-going coaching and support of leadership development |
| Communication and Collaboration | Exhibits effective communication skills | Assists the beginning teacher in developing the skills that would enable him/her to communicate effectively within collaborative settings and to develop positive working relationships | Supports the beginning teacher to use effective communication skills in collaboration with colleagues to improve teaching and learning | Nurtures the self-efficacy of the beginning teacher and his/her responsibility to utilize effective communication skills in collaborative dialogue to improve school effectiveness |
| Best Practices | Brings knowledge about best practices into conversations with beginning teachers | Provides resources for the beginning teacher on best practices with a primary focus on student learning | Models best practices with a focus on student learning while working collaboratively with the beginning teacher | Uses observations and data collection to provide clarification for the beginning teacher in implementing best practices with a primary focus on student learning |
| Ethical Standards | Is aware of ethical and professional standards | Demonstrates ethical and professional behavior in interactions with beginning teachers and school administration | Initiates collaborative dialogue with the beginning teacher regarding ethical and professional behavior | Exemplifies ethical and professional behavior and serves as a role model within the school and district community |
| Advocacy for Beginning Teachers and Students | Identifies and assists in locating instructional resources for the beginning teacher | Advocates for improving working conditions for the beginning teacher and his/her students when needed | Advocates for initiatives to improve education for all students. Coaches the beginning teacher on advocacy methods. | Advocates for positive change in policies and practices affecting student learning. Utilizes working conditions data to ground advocacy efforts |

Mentor Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.

| Element | Developing | Proficient | Accomplished | Distinguished |
|--|---|--|---|---|
| Relationships with Students | Supports the beginning teacher to become aware of the importance of building strong relationships with students | Provides the beginning teacher with strategies for effective communication with students individually and in groups. Share methods of learning more about students' individual backgrounds, strengths, and needs | Collaborates with the beginning teacher to assess the effectiveness of communications and interactions with students and reflect on his/her impact on relationship and instruction | Supports the beginning teacher to solicit and utilize on-going feedback from students regarding teacher/student communications and interactions. Facilitates the beginning teacher's reflection on the role of building and maintaining relationships with students and effective outcomes for learning |
| Relationships with Families | Brings awareness to the beginning teacher of the importance of communication with parents/families. Shares resources such as telephone logs, classroom newsletter/website design, and phone/email protocols | Supports the beginning teacher development of a home-school communication plan that establishes regular use of tools that promote effective communication with parents/families | Parents collaborate with the beginning teacher in the planning and implementation of parent-family conferences/communications. Reflects on effectiveness of interactions and communications to meet both the beginning teacher's needs and the parents/family's needs | Facilitates the beginning teacher's development of a variety of lessons on school-related activities that regularly include families in the on-going process of identifying and improving student achievement |
| Relationships at School and in Community | Assists the beginning teacher to become familiar with faculty/staff. Shares availability of community resources | Introduces school and community partners/resources to the beginning teacher. Communicates context and history | Assists the beginning teacher with development of activities that foster collaboration between the school and the community | Fosters collaborative activities for the beginning teacher that includes and embraces the cultural norms of the community |
| Honor and Respect for Diversity | Informs the beginning teacher of the demographical composition of the school and community | Raises an awareness of the beginning teacher's perspective and cultural inclusiveness as evidenced in the classroom | Introduces the beginning teacher to culturally inclusive practices | Engages the beginning teacher proactively around issues of diversity. Demonstrates culturally inclusive practices and guides the beginning teacher in developing his/her own |

Mentor Standard 2 (continued)

Mentor Standard 3: Mentors support beginning teachers to know the content they teach.

| Element | Developing | Proficient | Accomplished | Distinguished |
|---|--|--|---|--|
| Implementation of NCSCOS and 21st Century Goals | Demonstrates strong knowledge of NCSCOS for his/her own grade level/subject and is aware of the scope and sequence of the NCSCOS across grade levels/disciplines | Implements strategies in weekly conversations that demonstrate awareness and understanding of the NCSCOS. Facilitates designing lessons that link the NCSCOS with 21st Century skill development | Collaborates with the beginning teacher in on-going conversations on how to integrate 21st Century goals into the NCSCOS. Facilitates the beginning teacher's active participation in professional learning communities | Facilitates the beginning teacher's development of all strands of the NCSCOS and the scaffolding of the NCSCOS across grade levels/subjects. Utilizes weekly professional conversations and professional development to support the beginning teacher in reflecting upon the use of 21st century standards in the curriculum |
| Content and Curriculum | Provides NCSCOS for the beginning teacher. Is aware of the need to assist the beginning teacher in its use | Provides state and district curriculum resources and assists the beginning teacher in determining key concepts. Assists the beginning teacher in establishing appropriate pacing | Promotes networking by the beginning teacher within school and district to access a wide range of curriculum resources. Supports the beginning teacher in developing both short and long term curriculum plans | Supports the beginning teacher in designing lessons that show application of the content and demonstrate connections to life in the community |

Mentor Standard 4: Mentors support beginning teachers to facilitate learning for their students.

| Element | Developing | Proficient | Accomplished | Distinguished |
|------------------------|---|--|---|--|
| Instructional Practice | Informs and highlights for the beginning teacher the need for planning, implementing, and using assessments | Supports planning, implementation, and assessment efforts of the beginning teacher | Collaborates with the beginning teacher to improve instruction and learning based on assessments. Provides professional development in areas of need using the cycle of assistance: Preconference, Observe, Reflect | Facilitates the beginning teacher's in depth analysis of student work and planning for differentiated instruction based on results. Provides on-going support and coaching for implementation |
| Professional Practice | Informs the beginning teacher of licensure requirements | Models and nurtures continual growth, professional ethics, norms of collaboration, equity and high expectations | Facilitates on-going conversation with groups of teachers on professional norms, continuing education and overall growth of students | Facilitates beginning teacher application of action research, case studies, and other resources such as book studies and community agents. Creates opportunities for the beginning teacher to talk with others about professional practice |
| Student Assessment | Brings awareness of achievement data sources to the beginning teacher. Exposes beginning teacher to school and district data. Ensures that the beginning teacher has the required assessments that accompany texts. | Models need for data to enhance teaching and improve student performance. Assists the beginning teacher in interpreting data gathered from informal and formal assessments and to apply results in planning and making adjustments in instructional delivery | Supports the beginning teacher in the development and use of tools to assess student work. Collaboratively plans differentiated instruction based upon results | Provides/leads professional development for beginning teachers on a range of assessment techniques and how to utilize the data to meet individual needs. Facilitates leadership of beginning teachers to inform colleagues of their learning regarding student assessment and designing responsive instruction |

Mentor Standard 5: Mentors support beginning teachers to reflect on their practices.

| Element | Developing | Proficient | Accomplished | Distinguished |
|--|--|---|---|--|
| Allocation and Use of Time with Beginning Teachers | Is aware of importance of meeting the beginning teacher and learning about his/her individual needs. Initiates introductions and offers availability for support | Supports the beginning teacher to attend a program orientation within first two weeks of employment. Meets with the beginning teacher at least twice monthly. Focuses coaching efforts on meeting individual needs | Meets with the beginning teacher prior to their start of the school year to support classroom planning/preparation. Clarifies program information as needed. Regularly meets (face to face, virtually or through other medium that best meet the needs of beginning teachers) with the beginning teacher weekly and honors start and end times. Makes conscientious effort to use coaching skills and time effectively to meet individual needs | Meets with the beginning teacher prior to the start of the school year and meets at least twice per week. Provides the beginning teacher with additional ways to communicate and get support between scheduled meetings. Is dedicated to and skilled in providing quality coaching and targeted use of time to effectively meet individual needs |
| Reflective Practices | Relies on instructive approaches to tell the beginning teacher how to enhance instructional practice and student achievement | Utilizes instructive, collaborative and facilitative approaches to engage the beginning teacher to reflect and improve on practice | Blends instructive, collaborative and facilitative approaches to facilitate the beginning teacher's use of reflection to self identify his/her instructional strengths and challenges and to engage in an on-going cycle of improvement | Orchestrates highly refined use of instructive, collaborative and facilitative approaches to enhance a beginning teacher's ability to reflect on strengths and challenges. Nurtures the beginning teacher's capacity to infuse reflection in his/her practice and to improve teaching and learning |
| Mentor Data Collection | Makes brief general observations of the beginning teacher's classroom on multiple occasions to gather data on practice | Collaborates with the beginning teacher to conduct classroom observations and gathers general data on practice. Has brief reflective conversation with the beginning teacher regarding knowledge gained from the data | Observes the beginning teacher's classroom regularly for both snapshot and formal visits to gather data. Collaborates with the beginning teacher to define a focus for data collection and to plan time to fully review the implications of the data | Utilizes a range of data collection tools to best capture information on the focus established by the beginning teacher. Facilitates conversation with the beginning teacher regarding the data collected and fosters reflection and next steps based on the data |

| Mentor Self Assessment | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
|--|-------------------|-------------------|---------------------|----------------------|-------------------------|
| Standard 1: Mentors support beginning teachers to demonstrate leadership. | | | | | |
| a. Trusting Relationship and Coaching | | | | | |
| b. Leadership | | | | | |
| c. Communication and Collaboration | | | | | |
| d. Best Practices | | | | | |
| e. Ethical Standards | | | | | |
| f. Advocacy for Beginning Teachers and Students | | | | | |
| Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students. | | | | | |
| a. Relationships for Students | | | | | |
| b. Relationships with Families | | | | | |
| c. Relationships at School and in Community | | | | | |
| d. Honor and Respect for Diversity | | | | | |
| e. Classroom Environments that Optimize Learning | | | | | |
| f. Reaching Students of all Learning Needs | | | | | |
| Standard 3: Mentors support beginning teachers to know the content they teach. | | | | | |
| a. NCSCOS and 21st century goals | | | | | |
| b. Content and Curriculum | | | | | |
| Standard 4: Mentors support beginning teachers to facilitate learning for their students. | | | | | |
| a. Instructional Practice | | | | | |
| b. Professional Practice | | | | | |
| c. Student Assessment | | | | | |
| Standard 5: Mentors support beginning teachers to reflect on their practice. | | | | | |
| a. Allocation and Use of Time with Beginning Teachers | | | | | |
| b. Reflective Practice | | | | | |
| c. Mentor Data Collection | | | | | |

Evidence that supports rating:

Reflections for Improvement

Beginning Teacher Support Program

Vision for Mentoring and Induction

The North Carolina Professional Teaching Standards establish a powerful vision for the roles of teachers in their classrooms and schools in the 21st century. The standards challenge teachers to:

- Pursue leadership opportunities in their school, district and community
- Make the content they teach engaging, relevant and meaningful to students' lives
- Teach existing core content that is revised to foster the abilities of students to think critically, problem solve and use information technology responsibly
- Nurture classroom environments that help students discover how to learn, innovate, collaborate and communicate their ideas
- Incorporate global awareness, civic literacy, financial literacy and health awareness in the core content areas
- Utilize interdisciplinary instructional approaches and relationships with home and community in the learning process
- Reflect on their practice and craft assessments that are authentic and structured and place an emphasis on the demonstration of knowledge
- Develop the value of lifelong learning and the joy of encouraging their students to learn and grow

The attainment of this vision is challenging for all educators and is particularly daunting for the newest teachers in the profession. Close to twenty-five percent, over 22,000, of North Carolina's teachers are in their first three years in the profession. Of these beginning teachers, twenty-six percent, approximately 6,000, are starting their teaching careers prior to earning a Standard Professional I license. If the beginning teachers of North Carolina are going to be able to meet the state's professional teaching standards, impact the learning of all students in distinguished ways, choose to remain in the profession and become future master teachers, teacher leaders and skilled administrators and superintendents, then a quality induction program to support the instructional growth of beginning teachers must be in place in each of the 115 school districts in the state.

Beginning Teacher Support Program Standards

Overview

Standard 1: Systematic Support for High Quality Induction Programs – This standard is designed to promote the commitment of all stakeholders in seeing mentoring and induction programs succeed. Key program elements include the creation of an institutional plan, demonstrating institutional commitment and support and principal engagement.

Standard 2: Mentor Selection, Development, and Support – This standard articulates the process and criteria for mentor selection, discusses mentor roles and responsibilities, and delineates foundational mentor training. Key program elements include mentor selection, defining the role of mentors and mentor professional development.

Standard 3: Mentoring for Instructional Excellence – Mentors are given protected time to provide beginning teachers with support to achieve success in the areas set forth by the North Carolina Professional Teaching Standards. Key program elements include providing time for mentors and beginning teachers, ensuring mentoring is focused on instruction and addresses issues of diversity.

Standard 4: Beginning Teacher Professional Development: Professional development is provided to beginning teachers that orients them to their new career and supports their efforts to meet the North Carolina Professional Teaching Standards. Key program elements include structured orientation to school site and professional development designed to meet the unique needs of beginning teachers and aligned with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.

Standard 5: Formative Assessment of Candidates and Programs – New teachers and mentoring programs are monitored and supported using a formative assessment system to guide their work. Key program elements include formative assessment systems and program evaluation.

Standard 1: Systemic Support for High Quality Induction Programs

The commitment of all stakeholders, beginning teachers, mentors, faculty members, school level administrators, district-level administrators, school boards, State Boards of Education, Department of Public Instruction, post-secondary education institutions, professional organizations to the effectiveness, sustainability, and success of the mentoring and induction program is felt system-wide. Stakeholders foster a climate that values the support of beginning teachers through mentoring and induction and promote conditions for high quality mentoring and induction by evaluating, designing, and revising related policy and practices. Stakeholders support ongoing program improvement and accountability through multiple processes including data analysis and program review.

The leadership of the principal is instrumental in ensuring the success of mentoring and induction program at the site level. Principals establish and maintain a positive school environment that supports mentor-beginning teacher interactions and targeted professional development. Principals provide clear and consistent communication to staff regarding the role of mentor and the multiple facets of mentoring, including the essential component of confidentiality.

1a. Institutional Plan

Key Features:

- Plan is approved by the Board of Education
- Plan is based on State Board Policy
- Plan clearly outlines responsibilities and procedures for all stakeholders

1b. Institutional Commitment and Support

Key Features:

- Stakeholders acknowledge the value and importance of mentoring and induction.
- Stakeholders appoint and support designated leadership for oversight of the mentoring and induction program.
- Stakeholders support the creation of policies and practices that meet state mentoring-induction program standards.
- Stakeholders advocate for conditions that promote high quality mentoring and induction.
- Stakeholders support data collection, program improvement and program accountability.

1c. Principal Engagement

Key Features:

- Principals provide positive working conditions for beginning teachers.
- Principals provide a positive context for beginning teacher work with mentor.
- Principals endorse and/or support the development of a mentor role that encompasses a range of dimensions.
- Principals clearly communicate mentor's role to staff.
- Principals respect the nature of the mentor's relationship with the beginning teacher.

Standard 2: Mentor Selection, Development and Support

The selection of well-qualified mentors is essential to creating mentoring and induction programs that support beginning teacher development, teacher retention and improved student learning. Selection criteria are developed through interaction and collaboration with a variety of stakeholder groups. Selection criteria are well-defined, explicit and clearly communicated to all stakeholders by program leadership. The application, interview and selection processes are transparent and uniformly implemented.

The wide range of roles and responsibilities of mentors are clearly defined and broadly communicated to all staff. The initial role of mentors is to assist in the orientation of beginning teachers to the induction program and to their school. At this time mentors often provide logistical and emotional support. Throughout the year mentors work with beginning teachers during and after school to promote growth along the indicators defined in the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and to ensure quality student learning.

Mentors are provided a formal orientation to the induction program and foundational training in mentoring before they work with beginning teachers. Following formal training, mentors will participate in ongoing professional development and in facilitated professional learning communities of mentoring practice to refine mentoring skills, advance induction practices and improve student learning.

2a. Mentor Selection

Key Features:

- Selection criteria include input from a variety of stakeholder groups.
- Mentor selection criteria are clearly articulated by program leadership.
- Process for mentor application and selection is transparent and uniformly applied.

2b. Mentor Role

Key Features:

- Mentors support beginning teacher orientation and provide logistical and emotional support.
- Mentors focus their primary support on improving instruction and learning.
- Mentors provide ongoing support and encouragement for the beginning teacher.

2c. Mentor Professional Development

Key Features:

- Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program.
- Mentors receive ongoing training to advance their knowledge and skills.

Mentors have opportunities to participate in professional learning communities of mentoring practice.

Standard 3: Mentoring for Instructional Excellence

Effective mentor-beginning teacher interactions and relationships are at the core of a successful mentoring and induction program. Program, district and site leadership collaborate to ensure that sufficient time is provided for mentors to meet with their beginning teachers to engage in the improvement of teaching and learning and induction-related activities both during and outside of school time.

The North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System is the comprehensive guide used by all teachers, mentors and beginning teachers to advance practice and student learning. Mentors are regularly present in the classrooms of beginning teachers to observe and to strategically collect data on management, instruction, and student learning. Mentors and beginning teachers collaboratively analyze observation data, develop next steps and together monitor results in an ongoing process designed to continuously improve teaching and learning.

Mentors support their beginning teachers to appreciate the wide-range of assets that all students bring to the classroom through their diversity. Mentors guide beginning teachers in the development of positive, inclusive and respectful environments that support learning for a diverse student population. Mentors and beginning teachers design and implement a broad range of specific strategies designed to meet the diverse needs of their students and promote high levels of learning.

3a. Time

Key Features:

- Mentors are provided time to work with beginning teachers during and outside of the school day.
- Mentors and beginning teachers have protected time to engage in required mentoring and induction-related activities.

3b. Instructional Focus

Key Features:

- Mentors utilize the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System to guide, refine and deepen their work with beginning teachers across the full range of teaching practices.
- Mentors make classroom observations to support beginning teachers in developing effective classroom management, lesson planning and instruction.

3c. Issues of Diversity

Key Features:

- Mentors support beginning teachers to appreciate diversity and to create a respectful environment for a diverse population of students.
- Mentors support beginning teachers to design and implement instruction that meets the diverse learning needs of students.

Standard 4: Beginning Teacher Professional Development

Beginning teachers benefit most by participating in professional development that is targeted to meet their needs as novice instructors. To meet the needs of beginning teachers and promote their successful entry and engagement in the school community, principals ensure that beginning teachers receive a structured orientation and often provide a school handbook with detailed explanations of school policy and procedures.

Ongoing professional development is tailored to meet the needs of beginning teachers and scheduled before the start of school or soon thereafter. Provision is made to support late hire beginning teachers to receive information provided at site and district professional development. Professional development for beginning teachers is aligned with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.

4a. Beginning Teacher Professional Development

Key Features:

- Beginning teachers participate in a structured orientation to their school.
- Beginning teachers participate in district-wide professional development designed for beginning teachers prior to the start of the school year or soon thereafter.
- Professional development for beginning teachers is aligned with the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and takes into account the unique needs of beginning teachers.

Standard 5: Formative Assessment of Candidates and Programs

The system-wide use of the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System provides standards-based aligned descriptions of practice and expectations for beginning teacher development. Mentors utilize the language and expectations of these foundations in the use of formative assessment tools for ongoing collaborative data collection, analysis, reflection and implementation of next steps to improve beginning teacher practice and student learning.

The North Carolina Mentoring and Induction Program Standards form the basis on which individual mentoring and induction programs are assessed. District mentor program leaders and stakeholders partner to design a reliable infrastructure to support the collection, analysis and use of standards-based data to promote continuous high quality program improvement. All stakeholders work together to mediate challenges to program improvement and to advance positive impacts and successes of mentoring and induction programs.

5a. Formative Assessment

Key Features:

- Mentors utilize the language and expectations in the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System in supporting their beginning teachers' practice and student learning.
- Mentors use formative assessment tools to gather data on classroom practice and student learning to promote and guide their work with beginning teachers.

5b. Program Evaluation

Key Features:

- Infrastructure exists that assists in the collection and use of data regarding beginning teacher practice and program implementation overtime.
- Program leaders and stakeholders use data to identify impacts, successes, and challenges and to inform program improvement

Once final drafts are available, insert Beginning Teacher Support Program Rubrics for the following:

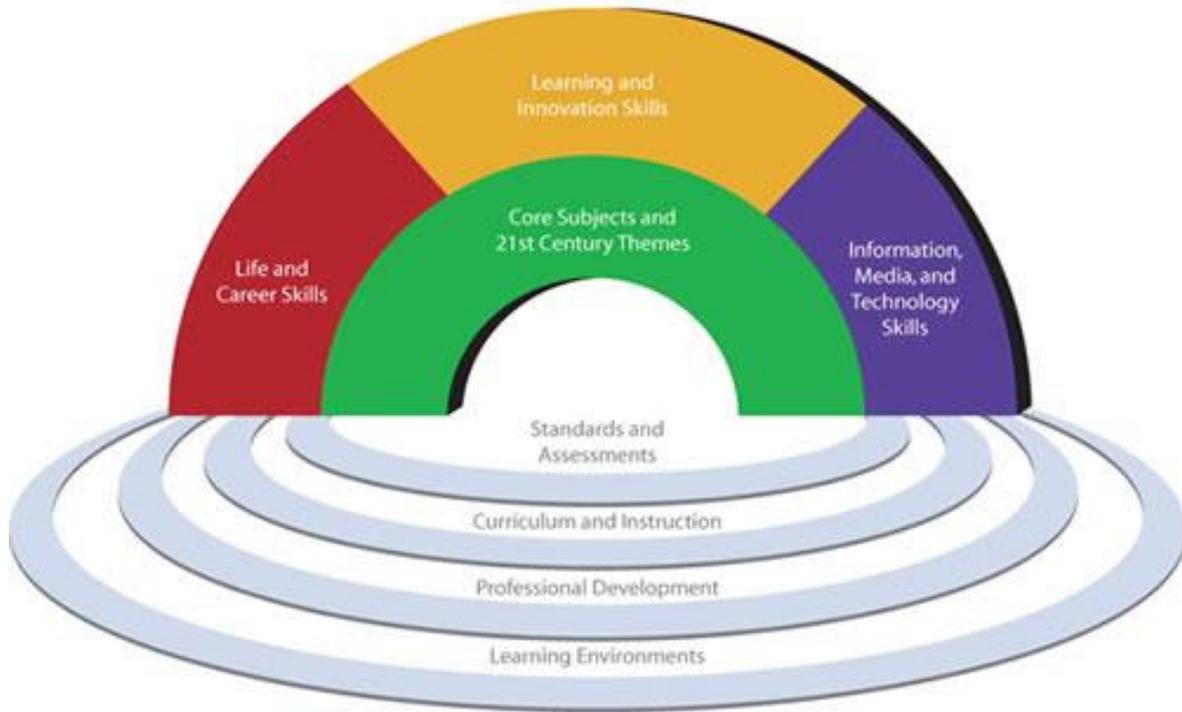
Beginning Teacher Support Program Self Assessment

Beginning Teacher Support Program Annual Review Form

Summary Beginning Teacher Support Program Rating Form for LEAs

Beginning Teacher Support Program Peer Review

Framework for 21st Century Learning



The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. To accomplish this mission, North Carolina Public Schools will:

- Produce globally competitive students
- Be led by 21st Century professionals
- Be healthy and responsible
- Leadership will guide innovation in NC Public schools
- Be governed and supported by 21st Century Systems

Milestones for Improving Learning and Education

Global Awareness

- Using 21st Century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productive and career options.

Civic Literacy

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national and global levels.
- Understanding the local and global implications of civic decisions.

Health Literacy

- Having the ability to access health information and services, navigate health institutions and act as an effective advocate to improve health for self, family, and/or community.
- Understanding preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.
- Demonstrating understanding of national and international health.

Thinking and Learning Skills

Critical Thinking and Problem Solving Skills

- Exercising sound reasoning in understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing and solving problems.

Communication

- Articulating thoughts and ideas clearly and effectively.

Information and Media Literacy Skills

- Understanding, managing, and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.

Creativity and Innovation Skills

- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

Collaborations Skills

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

Contextual Learning Skills

- Having the ability to take advantage of education in a variety of contexts both inside and outside the classroom; understanding that knowledge is acquired within a context.

ICT Literacy

- Using technology in the course of attaining and utilizing 21st Century skills.

Life Skills

Leadership

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

Ethics

- Demonstrating integrity and ethical behavior in personal, workplace and community contexts.

Accountability

- Setting and meeting high standards and goals for one's self and others.

Adaptability

- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

Personal Productivity

- Utilizing time efficiently and managing workload.
- Being punctual and reliable.

Personal Responsibility

- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

People Skills

- Working appropriately and productively with others.

Self Direction

- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

Social Responsibility

- Acting responsibly with the interests of the larger community in mind.

North Carolina Professional Teaching Standards

Standard 1: Teachers Demonstrate Leadership

- Teachers lead in their classrooms.
- Teachers demonstrate leadership in the school.
- Teachers lead the teaching profession.
- Teachers advocate for schools and students.
- Teachers demonstrate high ethical standards.

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students

- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- Teachers embrace diversity in the school community and in the world.
- Teachers treat students as individuals.
- Teachers adapt their teaching for the benefit of students with special needs.
- Teachers work collaboratively with the families and significant adults in the lives of their students.

Standard 3: Teachers Know the Content They Teach

- Teachers align their instruction with the North Carolina Standard Course of Study.
- Teachers know the content appropriate to their teaching specialty.
- Teachers recognize the interconnectedness of content areas/disciplines.
- Teachers make instruction relevant to learners.

Standard 4: Teachers Facilitate Learning for Their Students

- Teachers know the ways in which learning takes place and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- Teachers plan instruction appropriate for their students.
- Teachers use a variety of instructional methods.
- Teachers integrate and utilize technology in their instruction.
- Teachers help students develop critical thinking and problem solving skills.
- Teachers help students work in teams and develop leadership qualities.
- Teachers communicate effectively.
- Teachers use a variety of methods to assess what each student has learned.

Standard 5: Teacher Reflect on Their Practice

- Teachers analyze student learning.
- Teachers link professional growth to their professional goals.
- Teachers function effectively in a complex, dynamic environment.