



New Teacher Orientation
Beginning Teacher Support
Program Handbook
2022-2023

BTSP Mission:

To build capacity in Beginning Teachers by developing their craftsmanship and efficacy through coaching and mentoring.

MCS Vision Statement

“Students of the Madison County School system will have meaningful experiences and valuable academic preparation to ensure a brighter future.”

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Madison County Schools New Teacher Checklist

School: _____ Teacher: _____ Dept/Grade: _____

Instructions for New Teacher Checklist: 1) Complete each item and have person initial when completed;
2) If an area does not apply to you, mark N/A

| | |
|--|--|
| <p>Pitt County Schools Central Office: _____ Initial Paperwork _____ _____ Benefits _____ _____ Licensure _____</p> <hr/> <p>Beginning Teacher Support Program: _____ BTSP Orientation _____ _____ Classroom Management _____ _____ NCEES Overview _____ _____ BT Mentor assigned _____</p> <hr/> <p>Data Manager: _____ _____ Teacher information sheet complete _____ _____ NCEdCloud log-in (UID) _____ _____ Cumulative Folders (what's in, where to find) _____</p> <hr/> <p>Secretary: _____ _____ Staff Parking Permit _____ _____ Staff Health Form/Staff Car Form _____ _____ AESOP login (substitute system, leave forms) _____ _____ Keys to room _____ _____ Copier Number & Operation _____ _____ Phone/Voicemail extension & set-up _____ _____ Get on email list of key Admin team; Alert now # _____</p> <hr/> <p>Bookkeeper: _____ _____ Purchase Orders for supply requests _____ _____ Receipting Money Policy _____ _____ Receipt book and bag received _____</p> <hr/> <p>Media Coordinator: _____ _____ Equipment/Media orientation (tech, prof materials) _____ _____ Sign contracts for Technology, if applicable _____ _____ Media Schedule & Procedures _____ _____ EMail & Apps & network login _____ _____ Temporary ID badge _____</p> <hr/> <p>Other Key Staff _____ Social Worker - _____ _____ Head Custodian - _____ _____ Child Nutrition - _____</p> | <p>Counselor: _____ _____ Flex & Advisory (how it works, schedule) _____ _____ Student Services role in school _____ _____ 504/ESL Accommodations _____</p> <hr/> <p>Department/Grade Level Chair/Buddy Teacher/Mentor: _____ _____ Building Tour _____ _____ Drill procedures (fire, lockdown, tornado) _____ _____ Learning Targets & Lesson Design _____ _____ Classroom Inventory and Materials review _____ _____ Grading expectations (weighting, etc) _____ _____ Shared Google Drive/Canvas _____ _____ PLC's _____ _____ Textbooks _____</p> <hr/> <p>EC Contact: _____ _____ Accommodations/IEP Info _____</p> <hr/> <p>School Nurse: _____ _____ Health Plans, Med Procedures & Log _____</p> <hr/> <p>Principal: _____ _____ General orientation to evaluation process _____ _____ Staff Handbook and expectations _____ _____ Welcome Letter for Parents/Students _____ _____ Self-assessment completed for PDP _____</p> <hr/> <p>AP: _____ _____ Duty Rosters & Expectations _____ _____ Emergency Sub Plans (see list in folder) _____</p> <hr/> <p>_____ Classroom Management Expectations _____ _____ Ed Handbook Expectations & Procedures (Login) _____ _____ Safe Schools Training - Bloodborne Pathogen _____ _____ Crisis Training & Deborah Greenblatt Training _____ _____ Asthma & Diabetes Training _____</p> |
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What is the Beginning Teacher Support Program?

As a beginning teacher in North Carolina, you will participate in a three-year induction process known as the Beginning Teacher Support Program (BTSP). This is designed to provide you direction, support, and feedback during your first years in the classroom so that your experiences are positive and focused on the knowledge, skills, and dispositions associated with effective teaching. The BTSP provides a framework for supporting beginning teachers. Several initiatives have been implemented to assist you during your first three years of teaching.

- **Mentor Assignment:** A mentor teacher should be assigned to you early in the school year. The mentor teacher can provide you with much useful information and assistance.
- **Orientation:** The state provides funding for three additional workdays for first year teachers' orientation. It is important for you to know the goals and policies of your school system and your school and how they affect you.
- **Observations:** You will be observed three times by a qualified school administrator and at least once by a teacher. These veteran educators will be able to give you support and feedback regarding classroom practice. Systematic observations can insure continued growth and success.
- **System-Wide and School Staff Development:** Staff development activities are designed to help you grow and develop as a professional educator.

What To Do In Year 1

- Attend orientation.
- Meet with your mentor weekly.
- Develop a Classroom Management Plan that includes your procedures, rules, consequences, and expectations.
- Focus on your teaching.
- Practice a variety of teaching strategies using culturally responsive pedagogy to continually meet the needs of your students.
- Work with your mentor and other members of your school community to promote student learning.
- Complete the Comprehensive Teacher Evaluation Cycle.
- Use the NC Standard Course of Study (or approved curriculum) for your area.
- Develop unit plans and lesson plans linked to the Course of Study.
- Use available data to help in planning and accessing teaching strategies that need improvement.
- Incorporate NCEES into your teaching practice.
- Attend support meetings held by your mentor, administrator, and the school system.
- Reflect on your teaching and ways that you might improve. Discuss these reflections with your mentor.
- Develop your Professional Development Plan using feedback from your first observation and conversations with your mentor and administrator. Be sure to develop the PDP with their guidance.
- Keep up with your licensure requirements (i.e. course work and testing requirements).

What To Do In Year 2

- Meet with your mentor twice per month.
- Reflect on your Classroom Management Plan and revise as needed.
- Focus on your teaching.
- Practice a variety of teaching strategies using culturally responsive pedagogy to continually meet the needs of your students.
- Work with your mentor and other members of your school community to promote student learning.

- Complete the Comprehensive Teacher Evaluation Cycle.
- Use the NC Standard Course of Study (or approved curriculum) for your area.
- Revise prior and develop new unit plans and lesson plans linked to the Course of Study.
- Use available data to help in planning and accessing teaching strategies that need improvement.
- Incorporate NCEES into your teaching practice.
- Attend support meetings held by your mentor, administrator, and the school system.
- Reflect on your teaching and ways that you might improve. Discuss these reflections with your mentor.
- Use the PDP and summative evaluation from your first year along with the first observation from the second year to help in development of your PDP for year 2. Be sure to develop the PDP with the guidance of your mentor and administrator.
- Keep up with your licensure requirements (i.e. course work and testing requirements).

What To Do In Year 3

- Meet with your mentor once during the month.
- Reflect on your Classroom Management Plan and revise as needed.
- Focus on your teaching.
- Practice a variety of teaching strategies using culturally responsive pedagogy to continually meet the needs of your students.
- Work with your mentor and other members of your school community to promote student learning.
- Complete the Comprehensive Teacher Evaluation Cycle.
- Use the NC Standard Course of Study (or approved curriculum) for your area.
- Revise prior and develop new unit plans and lesson plans linked to the Course of Study.
- Use available data to help in planning and accessing teaching strategies that need improvement.
- Incorporate NCEES into your teaching practice.
- Attend support meetings held by your mentor, administrator, and the school system.
- Reflect on your teaching and ways that you might improve. Discuss these reflections with your mentor.

- Use the PDP and summative evaluation from your first year and second year along with the first observation from the third year to help in development of your PDP for year 3. Be sure to develop the PDP with the guidance of your mentor and administrator.
- Keep up with your licensure requirements (i.e. course work and testing requirements).

REMEMBER:

- You need the help of your administrator, mentor, and support personnel. They are here to help you. You must ask for help!
- You need to establish a partnership with parents. Make sure the first contact is positive and that subsequent contacts begin with a positive comment.
- Teaching requires commitment, dedication, and a passion to want to help all students learn.
- You must always have high expectations for every student.

BT License Information

Initial License

- License held during three-year induction
- Must complete requirements of induction program to convert to a Continuing License (SP2) at the end of third year

Alternative Licensure

1. Residency
 - Must be enrolled in RL program prior to employment (coursework)
 - Must complete ALL requirements of induction program, RL coursework and testing to convert to a Continuing License (SP2) at the end of third year
2. Permit to Teach and Emergency Permit License
 - Designed for teachers who do not meet the requirements for a Residency License (yet)
 - Must complete ALL requirements as outlined by MCS Licensure office in order to clear the license (testing, coursework to raise GPA)
 - Once cleared, then teacher is eligible for a Residency License

Converting to Continuing License

- Must complete ALL requirements of the induction program including meeting with a mentor on a regular basis.
- Completed 3-year of teaching experience (either in North Carolina or verified experience from another state)
- Pass all NCSBE-approved, or comparable, licensure exams required for the license area(s).
- Comparable exams *and* effectiveness data from another state where a current license is held for out-of-state approved educator preparation program completers.

Developing a Relationship with your Mentor

A mentor is assigned to the beginning teacher during his/her first three years of teaching so he/she will have a professional who provides the initial line of support. The first step in establishing a good relationship with your mentor is developing an open line of communication. The mentor can assist you with information regarding day-to-day issues such as locating supplies and materials. More importantly, the mentor can be a resource as you develop unit and lesson plans, classroom motivation and management techniques, methods for supporting unique learners, and strategies for communicating within your learning community.

- Understand that a good working relationship takes effort from both parties.
- Set up regular meetings with your mentor. Be on time for your meeting and prepared with whatever materials your mentor may ask you to bring to the meeting (i.e. plan book, grade book, NC SCOS, unit plans, classroom management policy, etc.). Keep notes on your discussions.
- Respect your mentor's experience and expertise.
- Be honest; your mentor's job is to help you improve.
- Have fun and enjoy learning together!

REMEMBER:

Be big enough to admit when you need help and get it! You teach students that they can't be superhuman, but do you heed your own advice?

-Jack Ahem

Monthly BT Log Requirements, 2022-2023

| Month | BT1 | BT2 | BT3 | Due Date |
|------------|-----|-----|-----|-------------|
| August | 3 | 2 | 1 | September 1 |
| September | 4 | 2 | 1 | October 1 |
| October | 4 | 2 | 1 | November 1 |
| November | 4 | 2 | 1 | December 1 |
| December | 2 | 1 | 1 | December 17 |
| January | 4 | 2 | 1 | February 1 |
| February | 4 | 2 | 1 | March 1 |
| March | 3 | 2 | 1 | April 1 |
| April | 4 | 2 | 1 | May 2 |
| May / June | 4 | 2 | 1 | June 3 |

NC Educator Evaluation System (NCEES) Introduction

The North Carolina Educator Evaluation System (NCEES) is built on professional standards for individuals who work in the State's public schools. All sets of professional standards were developed with the input of professional organizations, district staff members, and representatives from institutions of higher education training programs. Each set of standards captures the skills, knowledge, and behaviors that should be displayed by individuals in that specific role.

The standards are the foundation for role-specific evaluation instruments and processes that are used to measure educator performance against established standards, as well as to help staff members grow their skills and knowledge. The expectation is that every professional in North Carolina's schools should be rated as proficient on the standards of his or her evaluation instrument.

The evaluation of teachers and school administrators is housed in an online environment that eliminates the need for paper, streamlines the process, and facilitates the use of data at the school, district, and state level.

Website:

NCEES Overview-

<https://sites.google.com/dpi.nc.gov/ncees-information-and-resource/beginning-of-year-orientation>

NC Teacher Evaluation Process Manual-

<https://sites.google.com/dpi.nc.gov/ncees-information-and-resource/teachers>

Comprehensive Evaluation Cycle:

- Self-Assessment and PDP
 - Self-Assessment completed independently
 - PDP completed with support of a mentor
 - PDP must be signed off by administrator, mentor, and you
 - Beginning Of Year (BOY), Middle Of Year (MOY), End Of Year (EOY)
- Evaluation Cycle
 - 3 Administrative observations
 - 1 announced including pre-conference and post conference within 10 days
 - 2 unannounced including post conference within 10 days
 - 1 Peer Observation
 - Announced including post-conference (pre-conference is optional)
 - Summative Evaluation
 - Comprehensive evaluation that includes a compilation of all observation results

Standards/Sample Behaviors and Evidence

| Standard | Sample Behaviors | Sample Evidence |
|---|---|--|
| 1. Teachers demonstrate leadership | <ul style="list-style-type: none"> ● Using pacing guides and the NCSCOS ● Setting professional goals based on the SIT plan ● Being willing to ask peers for help ● Using new skills and knowledge effectively in class ● Modeling proper ethical behavior to others | <ul style="list-style-type: none"> ● Uses data to inform and modify instruction ● Positively participates in PLC meetings ● Sharing in work group tasks ● Asking peers about new skills peers are using ● Advocating for students regarding ethical standards |
| 2. Teachers establish a respectful environment for a diverse population of students | <ul style="list-style-type: none"> ● Establishing respectful classroom procedures ● Displaying student work that reflects diverse cultures ● Posting rubrics on assignments that encourage all students to achieve mastery ● Collaborating with inclusion personnel ● Exploring the local community for resources to help students | <ul style="list-style-type: none"> ● Addresses students with kindness and respect ● Lesson plans reflect acknowledgement of various diverse cultures ● Utilizes rubrics for grading ● Having a specialist observe the class ● Attending PTA meetings, student performances, athletic events |
| 3. Teachers know the content they teach | <ul style="list-style-type: none"> ● Presenting lessons that require students to use higher order thinking skills ● Assessing students formally and informally to modify instruction ● Using a variety of sources and instructional strategies to address NCSCOS ● Relating core content to real life situations | <ul style="list-style-type: none"> ● Using strategies that draw on students' prior knowledge ● Teaching content in a variety of ways ● Relating learning to global events ● Explaining lesson relevance |

| Standard | Sample Behaviors | Sample Evidence |
|--|---|---|
| 4. Teachers facilitate learning for their students | <ul style="list-style-type: none"> ● Using current best practice resources to differentiate instruction ● Modifying lesson plans as needed to meet diverse student needs ● Using graphic organizers to enhance instruction ● Routinely using technology in lessons ● Using appropriate questions to guide students in critical thinking ● Organizing student teams to provide leadership and diversity on each team ● Incorporating student participation into lessons ● Using various means to evaluate students (oral, written, etc.) | <ul style="list-style-type: none"> ● Sharing lesson plans with other teachers, including differentiated instructions ● Utilizing data to create lesson plans ● Using readily available technological tools to enhance instruction ● Modeling problem solving techniques in the class for students ● Incorporating student participation into lessons ● Students conduct student led conferences |
| 5. Teachers reflect on their practice | <ul style="list-style-type: none"> ● Monitoring student progress toward meeting/exceeding performance expectations ● Linking PDP to standards and growth ● Adapting to changing practices, new ideas, and initiatives | <ul style="list-style-type: none"> ● Devising ways to improve instruction ● Seeking out professional development activities that foster growth ● Using multiple teaching styles during every lesson |

Teacher Behavior: The Key to Discipline

“As you are dressed, so shall you be perceived; and as you are perceived, so shall you be treated.”

(Wong)

The age-old problem of discipline is always recurring. The behavior of the teacher can have a positive or negative effect on student discipline in the classroom. The teacher who slams doors when irritated will have students who do the same. The teacher who shouts will have students who shout. The students are mirror images of the classroom teacher.

Students can sense the way a teacher feels about his/her work. As they pick up on these vibrations, the students reflect these feelings in their own attitudes and behaviors. Here lies the problem...and the solution

Listed below are steps that the classroom teacher might take into consideration to help alleviate a discipline problem before it gets started.

1. Set a good example. Remember, the students will become what the teacher is. Show them that you are concerned with their well-being. Be positive and work on each student's strong points instead of tearing down or harping on the negative. Be enthusiastic! A dull teacher or dull classroom breeds disruptive behavior.
2. Share the load in the classroom. Do not expect the students to do everything. Do not make yourself the king or queen and your students the peasants. The more they respect you, the less hassles you will have.
3. Act like a professional. Downgrading students, fellow teachers, parents, and administrators in public will destroy classroom respect. You need the respect of parents and peers as well as the respect of your students.
4. Dress like a professional.
5. Be on time. Be in the class before your students if you expect them to be on time. Being late and not having your class settled will only mean trouble. Being on time could save you a lot of grief.
6. Develop a good attitude. Students are quick to detect how you feel about your teaching profession. We have to develop our own attitudes before we can help develop student attitudes.

Controlling Your Classroom

Good classroom management helps to create an environment for efficient learning. The main goal of management is for the student to accept responsibility for his/her own actions. Unfortunately, this goal is not easily reached. Students need a helping hand.

Here are some tips that should be followed before, during, and after a lesson to help create a positive learning environment.

Before the Lesson

1. Be prepared. Consider individual students and their strengths and weaknesses. Take special care in organizing the lesson.
2. Write detailed lesson plans geared to the students. It is better to over-plan each lesson than be left with 15 minutes short at the end of the lesson with nothing else planned. Provide enrichment material for advanced students and drill, repetition, and review for low achievers.
3. Set standards in the classroom. Establish rules, not threats or fears.

During the Lesson

1. Remain business like while teaching students. Students will try to take every possible advantage.
2. Begin instruction with an attention-getter to make sure all students are ready to participate.
3. Speak softly but firmly. Avoid unnecessary repetition of instructions by writing them on the board.
4. Establish and maintain a daily routine.
5. Do not give students time to get out of control. Keep students busy and involved.
6. Speak to students at their level for clearer understanding.
7. Trust students and take an interest in each one of them.
8. Discourage calling out or chorus answers.

After the Lesson

1. Assign and carefully check assignments to establish good work habits.
2. Provide feedback on completed work as soon as possible.
3. Make the transition to the next lesson or activity efficiently.

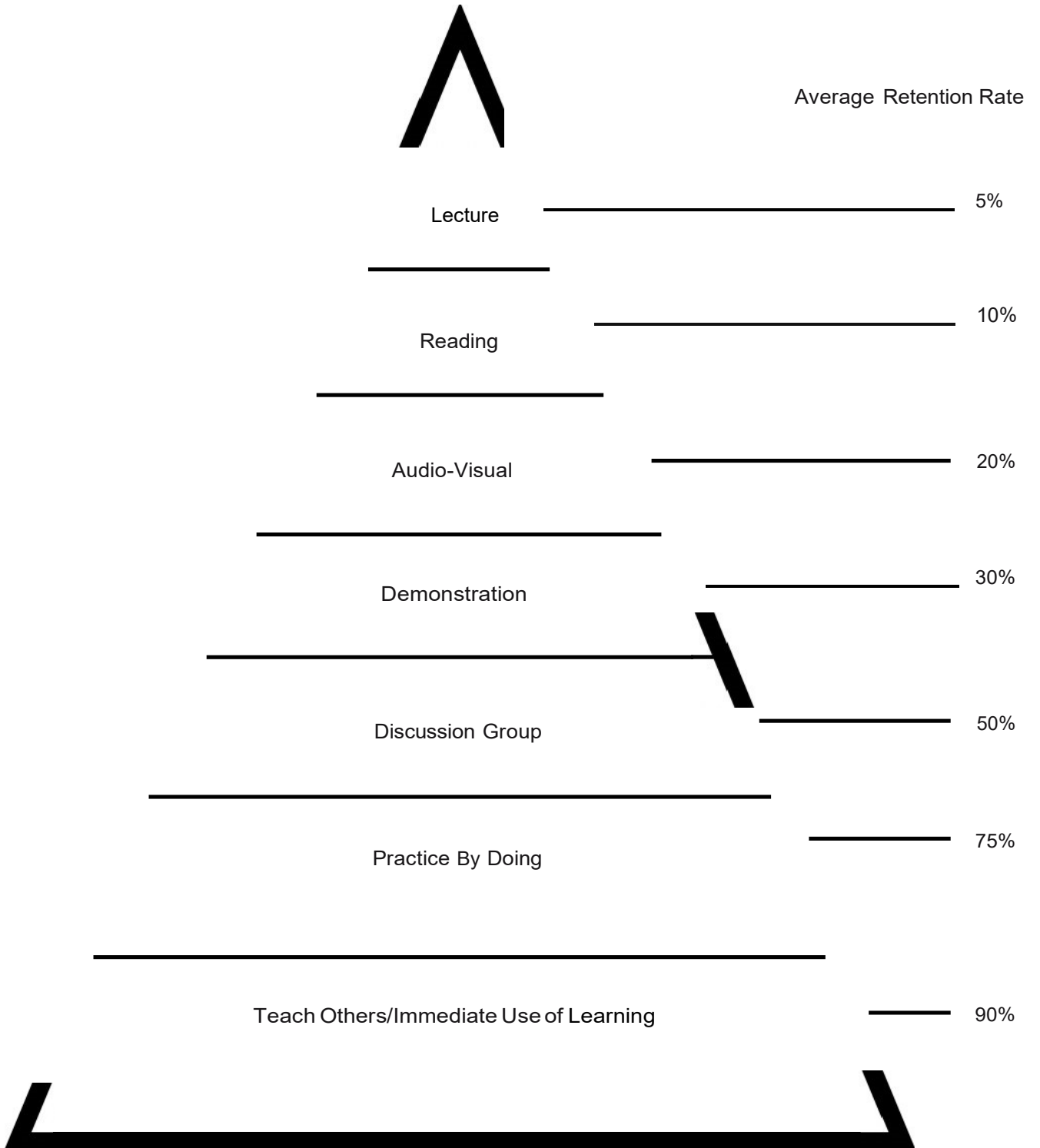
Procedure Template

The Classroom Management Book by Harry Wong

| Procedure/Process | Wong - Page | My procedure is: (You may add more bullets) |
|---|-----------------|---|
| An Opening Assignment | p. 70-75 | My procedure is: • • • |
| Dismissing the Class | p. 82-87, 165 | My procedure is: • • • |
| Getting Students' Attention | p. 118-121 | My procedure is: • • • |
| Classroom Transitions & Collecting Materials | p. 142-149 | My procedure is: • • • |
| Technology In the Classroom - How to pass out/collect | p. 268-270 | My procedure is: • • • |
| How To Teach A Procedure | p. 30-33, 47-52 | My procedure is: • • • |
| Absent Folder | p. 96-99 | My procedure is: • • • |
| Bathroom Breaks | p. 130-133 | My procedure is: • • • |

| | | |
|--|-----------------|--|
| Emergency Preparedness | p. 112-117 | My procedure is: • • • |
| Working In Groups | p. 180-183 | My procedure is: • • • |
| Class Discussions (Instructional Procedures) | p. 174-179 | My procedure is: • • • |
| Replacing Dull or Broken Pencils | p. 134-136 | My procedure is: • • • |
| Taking Attendance | p. 76-81 | My procedure is: • • • |
| Transportation | p. 86-87 | My procedure is: • • • |
| If Students Don't Follow Procedures | p.50-51 | My procedure is: • • • |
| Other procedures you need | p. 58-59 (list) | Procedures to consider: • • • |
| Classroom Jobs | p. 122-125 | My procedure is: • • • |

Learning Pyramid



Questions to Consider as You Plan Your Lessons

- What are the important ideas, concepts, and content topics to address? What are my goals? Are they a part of the Standard Course of Study for my grade level?
- What should students be able to do with these ideas when this lesson is finished? (recall, list, identify, differentiate, classify, compare, contrast, locate, plan, apply, design, evaluate, select, etc.)
- What activity or combination of activities would best enable students to learn to do items in number 2? (listen, read, discuss, brainstorm, analyze, problem solve, demonstrate, film, video, other media, examples, case study, simulation, guests, etc.)
- What time allocation can be made for these activities? (within class, outside of class assignments, individual, small-group, etc.) What materials do I need to implement this plan?
- How can I find out if students are able to do the needed items in number 2? (questioning, non-verbal cues, quizzes, look at notes, ask for questions, etc.)
- Are there students in my class with special needs? Do they need modifications and if so what kind?
- What difficulties might my students experience with this activity and how do I plan to anticipate these difficulties?
- Are the students actively involved in their learning?
- What knowledge do my students already have about the content of the lesson and how will I determine this background knowledge?
- Does the lesson address the various learning needs in my class? Will it accommodate various learning styles?
- Does the lesson provide practice that consolidates and integrates skills?
- What are reasonable and appropriate ways to evaluate how well students have learned the items in number 2? (test, reports, oral presentations, performances, demonstrations, journals, etc.)
- What adjustments can I make that will help me teach this better next time? (notes, video or audio recordings, gathering feedback from students, having a trusted peer observe and give feedback, etc.)

Bloom's Taxonomy: Question Stems

| | | |
|---|---|---|
| REMEMBER / KNOWLEDGE | | |
| <p>What is ____?</p> <p>Where is ____?</p> <p>Who was the main ____?</p> <p>Why did ____?</p> <p>When did ____?</p> <p>How would you show ____?</p> | <p>How did ____ happen?</p> <p>Which one ____?</p> <p>How is ____?</p> <p>When did ____ happen?</p> <p>List three ____.</p> <p>How would you describe ____?</p> | <p>What do you recall about ____?</p> <p>Select ____.</p> <p>How would you explain ____?</p> <p>Who was ____?</p> |
| UNDERSTAND / COMPREHENSION | | |
| <p>How would you explain ____?</p> <p>How would you identify ____?</p> <p>How are these alike? Different?</p> <p>How would you differentiate between ____?</p> <p>What do you conclude from ____?</p> | <p>What characteristics identify ____?</p> <p>What is the difference between ____?</p> <p>What relationship exists between ____?</p> <p>What patterns exist ____?</p> | <p>What could be a reason for ____?</p> <p>What can you interpret from the graph/table? Which does not belong? What would happen if ____?</p> |
| APPLY / APPLICATION | | |
| <p>How would you make use of ____?</p> <p>How does ____ apply to ____?</p> <p>How would you modify ____?</p> <p>Under what conditions would you ____?</p> | <p>How would you use the facts to investigate ____?</p> <p>Using what you know, how would you design ____?</p> <p>Utilize ____ to ____.</p> <p>Illustrate a way to ____.</p> <p>What other way would you demonstrate ____?</p> <p>Identify the results if ____?</p> | <p>Predict what would happen if ____?</p> <p>What would result if ____?</p> <p>Show me a way to organize ____.</p> <p>Why does ____ work?</p> <p>Using what you have learned, how would you solve ____?</p> |

ANALYZE / ANALYSIS

| | | |
|--|---|---|
| <p>Determine what could have caused ____?</p> <p>Discuss the pros and cons of ____?</p> <p>Explain why it is not possible for ____.</p> <p>How would you order ____?</p> <p>How would you document ____?</p> <p>Justify your conclusion about ____.</p> <p>Why do you think ____?</p> <p>What fallacies influenced ____?</p> | <p>What are the components of ____?</p> <p>What is the reason for ____?</p> <p>What observations can you make from ____?</p> <p>What evidence will support/refute ____?</p> <p>What relationship exists between ____?</p> <p>What inference can you make/were made from ____?</p> | <p>What assumptions can you make/were made about ____?</p> <p>What is your analysis of ____?</p> <p>What ideas validate ____?</p> <p>What conclusions can you deduce ____?</p> <p>Under what conditions ____?</p> <p>Using the assumption of the ____ theory, analyze ____?</p> |
|--|---|---|

EVALUATE / SYNTHESIZE

| | | |
|--|--|---|
| <p>Create/propose an alternative to ____?</p> <p>How would you improve ____?</p> <p>Devise a way to ____?</p> <p>Hypothesize the reason for ____?</p> <p>Design a fair test for ____.</p> <p>Predict the outcome of ____?</p> <p>Develop a theory to explain ____.</p> | <p>Propose a hypothesis/an experiment for ____.</p> <p>Develop a model to represent ____.</p> <p>Think of an original way to represent ____.</p> <p>Develop an experiment to determine ____.</p> <p>What solutions would you suggest for ____?</p> <p>Elaborate on ____.</p> | <p>What could be done to integrate ____?</p> <p>How would you test ____?</p> <p>What would happen if ____?</p> <p>How would you combine ____ to create a different ____?</p> <p>What changes would you make to revise ____?</p> |
|--|--|---|

CREATE / EVALUATION

Based upon the evidence, explain your choice.
Compare the ideas of _____.
How else would you _____?
How would you critique _____?
How would you interpret _____?
How would you verify _____?

How would you determine the facts about _____?
How would you prove/disprove _____?
Rate the _____.
State a case that would support/reject _____.
What is the most important _____?
What data was used to evaluate _____?
What would you conclude about _____?

What is the significance of _____?
What criteria would you use to assess _____?
What choice would you have in _____ situation?
What data was used to evaluate _____?
What is your opinion of _____?
Which _____ is valid?
Would it be better if _____? Why/why not?

The PARENT Connection

P Partnership. Parents and educators are equally important in the education of children. When students see their parents and teachers united for the purpose of improving learning and student success, they will have better attitudes and greater motivation to learn.

A Advocate. Parents are the child's best advocate, and they can be your best ally. Organize parent involvement in your classroom

R Relate. Parents want to know what is happening in their child's classrooms. Send newsletters/syllabus/calendars that include goals and plans and topics to be studied. At the beginning of the year, send a note to each parent introducing yourself. Have parents fill out a questionnaire with pertinent information.

E Encourage. Encourage parents to be active in their child's education. Make sure that every student is recognized in the course of the school semester/year.

N Notify. Establish close communication between home and school. Teachers and administrators should make sure that parents are informed about the discipline policies at school. When faced with a discipline problem in the classroom, promptly notify parents and work together toward a solution. Inform parents about their children's school successes as well as areas of improvement.

T Thank parents for their involvement. Parent's need to be recognized, need to be thanked, and need to know that they are making a difference in their child's education.

S Stay active in your school. This lets parents know that you are a part of the school community and that you appreciate their involvement.

Parent Teacher Meetings- Dos and Don'ts

| DO | DON'T |
|---|--|
| <ul style="list-style-type: none"> ● Make the first contact a positive one. | <ul style="list-style-type: none"> ● Make the first contact be bad news or a big meeting. |
| <ul style="list-style-type: none"> ● Just before the conference begins, calm yourself, visualize the student, recall his/her strengths, prioritize any concerns, and empathize with parents. | <ul style="list-style-type: none"> ● Talk down to or judge parents' decisions. |
| <ul style="list-style-type: none"> ● Understand and enjoy differences. Determine need for translators. | <ul style="list-style-type: none"> ● Rely on disability, social, economic, or cultural stereotypes. |
| <ul style="list-style-type: none"> ● Be accessible. Remove physical barriers. Use active listening, non-defensive body language. | <ul style="list-style-type: none"> ● Sit behind your desk, eat or drink without providing for everyone present. |
| <ul style="list-style-type: none"> ● Assume parents know the child best. You share the common goal of student growth. | <ul style="list-style-type: none"> ● Be an expert. Make unfounded predictions. |
| <ul style="list-style-type: none"> ● Use specific examples and everyday language. Describe behavior objectively. | <ul style="list-style-type: none"> ● Use jargon or subjective and emotionally-loaded terms. |
| <ul style="list-style-type: none"> ● Listen- then give a few practical suggestions. | <ul style="list-style-type: none"> ● Talk too much. Make parents feel inadequate when they can't do what you suggest. |
| <ul style="list-style-type: none"> ● Maintain confidentiality. | <ul style="list-style-type: none"> ● Use names of other students. |
| <ul style="list-style-type: none"> ● Model teamwork in respectful cooperation with other educators. | <ul style="list-style-type: none"> ● Disagree with school staff in parents' presence. |
| <ul style="list-style-type: none"> ● Conclude the meeting with hope, with the parents' believing that you know and respect their child and have a plan. | <ul style="list-style-type: none"> ● Leave a parent feeling hopeless or that financial or staffing concerns will interfere with meeting their child's individual needs. |

Educational Acronyms for Beginning Teachers

ACRE - (Accountability and Curriculum Reform Effort) is the state's comprehensive initiative to redefine the Standard Course of Study for K-12 students.

ACT- College Admissions Assessment given to all students in the 11th grade.

ACT WorkKeys- This assessment is administered to seniors who are Career and Technical Education (CTE) concentrators.

ACTE- (Association for Career and Technical Education) The largest national education association dedicated to the advancement of education that prepares youth and adults for careers. www.acte.org

ADA- (Americans with Disabilities Act) Prohibits discrimination in employment and other situations against persons with disabilities.
www.usdoj.gov/crt/ada/adahom1.htm

ADM - (Average Daily Membership) The number of days a student is in membership at a school divided by the number of days in a school month or school year.

AP - (Advanced Placement) A program that enables high school students to complete college-level courses for college placement and/or credit.

ASVAB- (Armed Services Vocational Aptitude Battery) An aptitude and interest inventory given to 11th and/or 12th graders. Free assessment.

AYP - (Adequate Yearly Progress) All public schools, in North Carolina and throughout the country, must measure and report AYP as outlined in the federal No Child Left Behind law. AYP measures the yearly progress of different groups of students at the school, district and state levels against yearly targets in reading and mathematics. Target goals are set for attendance and graduation rates as well. If a school misses one target, it does not make AYP. AMO are Annual Measurable Objectives, which are the benchmarks for subgroups to reach each year as part of AYP.

BIP- (Behavioral Intervention Plan) A plan that is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

BOG3- (Beginning-of-Grade 3) An English Language Arts/Reading Test linked to the Read to Achieve Program and aligned to the NC Standard Course of Study. It establishes a baseline measure of beginning third-grade students' English Language Arts/Reading skills.

BTSP- (Beginning Teacher Support Program)

CTE- (Career Technical Education) Provides high school students the opportunity to take courses in eight program areas so that they can explore interests and careers in eight program areas so that they can explore interests and careers while building and strengthening their career-specific knowledge and skills.

DGP- (Directed Growth Plan) PDP for teachers to address serious performance concerns or when the teacher does not consistently demonstrate proficient performance while on an MGP (Monitored Growth Plan)- requires substantial monitoring and input from the principal.

EC- (Exceptional Children) Children who have been evaluated in accordance with NC 1503-2 through NC 1503-3 as having autism, deaf-blindness, developmental delay (applicable only to children ages three to seven), hearing impairment, intellectual disability, multiple disabilities, speech or language impairment, orthopedic impairment, serious emotional disability, specific learning disability, traumatic brain injury, or visual impairment (including blindness, and who, by reason of the disability, need special education and related services.

ELL - (English Language Learner) Student whose first language is one other than English and who needs language assistance to participate fully in the regular curriculum.

EPS- (Educational Programs & Services) Provide curriculum and instructional support

ESEA - (Elementary and Secondary Education Act) This is the principal federal law affecting K-12 education. When the ESEA of 1965 was reauthorized and amended in 2002, it was renamed the No Child Left Behind (NCLB) Act. In 2009, the program was again referenced as the Elementary and Secondary Education Act.

ESL - (English as a Second Language) A program model that delivers specialized instruction to students who are learning English as a new language.

ESSA - (Every Student Succeeds Act) A US law passed in December 2015 that governs the United States K–12 public education policy. The law replaced its predecessor, the No Child Left Behind Act (NCLB), and modified but did not eliminate provisions relating to the periodic standardized tests given to students.

EVAAS - (Education Value Added Assessment System) Provides diagnostic reports quickly to district and school staff.

FBA- (Functional Behavior Assessment) A systematic set of strategies that is used to determine the underlying function or purpose of a behavior, so that an effective intervention plan can be developed.

FRL - (Free and Reduced Priced Lunch) Children qualify, based upon parent or guardian financial status, to receive either free or reduced priced lunch through a federal governmental program.

IDEA - (Individuals with Disabilities Education Act) This federal law, reauthorized in 2004, is designed to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.

IEP - (Individual Education Plan) Designed for students who have been identified as having delayed skills or disabilities.

ITES - (Information and Technology Essential Standards) The must have information and technology skills students need to achieve.

KEA- (Kindergarten Entry Assessment) The Kindergarten Entry Formative Assessment Process consists of five critical components that focus on the whole child. It has been designed to be integrated into daily instruction, to allow a variety of strategies for collecting evidence, and to guide instruction around the individual needs of each child.

LEA - (Local Education Agency) A local public school agency, usually at the county or city level.

LEP - (Limited English Proficient) Students whose first language is one other than English who need language assistance to participate fully in the regular curriculum and the statewide assessment system.

MGP- (Monitored Growth Plan) PDP for teachers who have at least one rating of “Developing” on a NCEES Standard- requires additional monitoring and input from the principal.

MTSS- (Multi-Tiered System of Support) An umbrella framework that includes Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS) frameworks. Every student receives core instruction, known as Tier One. Some students need supplemental instruction, which is referred to as Tier Two, and a small cohort of students receive the most intensive intervention and support, known as Tier Three. This tiered system is used for academic support as well as behavioral.

NAEP - National Assessment of Educational Progress. Also known as the “Nation’s Report Card,” NAEP assesses the educational achievement of elementary and secondary students in various subject areas. It provides data for comparing the performance of students in North Carolina to that of their peers nationwide.

NBCT - (National Board Certified Teacher) An advanced teaching credential designed to recognize effective and accomplished teachers who meet high standards

NC DPI - (North Carolina Department of Public Instruction) The NCDPI administers the policies adopted by the State Board of Education and offers instructional, financial, technological and personnel support to all public school systems in the state.

NCEdcloud – An umbrella software program that contains PowerSchool for attendance and student information; PowerTeacher for grades; True North Logic for NCEES evaluation; and Canvas for instructional resources.

NC Education - A resource for professional development, online assessments, student learning, and other activities for the North Carolina education community. Most resources are presented as online courses or modules. Some of the courses are available for self-enrollment. Some courses have prerequisites and require a one-time "enrollment key", which you would receive once you meet prerequisites. You will find the following courses in NC Education: NC FALCON, 21st Century Mentoring, NC Teacher Evaluation: Understanding the Process, NC Professional Teaching Standards

NCEES - (The North Carolina Educator Evaluation System) A system used to evaluate the performance of all teachers, principals, assistant principals, instructional central office administrators and superintendents in order to promote effective leadership, quality teaching and student learning while enhancing professional practice that leads to improved instruction.

NC EOC - (North Carolina End-of-Course) Tests that are designed to measure student performance in designated classes in grades 9-12

NC EOG - (North Carolina End-of-Grade) Tests that are designed to measure student performance in reading, math and science in grades 3-8

NCES - (North Carolina Essential Standards) Standards adopted by North Carolina in subject areas other than English/Language Arts and Mathematics. They were written using Bloom's Revised Taxonomy.

NCEXTEND1 - The North Carolina EXTEND1 is an alternate assessment designed to measure the performance of students with significant cognitive disabilities using alternate achievement standards.

PBIS - (Problem Based Interventions and Supports) A framework for improving student behaviors.

PDP - (Professional Development Plan) Documents the goals, required skills and competency development that are reflected on the NC Educator's Evaluation System.

PLC - (Professional Learning Community) Team members who regularly collaborate toward continued improvement in meeting learner needs with a curricular-focused vision.

RtA- (Read to Achieve) A part of the Excellent Public Schools Act which became law in July of 2012. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade.

SCOS - (Standard Course of Study) The NC SCOS is the guiding document outlining what should be taught in North Carolina public school classrooms. The Common Core and Essential Standards are the NC SCOS.

SIP - (School Improvement Plan) A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years.

STEAM - (Science, Technology, Engineering, Art and Mathematics) STEM curriculum emphasizes connections within and between the fields of mathematics and science; integrates technology; introduces and engages students in the engineering design process; cultivates creativity; and develops skills that drive innovation.

Title I - the largest federal education funding program for schools. Its aim is to help students who are behind academically or at risk of falling behind. School funding is based on the number of low-income children, generally those eligible for the free and reduced price lunch program. Many of the major requirements in the No Child Left Behind federal law are outlined in Title I – Adequate Yearly Progress, teacher and paraprofessional standards, accountability, sanctions for schools designated for improvement, standards and assessments, annual state report cards, professional development and parent involvement. Title I used to be known as Chapter I.

UID - (Unique Statewide Identifier) The number assigned enables LEAs and Charter Schools to assign a unique statewide identifier for every student and staff member who participates in the NC education system at any point in time. The UID enables reliable matching of student-level and staff-level records over time and across DPI applications.