



CENTRAL CAROLINA
teaching initiative

CCRESA

Educator
Preparation
Program

2019-2020
Supplemental
Contracted Services
Information

- NCNTSP
- DR. MORGHAN BOSCH

FEBRUARY 7, 2019

North Carolina New Teacher Support Program

Executive Summary

Twenty-five years ago the modal category of experience in the U.S. teacher workforce was 15 years. Today, the modal experience category for first-year teachers (and one-quarter of the teacher workforce—both nationally and in North Carolina) is less than five years of experience. This change in the teacher workforce raises concerns for three reasons. First, on average, beginning teachers are significantly less effective at raising student achievement than their more experienced peers. Second, beginning teachers are significantly more likely to exit the profession, with one-third leaving teaching during their first three years. This turnover costs school districts approximately \$12,900 per departing teacher and often results in the hiring of beginning teachers to fill open positions. Finally, since beginning teachers are more likely to work in high-need schools, these impacts are disproportionately experienced by students most in need of high quality teachers. In collaboration with the Council of Education Deans, the University of North Carolina included the North Carolina New Teacher Support Program (NC NTSP) as part of the state's Race to the Top (RttT) proposal to improve the performance and retention of beginning teachers in the state's lowest performing schools.

Since the expiration of federal RttT funding, the NC General Assembly recognized:

- a) the need to provide ongoing support to beginning teachers through the NC NTSP;
- b) the historically impressive performance outcomes generated by teachers supported by the NCNTSP;
- c) statistically significant retention rates among beginning teachers supported by the NC NTSP as determined through independent external evaluation (Education Policy Initiative at Carolina [EPIC]: <https://publicpolicy.unc.edu/files/2017/03/UBILPS-Brief-Revised.pdf>);

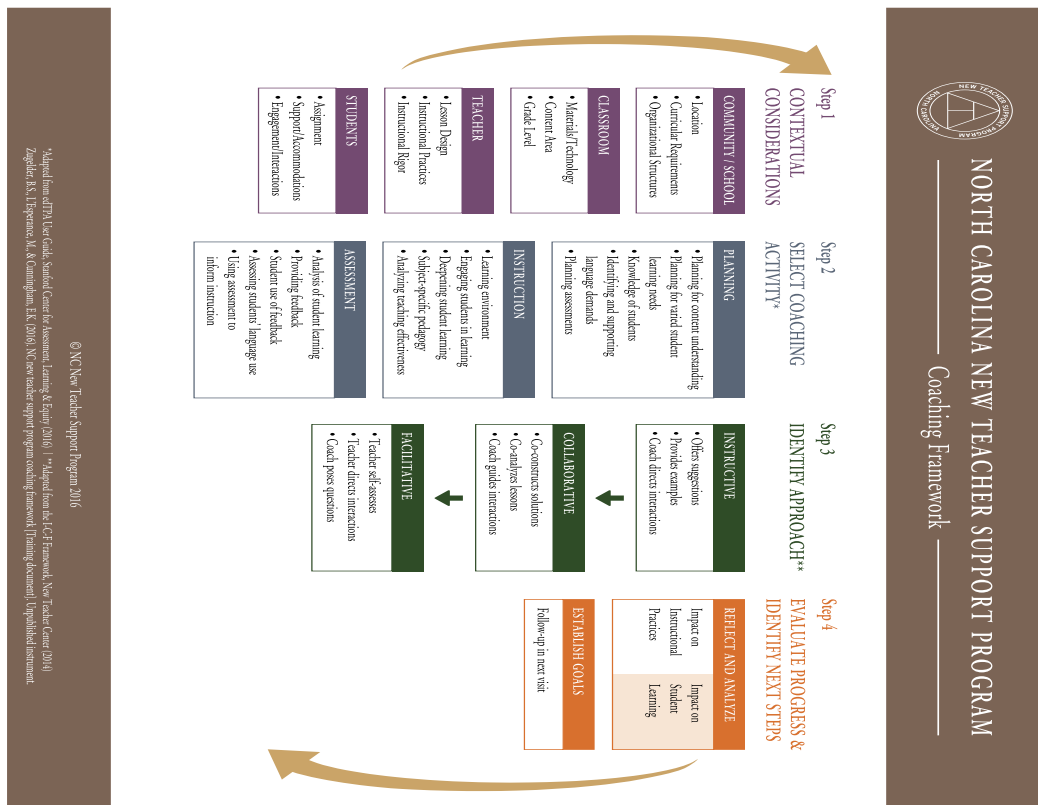
As such, the NC General Assembly established recurring appropriations to support beginning teachers through a shared business model with partner districts, whereby state appropriations cover approximately 60% of the cost of participation and the LEA covers the remaining 40%. Consequently, our statewide program now operates through nine colleges of education throughout the state, which capitalize on the local relationships between universities and their local communities.

The goal of the NC NTSP is to improve the effectiveness of beginning teachers through intensive induction support aligned to each teacher's individual needs, teaching assignment, and school environment.

- The NC NTSP is a comprehensive induction program. Participating districts and schools agree to participate in **all** program services.
- NC NTSP supported teachers receive:
 - 1) Intensive conference-style institute – offered in Fall to first year beginning teachers (BTIs).
 - 2) A minimum of three aligned professional development sessions (available to non-participating BTs in the partner district at their discretion)
 - 3) Intensive, individualized instructional coaching (see coaching Framework) provided weekly through face-to-face meetings.

- First-, second-, or third-year teachers (teacher education graduates and lateral entry) in participating schools continue their participation during their first three years of teaching. [L, SEP]
- Districts and/or schools determine which teachers are served by the program (ex. only first-year teachers or lateral entry teachers).
- In 2018-19, participating districts share costs at a rate of \$2,200 per participating beginning teacher. This fee is derived by calculating all costs to operate the NCNTSP and deducting contributions received to support our work from the State of North Carolina General Assembly. **There are no additional costs** to participating teachers, schools, or districts.
- **See Appendix 1 for Program Overview** (Page 31).
- Several large urban and rural districts have partnered with NC NTSP to provide large-scale induction support to their beginning teachers. Union (90), Lenoir (75), Public Schools of Robeson County (90), Vance County Schools (65), Cabarrus County Schools (35), Charlotte Mecklenburg Schools (88), Stanly County Schools (30), Alamance-Burlington Schools (40), Caswell County Schools (30), Bladen County Schools (30), Asheville City Schools (20) - all support 20 teachers or more through our partnership.
- References are available upon request.

Instructional Coaching Framework



- Instructional support provided by an instructional coach assigned to each teacher will follow our coaching framework and incorporate support for district and school goals. Instructional coaches provide face-to-face support to participating teachers once each week. Weekly meetings with teachers are accompanied by virtual interaction through phone calls, emails, or text messages and may include professional development conducted through online learning management systems (e.g., Canvas). In addition, all Instructional Coaches are locally trained in navigating edTPA rubric constructs in order to provide additional support for Lateral Entry BTs who are enrolled in induction programs that require edTPA portfolio completion. Specifically, Instructional Coaches provide support as Lateral Entry teachers create portfolio learning segments, videotape and reflect on their instruction, create and analyze assessments, and provide feedback to students. Instructional coaches also utilize online video coaching collaboration to inform coaching cycles. Use of online video coaching also supports BTs who participate in beginner to board certified programs.
- Professional Development is delivered to teachers enrolled in the program as well as other teachers who may benefit from the experience. NC NTSP Instructional Coaches will provide a minimum of three (3) face to face PD opportunities to maintain the fidelity of the support program. As an additional included service, the NC NTSP also offers virtual PD through the Canvas learning management system. Current topics include: *Analysis and Feedback to Guide Instruction and Learning; Effective Lesson Planning; Navigating the Licensure Process; Planning to Teach Mathematics; Technology in the Classroom.* **See Appendix 2 for specific Professional Development Offerings.**

Key Personnel

Dr. Patrick Conetta
Director of Teacher Induction and Development
North Carolina New Teacher Support Program
East Carolina University - College of Education
(336) 684-6149 (mobile)
conettap18@ecu.edu

Reporting & Outcomes

Synopsis: Each table in this section includes district overviews for:

- Fall Institute Attendance
- Face-to-Face Instructional Coaching Visits
- District-wide Professional Development offerings and attendance

Institute

Date	Overview	Attendees
October 19 & 20, 2018 <i>Charlotte</i>	Three-day multi-district “boot camp” for first-year teachers designed to target the knowledge & skills most needed by beginning teachers, including: <ul style="list-style-type: none"> ● Know your students ● Providing feedback ● Knowing when your students know ● Planning for learning ● Demonstrating leadership 	16
November 4 & 5, 2018 <i>Raleigh</i>		

Instructional Coaching

School	Teachers	Visits	Minutes
Middle School	16	503	34,740
High School	17	497	27,360
High School	12	430	17,400
High School	10	289	11,040
Middle School	10	321	12,660
Middle School	5	153	7,380
Totals	65	2,193	110,580

Professional Development

PD Title	Date	Total attendance	Served Schools Attendance
Middle Formative Assessment	7/18	22	7
High Effective Lesson Planning	8/23	15	11
GPA PD Feedback	10/20	4	4
RCS PD: Planning for Content Understanding	10/26	29	
Drawing on Student Assets	11/1	45	17
Caswell County PD: Classroom Management	11/2	34	7
ABSS BT Classroom Management	11/7	~25	~8
ABSS BT Effective Time Management	12/12	32	9
Caswell County PD: Positive interactions & Student Engagement	2/1	35	8
Middle PD: Behavior Management	2/9	60	18
BT PD 5 keys to effective lesson planning	2/13	21	6
Middle: Seating Charts and Student Groups	2/23	60	18
Caswell County PD: Designing Engaging Instruction	3/1	~30	~7
Middle: Effective Lesson Planning	3/9	60	18

BT PD Assessment	3/13	37	8
Middle: Effective Questioning	3/23	60	18
RCS PD: Ending on a High Note	4/30	~29	~29
Totals	17	598	240

Service Requirements

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- NC NTSP supported teachers receive:
 - 4) Intensive conference-style institute – offered in Fall to first year beginning teachers (BTIs).
 - 5) A minimum of three aligned professional development sessions (available to non-participating BTs in the partner district at their discretion)
 - 6) Intensive, individualized instructional coaching (see coaching Framework) provided weekly in face-to-face meetings.
- First-, second-, or third-year teachers (teacher education graduates and lateral entry) in participating schools continue their participation during their first three years of teaching.
- Districts and/or schools determine which teachers are served by the program (ex. only first-year teachers or lateral entry teachers).
- In 2018-19, participating districts share costs at a rate of \$2,200 per participating beginning teacher. This fee is derived by calculating all costs to operate the NCNTSP and deducting contributions received to support our work from the State of North Carolina General Assembly. There are no additional costs to participating teachers, schools, or districts.

Implementation Requirements

General

Requirements necessary to ensure the successful implementation of the project and vendor performance of all required work to complete the project are described in the Memorandum of Agreement (**Sample below**).

2018-19 NORTH CAROLINA NEW TEACHER SUPPORT PROGRAM MEMORANDUM OF AGREEMENT

This MEMORANDUM OF AGREEMENT is made on this ____ day of October, 2018 by and between East Carolina University, hereinafter referred to as “ECU”, located in Greenville, Pitt County, North Carolina, as the fiscal agent for the North Carolina New Teacher Support Program, and Central Carolina REAS, hereinafter referred to as the “LEA”, located in Wake County, North Carolina.

Whereas, The University of North Carolina System Office (hereinafter, “UNC”) has developed a comprehensive beginning teacher induction program (hereinafter referred to as the “NC NTSP” or the Program”), the purpose of which is to improve the effectiveness of beginning teachers through intensive induction support aligned to each teacher’s individual needs, teaching assignment, and school environment;

WHEREAS, Pursuant to N.C.G.S. § 116-11(13) and that certain Memorandum of Understanding between UNC and ECU, dated August 1, 2018, UNC has delegated its authority to administer the NC NTSP to the Chancellor of ECU, or his/her designee.

WHEREAS, the LEA has a desire to participate in the Program, as: (1) Students taught by NC NTSP teachers made significantly larger achievement gains in elementary and middle grades mathematics and reading than students taught by other beginning teachers in similar schools; (2) NC NTSP teachers were significantly more likely to return to the state’s public schools, to the same local education agency, and to the same school in the following year than other beginning teachers working in similar schools; and (3) NC NTSP teachers rated the program’s instructional coaching and professional development as more beneficial than their school-provided mentoring and professional development;

WHEREAS, ECU and LEA desire to increase the retention and effectiveness of beginning teachers in schools; and,

WHEREAS, the activities contemplated by this Agreement are areas of mutual interest and benefit to ECU and LEA, and will further the educational and public service objectives of the parties to this agreement;

Now THEREFORE, the parties mutually agree to collaborate as follows for the period of October ____, 2018 through May 31, 2019 on the NC NTSP:

I. Responsibilities of ECU:

A. ECU will provide a regional introductory institute for first-year participants designed to target the knowledge and skills most needed by beginning teachers.

B. ECU will assign an NC NTSP instructional coach to each participant to provide in-person and virtual individualized assistance targeted at improving instructional skills in the core areas of planning, instruction, and assessment.

C. ECU will provide three in-person professional development opportunities and virtual professional development modules designed to increase the effectiveness of beginning teachers. Professional development is aligned with the research-based curriculum of the NC NTSP and customized to meet needs identified by participating teachers, school and district leaders, and NC NTSP instructional coaches. In-person professional development is scheduled to accommodate existing teacher, school, and district commitments.

D. ECU will provide to LEA results from the evaluation of the NC NTSP conducted by the Friday Institute, College of Education, North Carolina State University. The Friday Institute provides an independent assessment of the impact and implementation of the NC NTSP. Members of the evaluation team examine whether access to the program increases teachers' instructional proficiency, morale and confidence, effectiveness in terms of student achievement, teachers' student engagement, and teachers' retention.

E. Upon LEA's request, and in accordance with applicable law and policy, ECU will certify the completion of background check(s) for NC NTSP instructional coaches assigned to provide services in one or more schools in the LEA.

II. Responsibilities of LEA:

A. LEA will provide to ECU timely estimates and updates to the number of program participants.

B. LEA will provide to ECU specific contextual considerations necessary to provide effective, comprehensive induction support for participants.

C. LEA will assist the NC NTSP in ensuring participants fully understand and participate in all program services.

D. LEA will assist the NC NTSP in ensuring participants fully understand and participate in the independent evaluation of the NC NTSP by the Friday Institute. Information reported by the Friday Institute evaluates the NC NTSP and does not identify districts, schools, or teachers.

E. LEA will permit NC NTSP instructional coaches to enter schools and observe program participants periodically.

F. LEA will remit a participation fee of *two thousand two hundred dollars* (\$2,200) per teacher per year for each teacher served by NC NTSP. Payment is due to ECU within thirty (30) days of receipt of invoice, which will indicate the mutually agreed to number of teachers to be served for the year. Additional invoicing will occur before the end of each calendar year and will include the attendant fees for each beginning teacher served by NC NTSP not included in the first invoice. Payment of subsequent invoices is due within thirty (30) days of receipt.

III. Other Terms

A. **Key Personnel.** Patrick Conetta will serve as the Director of NC NTSP for ECU and _____ will serve as the coordinator on behalf of LEA. The parties agree to notify each other immediately if there is a change in the key personnel listed in this paragraph. The address listed below will be used for all official correspondence between the parties.

Patrick Conetta _____
Director of Teacher Induction and Development _____
College of Education (Mailstop 504) _____
East Carolina University _____
Greenville, NC 27858 _____
Phone: (336) 684-6149 _____
Email address: Conettap18@ecu.edu _____

B. Termination. The parties agree and understand that the continuation of this MOU is dependent upon and subject to appropriation, allocation or availability of funds to ECU from UNC. The Parties also agree that in the event the North Carolina General Assembly appropriates insufficient funds to continue the Program's operations, ECU, at its option, may terminate this Agreement by providing written notice to the designated official identified above.

Termination without cause may be effected by either party to this Agreement by giving thirty (30) days written notice to the designated official identified above. The terminated party will stop work no later than the date specified in the notice.

C. Insurance. Each party will furnish all workers' compensation, liability insurance, and other insurance as may be required to protect each party and the State of North Carolina from claims that may result from the performance of this Agreement.

D. Compliance with State and Federal Laws. The parties will comply with all federal, state, and municipal laws, rules, and regulations that are applicable to the negotiation and performance of this Agreement. The parties will abide by the requirements of 41 CFR 60-1.4(a), 60-300.5(a), and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity, national origin, or appropriate inquiries regarding compensation. The parties will take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, protected veteran status, disability, or appropriate inquiries regarding compensation.

E. No Agency or Employment Relationship. This Agreement shall in no way be interpreted as creating an agency or employment relationship between the parties.

F. Amendment. This Agreement may be modified through mutual agreement between ECU and LEA. Any such changes must be expressed in written amendments to this Agreement, and must be signed by the authorized representatives for each of the parties.

Access to Records.

G. North Carolina's State Auditor and ECU's internal auditor shall be provided access to persons and records generated as a result of, or are related to, this Agreement for the purposes of verifying accounts and data affecting fees or performance.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as of the date first written above.

EAST CAROLINA UNIVERSITY

Central Carolina RESA

Patrick Conetta
Director of Teacher Induction and Development
Date: -----

Name: _____
Title: _____
Date: _____

Mark L'Esperance
Project Director, NC New Teacher Support Program
Date: _____

Part 2: Sample Implementation Schedule

June 2019:

- Sign MOA, Identify point of contact, identify teachers to be supported through the program (name, school, content area, grade level and email address) – complete Teacher Service List (TSL) Template (See Appendix 3).
- Discuss initiation of support – introduction to teachers if applicable, decide PD options/topics/logistics. Schedule PD topics.

August 2019:

- Begin support to teachers

October 2019:

- Institute

Monthly:

- reports of services and progress monitoring to CCTI

January:

- Check-in meeting (mid-year)

April/May:

- Year-end –summary meeting (Spring)
- Completion of plan (June 30, 2020)

Appendix 1: North Carolina New Teacher Support Program Overview



NORTH CAROLINA NEW TEACHER SUPPORT PROGRAM

Program Overview

Goal

The goal of the North Carolina New Teacher Support Program (NC NTSP) is to improve student achievement by improving beginning teacher effectiveness and teacher retention.

Program Description

The NC NTSP is a comprehensive, university-based induction program offering a research-based curriculum and multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. The NC NTSP provides each teacher: (1) intensive Institute “boot camps”; (2) intensive, individualized classroom coaching; & (3) aligned professional development sessions.

Impact

Independent assessment of the NC NTSP, finds that the NC NTSP has demonstrated strong impact on teachers served.

- Teachers served by the NC NTSP are significantly more likely to return to teach in their school and LEA than a matched sample of teachers not supported by NC NTSP.
- Lateral entry teachers served by the NC NTSP are significantly more likely to return to teach in their school, LEA and state than a matched sample of teachers not supported by NC NTSP (see Table 1).
- Teacher served by the NC NTSP in their second and third year performed significantly higher in all five areas of their NCES evaluation than teachers not supported by NC NTSP.
- Lateral entry teachers served by the NC NTSP performed significantly higher in all four of five areas of their NCES evaluation than teachers not supported by NC NTSP (see Table 2).
- Teacher served by the NC NTSP in their second and third year significantly outperformed teachers not supported by NC NTSP in student achievement in Elementary, middle, and high school (EVAAS).
- Middle grades lateral entry teachers served by the NC NTSP significantly outperformed teachers not supported by NC NTSP in student achievement (EVAAS).
- 80.3% of teachers served by the NC NTSP felt their Instructional Coach helped them with the *confidence*, *knowledge*, and *skills* in teaching, compared to district/school support (66.8%).

Service

The NC NTSP serves over 1,000 beginning teachers in more than 40 school districts throughout North Carolina, represented by the map below.



Table 1: NC NTSP Retention results: Matched Sample Linear Probability Results

	NC Retention	LEA Retention	School Retention
Lateral Entry	-0.180**	-0.169**	-0.185**
Lateral Entry x NC NTSP	0.133*	0.145+	0.166*

+, *, and ** indicate statistical significance at the 0.10, 0.05, and 0.001 levels, respectively.

Table 2: NC NTSP Teacher evaluation results: Matched Sample Linear Probability Results

	Leadership	Classroom Environment	Content Knowledge	Facilitating Student Learning	Reflecting on Practice
Lateral Entry	-0.250*	-0.128	-0.191*	-0.407**	-0.346**
Lateral Entry x NC NTSP	0.309**	0.112	0.211*	0.492**	0.349**

+, *, and ** indicate statistical significance at the 0.10, 0.05, and 0.001 levels, respectively.

Appendix 2: NC New Teacher Support Program PD Offerings (2018-19)



NC NEW TEACHER SUPPORT PROGRAM 2018-19 Professional Development Framework

Strands (Based on NC Professional Teaching Standards)		Critical Teaching Dimensions*						
		Planning	Instruction	Assessment				
Demonstrate Leadership (Standard I)		√	√	√				
Establish a Respectful Environment (Standard II)		√	√					
Share Content Knowledge with Your Students (Standard III)		√	√					
Facilitate Learning for Your Students (Standard IV)		√	√	√				
Reflect on Your Practice (Standard V)		√		√				
Contribute to the Academic Success of Your Students (Standard VI)			√	√				
Recommended timing for sessions based on beginning teacher support research.								
Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
<i>Self as Teacher</i>		<i>Curriculum</i>			<i>Student Success</i>			
<i>Anticipation</i>	<i>Survival</i>	<i>Disillusionment</i>		<i>Rejuvenation</i>		<i>Reflection</i>		

*Adapted from edTPA, Stanford Center for Assessment, Learning, & Equity (2016).

Professional Development Themes/Topics (Select 3 Topics)

Themes	Know your Students	Providing Feedback	Knowing When your Students Know	Justifying Planning Decisions
Professional Development Presentation Topics*	Match Your Teaching to Your Learners Positive Interactions and Student Engagement Planning to Meet Students' Needs	Effective Classroom Management Feedback and Assessment – Know the Basics Providing Feedback for Learning	Ending on a High Note Summarization, Rejuvenation, and Reflection Analyzing Student Learning	A Survival Guide to Successful Lesson Planning Effective Time Management Design Engaging Instruction 5 Key Elements of Effective Instruction Planning for Content Understanding

**Additional regional professional development topics may be selected based on needs identified by participating teachers, school & district leaders, & NC NTSP instructional coaches. Session timing will be discussed with school & district leaders to meet the needs of beginning teachers.*

NC New Teacher Support Program UNCG Region Testimonials

Fall 2017 NCNTSP Institute Testimonials

Every session I attended provided me with instructional practices and strategies that will help me create better lessons and centers based on N C Standards, but the Sunday sessions provided me with the content depth I really needed to be a better teacher. Thanks!

It was so beneficial, I wish I would have gotten this year 1 and year 2! This is awesome. Covers A LOT of topics and taps into the realities of beginning teachers. I really enjoyed this institute. The presenters were great, helpful and knowledgeable. It was helpful to be able to network and connect with colleagues in different districts.

. . . the Program is using seasoned teachers who have talked the talk, and walked the walk, and can share all that experience and understanding with new teachers who really need it. There is some learning you can only get from such seasoned teachers.

I learned a lot that I intend to incorporate in my lesson planning and teaching. Going to the Institute was like finding a treasure chest, opening it, and finding all these priceless treasures that you want to share, share, share.

I learned more techniques and practices in these 2.5 days than I learned in my first year of teaching in another state. I not only feel better prepared to serve my students, I also feel empowered to teach in a way that reaches them on their level.

. . . this program prepares teachers for the real world. They give newbies the tools and resources to prepare themselves and for the success of their students.

I truly wish that every beginning teacher can experience this training.

It was very welcoming to know that you're not alone in your first year.

2017-18 Instructional Coaching Testimonials

"[My instructional coach is] "The Best Supporter EVER" Bellas, has been the greatest source of support, knowledge and encouragement I could have every asked for as a new teacher. I LOVE her and I'm blessed to have her in my life.

- BT1 - Social Studies

As a lateral-entry teacher in the [District], Dr. Mark has equipped me with so many resources and teaching strategies for my students! His guidance has allowed me to connect my lessons to technology by putting extensive units and daily lessons on Google Classroom and on my Smartboard.

For example, Dr. Mark has suggested using higher-order thinking questions to help students identify and analyze textual evidence. I have this guide on my board for a reference.

Dr. Mark also helped me develop my teaching style through concept-based teaching. Dr. Mark helped me focus on one concept, like Power, then he suggested different themes and activities, using a range of multi-media sources, to engage and enhance my student's learning. I am a better teacher because of his leadership!

- BT3 - ELA

"NCNTSP has been very helpful to me during my first three years of teaching because with the support of my wonderful coaches, I have been exposed to opportunities, resources, and connections that I would have otherwise not been able to explore. Traci, specifically, has been the reason that I've made it through my first three years of teaching."

- BT3 - ELA

The NCNTSP has helped me tremendously in my career. It has helped me work on my craft as an educator by providing me with alternate methods of instruction, tech tools to use in the classroom, along with ways to improve in the classroom. BT support has also allowed me to have someone I can contact if I have any questions. Mark has been an amazing asset to have if I ever had a question about a particular tool to use or what I can do for a specific topic. I do not know where I would be without the NCNTSP as it has helped me progress as an educator and improve my quality of teaching.

- BT3 - Math

The BT support program, and more specifically, Mark, has been instrumental to my success as a beginning teacher. The best decision I ever made after my first year of teaching, was to attend the Beginning Teacher Summit, a two-day conference held at Western Carolina University. There, I found answers to everything I was struggling with including and not limited to: planning engaging lessons, organizing curriculum in a way that makes sense, teaching the standards, using data to inform teaching, practicing effective classroom management... I could go on. Beyond that fantastic time at the summit, I've learned more one-on-one with my coaches, (Mark this year and Tiffani and Jackie in years past), than I ever learned coming out of college.

The coaches have entered my classroom regularly to provide me with specific feedback, constructive and complimentary, which has helped me grow as a teacher. But certainly the most important support that's been provided for me, being a beginning English teacher who's had to switch preps every year, was Mark's help with English-specific methods and planning, at the summit and once a week at my school. He asks me "what are you doing for the next few weeks?" Then I explain, then he responds with "well, can I send you some resources about ____? I remember ____ worked really well with this..." It's quite like magic, these exchanges. The resources refresh me and help me think more positively about my classroom. For example I may think to myself, "okay, I had this planned so that they would work quietly for a while, but what Mark is suggesting provides them with choice, it's engaging, it hits multiple intelligences and creative capacities... oh yeah this is way better. They will learn "x-concept" in a much more memorable way if I do this..."

In addition, it feels to me that the coaches genuinely care about what's going on in my classroom because they show up, get involved, and provide resources. For example, I told Jackie we didn't

have enough copies of a book I wanted to read, so the next time she came to our meeting, she surprised me with additional copies! Tiffani and Mark have participated in literature circles in my classroom where they read a book with a group of students and met several times with the students to discuss the book and the students' affiliated learning tasks that they helped me develop prior to the literature circle.

This program is so important because it allows me to be vulnerable and say "you know more than me... please help me!" It is so much harder to say that to a boss or a colleague at school for fear they may consider me inadequate. The truth is, I'm learning. And the BT support program allows me the space to ask questions, share creative ideas, give "I wish" statements, then see my own "I wish" statements transform into "I can" statements. I would have never grown so much or learned as much as quickly without the support of this program and am incredibly grateful.

- BT3 - ELA

I am extremely appreciative of the ongoing support and resources that [District] provides to new teachers. Ms. West (2016-2017) and Mr. Richard have been very responsive since I was hired as a lateral entry teacher on the first day of school in August, 2016.

Perhaps the most valuable resource provided to me as a beginning teacher by [District] is the North Carolina New Teacher Support Program through UNCG. Mark and Tiffani have met with me weekly to talk confidentially about any aspect of my new career that I need to talk about. They have provided me with invaluable advice about classroom management, teaching techniques and bringing technology into my classroom. During my first year of teaching, Mark made himself available multiple times per week on several occasions to observe, make suggestions and then follow-up within the same week. This year, [School] introduced a new reading program, ARC; Tiffani sat down with this math teacher to help me get a feel for how to conference with students and helped me plan 5 days of mini lessons. Tiffani always has tons of resources that she never fails to forward to me after we meet.

I love meeting with my colleagues to discuss our curriculum, ask questions and share resources, but they are as busy as I am. Having an advisor who is knowledgeable, experienced, and resourceful and whose time is dedicated to guiding me as a new teacher has been simply priceless.

- BT2- Math

The BT support program provided through UNC-G has been immensely helpful over the past two years and I missed the help and feedback so much this year! I came to School in October of 2015 as a lateral entry teacher. I was very nervous having never taught in a middle school classroom. [My instructional coach] and the BT support program provided me with support I needed to feel comfortable in the classroom and to create engaging lessons that met the standards for my students. Knowing that I had someone to call on, even in the middle of the school day if I needed it, provided a great relief for me throughout my first two years of teaching and I have missed that immensely as a BT 3 this year. It was nice to have someone come in a co-teach with me and provide with tips, guidance, and advice. I do not believe I would be as successful and feel as free to experiment with new technologies and lessons in my classroom without the support of the BT support program. [My instructional coach] was always flexible with meeting times and helped me with long-term planning. Including BT3s in the support program is extremely important, as I know from experience how beneficial the program is for beginning

teachers. BT3s still need the extra support and guidance to help them continue to grow in the teaching profession.

- BT3 - Social Studies/ELA

- It has been a great pleasure working with Mark.
- To be able to express my ideas and creativity in lessons and Mark would provide methods to make them applicable and add to the dynamic of the total lesson or idea
- Insight from mentors is invaluable
- I am thankful for the consistent thoughtfulness and availability that I don't think you could ever get anywhere else
- this program is a necessity for all teachers and imperative for beginning teachers especially if they can have a mentor like Mark.
- Through this program I know I am a better teacher and person
- Appreciate authentic feedback
- the genuine care and support for beginner teacher encourages teachers to continue and thrive in excellence
- I enjoyed all of my meetings I never was left empty handed I was always provided an abundance of wealth in knowledge and in skill
- This program provided more than any teacher could get in a PD session

- BT4 - Family and Consumer Sciences

Dr. Morghan Bosch



Morghan E. Bosch, Ed.D. is an assistant professor of special education at Barton College, North Carolina. She earned her doctorate in special education with emphasis in autism from Regent University, Virginia. She published her dissertation entitled, *Examining General Education Teachers and Special Education Teachers' Attitudes toward Teaching Students with Autism*, July 2015. Dr. M. Bosch has co-authored the book, *The First-Year Teacher (2015)* which focuses on the teacher's role in inclusion classrooms. She has written a chapter entitled *Literacy in K-12 Content Courses* in the book, *Beach Ball Banter (2012)*, and coauthored *The Autism Guide for Norfolk Public Schools (2009)*. Dr. Bosch has recently written a book for children with autism. The children's book is in publication with a scheduled release date of July 2019.

Dr. M. Bosch has published several articles in national journals and has presented at numerous state and national conferences. Some of the articles are *Examining the Attitudes of Secondary General Education and Special Education Teachers Toward Inclusion of Children with Autism in General Education Classrooms*, Journal of the American Academy of Special Education Professionals (JAASEP) (2016); *Autism and Employment*, NASET's Autism Spectrum Disorder (2016); and *Examining The Attitudes Of Secondary General Education And Special Education Teachers Toward Inclusion Of Children With Autism In General Education Classrooms*, ProQuest (2015). She is a Text Reviewer for the *Teacher Educators' Journal* and *Exceptional Children* and serves on the Editorial Advisory Board of the *Journal of Global Education and Research*.

Dr. M. Bosch has given numerous conference presentations with titles, such as, *The First Year Teacher Experience (2017)*, *Examining General Education Teachers and Special Education Teachers' Attitudes toward Teaching Students with Autism (2015)*, *Vocational Preparation for Students with Autism (2013)*, and *Autism and Employment (2013)*. She presented at the national 2017 AILACTE Annual Conference in Florida and the Central Carolina RESA Conference in March 2018. She was a member of the *Focus Group with Southern Regional Education Board and Education First* to improve educator evaluation system and feedback strategies, November 2018. She attended the 35th Annual North Carolina Teacher Education Forum September 2017, edTPA Local Scorer Training September 2017, and the Southeastern edTPA Conference April 2017.

Dr. M. Bosch teaches both undergraduate and graduate courses in Barton College's general and special education programs within the School of Education. She has taught 14 courses during her 4 years at Barton. She has developed courses for a Graduate Program in Autism for Barton College, 2017, the curriculum for special education adaptive curriculum licensure area for Barton College; approved by the State of North Carolina in 2016, and online courses for Barton College's School of Education. She has taught online courses in special education for Peace University.

Dr. M. Bosch has served on many college committees and is the Coordinator for the Barton College Special Education Program (General and Adapted Licensures), Coordinator for the Barton College Adult Studies Program, Special Education Program (General and Adapted Licensures), and Coordinator for the Barton College Social Studies Program. Dr. M. Bosch has made some signal accomplishments at Barton College. Two such noted accomplishments are creating the Disability Seminar for Barton College's faculty, staff, and students and building a Portal in Canvas and Campus Connect for disability services, counseling services, and other campus resources.

Dr. M. Bosch's public school teaching experience includes nine years teaching special education in two Virginia public schools. She also coordinated transition programs for the Department of Rehabilitative Services and Community Services Board for special education students. She assisted in case management, consultation, and collaboration with service providers and individuals with disabilities. Dr. Bosch initiated several work experience programs

for special education students such as, *Granby Grind Coffee Shop*--- for special education students to learn job skills to manage, operate, and work in retail operations; *Granby Clothes Closet*--- for special education student to learn job skills relating to retail sales; and *Greenhouse* -- for special education students to learn organic gardening and entrepreneurial skills for starting small businesses. She won the Inspiration Award from Norfolk Public Schools for the development of these work experience programs. She created and sponsored a widely acclaimed extracurricular program called *Beach Buddies* to encourage positive interactions and friendships between special education and general education students. She received the School Bell Award and Community Service Inspiration Award for building connections between the community, school, and the special education populations.

Dr. M. Bosch's commitment to education is to prepare teachers to be effective and confident and strengthen teachers' professional skills in working with children with autism. Dr. M. Bosch has developed an electronic lesson plan template that includes drop-down boxes for assessment and classroom management components, as well as a box for information pertaining to special needs students. She is searching for funding sources to make the lesson plan template into an app for teachers.