Bladen County Schools
Beginning Teacher
Support Program Manual

Producing responsible citizens by educating all students with global skills needed for the twenty-first century
Bladen County Schools
Beginning Teacher Support Program Staff

Dr. Antonia Beatty
albeatty@bladen.k12.nc.us
Assistant Superintendent of
Human Resources and Administration

Mrs. Tonya Willis
tmbunnell@bladen.k12.nc.us
Licensure Specialist

Ms. Crystal Johnson
cljohnson@bladen.k12.nc.us
Administrative Assistant

Bladen County Schools
1489 US Hwy 701 S
PO Box 37
Elizabethtown, NC 28337
910-862-4136 (Office)
855-860-6168 (Fax)
Overview of the Bladen County Schools Beginning Teacher Support Program

In accordance with North Carolina State Board of Education Policy TCED-016, Bladen County Schools has implemented and provided a Beginning Teacher Support Program for Beginning Teachers, who have less than three years of teaching experience. The Bladen County School system has implemented a formal program for beginning teachers since January 1984. In an effort to continue to support the needs of beginning teachers, the program continues to be revised to align with state and local guidelines. As in the past, collaboration from administrators, area colleges and universities, consultants from the Department of Public Instruction and beginning teachers have been instrumental in changes and improvements to the program.

During the 1997-98 school year, it was mandated that all LEA’s implement a Beginning Licensure Teacher Induction Program. Therefore, on July 22-23, 1999, Bladen County Schools held its first New Teacher Induction Program. The Bladen County Schools New Teacher Induction Program (NTIP) is an extension of early efforts to support new teachers. The purpose of this new program is to improve the overall effectiveness of novice teachers, offer preliminary information, and give mentor/colleague support. Effective July 1, 2011 the revision of NTIP to include the new mentor standards has enhanced the orientation, observation, and evaluation of beginning teachers.

Program Goal

It is the goal of the Bladen County Schools Beginning Teacher Support Program to be aligned to the following Beginning Teacher Support Program Standards:

- 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 the 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 addressing 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 at the school site, as well as professional development designed to meet the unique needs of beginning teachers that is 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 assessments and program evaluation.

Process for identifying and verifying all Beginning Teachers (BTs)

Bladen County Schools uses the following criteria in the process of identifying teachers who are required to participate in the Beginning Teacher Support Program:

• Teachers with three or more years of appropriate experience are not required to participate in the Beginning Teacher Support Program (BTSP), nor are student services personnel (e.g., media coordinators, counselors), administrators, and curriculum-instructional specialists.

• Once a continuing license has been earned in one teaching area, additional teaching areas do not require a BTSP experience.

• Beginning teachers must be assigned in their area of licensure.

• The BT must follow North Carolina State Board of Education (NCSBE) requirements for all required licensure tests (see SBE Policy Manual).

• Beginning Teacher Licensure Conversion Process: Effective July 1, 2016, teachers who hold an Initial license are eligible to convert to a continuing license once all required coursework has been successfully completed, all NCSBE approved examinations have been passed, and the teacher has completed three years of teaching. Teachers with fewer than three years of teaching experience, however, are required to continue participating in a Beginning Teacher Support Program regardless of their licensure status.

• Collect Report: For purposes of GS 115C-12(22) and SB 333, the State Board of Education is required to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. The template for this data are available in the North Carolina Beginning Teacher Support Program Handbook.
Plan for implementing a sound Beginning Teacher Process

Three Year Induction process

Teachers with fewer than three years of teaching experience are required to participate in the NC Beginning Teacher Support Program for three years. According to GS 115C-325, for licensing purposes, a “year, “shall not be less than 120 workdays in a full-time permanent position. An appropriate program for these individuals will be determined by the Assistant Support of Human Resources and Administration.

Formal Orientation

All Beginning Teachers are expected to participate, attend and document their attendance at the Orientation meeting that is to be conducted within two weeks of the beginning teacher’s first day of work.

NTIP is a two-part program designed to help new teachers experience a positive beginning. The major goals of the program are:

A. To identify and support the culture of Bladen County Schools.

B. To expose teachers to instructional practices that will address the three characteristics of an effective teacher:
   - Exhibiting positive expectations for all students.
   - Establishing good classroom management techniques.
   - Identifying and supporting the characteristics of a professional teacher.

C. To introduce teachers to the demands of 21st century education which includes the fusion of the three R’s and four C’s
   - (Rigor, Relevance and Relationships)
   - (Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration).

   Part one consists of three days of training for Standard Professional I licensed teachers and ten days of training for lateral entry teachers prior to the opening of school or the first day of working with students. The training is aimed at helping novice teachers make a smooth
transition into the classroom. A discussion of Bladen County resources, presentations by master teachers and administrators, and hands-on activities highlight these training sessions. Session topics include the list below and other topics related to successful teaching practices.

- Beginning Teacher Support Program Goals and Manual
- Orientation to School System
- State Board of Education’s Mission and Goals
- NC Code of Conduct for Educators
- Benefits
- Professional Growth Plans
- Evaluation Process
- Licensure Requirements and Licensure Conversion
- Mentor’s Duties and Responsibilities
- Mentor/Mentee Classroom Time
- Professionalism
- Departments in the district
- Services and trainings available in the district
- State and local curriculum standards and guides
- De-Escalation and Restraint Training

New teachers will meet their mentors at their schools within 10 days of the start of the school year or employment date. During this time the mentor and mentee will spend time developing a plan of success for the Initially Licensed Teacher and/or discussing concerns or questions from the Initially Licensed Teacher.

Beginning teachers will be expected to participate in all Beginning Teacher Support Program professional development as provided by the Bladen County Schools Beginning Teacher Support Program. Beginning teachers will be expected to participate in all school and district level professional development to include program or content area specific professional development. Teachers will document attendance at all Beginning Teacher Support Program, school and district meetings by completing the Bladen County Schools staff sign-in sheet.
Part two consists of monthly afternoon sessions that are required of first year, second year and third year teachers and their assigned mentors, but voluntary for experienced teachers who are in their first year of employment in Bladen County Schools. Session topics include the topics listed below and other topics related to successful teaching as changes and needs evolve.

- PDP Development
- Professional Teaching Standards
- Curriculum Alignment
- Benchmark Testing
- EOC/EOG Testing
- Learning Styles
- Parent Conference/Involvement Tips
- Exceptional Children’s Needs and Strategies for Success
- Understanding Poverty
- Discipline Procedures and Strategies
- NC Professional Teaching Standards

Teachers who join the system after the initial orientation meeting will also receive orientation training. Afternoon and evening sessions will be included. Some of this training will be provided through online activities, face-to-face training, and school based activities.

Initially Licensed Lateral Entry Teachers will not be required to submit documentation of the completed six hours of coursework on an annual basis, but teachers are encouraged to complete coursework hours on a regular basis to meet the licensure requirement.

**Lateral Entry Teacher Support**

The district will commit support to Lateral Entry Teachers by completing the following:

- Providing a two-week or 10 day/80 hour orientation that includes:
  a. lesson planning,
  b. classroom organization,
c. classroom management, including positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint,
d. an overview of the Accountability Program including the standard course of study and End-of-Grade and End-of-Course testing, and
e. the identification and education of children with disabilities.
• assignment of a mentor on or before the first day on the job;
• providing working conditions that are appropriate for all novice teachers;
• giving regular focused feedback to the teacher for improving instruction; and
• assisting the individual in accessing prescribed course work and professional development opportunities;
• providing all other supports included in the LEA’s Beginning Teacher Support Program.

Optimum Working Conditions for Beginning Teachers

To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

• assignment in the area of licensure;
• mentor assigned early, and in close proximity;
• limited preparations;
• limited non-instructional duties;
• limited number of exceptional or difficult students; and
• no extracurricular assignments unless requested in writing by the beginning teacher.

The term “non-instructional duties” refers to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty. The term “extracurricular activities” refers to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.

Any beginning teacher volunteering to complete, participate, supervise or monitor is expected to complete an Extra-Curricular Voluntary Duty Letter stating that he or she is volunteering for duty and has not been assigned this duty. Extra-Curricular Duty letters are due the Human Resources Director 10 days prior to the beginning teacher completing, participating, supervising or monitoring the extra-curricular duty.

Mentor Selection

In accordance with GS § 115C-296(e) all local boards are expected to have a mentor program to provide ongoing support for new teachers entering the profession. A mentor is the caliber of professional educator who will reach the highest level of career development
enshined in the North Carolina Career Development Plan. Mentor selection included input from a variety of stakeholder groups and the criteria is clearly articulated by program leadership. The process for mentor applications and selection is transparent and uniformly applied. Mentors are assigned according to the following criteria:

- Mentor teachers must be rated at least at the “proficient” level on NCEES (Ratings of proficient or higher on all five standards on the most recent summative evaluation, or on Standards 1 and 4 on an abbreviated evaluation).
- Retired teachers are eligible to serve as mentors.
- The principal shall determine which mentor best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to the new teacher, with priority consideration for mentors rated as “distinguished” or “accomplished.”
- If a principal determines that a teacher rated as “proficient” or a retired teacher is the most appropriate mentor for a new teacher, the principal shall maintain records of the reasons for that determination.
- Teachers without evaluation data for two or more consecutive years shall not be eligible to serve as mentor teachers, unless the mentor is a retired teacher.
- Any teacher who is assigned to be a mentor to a beginning teacher must meet eligibility requirements in the year of the assignment. No mentor whose evaluation falls below the “proficient” level may continue to serve as a mentor to a BT, regardless of existing mentor-mentee relationships.
- A teacher may be a mentor at a different school building from which the mentor is assigned if the principals of each school and the mentor teacher approve the assignment, the mentor is rated at least “accomplished” (received ratings of accomplished or higher on three of the five standards including Standard 4 on the most recent summative, or on Standard 4 on an abbreviated evaluation), and the BT’s principal maintains a record of the reasons for selecting the mentor from a different school building.
- Mentor teachers must have completed a mentor application to be approved by the principal and School Improvement Team at the mentors assigned school.
- Mentor teachers must have completed the mentor training program prior to being assigned as the mentor for a beginning teacher.
• Mentor teachers will demonstrate and exemplify the teaching/supervisory/or administrative knowledge and competencies expected of the Continuing licensed personnel.
• Mentor teachers will exemplify and demonstrate the skills required to be an effective mentor/and or support team member.
• Mentor teachers will project a positive commitment to being involved in the BTSP.
• Deviations from the above criteria, when necessary, will be sent by the Principal to the Assistant Superintendent of Human Resources and Administration for review and approval.

**Mentor Role**

• Mentors support beginning teachers’ 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.

**Mentor Professional Development**

• 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 or mentoring practice.
• Mentors receive training on the NC Mentor Standards and are supported by the school and district.

**Professional Development Plans**

Professional Development Plans will be completed by the beginning teachers in collaboration with the mentor and principal. The beginning teacher will complete the initial section of the PDP and have that section reviewed and signed off by the mentor and principal. It
is strongly recommended that the mentor and principal include any comments or documentation to support the growth and development of the beginning teacher. The mid-year section will be completed with the same process. The beginning teacher must contact the Assistant Superintendent of Human Resources and Administration regarding any changes in the status of the PDP (i.e. moving from an individual plan to a monitored or directed plan). The end of year section will be completed prior to the conclusion of the Beginning Teacher Support Program activities. Signatures of the Beginning Teacher, mentor and principal are required for each formative assessment of the Professional Development Plan.

Observations and Summative Evaluations

Beginning Teacher Evaluations in Low-Performing Schools – G.S. 115C-333(a) reads as rewritten:
"(a) Annual Evaluations; Low-Performing Schools. – Local school administrative units shall evaluate at least once each year all licensed employees assigned to a school that has been identified as low-performing. The evaluation shall occur early enough during the school year to provide adequate time for the development and implementation of a mandatory improvement plan, if one is recommended under subsection.

Beginning Teacher Evaluations in All Other Schools – G.S. 115C-333.1(a) reads as rewritten:
"(a) Annual Evaluations. – All teachers who are assigned to schools that are not designated as low-performing and who have not been employed for at least three consecutive years shall be observed at least three times annually by the principal or the principal's designee and at least once annually by a teacher and shall be evaluated at least once annually by a principal.

Within two weeks of a teacher’s first day of work in any school year, the principal will provide the teacher with an orientation and a copy of or the directions for obtaining the following documents:

- The North Carolina Teacher Evaluation Manual
- The Rubric for Evaluating North Carolina Teachers
- The Teacher Evaluation Policy
• Code of Ethics for Educators

• A schedule for completing the evaluation process

*Copies may be provided by electronic means.

Teacher Self-Assessment

Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate their performance and reflect on his or her performance throughout the year.

Pre-Observation Conference

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher’s self-assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher’s most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are required for observation one; however pre-observation conferences are not required for subsequent observations. A post-observation conference will be held no later than ten school days after each formal observation.

Observations

A formal observation shall last at least forty-five minutes or an entire class period for all teachers. Teachers will be observed in accordance of GS 115C-333 and using the approved State Board of Education approved evaluation instrument. Beginning teachers will have a minimum of four observations per year. The principal or assistant principal shall conduct at least three formal observations of all beginning teachers participating in the Beginning Teacher Support Program.

• First observation to be completed within days 16-30; remaining observations one per nine (9) weeks.
• Summative evaluations must be completed by May 1.
A peer shall conduct one formal observation of a beginning teacher by the end of the second school month. The peer observation shall not be completed by the mentor assigned to the beginning teacher unless requested in writing by the principal and approved by the Human Resources Director.

**Post-Observation Conference**

The observer shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the observer and teacher shall discuss and document on the rubric the strengths and weaknesses of the teacher’s performance during the observed lesson.

**Summary Evaluation Conference and Scoring the Teacher Summary Rating Form**

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher’s self-assessment, the teacher’s most recent Professional Growth Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher’s performance on the Rubric.

At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

A. Give a rating for each Standard and Element in the Rubric;

B. Make a written comment on any Standard or Element marked “Not Demonstrated”;

C. Give an overall rating of each Standard in the Rubric;

D. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;

E. Review the completed Teacher Summary Rating Form with the teacher; and
F. Secure the teacher’s signature on the Record of Teacher Evaluation Activities Form and Teacher Summary Rating Form.

**Beginning Teacher Support Program Monitoring**

The Bladen County Schools Beginning Teacher Support will be monitored for compliance with this policy. Monitoring is completed on a five-year revolving cycle. It is the goal of the Bladen County Schools Beginning Teacher Support Program to participate and demonstrate proficiency in the Beginning Teacher Support Program monitoring for compliance with State Board Policies. Technical assistance is provided as necessary to address areas of concern.

**Peer Review Process**

Bladen County Schools will participate in a regionally-based annual peer review. The Peer Review process includes an annual self-assessment and peer review with a critical friend (filed annually with NCDP). Data from the annual peer reviews will be summarized by NCDPI on a five-year cycle.

**Maintenance of Beginning Teacher Cumulative Folder**

The Beginning Teacher file is used as a cumulative file for all data pertinent to the performance of the beginning teacher. It will contain a copy of the license, Beginning Teacher Support Program Completion Sheet, a copy of documents required for the annual Beginning Teacher Check-out Process. The Beginning Teacher file will be housed at the District Office under the supervision of the Human Resources Department.

The security of the Beginning Teacher file housed at the school site will be the responsibility of the principal. The principal, as chairman of the support team, will keep a file on each Beginning Teacher in an official file (separate from regular personnel files), intact, organized and accessible for team members and beginning teacher conferences as well as for the person responsible for monitoring the overall Beginning Teacher Support Program.
Transfer of Beginning Teacher File

The Human Resources Director will be responsible for acknowledging and processing request for transfer of the Beginning Teacher file or requested documentation to successive employing Local Education Agencies, charter schools, or non-public schools within the state upon written authorization from the beginning teacher or successive employing agency. The staff of the Human Resources Department will complete the transfer of information in a timely manner.
Bladen County Schools
Beginning Teacher Support Program
Signature Page for Approval

Assistant Superintendent
Human Resources and Administration

Superintendent

School Board Chair

Approved by Local Board

Submitted to NCDPI

Approved by NCDPI

Date 8-9-18
Date 8-13-18
Date 8-13-18
Date 8-14-18
Date 8-21-18
Beginning Teacher Cumulative File Documents
Beginning Licensure Teacher Annual Program Verification

This is to verify that ________________________________

☐ has successfully completed
☐ has not successfully completed

Mark One
☐ Year 1
☐ Year 2
☐ Year 3

Additional years for Lateral Entry and Provisional Licensed teachers if necessary:

Year 4
Year 5

of the Beginning Licensure Teacher Program and that written justification is being provided for the cumulative BLT file.

Signatures

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<tr>
<th>Name</th>
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<td>Principal</td>
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<td>BLT Coordinator</td>
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☐ Record of Teacher Evaluation Activities Form
☐ Summary Evaluation Form
☐ Observation Scoring Report (reviewed)
☐ Professional Development Plan Record of Activities Form
☐ Mentor Contact Logs
☐ Staff/Professional Development Logs
☐ Student/Parent and Community Contact Logs

☐ Number of attempted course hours
☐ Extra-Curricular Duty Letter
☐ Pearson Test Results
Date _____________________________

Dear Principal ________________________________

This letter is to verify that I will be volunteering to complete, participate, supervise or monitor the following extra-curricular activities during the Fall or Spring semester at ________________________________.

1. _______________________________________

2. _______________________________________

3. _______________________________________

I understand that because I am an Initially Licensed Teacher in Year I, Year II or Year III and volunteering for this activity that it cannot interfere with my participation in the Beginning Teacher Support Program. A copy of this letter will be sent to the Human Resources Director to be placed in my Beginning Teacher Support Program file.

If you have any questions, please contact me.

Sincerely,
North Carolina Professional Teaching Standards

Standard I: Teacher Demonstrate Leadership
Standard II: Teachers Establish a Respectful Environment
Standard III: Teachers know the Content They Teach
Standard IV: Teachers Facilitate Learning for Their Students
Standard V: Teachers Reflect on Their Practice
Standard VI: Teachers Contribute to the Academic Success of Students

Bladen County Schools
Mentor/Lead Teacher Contact Log

Principal ___________________________ Mentor ___________________________
Grade Level or Subject Area ___________________________
Beginning Teacher Name ________________________ School ________________________

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<th>Date of Meeting</th>
<th>Description of Contact</th>
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<th>Teaching Standard Addressed</th>
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North Carolina Professional Teaching Standards

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**Bladen County Schools**
**Staff/Professional Development Log**

<table>
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<th>Principal</th>
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Beginning Teacher Signature________________________

Mentor or Principal Signature______________________