

North Carolina State Board Policy

Policy ID Number: QP-A-004 **Policy Title:** Policies on the Initial Licensure Program (ILP) Current
Policy Date: 02/05/2004

4.30 Optimum Working Conditions for Beginning Teachers

Research indicates that beginning teachers are often placed in difficult assignments that do not allow them the opportunity to learn and grow as professionals. The beginning teacher is often assigned the most difficult students, multiple preparations, and multiple extra-curricular assignments. These working conditions prohibit on-the-job learning and negatively influence teacher job satisfaction. 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, in the licensure area, and in close proximity;
- orientation that includes state, district, and school expectations;
- limited preparations;
- limited number of exceptional or difficult students; and
- no extracurricular assignments unless requested in writing by the initially licensed teacher.

As used in these guidelines, the term non-instructional duties refer to those that are not directly involved with the instructional program or the implementation of the standard course of study. Examples would be: bus duty, lunch duty, and hall duty. The term extracurricular activities refer to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program. Examples would be: athletic coach, after-school club sponsor.

Beginning Teacher Request for Extracurricular Assignments

Employee Statement:

I, _____ **acknowledge and understand the above described conditions.**
Write a complete statement detailing specifics regarding your request for extracurricular assignment:

Beginning Teacher Signature

Principal's Signature

Approved

Denied

Date:

(Please submit copy to Jason Heinz, HR Director)