

# How BT Matters Works...



## How to Use This Program

This program is designed to work with any existing beginning teacher program or as a stand alone program. It should be noted that **it is not necessary to complete or use every activity within a module** in order to be successful with this program. Users are encouraged to review all activities and **select the ones that best match their requirements** and time options.

The program has been designed as a series of modules and activities. All of which can be used together or separately. Users are encouraged to merge the content of these modules with content from their own beginning teacher preparation program.

Each module focuses on research based issues that are common to all beginning teachers. These do not cover all issues that affect beginning teachers. Facilitators are encouraged to provide additional resources applicable to their unique situations.





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## Modules

The BT Matters program is designed in modules. If you are implementing all activities in the modules, each module is designed to have three phases. Phase one and phase three are designed to be do online, while phase two is designed to be held in a face to face meeting.

### Phase 1

Participants go through a introductory online content that introduces an issue and provides a framework for the upcoming face to face meeting. At the end of this activity participants can print out a completion certificate to serve as their "Ticket in the Door" for Phase 2.



### Phase 2

Participants attend a face to face meeting where a facilitator and master teachers work with them through a content module.

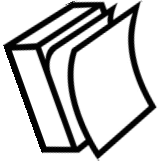
Half of the meeting is focused on involving exposing the beginning teachers to community resources.



### Phase 3

Participants have a "Continuing the Discussion" activity where they continue the discussion from the meeting in Phase two. These discussions can be brief or very elaborated and usually occur online.





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## Recommended Implementation

As noted earlier, this program is designed to work with any existing beginning teacher program or as a stand alone program. It should be noted that it is not necessary to complete or use every activity with a module in order to be successful with this program. Users are encouraged to merge the content of these modules with content from their own beginning teacher preparation program.

If it is to be used as a stand alone program a recommended staffing and roles of each staff position has been developed.

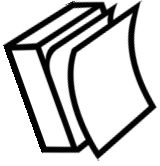
Recommended Staffing for Full Implementation:

**Facilitator** - will organize meetings and coordinate community-based activities and/or presentations. Community meetings will be designed specifically to meet the needs of the participating local area and may include, for example, an introduction to resources available at the local library, after school programs, financial consultants, city council, law enforcement, church groups, chamber of commerce, local businesses, and possible regional field trips.“

**Master Teacher** - Master teachers will help lead face to face meetings and provide mentoring support to participants through the program. They are responsible for ensuring that participants are moving through the actives in a timely manner. They are available if participants have questions about a module or activity whether it a classroom or online based activity. It is recommended that there be at least one master teacher for every ten participants.

**Mentor** - Each beginning teacher should have a mentor. It is the mentors job to monitor the beginning teachers progress at all times, not just during activities related to the program. Mentors are encouraged to participant in the program with their beginning teacher, but it is not required.





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<http://iei.ncus.edu>
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<http://www.ncsecu.org>

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