

2019-2022 District Three-Year Mentoring Plan

Q1 Per state statute 10-145b, local and regional boards of education shall develop a three-year teacher education and mentoring plan - Please enter your plan by completing each section below.

Q2 District Information

Name of District: **Bethel Public Schools**

Superintendent Name: Dr. Christine Carver

District Facilitator (DF): Dr. Kristen Brooks and Ms. Jennifer Weissmann

DF Email: brooksk@bethel.k12.ct.us

DF Phone Number: (203) 794-8613

Q3 TEAM Coordinating Committee (TCC)

Local and regional boards of education shall form a local or regional coordinating committee or committees, with representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, based on district size, to guide the activities outlined in the three-year teacher education and mentoring plan.

List the TEAM Coordinating Committee member names and their roles:

Dr. Kristen Brooks, Assistant Superintendent and District Co-facilitator
Ms. Jennifer Weissmann, High School Teacher and District Co-facilitator
Ms. Nancy Anastasi, Literacy Specialist
Ms. Diana Bernardo, ESL Specialist
Ms. Irene Drake, BEA Professional Rights and Responsibilities Chair, Third Grade Teacher
Ms. Kristen Faucher, Middle School World Languages Coordinator
Ms. Catherine Emerick, Middle School Language Arts
Ms. Leah Esposito, Math Instructional Coach
Ms. Michelle Pashaian, Literacy Instructional Coach
Ms. Christy Bibb, First Grade Teacher
Ms. Ann Martinelli, First Grade Teacher
Ms. Jill DeRosa, First Grade Teacher
Ms. Marjorie Dilworth, Special Education Teacher
Ms. Kim Wales, Special Education Teacher
Ms. Jessica Ford, High School Social Studies Teacher
Ms. Kateri Kenney, High School Science Teacher
Mr. Jeff Moscovitz, Fifth Grade Teacher
Ms. Julia Taborsak, High School English Teacher
Ms. Jennifer Trzcinski, Fourth Grade Teacher
Ms. Michelle Walsh, Third Grade Teacher
Ms. Martha Wyatt, Reading Specialist

Q4 *Describe the timeline for the TCC to meet. Include in the plan when the TCC will meet with central office personnel, principals and mentors.*

The TCC meets to score TEAM ROP projects twice per year (December and March), and members present the Module Five Workshop to new teachers and mentors (fall).

Q5 District Facilitator (DF)

The District Facilitator must be a certified teacher or a certified administrator in the district who will lead the TEAM Coordinating Committee and function as liaison between the CSDE, the district, beginning teachers, and mentors regarding requirements of the TEAM program.

The superintendent is asked to appoint the individual (DF) who will be responsible for the facilitation of the TEAM Program in the district. A DF may continue to serve in the role for multiple years. However, when a new DF is appointed, the superintendent must notify the CSDE by sending an email to Gady Weiner at gady.weiner@ct.gov

For a full description of the role and responsibilities, please see the [TEAM Program Manual](#).

The superintendent has appointed the following individuals to the role of DF:

Dr. Kristen Brooks and Ms. Jennifer Weissmann

Q6 Goals, Activities and Budget

Local and regional school districts shall develop a three-year teacher education and mentoring plan that incorporates the Department of Education's goals and instructional priorities, as well as any local considerations based on community and student needs. The plan shall include a statement of three-year objectives related to the state's goal statement for the teacher education and mentoring program.

The Mission of the TEAM Program: *To promote excellence, equity and higher achievement for Connecticut students by engaging teachers in purposeful exploration of practice through guided support and personal reflection.*

The goals of the TEAM Program are to:

- Provide all beginning teachers with the support they need to develop as effective educators;*
- Ease the beginning teacher's transition into the teaching profession in order to retain effective teachers;*
- Develop teachers who are reflective practitioners, able to critically assess their practice against CT's teaching standards, and are committed to continuous professional learning;*
- Cultivate an understanding of the professional responsibilities of an educator;*
- Foster collaborative learning communities for all educators; and*
- Provide excellent teachers the opportunity to develop as educational leaders.*

Q7 List your district's three-year objectives related to the state's mission and goal statement for the TEAM Program.

(Consider: alignment to district/school initiatives related to teaching and learning; teacher retention, professional development, etc.)

The purpose of participation in TEAM ROP (Teacher Education and Mentoring Review of Practice) is to prepare educators for professional success and long-term growth to ensure improved student learning by building their skills as reflective practitioners. TEAM ROP seeks to use the existing TEAM infrastructure but leverages already existing local processes (the district's instructional practice rubric and a universal feedback process).

1. Assisting beginning teachers in understanding the Charlotte Danielson's Framework for Teaching Clusters of Competency rubric and the practices and behaviors inherent within effective classroom environments, planning, instruction and assessment,
2. Helping beginning teachers set meaningful and relevant short-term goals that align with high-leverage Student Learning Goals/Objectives and other district-based goals supporting beginning teachers through the use of a formative process,
3. Collect/Analyze/Process/Act, to continuously improve teaching practice and student learning aligned to goals,
4. Providing beginning teachers with on-site mentoring, observations and feedback to improve their ability to collect and analyze evidence of student learning and determine the impact of their practice on that learning,
5. Presenting beginning teachers with the opportunity to build a district-based network and support system,
6. Providing beginning teachers with the opportunity to engage in authentic Reviews of Practice to share evidence of improved practice/learning aligned to goals and engage in reflection that will generate action steps and lead to improvement.

Q8 *Local and regional boards of education shall:*

- *ensure substitute teacher coverage for mentors and beginning teachers to participate in the activities and modules required in the three-year teacher education and mentoring plan;*
- *communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work;*
- *coordinate the teacher education and mentoring program and teacher evaluation and supervision program, provided they are kept separate;*
- *take steps to make time available, as needed, to help teachers achieve the goals of their mentoring plans;*
- *coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan; and*
- *submit annual report on mentor-teacher activities to the superintendent or director for review and approval.*

Q9 *For each of the following requirements, check those that that your LEA is currently implementing, or, in the space provided, describe your plan for how the LEA plans to implement the requirement.*

1. *Ensure substitute teacher coverage for mentors and beginning teachers to participate in the activities and modules required in the three-year teacher education and mentoring plan.*

Coverage will be provided to mentors and/or beginning teachers on an as-needed basis through the building administrators for opportunities to observe and/or provide feedback to one

another or for the other mutually agreed upon activities (by the beginning teacher, mentor, and administration).

2. *Communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work.*

The District Facilitator will regularly communicate training opportunities and important information to new teachers, mentors, and the TEAM Coordinating Committee and will use a platform (i.e. Google Classroom) to monitor implementation of the process.

3. *Coordinate the teacher education and mentoring program (TEAM) and teacher evaluation and support, provided they are kept separate.*

Evaluation and TEAM are kept separate.

4. *Ensure mentors and beginning teachers have time to meet by coordinating their activities and schedules to ensure faithful implementation of the TEAM Program.*

The District Facilitator will regularly communicate training opportunities and important information to new teachers, mentors, and the TEAM Coordinating Committee and will use a platform (i.e. Google Classroom) to monitor implementation of the process. The building administration may provide coverage for when mentors and beginning teachers need time to meet (i.e. peer observation and feedback).

5. *Submit an annual report on mentor-teacher activities to the superintendent or director for review and approval.*

An annual report of successful completion of modules will be submitted to the Superintendent of Schools.

Q10 Local and regional boards of education will develop an annual budget to support the activities detailed in the three-year teacher education and mentoring plan and submit such budget annually to the Department of Education to receive state assistance for such activities. The CSDE will allocate funding directly to LEAs to offset the costs of TEAM implementation based on student population in the LEA.

Identify the areas that the LEA will use the allocated TEAM funding to support beginning teacher induction: (select all that apply)

- (1) Mentor Stipends: \$25,000 based on typical number of new teachers in the district
- (2) Data system
- (3) Mentor/cooperating teacher training: \$8,000 for substitute teachers while mentors and reviewers are being trained and to cover observations by new teachers of their mentors.
- (4) Professional development for beginning teachers and mentors: Professional learning costs for new teachers who need extra support vary depending on teacher's needs.

Q11 Module Five - Professional Responsibility

Module Five Facilitated Conversations are meant to raise teachers' level of awareness about responsible, professional behavior. Districts have the opportunity to select the facilitator for the discussion of the

scenarios. It is recommended that the facilitator be knowledgeable about district policies and procedures as well as the Code of Professional Responsibility for Educators within the Common Core of Teaching. Facilitators could be the District Facilitators, Human Resource Directors, Building Administrators; Central Office Administrators; or Teacher Leaders.

Q12 Who will facilitate Module Five?

- The District Facilitator
- Human Resource Director
- Central Office Administrator
- Building Administrator
- Teacher Leader

Q13 When will Module Five be conducted?

- At the beginning of the first year of teaching
- Mid-year of the first year of teaching
- Beginning of the second year of teaching
- Mid-year of the second year of teaching
- Other _____

Q14 How will Module Five be structured?

- Beginning teachers only
- Beginning teachers and their mentors
- Beginning teachers, mentors and experienced staff
- Other _____

Q15 How will teachers document the completion of Module Five?

Beginning teachers complete and submit a reflection following the facilitated conversation which documents their completion of Module 5.

Q16 Mentors

Local and regional boards of education shall develop a three-year teacher education and mentoring plan that includes a description of the process used to select mentors and assign them to beginning teachers, based on subject areas, grade levels, and needs; and a description of the process to ensure mentors are trained and updated in best practices and essential knowledge.

Those persons eligible to serve as mentors for such programs shall hold a provisional educator certificate or a professional educator certificate pursuant to section 10-145s, and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program.

Q17 Describe the criteria and process used to recruit and select mentors who meet the statutory criteria (see above).

- Bethel mentors must hold a provisional certification and have served in the district for at least one year.
- Mentors must demonstrate proficiency in teaching and be a reflective, highly professional practitioner.
- Teachers may express interest in becoming a mentor to their building/department administrator or the District Facilitator.
- Administration may also recruit prospective teachers to serve as a mentor.

Q18 Assigning mentors to beginning teachers is a critical first step in providing support. Describe the criteria and process, including the timeline for assigning trained mentors to new teachers. How soon after a teacher is hired will the LEA assign a mentor?

Consider: matching beginning teachers and mentors based on subject areas, grade levels, proximity, and needs where possible when making an assignment.

Please Note: TEAM Guidelines state: A mentor **must** be assigned to all beginning teachers at the start of the school year or as soon as possible upon hire. It is strongly encouraged that mentors be matched and assigned to a beginning teacher within 30 days of the beginning teacher's hire date. The district is responsible for ensuring that all beginning teachers are assigned a mentor (p. 9).

Q19 Beginning teachers are assigned a mentor within 30 days of hire.

- Yes
 No (Explain)

Mentors will be assigned by the District Facilitator prior to the start of the school year or as close to the start of the school year as possible.

Q20 All beginning teachers are matched with a mentor according to the following criteria (select all that apply):

- Grade level
 Content Area
 Proximity
 Needs
 Other: If there is no one else that teaches that grade level or content area, then we match new teachers with someone who has a similar background.

Q21 All mentors must be trained and updated by state approved training(s) in best practices and essential knowledge on a regular basis.

- Mentors are required to attend a state approved training and update training.

Mentors are trained by in-district trainers (lead/master mentors) who have been trained and updated by the state.

Other: Please explain _____

Q22 Describe any additional professional development opportunities provided by the LEA to mentors to address further development of best practice and essential content knowledge. (Optional)

Q23 Mentoring Hours

Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module.

Q24 Describe how your LEA will monitor the number of mentoring hours provided to each beginning teacher to ensure support hours are meeting the mandated requirements and a process for addressing possible issues during the year.

Mentors are responsible for logging their meeting minutes with beginning teachers in Google Classroom to ensure module completion. The District Co-facilitators monitor the meeting minutes to ensure consistent and sustained support is provided to the new teachers. The District Co-facilitators follow up with mentors and/or new teachers if there are concerns and provide support where necessary. If the mentor has concerns about a beginning teacher's failure to meet deadlines or complete the activities outlined in the modules, the mentor should seek assistance from the District Co-facilitators.

Q25 Beginning Teachers

Beginning teachers shall satisfactorily complete instructional modules (classroom environment, planning instruction, instructing, assessing and professional responsibility). Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module.

Beginning teachers shall complete two modules in their first year in the program and three modules in their second year in the program, except as otherwise provided by the Commissioner of Education.

Q26 Describe how the LEA will orient all beginning teachers to the TEAM program (generally within 45 days from their first day in the classroom).

The TEAM Guidelines require all LEAs to provide an orientation to TEAM which includes, but is not limited to the following: an overview of the TEAM Program requirements, an introduction to TEAM, a

review of the district's three-year TEAM support plan, timelines for TEAM completion, including any district specific requirements, and a schedule for district-based support.

An introduction to TEAM Review of Practice (ROP) is provided to beginning teachers during New Teacher Orientation the week prior to the start of the school year. The District Co-Facilitators provide all beginning teachers with a year-long teacher orientation program. The Assistant Superintendent communicates all timelines to the mentors and beginning teachers by mid-September. All TEAM ROP paperwork and related materials are housed in Google Classroom.

Q27 Describe how the LEA will ensure BTs know the consequences of not completing all TEAM requirements by their deadline date.

Teachers who do not successfully complete all five modules by the end of three years in TEAM for Category I teachers, and two modules within two years for Category II teachers, and who do not receive an approved extension of time, will not be eligible for an extension of their initial educator certificate and will not be eligible to advance to the provisional certificate. In such case, in order to earn eligibility for the reissuance of the initial educator certificate, the teacher would need to fulfill the requirements of intervening study and experience (Sec. 10-145f) as approved by the State Board of Education.

The consequences of not completing all TEAM requirements by their deadline date is communicated to beginning teachers during the TEAM orientation as outlined below:

- the inability to advance to a provisional certificate,
- the inability to renew certification upon expiration,
- the inability to teach in a CT public school,

Q28 Describe the process for monitoring beginning teachers are on track to complete TEAM by their deadline dates.

Mentors are responsible for monitoring and assuring that the beginning teachers complete the CAPA cycle (Collect, Analyze, Process, Act) in the TEAM ROP modules along with the related steps to meet assigned deadlines. Further, the District Co-facilitators monitor module progress/completion using Google Classroom.

Q29 Describe supports for teachers who are not on track to complete TEAM by their deadline dates.

We monitor meeting logs and project completion through our Google Classroom along with regular check-ins with new teachers and provide feedback to new teachers if they are not progressing. We also provide support to them where they may need additional assistance (i.e. professional learning, feedback, mentoring).

Q30 Module Completion

Beginning teachers shall satisfactorily complete five instructional modules (based on their teaching endorsement, some teachers will complete two instructional modules);

Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module.

*For each instructional module, beginning teachers shall submit **a reflection paper or project**, to be signed by the mentor, that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development of*

such beginning teacher.

Q31 How will teachers demonstrate completion of each instructional module?

- Teachers will submit a reflection paper to demonstrate completion of each module.
- Teachers will submit a project to demonstrate completion of each module.
- Other

Skip To: Q32 If you selected Project.

Skip To: Q33 If you selected Other.

Skip To: Q34 If you selected Reflection Paper.

Q32 You selected Project - Please describe the requirements of the project including, but not limited to, how teachers will demonstrate and document module activities and outcomes aligned with the Criteria for Successful Completion of a Module.

The TEAM ROP instructional module process requires teachers to identify an area of growth and engage in professional learning, apply their new learning, and document through participation in a review of practice project. Teacher evidence and reflection are shared during the review of practice conversation between the new teacher and mentor. Once the review of practice conversation is complete, final projects are submitted through Google Classroom.

Skip To: Q34 If You selected Project

Q33 You selected Other- Please describe the requirements for module completion, including, but not limited to, how teachers will demonstrate and document module activities and outcomes aligned with the Criteria for Successful Completion of a Module.

The beginning teacher must engage in at least three iterations of the CAPA Cycle (collect, analyze, process, act) Protocol for modules 1, 2, 3 and 4 by completing a reflection project and engaging in a Review of Practice conversation with his/her mentor. The reflection project for each module must be submitted through Google Classroom and meet expectations on development of new learning, impact on practice and impact on students. All three criteria must be met for successful completion.

Q34 Review of Modules

For each instructional module, beginning teachers shall **apply the knowledge gained** through such activities and describe how the activity **impacted student learning**.

PLEASE NOTE: Regardless of whether a district elects to review module completion in-district or participate in a regional review process, all reviewers must be trained prior to conducting reviews and participate in update training in subsequent years.

Review Criteria

For each instructional module, beginning teachers shall submit **a reflection paper or project**, to be signed by the mentor, that summarizes, describes or analyzes **what has been learned** by the beginning teacher and their **students** throughout the module and **how the learning contributed to the development of such beginning teacher**.

PLEASE NOTE: Regardless of whether a teacher submits a reflection paper or a project, the review criteria is the same.

Q35 *How are reviewers trained and updated?*

- Reviewers are required to attend a state approved training.
- Reviewers are trained in-district using a state-approved training.
- Other: Explain _____

Q36 *How will modules be reviewed for successful completion?*

- Regional Review (RESC Collaborative)
- In-district Review
- Consortium (in a collaboration with other districts)

Skip To: Q37 if you selected In-district Review

Skip To: Q37 if you selected Consortium (in a collaboration with other districts)

Skip To Q38 if you selected Regional Review (RESC Collaborative)

Q37 *Describe the in-district or consortium review process including, but not limited to:*

- *Assigning reviews of module completion*
- *Criteria for successful completion*
- *Process for module resubmission for modules that did not meet the completion standard*
- *Process for communicating results to teachers*
- *Assuring confidentiality of the results*

The District Co-Facilitator/Chief Reviewer assigns reflection papers to our in-district reviewers. Module reflection projects are read by two trained reviewers who blindly score the project. If there is a discrepancy in their assessment of the project, the project is read by a third committee member (chief reviewer) to determine if the project meets the criteria. Results are provided in writing to new teachers. The District Co-facilitator of TEAM meets with any teacher whose module project does not meet the criteria established by Bethel and the TEAM process. At this meeting, the teacher received specific guidance in how to improve the project through written and oral feedback. A specific timeline for completion of the revision is also given to the teacher at that time. All members of the TCC are asked to pledge confidentiality regarding any of the projects and the results, as all projects are blindly scored. Members of the TCC understand that disclosing information about projects and results is unprofessional and not permitted. Any TCC member who violates this confidence will be asked to leave the TCC.

Q38 *Describe the process that the district will use to resolve internal disputes or appeals, including, but not limited to, disputes concerning the mentoring module process; mentor-beginning teacher relationships, - including a process to dissolve placements, if necessary; module outcomes (if reviewed in-district); and, requests for special accommodations based on disabilities.*

The process for resolving mentor/mentee placements will include the following:

- Mentor or mentee requests the change based on mutual understanding that the beginning teacher's needs are not being met by this partnership.
- Mentor or mentee requests the change providing evidence that communication between them is not clear, relevant, timely, or helpful.

- Mentee requests the change because the mentor is not following the procedures regarding the TEAM ROP process.
- Mentor OR mentee has personal health issues that preclude their work from continuing. A mentor may be removed from the eligible pool of mentors and/or cooperating teachers for the following reasons:
 - Mentor is not following the TEAM ROP process and procedures.
 - Mentor is not keeping his/her commitment to the TEAM ROP program.
 - Mentor is not demonstrating effective teaching practices as defined by the Connecticut Common Core of Teaching and/or Danielson’s Framework for Teaching.
 - Mentor is not able to work effectively as a team member to facilitate the induction of the beginning teacher into the teaching profession.
 - Mentor is not able to communicate effectively with adult learners.
 - Mentor is not a positive communicator.
 - Mentor breaches confidentiality.
 - Mentor is not able to demonstrate how to be a reflective practitioner.
 - Mentor is not a role model of professionalism as described in Cluster 6 of the Danielson Framework or in the Common Core of Teaching.

Any beginning teachers involved in the TEAM ROP process who have disputes, request appeals, or have any other requests for assistance which they were not able to resolve in any other way should email their concerns to the District Co-Facilitators—Mrs. Jennifer Weissmann or Dr. Kristen Brooks. A beginning teacher’s request for assistance, etc. will be reviewed by the District Co-Facilitators and/or TCC. The District Co-Facilitators, TCC, or an appropriate sub-committee of the TCC, will work to resolve the dispute, address the request, or hear the appeal within two weeks of receiving the email. Requests for special accommodations based on health issues or any disability will be reviewed and addressed in a timely manner. The beginning teacher must submit a physician’s note along with the request for any special accommodation to Mrs. Laila Rudinas, the Human Resources Manager and copy it to the Assistant Superintendent, Dr. Kristen Brooks. All correspondence submitted by the beginning teacher will be kept confidential.

Q39 *The TEAM Coordinating Committee (TCC) approved the 2019-2022 Three-year Support Plan for Beginning Teachers and Mentors.*

Yes

No

Q40 **TEAM Coordinating Committee Approval** (District Facilitator or TCC Chairperson Signature)

Signature indicates the plan has been shared with and approved by the superintendent.