



Bristol Teacher Education and Mentoring Plan 2019-2022

I. District Information

- A. Superintendent: Dr. Catherine Carbone
- B. District Facilitator: Carly Fortin, Director of Teaching and Learning
 - 1. District Facilitator was appointed to the role by the Superintendent in July 2017.
- C. Members of the Team Coordinating Committee

Position	Term	Representative
TEAM District Facilitator	Permanent	Carly Fortin
Director of Special Services	Permanent	Kimberly Culkin, Ed.D.
Assistant Superintendent	Permanent	Michael Dietter, Ed.D.
Director of Human Resources	Permanent	Sam Galloway
High School Administrator	6/30/22	Pete Winger
Elementary Administrator	6/30/22	Mary Hawk
MS Administrator	6/30/22	Amy Bastiaanse
Special Services Administrator	6/30/22	Amy Martino
BAPS Representative	6/30/22	Cathy Cassin
Elementary TEAM trained teacher	6/30/22	Melissa Prentiss
MS TEAM trained teacher	6/30/22	Julie Prescott
High School TEAM trained teacher	6/30/22	Sharon Jacques
Special Education TEAM trained teacher	6/30/22	Kate Scanlon
Teaching and Learning Supervisor	6/30/22	Azra Redzic

D. Identification of TCC members

- 1. TCC members were identified in several ways. The Bristol Federation of Teachers Union and Bristol Association of Principals and Supervisors Union were each asked to recommend a member to the committee. Trained mentors for elementary, middle school and high school were also asked to be a TCC member. Administrators were offered the opportunity to participate on a voluntary basis.

E. Timelines

1. Central office personnel, principals, and mentors are all part of our TCC.
2. TCC will meet at least twice yearly in the fall and spring.
3. Annual review timeline for all mentors and administrators
 - a) The TCC will prepare an annual review for all mentors and administrators which will be presented in the month of September for the purpose of ensuring a shared understanding of the requirements of TEAM for the upcoming school years.
4. Communication timelines for all mentors and administrators.
 - a) Updates about TEAM will be presented to three administrative councils by the District Facilitator in August, January, and May.
 - b) Updates to the Superintendent and Central Office will be provided by the District Facilitator in the fall and spring.

II. Goals, Activities, Budget

A. District Three-Year Objectives related to the state's mission and goal statement for the Teacher Education and Mentoring Program

1. Goals of the CT TEAM Program are to:

- a) Provide all beginning teachers with the support they need to develop as effective educators
 - (1) Bristol's Three Year Objectives related to Goal a:
 - (a) Continue to meet our stated expectations for mentor assignment and support as outlined within our Bristol TEAM Plan
 - (b) Bolster our New Teacher Induction Academy by asking mentors and other Bristol teacher leaders to plan and implement monthly sessions in which beginning teachers can share their questions, concerns, and support one another's learning around relevant topics
 - (c) Expand upon opportunities our beginning teachers have to observe colleagues
 - (i) Clarify and communicate the process for observing colleagues
 - (d) Increase the number of mentors who are trained within the district
 - (i) Identify any schools where there are a limited number of TEAM trained teachers and recruit for mentoring training
 - (ii) Ensure that within each elementary school there is at least one K-2, one 3-5 and one specialized area teacher who has been TEAM trained
 - (iii) Ensure that within the secondary level there is at least one teacher in each department at each school who has been TEAM trained
- b) Ease the beginning teachers' transition into the teaching profession in order to retain effective teachers;
 - (1) Bristol's Three Year Objectives related to Goal b:
 - (a) Focus on supporting teachers who transition from other districts in the middle of their TEAM process, those who

C. Budget

- 1. Allocated TEAM funding to Bristol will be used to provide mentor stipends

III. Module Five

- A. Leaders: Module Five will be co-facilitated by the Director of Human Resources and the Director of Teaching and Learning.
B. Schedule: Module Five will be conducted twice each school year. The first facilitation will be held as a session within the New Teacher Induction Academy which occurs the week prior to the start of school. The second facilitation will happen in January to ensure that any teacher who was hired within the first semester has the opportunity to participate.
C. Structure: Module Five will be structured as a facilitated conversation that will include several scenarios and small groups of beginning teachers with TEAM-trained mentors within our district.
D. Completion: Teachers will document the completion of Module Five by submitting a reflection on their facilitated conversations to the District TEAM facilitator.

IV. Mentors

A. Recruitment of Mentors

- 1. Generate a list of high priority schools
2. District facilitator to ask Curriculum Supervisors to make recommendations
3. Recommendations confirmed with the principals
4. Recommendations confirmed with DF who will send application to mentors

B. Selection of Mentors

- 1. Applications for cooperating teachers/TEAM Mentors will be sent to principals each January. The timeline is as follows:

Table with 2 columns: ACTION and DATE. Rows include: Applications completed and submitted to District Facilitator (July - April), Applications due to DF (April 1), Applications reviewed by the TEAM Coordinating Committee (April), Applications submitted to the Board of Education for approval (May or June BOE meeting), Notification to applicants of approval and provision of training information (June).

- 2. Requirements for applicants for becoming a TEAM Mentor/Cooperating Teacher:
a) Hold the provisional or professional educator certificate
b) Have at least four years of teaching experience with two years in the district and have received tenure
c) Exemplary teaching skills as identified by the Connecticut Common Core of Teaching
d) Ability to work cooperatively as a team member to aid the professional growth of a student or beginning teacher
e) Ability to relate effectively to adult learners
f) Professional commitment to improving the induction of student teachers and beginning teachers into the teaching profession
g) Ability to be reflective and articulate about the craft of teaching

- h) Participate in non-mandated professional learning activities
 - i) Exhibit strong written and verbal communication skills
 - j) Exhibit strong organizational skills
 - k) Serve on school-based and district committees
 - l) To apply, teachers will need to submit:
 - (1) A letter of interest
 - (2) A resume
 - (3) A copy of your CT certification
 - (4) Lesson plan
 - (5) Principal approval with comments
3. Teachers who are trained TEAM Mentors must apply for posted TEAM Mentor positions available. Decisions about hiring of teachers as TEAM Mentors will be made by the Deputy Superintendent and the District Facilitator.
 4. The responsibilities of TEAM Mentors shall be:
 - a) To mentor two, and no more than three, new teachers
 - b) Provide 50 contact hours;
 - c) Establish, foster, and maintain a collaborative relationship with the mentee
 - d) Meet annually with the building administrator and mentee to discuss the TEAM project outline for the year and the BT's goals for TEAM
 - e) Focus conversations with the mentee on completing the CCT Performance Profile, identifying a need or opportunity for professional growth, developing a professional growth action plan, implementing the plan and applying new learning, and completing the projects and reflection paper.
 - f) Complete the mentor-mentee meeting log; include mentor and mentee journal comments about each meeting
 - g) Read and sign- off on the mentee's reflection papers
 - h) Assist mentee with resources needed, professional growth activities needed
 - i) Serve as a resource for the beginning teacher
 - j) Observe mentees teaching at least twice in the fall of their first year and provide feedback regarding their instruction following observations

C. Assignment of mentors

1. Mentors must complete the application process to be considered for a mentor position.
2. Mentors are assigned by the District Facilitator. The preference is to assign mentor-mentee pairs who are in the same school. Pairs will be matched to grade level or content area as possible. Mentors can mentor up to three mentees. Retired teachers, whose certification is current, may mentor up to five beginning teachers. All beginning teachers will be assigned a mentor by the start of the school year for summer hire or less than thirty days after the starting date.
3. Mentors will be matched to BTs by location and discipline or grade level.
4. Mentors will be assigned to a beginning teacher as soon as possible upon hire or prior to the start of the school year, not to exceed thirty days of the beginning teachers' hire date.

D. Training of mentors

1. Ensure Training

- a) At least once a year, the District Facilitator will review the current list of active mentors to ensure that they have attended TEAM initial support training or update training every three years.
- b) Mentors in need of update training or initial support training will be notified by the District Facilitator in the spring along with options for attending training.
- c) Mentors who did not attend an update training before the start of the school year will be removed from the list and will be required to attend the three day initial support training prior to being assigned to a mentee.
- d) Mentors have the opportunity to attend in-district and out-of-district professional development programs/activities.

E. Mentoring hours

1. To monitor the number of hours provided to each beginning teacher, the District Facilitator will create an electronically shared log for each mentor/mentee through Google Sheets. The mentor and mentee will be able to record the hours of time mentored and a brief synopsis of the purpose/topic of their meeting.
2. The District Facilitator will review mentor/mentee logs quarterly to ensure that mentors and mentees are on track to meet the required hours of mentoring.
3. If a mentee is not receiving the required hours of mentoring, the district facilitator will reach out to both the mentor and the mentee to identify obstacles or barriers to meeting and will reduce those barriers so that mentoring can occur. Possible actions could be to provide substitute coverage for the mentor or mentee; allow mentors/mentees to meet during Bristol's early release Wednesday schedule; or reassignment of mentor/mentee match.

V. **Beginning Teachers**

A. Orientation

1. Within Bristol's New Teacher Induction Academy, we provide an hour orientation to the TEAM program. For teachers who are hired after the Induction Academy, the District Facilitator provides an individualized overview. We plan to record the orientation sessions so that teachers who are unable to attend can view those sessions for the orientation information they need.
2. In September, Bristol's District Facilitator holds two sessions designed to provide an overview of TEAM requirements for mentees in Year One and mentees in Year Two.

B. Deadlines

1. Monitoring Progress

- a) After the orientation, each mentee is asked to submit a schedule of their completion for TEAM for the current school year. This schedule of completion is submitted to the TEAM District Facilitator, who approves the schedule.
- b) Throughout the year, mentors monitor completion of TEAM requirements. The District Facilitator tracks completion of TEAM requirements based upon what is submitted for review.
- c) The TEAM timeline for each year (Year One and Year Two) is shared with teachers in a Google Classroom to which they are assigned. Deadlines are also included within this Google classroom.

- d) For each module project, the TEAM Coordinating Committee has identified benchmark deadlines for the major projects to provide mentees and mentors with indicators of progress.
2. Communication of deadlines
 - a) The TEAM timeline for each year (Year One and Year Two) is shared with teachers in a Google Classroom to which they are assigned. Deadlines are also included within this Google classroom.
 - b) The consequences for not meeting deadlines are included in the orientation for all mentees.
 - c) The consequences for not meeting deadlines are reviewed by mentors with their mentees.
 3. Actions for those not on track for completion
 - a) The District Facilitator will meet with mentees and their mentors if they are not on track for meeting deadlines to determine the obstacles and barriers preventing progress. The District Facilitator will determine the most appropriate supportive and intervening strategies to support the beginning teacher. These actions can include: providing substitute coverage for additional mentoring time if there are extenuating circumstances; encouraging more frequent meetings with mentors; and informing principals so support within the school can be provided.

C. Modules

1. Year One Task Timeline

Date	Task
August	Within New Teacher Induction Academy create: <ul style="list-style-type: none"> ● Personal statement containing <ul style="list-style-type: none"> ○ New teachers' core values ○ Beliefs about learning and instruction. <i>Module 5 to be completed during New Teacher Induction</i>
September	<ul style="list-style-type: none"> ● Beginning teacher creates Parent Letter and/or Course syllabus Reviewed by Mentor and Building Administrator prior to distribution.
September 28	<ul style="list-style-type: none"> ● Email personal statement and parent letter and/or course guidelines to pattifippinger@bristolk12.org ● Mentor introduces Module 1 CCT Performance Profile with the beginning teacher CCT Environment ● Mentor meets with beginning teacher to discuss progress and provide needed support. (On-going)
October	<ul style="list-style-type: none"> ● Beginning teacher observes mentor teacher (1/2 day) or ● Beginning teacher observes other teachers (1/2 day)

November/ December	<ul style="list-style-type: none"> • Beginning teacher observes mentor teacher (1/2 day) or • Beginning teacher observes other teachers (1/2 day)
December/ January	<ul style="list-style-type: none"> • Mentor reviews mid-year reflection paper guidelines and criteria with beginning teacher • Mentor reviews draft of mid-year reflection paper and provides feedback.
January 31st	<ul style="list-style-type: none"> • Mentor reviews final draft of mid-year reflection paper. • Mid-Year reflection paper due to carlyfortin@bristol12.org
February	<ul style="list-style-type: none"> • Mentor reviews CCT Performance Profile with the beginning teacher. • Mentor meets with beginning teacher to discuss progress to date and provides needed support. (On-going) • Mentor reviews year-end reflection paper guidelines and criteria with beginning teacher.
April/Early May	<ul style="list-style-type: none"> • Mentor reviews draft of year-end reflection paper and provides feedback.
May 10	<ul style="list-style-type: none"> • Mentor reviews final draft of year-end reflection paper • Year-end reflection paper due to carlyfortin@bristol12.org
June	<ul style="list-style-type: none"> • Mentors and beginning teachers will review the year two timeline. • Provide copies of Module 2 CCT Indicators CCT Planning

2. Year One Tasks for Modules 1 and 5

- a) Personal Statement
- b) Reflection on Module 5 Facilitated Conversation
- c) Welcome Letter to Students and Parents
- d) Midyear reflection
 - (1) Write a one to three page mid-year reflection that demonstrates how you facilitate a positive learning community.
 - (2) Choose one of the [CCT Indicators](#) below and use the questions that follow to reflect on your progress up to this point.
 - (a) Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels.
 - (b) Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry.
 - (c) Providing explicit instruction about social skills to develop

students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs.

- (d) Fostering appropriate standards of behavior that support a productive learning environment for all students..
- (e) Maximizing the amount of time spent on learning by effectively managing routines and transitions.
 - (i) What are some successes you have had?
 - (ii) What are some challenges you are facing?
 - (iii) What are some changes you would like to make now?
 - (iv) What will you do differently next year?

- (3) Be sure your reflection describes a) how you have **developed new learning** through learning activities such as reading, observation, collaboration, and professional learning with regard to positive classroom environments and what you **have learned** from these select activities.
- (4) Please be sure to explain using specific examples and evidence how your practice has changed as a result of your learning.
- (5) Finally, explain using specific examples and evidence how student learning has improved as a result of your learning.

e) End of Year Reflection

- (1) Write a one to three page end of year reflection that demonstrates how you facilitate a positive learning community.
- (2) Based on the CCT Indicator you chose in the beginning of the year, use the questions that follow to assist you in writing a one to three page reflection paper.
 - (a) Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels.
 - (b) Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry.
 - (c) Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs.
 - (d) Fostering appropriate standards of behavior that support a productive learning environment for all students.
 - (e) Maximizing the amount of time spent on learning by effectively managing routines and transitions.
 - (i) What additional successes you have had?
 - (ii) What challenges do you still face?
 - (iii) What successes or challenges were unexpected or surprising?
 - (iv) What was the result of the changes you made?
 - (v) What will you do differently next year and/or what

supports or resources will you need?

- (3) Be sure your reflection describes a) how you have **developed new learning** through learning activities such as reading, observation, collaboration, and professional learning with regard to positive classroom environments and what you **have learned** from these select activities.
- (4) Please be sure to explain using specific examples and evidence how your practice has changed as a result of your learning.
- (5) Finally, explain using specific examples and evidence how student learning has improved as a result of your learning.

3. Year One Success Criteria

Deadline	Product/Module Criteria	Outcome Feedback/Comments
<p>Due Date: End of New Teacher Academy</p>	<p>Personal Statement containing:</p> <ul style="list-style-type: none"> • new teachers’ core values • Beliefs about learning and instruction. <p>Personal statement should be no longer than one page in length.</p>	<p>___ personal statement includes core values and beliefs about learning and instruction.</p> <p>___ personal statement needs improvement in the following area(s):</p> <p>Additional Comments:</p>
<p>Due Date: Sept. 28, 2018</p> <p>(mentor to review prior to distribution)</p>	<p>1. Parent letter and/or course guidelines containing:</p> <ul style="list-style-type: none"> • classroom expectations for student performance • values and impact on classroom environment • communication strategies with students and families • strategies for responding to student behaviors • description of how students will be engaged and empowered <p>Sample class letters and syllabi</p> <p>2. Choose <i>one</i> indicator from CCT Classroom Environment as a focus for this year.CCT Classroom Environment</p>	<p>___ classroom expectations for student performance</p> <p>___ values and impact on classroom environment</p> <p>___ communication strategies with students and families</p> <p>___ strategies for responding to student behaviors</p> <p>___ description of how students will be engaged and empowered</p> <p>___ parent letter/course guideline needs improvement in the following area(s):</p> <p>Additional Comments:</p>

<p>Due Date: January 31, 2019</p>	<p>Classroom Environment: One to Three Page Mid-Year Reflection</p> <p>With your classroom environment in mind:</p> <ul style="list-style-type: none"> • What are some successes you have achieved? • What are some challenges you are currently facing? • How can you address the challenges you are facing now? • What will you do differently next year? <p>Include:</p> <ul style="list-style-type: none"> • How you've engaged in new learning • What you've learned about your practice • How your practice has changed as a result of your learning • How student learning has improved 	<p>___ successes are identified</p> <p>___ challenges are identified</p> <p>___ addresses challenges</p> <p>___ states changes for next year</p> <p>___ Meets the criteria for Development of New Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes how the teacher developed new learning and explained what the teacher has learned. <p>___ Meets the criteria for Impact on Practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes specific examples/evidence to explain how teacher practice is different as a result of new learning <p>___ Meets the criteria for Impact on Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes specific examples/evidence to explain how student learning has improved as a result of teacher learning <p>___ mid-year reflection needs improvement in the following area(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not describe resources and/or activities used to develop new learning <input type="checkbox"/> Does not explain what was learned from the activities <input type="checkbox"/> Is too general or vague to determine what has been learned <input type="checkbox"/> Does not include specific examples/evidence to explain how practice is different <input type="checkbox"/> Does not include specific examples/evidence to explain how student learning has improved <p>Additional Comments:</p>
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<p>Due Date: May 10, 2019</p>	<p>Classroom Environment: One to Three Page Year-End Reflection</p> <p>Reflect on your progress since January:</p> <ul style="list-style-type: none"> • What additional successes you have had? • What challenges do you still face? • What successes or challenges were unexpected or surprising? • What was the result of the changes you made? • What will you do differently next year and/or what supports or resources will you need? 	<p>___ additional successes are identified</p> <p>___ continued challenges are identified</p> <p>___ identifies successes or challenges that were unexpected or surprising (if applicable)</p> <p>___ states results of changes</p> <p>___ states changes for next year and/or supports or resources needed</p> <p>___ Meets the criteria for Development of New Learning</p> <p> <input type="checkbox"/> Describes how the teacher developed new learning and explained what the teacher has learned.</p> <p>___ Meets the criteria for Impact on Practice</p> <p> <input type="checkbox"/> Includes specific examples/evidence to explain how teacher practice is different as a result of new learning</p> <p>___ Meets the criteria for Impact on Students</p> <p> <input type="checkbox"/> Includes specific examples/evidence to explain how student learning has improved as a result of teacher learning</p> <p>___ Reflection needs improvement in the following area(s):</p> <p> <input type="checkbox"/> Does not describe resources and/or activities used to develop new learning</p> <p> <input type="checkbox"/> Does not explain what was learned from the activities</p> <p> <input type="checkbox"/> Is too general or vague to determine what has been learned</p> <p> <input type="checkbox"/> Does not include specific examples/evidence to explain how practice is different</p>

		<input type="checkbox"/> Does not include specific examples/evidence to explain how student learning has improved ___ year-end reflection needs improvement in the following area(s): Additional Comments:
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D. Year Two Task Timeline

Date	Task
Planning for Active Learning	
September	<ul style="list-style-type: none"> Mentor and beginning teacher review the Module 2 Planning CCT Performance Profile CCT Planning
September - October	<ul style="list-style-type: none"> Mentor and beginning teacher discuss possible unit and lesson plan selection
October - November	<ul style="list-style-type: none"> Mentor and beginning teacher discuss development of unit and lesson plan and formative / summative assessment
November/ Beginning of December	<ul style="list-style-type: none"> Mentor and beginning teacher review draft of completed unit and lesson plan and formative / summative assessment
By December 20th	<ul style="list-style-type: none"> Mentor reviews with beginning teacher the planning reflection paper criteria and guidelines Mentor and beginning teacher review draft of planning reflection paper and provides feedback
December - January	<ul style="list-style-type: none"> Mentor and beginning teacher review final draft of planning reflection paper and provides feedback
January 3	<ul style="list-style-type: none"> Final planning reflection paper due

Instruction and Assessment for Active Learning	
Mid-January	<ul style="list-style-type: none"> • Mentor introduces to the beginning teacher the Modules 3 and 4 Instruction and Assessment CCT Performance Profiles CCT Instruction CCT Assessment
Date TBD	<ul style="list-style-type: none"> • Beginning teacher records lesson (audio/video) • Mentor and beginning teacher review recorded lesson and debrief together
January - February	<ul style="list-style-type: none"> • Mentor and beginning teacher review timeframe for implementation of unit and lesson plan
February - March or date TBD	<ul style="list-style-type: none"> • Beginning teacher implements unit, lesson, and assessments
March - April	<ul style="list-style-type: none"> • Mentor and beginning teacher meet to review the outcome and assessment data from the implementation of unit and lesson plan
Beginning of April	<ul style="list-style-type: none"> • Mentor reviews with beginning teacher the instruction and assessment reflection paper criteria and guidelines
Mid-April	<ul style="list-style-type: none"> • Mentor and beginning teacher review draft of instruction and assessment reflection paper and provides feedback
Beginning of May	<ul style="list-style-type: none"> • Mentor and beginning teacher review final draft of instruction and assessment reflection paper and provides feedback
May 8	<ul style="list-style-type: none"> • Final instruction and assessment reflection paper due

E. Year Two Tasks for Modules 2, 3, and 4

1. **Reflection Paper Guidelines for Planning for Active Learning**

- a) Write a one to three page reflection that demonstrates how you planned instruction for this unit in order to engage students in rigorous and relevant learning.
- b) Review the five indicators below and choose three to describe how they were demonstrated in the planning of your unit.
 - Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.
 - Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.
 - Selecting appropriate assessment strategies to monitor ongoing student progress.
 - Designing or selecting academic/behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.

- Including strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills (across the curriculum).
- c. Be sure your reflection describes a) how you have **developed new learning** through learning activities such as reading, observation, collaboration, and professional learning with regard to planning for instruction and what you **have learned** from these select activities.
 - d. Please be sure to explain using specific examples and evidence how your practice has changed as a result of your learning.
 - e. Finally, explain using specific examples and evidence how student learning has improved as a result of your learning.
2. **Reflection Paper Guidelines for Instruction and Assessment for Active Learning**
- A. Based on the [CCT Indicators](#) below, write a two to three page reflection paper addressing the following questions:
 1. Thinking about the unit that you planned and then taught and students' learning within that unit, answer the following:
 - a) What have you learned about your instructional practice based on the assessment outcomes you achieved with students?
 - b) What successes have you had?
 - c) What challenges did you encounter?
 - d) What would you change? Why?
 2. What professional learning most influenced your practice this year (i.e., collaboration with team members, readings, research, professional development)? How so?

Instruction for Active Learning

- Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning.
- Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents.
- Using technological and digital resources strategically to support learning.
- Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning.
- Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks.

Assessment for Learning

- Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objective and values the diversity of ways in which students learn.

- Uses a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time.
 - Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress.
 - Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.
3. Be sure your reflection describes a) how you have **developed new learning** through learning activities such as reading, observation, collaboration, and professional learning with regard to planning for instruction and what you **have learned** from these select activities.
 4. Please be sure to explain using specific examples and evidence how your practice has changed as a result of your learning.
 5. Finally, explain using specific examples and evidence how student learning has improved as a result of your learning.

F. Year Two Success Criteria

Deadline	Product/Module Criteria	Outcome Feedback/Comments
<p>Due Date: January 3</p>	<ul style="list-style-type: none"> • Completed unit (including assessments) and lesson plan to be implemented between January and April. • Write a 1-3 page reflection that describes how three of the five planning indicators were used in the unit 	<p>___ lesson plan completed ___ unit plan completed ___ reflection describes how three of the five planning indicators were effectively used in the unit (as stated below)</p> <p style="padding-left: 40px;">___ Ind. 1: prior knowledge ___ Ind. 2: organization of unit ___ Ind. 3: appropriate assessments ___ Ind. 4: acad./behav. interventions ___ Ind. 5: literacy/numeracy skills</p> <p>___ lesson plan needs improvement in the following area(s): ___ unit plan needs improvement in the following area(s): ___ planning reflection needs improvement in the following area(s):</p> <p>___ Meets the criteria for Development of New Learning <input type="checkbox"/> Describes how the teacher developed new learning and explained what the teacher has learned.</p> <p>___ Meets the criteria for Impact on Practice</p>

		<p><input type="checkbox"/> Includes specific examples/evidence to explain how teacher practice is different as a result of new learning Meets the criteria for Impact on Students</p> <p><input type="checkbox"/> Includes specific examples/evidence to explain how student learning has improved as a result of teacher learning</p> <p>___ mid-year reflection needs improvement in the following area(s):</p> <p><input type="checkbox"/> Does not describe resources and/or activities used to develop new learning</p> <p><input type="checkbox"/> Does not explain what was learned from the activities</p> <p><input type="checkbox"/> Is too general or vague to determine what has been learned</p> <p><input type="checkbox"/> Does not include specific examples/evidence to explain how practice is different</p> <p><input type="checkbox"/> Does not include specific examples/evidence to explain how student learning has improved</p> <p>Additional Comments:</p>
<p>Due Date: May 8</p>	<p>Two to three page reflection paper discussing the unit taught and students' learning within that unit. Reflection should include:</p> <ul style="list-style-type: none"> • What have you learned about your instructional practice based on the assessment outcomes you achieved with students? • What successes have you had? • What challenges did you encounter? • What would you change and why? • What professional learning most influenced your practice this year (i.e., collaboration with team members, readings, research, 	<p>Paper includes:</p> <p>___ states learning about instructional practice based on student assessment outcomes</p> <p>___ successes were identified</p> <p>___ challenges were identified</p> <p>___ states changes for next year (if applicable)</p> <p>___ states professional learning</p> <p>___ Meets the criteria for Development of New Learning</p> <p><input type="checkbox"/> Describes how the teacher</p>

	<p>professional development)? How so?</p>	<p>developed new learning and explained what the teacher has learned.</p> <p>___ Meets the criteria for Impact on Practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes specific examples/evidence to explain how teacher practice is different as a result of new learning <p>___ Meets the criteria for Impact on Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes specific examples/evidence to explain how student learning has improved as a result of teacher learning <p>___ reflection needs improvement in the following area(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not describe resources and/or activities used to develop new learning <input type="checkbox"/> Does not explain what was learned from the activities <input type="checkbox"/> Is too general or vague to determine what has been learned <input type="checkbox"/> Does not include specific examples/evidence to explain how practice is different <input type="checkbox"/> Does not include specific examples/evidence to explain how student learning has improved <p>___ year-end reflection needs improvement in the following area(s):</p> <p>Additional Comments:</p>
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VI. Review of Modules

A. Reviewer Selection and Training

1. All Bristol TEAM mentors are required to be a reviewer. Reviewers are required to attend yearly training. As part of the additional stipend received by mentors, mentors will review reflection papers. Consideration will be given to the grade levels and teaching assignments of beginning teachers who are expected to submit reflection papers in order to align the experience of the reviewer as closely as

possible to that of the beginning teachers. Mentors will not review their mentee’s reflection papers.

B. Reviewing Process: Bristol conducts an in-district review.

1. Assigning papers for review
 - a) The District Facilitator will assign reflection papers to reviewers. Reflection papers will be equitably distributed among reviewers.
2. Establishing and monitoring timelines
 - a) The District Facilitator will assign and forward papers to reviewers within one week.
 - b) Reviewers will review reflection papers, determine successful completion and return to DF within two weeks.
 - c) DF will review the results for each paper.
 - d) DF will notify the beginning teacher and mentor within two weeks of receipt of the paper from the reviewer.
3. Successful Completion
 - a) Year One Success Criteria

Deadline	Product/Module Criteria	Outcome Feedback/Comments
<p>Due Date: End of New Teacher Academy</p>	<p>Personal Statement containing:</p> <ul style="list-style-type: none"> ● new teachers’ core values ● Beliefs about learning and instruction. <p>Personal statement should be no longer than one page in length.</p>	<p>___ personal statement includes core values and beliefs about learning and instruction.</p> <p>___ personal statement needs improvement in the following area(s):</p> <p>Additional Comments:</p>
<p>Due Date: Sept. 28, 2018</p> <p>(mentor to review prior to distribution)</p>	<p>1. Parent letter and/or course guidelines containing:</p> <ul style="list-style-type: none"> ● classroom expectations for student performance ● values and impact on classroom environment ● communication strategies with students and families ● strategies for responding to student behaviors ● description of how students will be engaged and empowered <p>Sample class letters and syllabi</p>	<p>___ classroom expectations for student performance</p> <p>___ values and impact on classroom environment</p> <p>___ communication strategies with students and families</p> <p>___ strategies for responding to student behaviors</p> <p>___ description of how students will be engaged and empowered</p> <p>___ parent letter/course guideline needs improvement in the following area(s):</p>

	<p>2. Choose <i>one</i> indicator from CCT Classroom Environment as a focus for this year. CCT Classroom Environment</p>	<p>Additional Comments:</p>
<p>Due Date: January 31, 2020</p>	<p>Classroom Environment: One to Three Page Mid-Year Reflection</p> <p>With your classroom environment in mind:</p> <ul style="list-style-type: none"> ● What are some successes you have achieved? ● What are some challenges you are currently facing? ● How can you address the challenges you are facing now? ● What will you do differently next year? <p>Include:</p> <ul style="list-style-type: none"> ● How you've engaged in new learning ● What you've learned about your practice ● How your practice has changed as a result of your learning ● How student learning has improved 	<p>___ successes are identified ___ challenges are identified ___ addresses challenges ___ states changes for next year</p> <p>___ Meets the criteria for Development of New Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes how the teacher developed new learning and explained what the teacher has learned. <p>___ Meets the criteria for Impact on Practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes specific examples/evidence to explain how teacher practice is different as a result of new learning <p>___ Meets the criteria for Impact on Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes specific examples/evidence to explain how student learning has improved as a result of teacher learning <p>___ mid-year reflection needs improvement in the following area(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not describe resources and/or activities used to develop new learning <input type="checkbox"/> Does not explain what was learned from the activities <input type="checkbox"/> Is too general or vague to determine what has been learned <input type="checkbox"/> Does not include specific examples/evidence to explain how practice is different <input type="checkbox"/> Does not include specific examples/evidence to explain how student learning has improved

		Additional Comments:
<p>Due Date: May 10, 2019</p>	<p>Classroom Environment: One to Three Page Year-End Reflection</p> <p>Reflect on your progress since January:</p> <ul style="list-style-type: none"> • What additional successes you have had? • What challenges do you still face? • What successes or challenges were unexpected or surprising? • What was the result of the changes you made? • What will you do differently next year and/or what supports or resources will you need? 	<p>___ additional successes are identified</p> <p>___ continued challenges are identified</p> <p>___ identifies successes or challenges that were unexpected or surprising (if applicable)</p> <p>___ states results of changes</p> <p>___ states changes for next year and/or supports or resources needed</p> <p>___ Meets the criteria for Development of New Learning</p> <p> <input type="checkbox"/> Describes how the teacher developed new learning and explained what the teacher has learned.</p> <p>___ Meets the criteria for Impact on Practice</p> <p> <input type="checkbox"/> Includes specific examples/evidence to explain how teacher practice is different as a result of new learning</p> <p>___ Meets the criteria for Impact on Students</p> <p> <input type="checkbox"/> Includes specific examples/evidence to explain how student learning has improved as a result of teacher learning</p> <p>___ Reflection needs improvement in the following area(s):</p> <p> <input type="checkbox"/> Does not describe resources and/or activities used to develop new learning</p> <p> <input type="checkbox"/> Does not explain what was learned from the activities</p> <p> <input type="checkbox"/> Is too general or vague to determine</p>

		<p>what has been learned</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not include specific examples/evidence to explain how practice is different <input type="checkbox"/> Does not include specific examples/evidence to explain how student learning has improved <p>___ year-end reflection needs improvement in the following area(s):</p> <p>Additional Comments:</p>
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b) Year Two Success Criteria

Deadline	Product/Module Criteria	Outcome Feedback/Comments
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<p>Due Date: January 3</p>	<ul style="list-style-type: none"> Completed unit (including assessments) and lesson plan to be implemented between January and April. Write a 1-3 page reflection that describes how three of the five planning indicators were used in the unit 	<p>___ lesson plan completed</p> <p>___ unit plan completed</p> <p>___ reflection describes how three of the five planning indicators were effectively used in the unit (as stated below)</p> <p>___ Ind. 1: prior knowledge</p> <p>___ Ind. 2: organization of unit</p> <p>___ Ind. 3: appropriate assessments</p> <p>___ Ind. 4: acad./behav. interventions</p> <p>___ Ind. 5: literacy/numeracy skills</p> <p>___ lesson plan needs improvement in the following area(s):</p> <p>___ unit plan needs improvement in the following area(s):</p> <p>___ planning reflection needs improvement in the following area(s):</p> <p>___ Meets the criteria for Development of New Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes how the teacher developed new learning and explained what the teacher has learned. <p>___ Meets the criteria for Impact on Practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes specific examples/evidence to explain how teacher practice is different as a result of new learning <p>___ Meets the criteria for Impact on Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes specific examples/evidence to explain how student learning has improved as a result of teacher learning <p>___ mid-year reflection needs improvement in the following area(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not describe resources and/or activities used to develop new learning <input type="checkbox"/> Does not explain what was learned from the activities <input type="checkbox"/> Is too general or vague to determine what has been learned <input type="checkbox"/> Does not include specific examples/evidence to explain how practice is different <input type="checkbox"/> Does not include specific
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		<p>examples/evidence to explain how student learning has improved</p> <p>Additional Comments:</p>
<p>Due Date: May 8</p>	<p>Two to three page reflection paper discussing the unit taught and students' learning within that unit. Reflection should include:</p> <ul style="list-style-type: none"> • What have you learned about your instructional practice based on the assessment outcomes you achieved with students? • What successes have you had? • What challenges did you encounter? • What would you change and why? • What professional learning most influenced your practice this year (i.e., collaboration with team members, readings, research, professional development)? How so? 	<p>Paper includes:</p> <p>___ states learning about instructional practice based on student assessment outcomes</p> <p>___ successes were identified</p> <p>___ challenges were identified</p> <p>___ states changes for next year (if applicable)</p> <p>___ states professional learning</p> <p>___ Meets the criteria for Development of New Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes how the teacher developed new learning and explained what the teacher has learned. <p>___ Meets the criteria for Impact on Practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes specific examples/evidence to explain how teacher practice is different as a result of new learning <p>___ Meets the criteria for Impact on Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes specific examples/evidence to explain how student learning has improved as a result of teacher learning <p>___ reflection needs improvement in the following area(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not describe resources and/or activities used to develop new learning <input type="checkbox"/> Does not explain what was learned from the activities <input type="checkbox"/> Is too general or vague to determine what has been learned

		<ul style="list-style-type: none"> ❑ Does not include specific examples/evidence to explain how practice is different ❑ Does not include specific examples/evidence to explain how student learning has improved <p>___ year-end reflection needs improvement in</p> <p>the following area(s):</p> <p>Additional Comments:</p>
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4. Secondary review of papers that do not meet successful completion standards
 - a) When the paper does not meet the successful completion standard from the first reviewer, the paper will be sent to a second reviewer, who reviews the paper.
 - b) The second reviewer deems that the paper meets criteria and sends the paper to the District Facilitator, who as the Chief Reader, reviews the paper.
 - c) If the Chief Reader is in agreement, the paper meets criteria and the DF notifies the Beginning Teacher, mentor, and principal.
 - d) If the second reviewer deems that the paper does not meet criteria, the paper goes to the District Facilitator. The Chief Reader reviews the paper and provides the Beginning Teacher with feedback. The Beginning Teacher must redo the paper and resubmit within two weeks.
5. Communicating Results
 - a) Beginning Teachers are informed of their successful completion of each module through email and letter. A record of their completion is maintained within the Office of Teaching and Learning.
6. Assuring confidentiality
 - a) All reviewers will participate in a training session for reviewing of papers. As part of this session, procedures to assure confidentiality will be reviewed. Reviewers will sign an agreement assuring his/her confidentiality, and a review of possible consequences if confidentiality is violated.
7. Internal disputes
 - a) Disputes concerning the mentor-mentoring process, reflection paper outcomes:
 - (1) Parties requesting resolution of disputes or appeals will submit in writing to the DF, who will notify the subcommittee within ten days.
 - (2) A subcommittee of three TCC members (BFT representative, one teacher and one administrator from the level taught by the BT) plus the DF and the Director of Human Resources will be convened.

- (3) The subcommittee will review the issues, meet with the individual parties (if necessary) and make recommendations for resolution to the Deputy Superintendent, who will notify the parties of the decision within ten days.
- b) To dissolve mentor placements:
- (1) Concerns about a mentor, cooperating teacher, or mentor-mentee matches should be communicated in writing to the District Facilitator. If necessary, the DF will share this communication with the Director of Human Resources and the Deputy Superintendent.
 - (2) The District Facilitator will contact the building administrator, any appropriate district-wide supervisor to assist in the mediation and possible resolution of the concern.
 - (3) If a resolution cannot be reached, the District Facilitator will work with the appropriate administrators to determine additional ways to resolve the situation or dissolve the mentor-mentee pair. Reasons for dissolution may include:
 - (a) Practicability – assignment out of the building or subject area
 - (b) Illness
 - (c) Personal issues
 - (4) The District Facilitator will notify the concerned parties of the decision.
 - (5) If a placement is dissolved, another mentor will be assigned.
- c) Request for special accommodations
- (1) Requests for special accommodations will be submitted to the District Facilitator in writing and will be reviewed by the TCC permanent members on a case-by-case basis. Teachers making such requests will be notified of the results of the review within two weeks. Each request must be dated, typed or printed on official letterhead and be signed by a physician, clinician or certified evaluator qualified to make the diagnosis (include information about license or certification and area of specialization).
 - (a) Such documentation regarding the disability(ies) must include a:
 - (i) clear statement of the diagnosed disability or disabilities;
 - (ii) description of the evaluation tests or techniques used;
 - (iii) description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities);
 - (iv) the date the disability was first diagnosed and the date of the most recent evaluation; and date of next anticipated evaluation and;
 - (v) current diagnosis – i.e., completed within the last five years for learning disability, last six months for psychiatric disabilities, or within the last six months for physical disabilities/illnesses (these currency requirements may be waived upon a showing of the continuing relevance of older documentation); and

- (vi) Description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities.
- (b) Documentation must also include the following information about requested accommodations;
 - (i) the type of accommodation(s) requested;
 - (ii) a description of why the(se) accommodation(s) are necessary;
 - (iii) the nature of the teacher's disability;
 - (iv) what, if any, accommodations have been received within the past 5 years in employment.
 - (a) Reference Bristol BOE Policy 4218.10-12