

Region 14

2019-2022 District Three-Year Mentoring Plan

District Information

Name of District	Superintendent Name	District Facilitator (DF)	DF Email	DF Phone Number
		Wendy Nelson Kauffman	wnelsonkauffman@ctreg14.org	203-470-5964
Region 14	Dr. Joseph Olzacki			203-236-6959

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:

Name/Role

Jason Bouchard/District Arts Coordinator

Lucinda Hart/Literacy Specialist

Alyce Misuraca/administrator

Abigail Waldron/District technology

Rita Cole/Elem teacher

Tim Zeno/union rep

Tami Gilbert/teacher&mentor

Liberty Fitzpatrick/Elem teacher

Kate Aseltine/HS teacher

Maureen Vint/Library Media Specialist

Stacey Calo/teacher&mentor

Conor Gereg/Union rep, teacher&mentor

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

Late August (2 days before official start of staff commencement):

New Teacher Academy in order to introduce Beginning Teachers to school, district, policies, initiatives and mission.

The TCC will meet in October, January, and March to review TEAM professional learning procedures, policies and progress, and plan activities for mentor and/or BT meetings

By October 1: DF will meet with Superintendent, Central Office Personnel and principals to review updates to TCC membership for the year; review current number of BTs, assign mentors, and the expected Module completion dates.

Early October: TCC meets with Central Office Personnel to review TEAM procedures, process and policies for that year, including topics to review with mentor and mentees.

Mid October: TCC meet with mentors and mentees to review process and procedures and welcome new BTs.

Early November: TCC meets with mentors to review coaching conversations, anticipated difficulties with modules and facilitate other issues regarding collaboration with mentees.

Mid-January: TEAM mentors and mentees meet with TCC to assess progress and review additional Professional Learning resources. Work on Module completion

End of April: TEAM mentors and mentees attend Module 5 training, if not previously done

Early May: TCC meet with mentors and mentees to review end of year process with TEAM, and module completion

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 individual to the role of DF: Wendy Nelson Kauffman

List your district's three-year objectives related to the state's mission and goal statement for the Teacher Education And Mentoring Program. (Consider: alignment to district/school initiatives related to teaching and learning; teacher retention, professional development, etc.)

Three—year objectives:

Year 1:

- New Teacher Academy held two days before return of all teachers, in order to build a cohort that can support each other in their transition to the new school. During our New Teacher Academy, we will provide an introduction to the community, people to know and their roles, district policies, procedures, mission and important past initiatives to transition teachers to their new Region 14 family. They will have a tour of the community by a town historian and Board of Education member and also have activities to build relationships among new teachers and the mentors who attend portions of the workshop. Getting to know each other can foster those relationships and will sustain and retain teachers when they inevitably get frustrated and exhausted by the demands of teaching. We will address how to start the year, and some of the common concerns and suggestions for new teachers.
- Workshops will also focus on teacher resilience, based on work by Elaine Aguilar and her manual “Onward” and the Ruler program being initiated in 2019-2020. This social and emotional learning (SEL) focus aligns with our district's SEL initiative and goal for students and teachers.
- Helping teachers to align at least one of their TEAM goals around the district initiative and professional learning to foster more student-centered inquiry in the classroom.
- Provide support to develop as effective educators: TEAM meetings will include reviewing the CCT manual to better understand the expectations for their planning, creating a positive classroom environment; effective instruction and appropriate assessment. Reaching a common definition of what proficient looks like in the classroom, for all five indicators.
- Supporting mentees and mentors in building a collaborative learning community. Our meetings will focus on the mentors coaching conversation to build leaders who can collaboratively support their beginning teacher, as well as others in their buildings. BTs will then be guided by their mentor, and others in our TCC-mentor-mentee in a collaborative workshop environment that focuses on best practices for student learning
- Fostering reflective practice as BTs complete the first two modules during their first year. Teachers with mentors will reflect on the process of how they acquired effective new learning, put it into practice, and how a change in practice impacted students learning.
- Develop a structure and procedure for two in-house reviews of ROP TEAM projects.
- Recognize the achievement of those who have completed the TEAM process. Reinforce that the goal is to create life-long learners who will understand this iterative process throughout their career. Teachers will work in an environment that emphasizes life-long learning, as we continue to discuss and implement new initiatives to improve student

Year 2:

- Develop a TEAM manual and post on-line to guide teachers, mentors and administrators through the District 14 process, which will use the ROP model.
- Invite last year's BTs who completed TEAM to share their advice and process with those still doing TEAM
- TEAM Reviewers will practice standardizing our Review of Practice to ensure consistency in scoring
- Work with teachers in developing SLOs that can be aligned with the work in TEAM
- Developing educational leaders: We will continue recruitment efforts to train new mentors, and new TEAM reviewers, through our collaboration with EdAdvance.
- BTs who have not completed the professional responsibility, Module 5, will attend the EdAdvance training.

Year 3:

- Recruit new TCC members as some will rotate out.
- Individual conferencing with BTs who are in their third year to ensure they can successfully complete the program.
- Evaluate how the ROP models is working in-district and whether to join a consortium for scoring.
- Work with TCC to create a Mentor Monday once a month to support BTs and new teachers to the district.

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.
- ✓ 2. Communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work.
- ✓ 3. Coordinate the teacher education and mentoring program (TEAM) and teacher evaluation and support , provided they 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.
- ✓ 5. Submit an annual report on mentor-teacher activities to the superintendent or director for review and approval.

1. Ensure substitute teacher coverage for mentors and beginning teachers to...

Sub coverage:

1. *Money shall be budgeted to allow for substitutes, so that BTs and mentors can have common time to collaborate*

2. *Mentors and BTs shall be notified and have priority when the building sub does not have a class to cover, in case the BT can use that period to collaborate with the mentor, or watch another teacher modelling a valuable practice*

2. Communicate regularly with beginning teachers about training opportunity.

Communication

1. *Create a distribution list that will allow mentors, TCC, and DF to quickly send mentors and BTs information about training, workshops and upcoming support meetings.*
2. *Send Outlook calendar invites well in advance to remind mentors, BTs and building administration of scheduled TEAM meetings for new teachers and mentors.*
3. *Have our district technology leader create a google classroom site for BTs to have resources that could benefit new teachers.*

3. Coordinate the teacher education and mentoring program (TEAM) and teacher.

TEAM and TEVAL coordination

1. *The District will begin using the ROP process this year to completely align with our teacher evaluation program.*
2. *Administrators at our district meeting will be reminded and sent written notification, that mentor-mentee relationships are based on trust, and no information will be shared.*
3. *Mentors will be reminded that they should not share BT information and observations, unless they ask the BT for approval and how they will use the information to help.*

4. Ensure mentors and beginning teachers have time to meet by coordinating...

Ensure time to meet:

1. *Allow Mentors and BTs to have flex time with their assigned peer-peer observation requirements so they can observe their BT, or cover for them to see another teacher whose practice can help them improve.*
2. *BTs can also use the assigned peer-peer observation sheets to focus on a practice that will help them with their module, rather than using the required observation sheet for district initiatives.*
3. *Allow some mentor-BT collaboration time at scheduled TEAM meetings*
4. *Allow mentor-BT meeting time during identified Wednesday Professional Learning*

5. Submit an annual report on mentor-teacher activities to the superintendent.

By June 1 the superintendent will receive a report from the District Facilitator outlining:

- *the TEAM meeting dates and agendas*
- *status of Beginning teachers*
- *Current mentors and reviewers and their expiration dates*

Summary of TCC feedback for evaluation of current year, and recommendations about the process for the following year.

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
✓ 2	Data system
✓ 3	Mentor/cooperating teacher training

Who will facilitate Module Five?

The District Facilitator

When will Module Five be conducted?

Mid-year of the first year of teaching

How will Module Five be structured?

Beginning teachers and their mentors

How will teachers document the completion of Module Five?

Complete the training using EdAdvance staff and resources to monitor for understanding

Debrief at district meeting of Beginning teachers and mentors

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

District Facilitator will recognize those who successfully complete the TEAM program. Those teachers will also have their accomplishments noted in a building-based e-mail, and be asked to share a comment about their work with their TEAM mentor. By promoting the important role teachers can play in giving back to the teaching community by becoming a mentor, we hope to encourage others to want to become TEAM mentors. The EDS LEA will identify teachers in district who have at least three years of teaching experience in Connecticut and have at least one year of experience in the Region 14 district. Building administrators will be asked to then identify which of those teachers demonstrate leadership and coaching potential to work with new teachers in the TEAM program. Administrators will ask those identified teachers if they have any interest in mentoring with the TEAM program, and would the like to have their names recommended to the District Facilitator. Those who have been recommended by building administrators and articulate an interest in becoming TEAM mentors will meet individually with the district facilitator to discuss the responsibilities and rewards of being a TEAM mentor. If they agree to commit to the program, they will be trained through EdAdvance to become certified as TEAM mentors.

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

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

✓ 1	Grade level
✓ 2	Content Area
✓ 3	Proximity

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.

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

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.

The district facilitator will require that mentors are timely in documenting their hours in the on-line TEAM meeting log. Mentors will be notified of the requirement to have 50 hours logged for the duration of their work with the Beginning Teacher. Mentors will be notified when hours will be checked in early December, early February and early April to see if they are on pace with completing the 25 hours for year one or a total of 50 hours for year 1 and 2. Beginning teachers are expected to have two modules a year completed. By early February they should have completed at least one module, and be on track to finish the second module by May 15. By May 15 mentors should have documented at least 25 hours for the year.

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.

By mid-October the District Facilitator will have a meeting with mentors and Beginning Teachers to review the policies and procedures for TEAM. A PowerPoint from EdAdvance for explaining TEAM to Beginning Teachers will be shown. Beginning Teachers will be shown the EdAdvance ROP Team website and they will be given time to navigate the site. The link will also be shared with them. The District Facilitator will have the important information in the CSDE manual and the ROP website highlighted, and will review, and ask for questions. Region

14 will also provide the important dates for Beginning Teachers and mentor meetings and deadlines for completing modules and logging hours. Important dates shall include our district meetings, and dates for completion of modules, as well as any professional learning offerings that are specifically aimed at beginning teachers. That information will additionally be e-mailed to Beginning Teachers and Mentors so that they have it electronically. In addition, our district technology leader will create a google site to have centrally located all TEAM information and potential professional learning that is relevant to mentors and Beginning Teachers.

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.

Teachers who have not completed the TEAM process by the end of the second year will receive a letter notifying them that they must have all modules completed by May, and the consequences if it is not done. The District Facilitator will also meet individually with the Beginning Teacher and their mentor to be sure they understand the consequences of missing the deadline, and to help them create a realistic timeline that will ensure completion. District Facilitator, mentor and Beginning Teacher will have a copy of the calendar, and District Facilitator will contact with mentor and Beginning Teacher the day after each date, to see if it was completed. Beginning Teachers and their mentors will receive updates to correspond with the checking of TEAM meeting logs. If necessary, teachers who are in danger of missing a completion date of a module (two each year) will be pulled from classes for one day, in order to complete the necessary work. All parties will be reminded of important deadlines to meet, in order to have the TEAM process completed in time. They will also be reminded of the consequences of missing deadlines. Teachers who are missing deadlines, and in danger of not completing TEAM by the third year, will have a meeting with the District Facilitators to determine how to best support them to successfully complete the requirements.

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

Beginning Teachers and their mentors will receive updates to correspond with the checking of TEAM meeting logs. If necessary, teachers who are in danger of missing a completion date of a module (two each year) will be pulled from classes for one day, in order to complete the necessary work. All parties will be reminded of important deadlines to meet, in order to have the TEAM process completed in time. They will also be reminded of the consequences of missing deadlines. Teachers who are missing deadlines, and in danger of not completing TEAM by the third year, will have a meeting with the District Facilitators to determine how to best support them to successfully complete the requirements.

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

Teachers who are missing deadlines, and in danger of not completing TEAM by the third year, will have a meeting with the District Facilitators to determine how to best support them to successfully complete the requirements. Beginning Teacher and mentor will describe the obstacles that are preventing timely completion of the modules, so that they can be addressed. Building administrators will also be notified, and asked to provide any needed support, like release time, or a change in responsibilities outside the classroom. The District Facilitator will also meet individually with the Beginning Teacher and their mentor to be sure they understand the consequences of missing the deadline, and to help them create a realistic timeline that will ensure completion. District Facilitator, mentor and Beginning Teacher will have a copy of the calendar, and District Facilitator will contact with mentor and Beginning Teacher the week before the due date, to see if they are on track, and what support they can offer. District Facilitator will also check the day after each date, to see if the planned goal was attained.

How will teachers demonstrate completion of each instructional module?

Teachers will submit a project to demonstrate completion of each module.

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.

TEAM ROP Instructional Modules

Process Checklist This sample checklist is designed to support learning, reflection and growth throughout the TEAM ROP instructional modules.

Each module (Classroom Environment, Planning, Instruction and Assessment) is designed to take approximately 8-10 weeks to complete.

Instructional Module Step _____

Beginning Teacher Actions _____ With Guided, Non-Evaluative Mentor Support

Step #1: Plan for Professional Growth

- Review the Success Criteria that aligns with the module. (The criteria will be based on the CCT 2017 document used for all teacher evaluations)
- Consider any current evidence of teaching practice (e.g., edTPA Professional Growth Plan, evaluation feedback, etc.).
- Explore the domain/indicators of the district instructional rubric aligned to the module. Select one indicator as a module focus and document it on the CAPA Form or dashboard (if using dashboard, see Rubric/Performance Profile Crosswalk documents on TEAM ROP website).
- Develop and document a module goal that is achievable within an 8-10 week timeframe (e.g., I will learn _____, so that students will _____). Consider designing a module goal that can support Student Learning Goals/Objectives (SLG/O).
- Discuss/document a Professional Growth Action Plan for module success that:
 - includes specific activities and resources for the beginning teacher to develop her/his new learning. o Anticipates module timeline and mentor/mentee meeting dates.
 - If using the dashboard, share electronically with administrator.
 - Verify mentoring hours in a manner that aligns with Region 14 expectations.

Step #2 & 3: Develop New Learning Related to Professional Growth Goal, and Apply New Learning to Improve Practice/Outcomes

For Module 1: Classroom Environment, Module 3: Instruction and Module 4: Assessment

- Use multiple CAPA cycles (3-5) as a format to engage in activities to develop new learning & try out new learning in the classroom. Complete the CAPA Form to support the process and document evidence in writing. This aligns with the TEAM criteria for a successful paper:
- Collect evidence to document changes in practice and impact on students.
- Analyze how student performance has improved as a result of the changes in practice.
- Process the cause and effect connections between teaching practice and student performance.
- Act to develop new learning, sustain practice or change practice for improved student outcomes.

For Module 2: Planning

- Use multiple CAPA cycles as a format to engage in activities to develop new learning & change your planning practice and anticipate positive student outcomes as a result of the changes made in planning. Complete in writing the CAPA Form to support the process and document evidence:
- Collect evidence to document changes in planning practice and anticipated evidence of improved student learning.
- Analyze how student performance will improve as a result of the changes in planning practice.
- Process the cause and effect connections between planning practice and student performance.
- Act to develop new learning, sustain planning practice or change planning practice for improved student outcomes.

Step #4: Document the Module Process and Outcomes Using the CAPA Form and Engage in an ROP Conversation

- Schedule and plan for an ROP conversation with the mentor using the ROP Discussion Protocol.
- Reflect on module work and prepare/organize evidence to support the review of practice conversation.
 - Module 1, 3, 4 evidence should describe: what the teacher did to develop new learning and what was learned; how the teacher changed his/her practice; how student learning improved as a result of the changes
 - Module 2 evidence should describe: what the teacher did to develop new learning and what was learned; how the teacher changed his/her planning practice; how the teacher anticipates that student learning will improve as a result of the changes in planning
 - Engage in an ROP discussion; consider the ROP Discussion Protocol on the EdAdvance website as a supporting resource.
 - Submit CAPA evidence in accordance with district expectations.

How are reviewers trained and updated?

Reviewers are required to attend a state approved training.

How will modules be reviewed for successful completion?

In-district Review

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.

Anonymous modules will be assigned to individual reviewers who do not work in the same building, nor have other contact with the Beginning Teacher (such as coaching together, or being social friends).

The CSDE TEAM rubric will be used for scoring, just as the traditional TEAM reviewer uses. Using the CSDE criteria as identified for the traditional TEAM program Beginning Teachers must show;

1. A plan for new learning, a description of the new learning and how the new learning applies to the teachers self-identified module goal.
2. The change in teaching practice from the new learning.
3. The documented impact of the new practice on student learning.

Teachers reviewing the ROP will calibrate on scoring, as well as their use and understanding of the CCT 2017, which is their TEVAL document. The purpose in using this document is to allow teachers a safe place to practice what they will be evaluated on formally by administrators. Using the traditional TEAM rubric and feedback form, we are giving beginning teachers guidance in what area needs improvement.

The District Facilitator will have a second person review any papers that are not meeting completion standards, and will discuss with the assessor any discrepancies that are found in scoring or in the feedback. The District Facilitator will also review papers that are not scoring at the proficient level. Beginning Teachers will be allowed to revise and re-submit their results. They also can appeal decisions to the District Facilitator who is also a long-timed trained TEAM Mentor and reviewer, should they be dissatisfied with the scoring.

All results of scoring will be sent to the District Facilitator who will have the list matching teacher names with their anonymous code number. To ensure confidentiality, the Beginning Teachers will be informed of their scores by the District Facilitator, who is the only one with access to teacher codes on the paper. All TEAM reviewers will also be reminded that they may not discuss what they have reviewed, though they may talk with the District Facilitator about any concerns they have in the scoring process.

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 District Facilitator will hear any appeals and try to find a collaborative solution with the people involved. If the issue is not able to be satisfactory resolved, or is large in scope and could have an impact on some of our procedures and policy, then they will be addressed by the TEAM Coordinating Committee. The District Facilitator will change assignments, if a beginning teachers is unhappy with their mentor, as this must be a supportive working relationship. Concerns with the actual process will be reviewed and revised at the TCC level. Difficulty with the ROP process will also be reviewed with EdAdvance, which collaborated with us to develop the process, scoring procedures and criteria. Every effort will be made to address special accommodations, and if a teacher feels their needs are not being met, we will confer with our head of special education and student support services for her views

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

✓ Yes