

Waterbury 2021

2019-2022 District Three-Year Mentoring Plan

July 20th 2021, 11:26 am EDT

District Information

Name of District	Superintendent Name	District Facilitator (DF)	DF Email	DF Phone Number
Waterbury Public Schools	Dr. Verna Ruffin	Dr. Maria Pesce Stasaitis/Mrs. Melissa DiGiovanni	mstasaitis@waterbury.k12.ct.us/MDi giovanni@waterbury.k12.ct.us	2035736306

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	Name/Role	Name/Role	Name/Role	Name/Role	Name/Role	Name/Role	Name/Role
Melissa DiGiovanni/Maria Stasaitis, District Facilitators: Maintains data base of trained mentors, assigns mentors, updates training for mentors (ongoing term)	Juan Mendoza, Human Capital (ongoing term)	Lisa Romano, Talent & Professional Development (ongoing term)	Darren Schwartz, Central Office Representative (ongoing term)	Jessica Ocasio, Talent & Professional Development (ongoing term)	Adrianna Tirenzi, Representative of the Waterbury Teachers Association, Team Graduate, & Mentor (2020-2023)	Joseph Begnal, Trained and Active TEAM Mentor, Former District Facilitator, Vice Principal (2020-2023)	Dayn Paternostr... Trained an... Activ... TEA... Reviewe... Mento... and Chie... Reviewe... (2020-2023)

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

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The Team Coordinating Committee is comprised of certified staff members of the Waterbury Public School District, including the District Facilitators, the Human Capital Director, a Central Office Representative, a WTA Representative, administrators, and a TEAM Graduate. The selection process for the TCC includes the District Facilitators asking representatives to serve on the committee based on the following selection criteria: Teachers trained with TEAM mentoring experience. Administrators offering support and assistance to TEAM beginning teachers and mentors. Professionals who have an interest in working with beginning teachers. The timeline for the TCC to meet is annually at the beginning of each school year. The TCC is included on pertinent TEAM communication and assists in the application and training process for new mentors.

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.

Q48_4_TEXT - The superintendent has appointed the following individual to the role of DF...

The superintendent has appointed the following individual to the role of DF: - Text

Maria Stasaitis/Melissa DiGiovanni

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.)

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Align TEAM to District Improvement Plan related to teaching and learning.

- a. Provide opportunities for mentors and mentees to collaborate as a Professional Learning Community.
- b. Utilize the Data Driven Decision Making Process to support a focus on learning and professional reflection.

Support the TEAM Mentor Program.

- a. Provide new teacher orientation and Module 5 development.
- b. Schedule mentor update training and train new mentors.
- c. Develop rubric to monitor program efficacy.
- d. Survey TEAM members to determine program evaluation and the needs of the program.
- e. Develop opportunities to enhance teacher retention by building supportive relationships between the facilitators, TEAM Coordinating Committee, Mentors, Principals, and Beginning Teachers.
- f. Identify subject areas and buildings in need of mentors.
- g. Recruit new members and train through the TEAM program.

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.

	Answer
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.	1
2. Communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work.	1
3. Coordinate the teacher education and mentoring program (TEAM) and teacher evaluation and support , provided they are kept separate.	1
4. Ensure mentors and beginning teachers have time to meet by coordinating their activities and schedules to ensure faithful implementation of the TEAM Program.	1
5. Submit an annual report on mentor-teacher activities to the superintendent or director for review and approval.	1
Total	1

Q9_1_TEXT - 1. Ensure substitute teacher coverage for mentors and beginning teachers to...

- 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. - Text

The TCC recommends to building Principals to assign substitute teachers when available for Beginning Teachers and Mentors to observe each other. Also, adequate prep time is given to Beginning Teachers to meet with their mentors and to research interventions for their Professional Growth Action Plan.

Q9_2_TEXT - 2. Communicate regularly with beginning teachers about training opportunities...

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

In partnership with the Talent and Professional Development Office, consistent communication happens throughout the year with the Team Beginning Teachers on training opportunities.

Q9_3_TEXT - 3. Coordinate the teacher education and mentoring program (TEAM) and teache...

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

At the annual Module 5 workshop, the District Facilitators present on the Intersection between Team and TVAL and affirm that the two are separate. Constant communication with Principals and Mentors discuss the importance that TEAM is support and not evaluation.

Q9_4_TEXT - 4. Ensure mentors and beginning teachers have time to meet by coordinating...

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

Mentors and Beginning teachers are given time to meet during their preparatory time, or during after school hours. The meetings could be help in person or virtually.

Q9_6_TEXT - 5. Submit an annual report on mentor-teacher activities to the superintende...

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

The TCC is kept up to date on the TEAM programs and the TEAM survey is shared with all of the members annually.

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)

		Answer
1	Mentor Stipends	1
2	Data system	1
3	Mentor/cooperating teacher training	1
4	Professional development for beginning teachers and mentors	1
	Total	1

Q10_1_TEXT - Mentor Stipends

Mentor Stipends - Text

Per the TEAM program manual (2021), “mentors are required to provide a minimum number of 50 mentoring hours over 2 years.” Waterbury will provide a stipend of at least \$500 annually per each beginning teacher (\$250 for each module with meetings meeting the requirement of the 10 hour minimum). Mentors must complete 10 hours per module for stipends to be released. “Each mentor is required to provide a minimum of 50 contact hours over two years to a beginning teacher who is required to complete the five-module process and a minimum of 20 contact hours over one year to a beginning teacher who is required to complete the two-module process. It is expected that a mentor will provide approximately 10 contact hours per module. Mentors who do not fulfill obligations for mentoring hours may not be eligible to receive the full payment from the district.”

Q10_2_TEXT - Data system

Data system - Text

CT State TEAM Dashboard

Q10_3_TEXT - Mentor/cooperating teacher training

Mentor/cooperating teacher training - Text

TCC members will meet annually to review the number of trained mentors in the district and the need for training additional teachers. The district posts opportunities for teachers to become trained mentors. Those who are interested must complete and application that is reviewed and approved by the building principal.

The Waterbury District Facilitators, Mrs. DiGiovanni and Dr. Stasaitis have been trained by the state to provide in-house mentor/cooperating training. Initial Support Training will be offered to the teachers of Waterbury through 6 synchronous and 6 asynchronous hours of professional learning. The training will be offered on an as needed basis and with approvals from the Human Capital and Talent Management Office. An email will go out to all Waterbury teachers who meet the minimum requirement of 4 teaching years in Waterbury. Teachers will submit an application through a Google Form and the District Facilitators will reach out to administrators for their recommendations. The last training was given to Waterbury staff in June 2021.

Q10_4_TEXT - Professional development for beginning teachers and mentors

Professional development for beginning teachers and mentors - Text

Communication from the Talent & Professional Development Office

Who will facilitate Module Five?

The District Facilitator



When will Module Five be conducted?

Annually during New Teacher Professional Development

How will Module Five be structured?

Beginning teachers and their mentors



How will teachers document the completion of Module Five?

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They will sign in, hand in facilitated discussion forms, fill out the survey on the TEAM dashboard.

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

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1. Application with administrator sign off; 4 years of teaching experience, spring of every year or as needed and recommended by Principals and Supervisors; teacher who has obtained Tenure in Waterbury.
 2. District Facilitators will maintain district database to ensure training and required updates.
 3. District Facilitators will utilize the database to match mentors to mentees.
 4. District Facilitators will strive to match mentors with beginning teachers that are in the same building to foster support in the school.

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):

Grade level

Content Area

Proximity

Needs

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

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

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

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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.

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The TEAM Dashboard is monitored by the District Facilitators and stipends are only released to mentors when the hours are logged for the TEAM Meetings.

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.

During New Teacher Development, the District Facilitators orient beginning teachers on the TEAM process. The District Facilitators then send out introductory TEAM emails with the TEAM mentor matching letter, Team Module Timeline, and a Mentor/Beginning Teacher Team agreement letter. Beginning Teachers and Mentors have access to a TEAM Google Drive with pertinent TEAM resources and information.

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 District Facilitators monitor the TEAM dashboard weekly and reach out to mentors and beginning teachers in regard to Professional Growth Action Plan submission and TEAM reflection paper submission. District Facilitators regularly communicate with building principals and mentors and we have a Chief Reviewer to support beginning teachers who are struggling with TEAM reflection paper submission.

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

The District Facilitators communicate TEAM deadline dates to beginning teachers in the introductory TEAM email and monitor the TEAM dashboard for mentoring hours, PGAP submission, and reflection paper submission.

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

The District Facilitators collaborate with building principals and mentors regarding TEAM deadline dates and a beginning teacher who is in danger of not completing TEAM by their deadline date is referred to the District's Chief Reviewer for further support.

How will teachers demonstrate completion of each instructional module?

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

How are reviewers trained and updated?

Reviewers are required to attend a state approved training.

How will modules be reviewed for successful completion?

Regional Review (RESC Collaborative)

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

Waterbury participates in Regional Review

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.

Steps in procedure to address mentor placement concerns.

a. Concerns about and individual mentor and/or beginning teacher match should be placed in writing to the District Facilitator.

b. The District Facilitator will contact the building administrator and/or member of the TEAM Coordinating Committee to assist in mediation and a possible resolution of concern.

c. If the Beginning Teacher refuses to meet with the mentor, the mentor stipend will be prorated and the BT will be assigned a new mentor after a dissolution of mentor beginning teacher contract is signed. The District Facilitators will meet with the BT in order to offer additional support and to find an agreeable match for the BT to work with as a mentor. If the BT is still uncooperative, the BT will be referred to a meeting with a member of the

TCC to determine the reason the BT is struggling with mentor selection and a resolution for the BT will be found. The District Facilitators will continue to support the BT in the mentoring process.

d. The BT can submit a reflection paper twice. For a third submission, the BT and Mentor will be required to meet with the District Facilitator and/or TCC member. If a third submission is deemed unsuccessful, Waterbury has a Chief Reviewer who is available on an as needed basis to offer additional support to the BT.

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

Yes

TEAM Coordinating Committee Approval District Facilitator or TCC Chairperson Signature - Signature indicates the plan has been shared with and approved by the superintendent.

Q40_Id - Id

TEAM Coordinating Committee Approval District Facilitator or TCC Chairperson Signature
- Signature indicates the plan has been shared with and approved by the superintendent. -
Name

Name

signature.png



Dr. Maria P. Stasaitis