

# Bethel Public Schools

## 2019-2022 District Three-Year Mentoring Plan

December 20th 2019, 9:03 am EST

### District Information

Name of District	Superintendent Name	District Facilitator (DF)	DF Email	DF Phone Number
Bethel Public Schools	Dr. Christine Carver	Dr. Kristen Brooks and Mrs. Jennifer Weissmann	brooksk@bethel.k12.ct.us and weissmannj@bethel.k12.ct.us	203-794-8613

### TEAM Coordinating Committee (TCC)

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

Dr. Kristen Brooks, Assistant Superintendent and District Co-Facilitator

Ms. Jennifer Weissmann, High School English Teacher and District Co-Facilitator

Ms. Nancy Anastasi, Literacy Specialist

Ms. Diana Bernardo, ESL Specialist

Ms. Irene Drake, BEA Professional Rights and Responsibilities Chair, Third Grade Teacher

Ms. Kristen Faucher, Middle School World Languages Coordinator

Ms. Catherine Emerick, Middle School Language Arts

Ms. Leah Esposito, Math Instructional Coach

Ms. Michelle Pashaian, Literacy Instructional Coach

Ms. Christy Bibb, First Grade Teacher

Ms. Ann Martinelli, First Grade Teacher

Ms. Jill DeRosa, First Grade Teacher

Ms. Marjorie Dilworth, Special Education Teacher

Ms. Kim Wales, Special Education Teacher

Mrs. Jessica Ford, High School Social Studies Teacher

Ms. Kateri Kenney, High School Science Teacher

Mr. Jeff Moscovitz, Fifth Grade Teacher

Ms. Julia Taborsak, High School English Teacher

Ms. Jennifer Trzcinski, Fourth Grade Teacher

Ms. Michelle Walsh, Third Grade Teacher

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

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

### **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](mailto:gady.weiner@ct.gov). For a full description of the role and responsibilities, please see the TEAM Program Manual.**

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

Dr. Kristen Brooks and Ms. Jennifer Weissmann; District Co-Facilitators

**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.)**

#### **District's Three-Year Objectives:**

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

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

**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

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Coverage will be provided to mentors and/or beginning teachers on an as-needed basis through the building administrators for opportunities to observe and/or provide feedback to one another or for other mutually agreed upon activities (by the beginning teacher, mentor, and administration).

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

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

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

Evaluation and TEAM are kept separate.

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

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

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

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

**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)**

**Mentor Stipends**

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\$25,000 based on typical number of new teachers in the district

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**Mentor/cooperating teacher training**

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\$8,000 for substitute teachers while mentors and reviewers are being trained and to cover observations by new teachers of their mentors.

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**Professional development for beginning teachers and mentors**

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Professional learning costs for new teachers who need extra support vary depending on teachers' needs.

## **Who will facilitate Module Five?**

The District Facilitator and Teacher Leaders

## **When will Module Five be conducted?**

In the fall of the first year of teaching in the Bethel Public Schools

## **How will Module Five be structured?**

The Module 5 Facilitated Conversation using scenarios that prompt honest discussions about ethical dilemmas. Mentors and their mentees are divided into three small groups and they participate in a rotation where discussions of three scenarios about ethical dilemmas are discussed (i.e. relationships with students, professional ethics, and bullying).

## **How will teachers document the completion of Module Five?**

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

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

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

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

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

## **All beginning teachers are matched with a mentor according to the following criteria**

- ✓ Grade level
- ✓ Content Area

If there is no one else that teaches that grade level or content area, then we match new teachers with someone who has similar background.

## **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.**

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

**Describe how the LEA will orient all beginning teachers to the TEAM program (generally within 45 days from their first day in the classroom). The TEAM Guidelines require all LEAs to provide an orientation to TEAM which includes, but is not limited to the following: an overview of the TEAM Program requirements, an introduction to TEAM, a review of the district's three-year TEAM support plan, timelines for TEAM completion, including any district specific requirements, and a schedule for district-based support.**

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

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

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

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

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

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

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

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

## **How will teachers demonstrate completion of each instructional module?**

The reflection project for each module must be submitted through Google Classroom and meet expectations on development of new learning, impact on practice and impact on students. All three criteria must be met for successful completion.

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

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

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

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

## **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.**

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

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

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

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

Any beginning teachers involved in the TEAM ROP process who have disputes, request appeals, or have any other requests for assistance which they were not able to resolve in any other way should email their concerns to the District Co-Facilitators--Mrs. Jennifer Weissmann or Dr. Kristen Brooks. A beginning teacher's request for assistance, etc. will be reviewed by the District Co-Facilitators and/or TCC. The District Co-Facilitators, TCC, or an appropriate sub-committee of the TCC, will work to resolve the dispute, address the request, or hear the appeal within two weeks of receiving the email. Requests for special accommodations based on health issues or any

disability will be reviewed and addressed in a timely manner. The beginning teacher must submit a physician's note along with the request for any special accommodation to Mrs. Laila Rudinas, the Human Resources Manager and copy it to the Assistant Superintendent, Dr. Kristen Brooks. All correspondence submitted by the beginning teacher will be kept confidential.