

Barkhamsted Public Schools

2019-2022 District Three-Year Mentoring Plan

District Information

Name of District	Superintendent Name	District Facilitator (DF)	DF Email	DF Phone Number
Barkhamsted	James Agostine	Erika Sacharko	esacharko@barkhamstedschool.org	(860) 379-2729

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

Kristen Plocki, Principal
Danielle Radke, Special Education Teacher
Tricia Buys, Math Coach
Greg Midwinter, Grade 6 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 will meet at least once annually to review the District's support plan including the three-year objectives and supporting activities. Additional meetings may be scheduled at a member's request.

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,

The superintendent has appointed the following individual to the role of DF: Erika Sacharko

Three-year Objectives

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.)*

The district's three-year objectives related to the state's goal statement for the teacher education and mentoring program are to:

- Maximize student success by hiring, training, and retaining the most highly effective professional staff using a high quality teacher induction program, highly trained mentors and provide peer instructional coaching to all beginning educators;
- Engage educators in ongoing and self-directed professional learning experiences by providing a Professional Learning Community that will support their growth and development and ensuring that all beginning educators participate in the Instructional Rounds process; and
- Establish a collaborative and supportive culture that fosters professional growth of educators.

TEAM Requirements

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

Budget

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:

- Mentor Stipends

Module Five

Who will facilitate Module Five?

- District or District Appointed RESC Facilitator

When will Module Five be conducted?

- Spring of the first year of teaching

How will Module Five be structured?

- Beginning teachers only

How will teachers document the completion of Module Five?

The RESC that hosts the Module 5 facilitated conversation will provide the district with a digital communication that Module 5 was completed by the BT, the DF will in turn complete a CAPA completion form for Module 5 for the BT.

Mentors/Mentoring

Describe the criteria and process used to recruit and select mentors who meet the statutory criteria.

All teachers interested in mentoring notify school administration, who ensure that the aspiring mentor has scored proficient or exemplary for three years in a row on their educator evaluation plan. Aspiring mentors will participate in an Initial Support Teacher training before they are assigned to work with a BT.

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:

- Content Area
- Grade level
- Proximity
- Needs

As often as possible mentors are assigned to BTs who teach or have experience in a similar setting to them, academic classroom, special area, intervention/individualized instruction.

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 trainings.

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

Trained mentors will participate in TEAM ROP update trainings every three years. They will also participate in both vertical and horizontal PLCs, Instructional Rounds, Grade Level Team Meetings and Instructional Coaching Cycles as well as in district professional development offerings and external conferences.

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 required to keep a digital log of hours that is submitted to the DF in June to include in the annual report for review by the TCC. If disputes arise, the mentor or mentee will contact the DF in writing. The DF may request from members of the TCC, as appropriate, to assist with mediation in an effort to resolve the concern.

Beginning Teachers/Module Completion

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.

Beginning teachers will attend a RESC hosted TEAM Review of Practice (ROP) orientation in the Fall of their first year of hire or within 45 days of hire if hired after the start of the school year.

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.

Consequences of not completing all TEAM requirements by their deadline is covered in the RESC orientation, through ongoing conversations with the district assigned mentor and the TEAM induction letter provided in the first 30 days of hire.

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

Mentors and BTs will establish a timeline for module completion at their initial meeting. Mentors will check-in regularly with Beginning Teachers to ensure that the established timeline is being adhered to. If a concern arises the Mentor or Beginning Teacher should notify the District Facilitator immediately. The DF will monitor BT's progress as they review and submit modules for completion based on the established timeline. The DF will check-in regularly with both BT's and Mentors to ensure that BTs are making progress toward completion of TEAM modules.

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

Teachers who are not on track to complete TEAM by their deadline dates will meet with the DF and mentor to complete a remediation plan that will include a detailed timeline, goals and activities.

How will teachers demonstrate completion of each instructional module?

- 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). At the end of an 8-10 week module process, beginning teachers use the ROP Discussion Protocol and CAPA Form to reflect on their learning, changes in practice and outcomes; document module evidence; and engage in a review of practice conversation.

Teacher evidence and reflection shared during the review of practice conversation is reviewed by the designated TEAM Coordinator/Reviewer assigned by the DF and using the same criteria as the existing TEAM program. 1) New Learning: what they did to develop new learning and what they learned in relation to their own practice; 2) Impact on Practice: how they used their new learning and how their practice has changed; 3) Impact on Students: the positive impact on student learning as a result of implementing the new learning.

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.

Assigning reviews of module completion:

- DF assigns in-district reviewer or contracts with local RESC for module review.

Criteria for successful completion:

- Evidence documented for an end-of-module review of practice conversation in TEAM ROP uses the same success criteria as TEAM reflection papers.
- In order to be successful, review of practice evidence must align to the expectations New Learning, Impact on Practice and Impact on Students.

Process for resubmission of modules that did not meet the completion standard:

- When a module does not meet the completion standard, it is returned to the Beginning Teacher with feedback outlining the expectations that were/were not met. The Beginning Teacher then meets with their assigned mentor to review, reflect, revise as needed.

Process for communicating results to teachers:

- When a module is complete the teacher submits their paperwork to the DF to complete the scoring process. Successful completion of the module is documented on the CAPA Protocol Document and once completed, is signed by the DF. A copy of the signed CAPA document will be provided to the BT and placed in their personnel file.

Assuring confidentiality of the results:

- Only the DF and BT have access to modules prior to successful completion of the module when the CAPA form is signed and placed in the personnel file.

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.

Disputes concerning the teacher induction process or the mentor-beginning teacher relationship will be reported to the District TEAM Facilitator in writing. The DF will request from members of the TCC, as appropriate, to assist with the mediation in an effort to resolve the concern, including but not limited to: re-assignment of mentor/beginning teacher match, discussing concerns with the school Principal and referring the situation to the Superintendent.