

Wethersfield 2019-2022 District Three-Year Mentoring Plan

December 11th 2019, 9:36 am EST

District Information

Name of District	Superintendent Name	District Facilitator (DF)	DF Email	DF Phone Number
Wethersfield Public Schools	Mr. Michael T. Emmett	Mrs. Jennifer Lizee-Hammer	jhammer@wethersfield.me	860-571-8360 ext. 3325

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	Add additional names here:
<p>Sally Dastoli Assistant Superintendent for Curriculum & Instruction</p> <p>Jennifer Lizee-Hammer K-6 Literacy Curriculum Specialist</p> <p>Siobhan O'Connor Principal</p>	<p>Matthew Mangino World Language Teacher & Department Liaison</p> <p>Stephanie McKenna English Teacher & Department Liaison</p>	<p>Shannon Belanger Mathematics Teacher</p> <p>Melissa Rodriguez Art Teacher</p> <p>Brandon Palma Grade 5 Teacher</p> <p>Heather Barresi PreK Teacher</p>	<p>Meghan Westbrook Grade 6 Teacher</p> <p>Deirdre Mahoney Grade 5 Teacher</p> <p>Christina Gallucci Grade 1 Teacher</p>

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

TCC Committee Meetings - 3x per year (September, January, May)

****more in the year prior to support plan review/revision****

September - TEAM updates (district level & state level)

January - Scoring training/calibration, PD survey review, planning for spring PD

May - Scoring training/calibration, TEAM exit survey review

TCC representation will **meet with a member of Central Office** 2x per year (fall & spring) following the SDE's District Facilitator meetings

TCC will provide the Superintendent a **written TEAM update** (activities, # of teachers enrolled, progress, training opportunities, etc.) by June 1st of each year

TCC representation will be **meet with mentors** as part of the district's monthly TEAM meetings

TCC representation will **meet with principals** at the beginning of each school year as part of the district's TEAM orientation

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:

Mrs. Jennifer Lizee-Hammer

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

The Wethersfield Public Schools' **mission** is to encourage a shared responsibility of all stakeholders including students, teachers, staff, families, and community members to support excellence, equity, and higher achievement for all students. It is crucial to engage teachers in purposeful exploration of practice through guided support and personal reflection. This process benefits all stakeholders and supports the skills necessary for students to take ownership of their learning and become lifelong learners.

Objective #1: Support the state and district TEAM Program by:

- Appointing PreK-12 teachers and administrators to a TEAM Coordinating Committee (TCC) and establish process for appointing new members
- Establishing procedures for the TCC (ex. meeting times, roles, responsibilities, policy updates)
- Identifying and recruiting teachers and administrators to mentor new teachers and provide a variety of opportunities to become trained and stay trained (ex. sub coverage provided for certification and recertification done at the discretion of the teacher/administrator)
- Developing a tool to monitor TEAM Program effectiveness and identify the needs of participants (Ex. Google Forms)

Objective #2: Support beginning teachers to ensure professional growth, development, and retention through a clear process of:

- Sending communications throughout the year regarding district based TEAM training, other training opportunities, and/or interest in becoming a TEAM mentor
- Providing staff training and professional development for interested staff to become TEAM trained
- Establishing a TEAM Orientation during September of each school year that: summarizes TEAM Program requirements, develops a monthly professional development schedule/support meetings that new hires and mentors attend specific to modules focus areas (Ex. professional development on behavior management/ tracking, planning), provides release time for new hires/mentors to observe their colleagues' classrooms as related to their module work, provides supports for mentor/mentee one-on-one meetings (track progress/ meeting hours), supports new hires, mentors, and cooperating teachers in videotaping and critiquing recorded lessons

Objective #2 (cont.): Support beginning teachers to ensure professional growth, development, and retention through a clear understanding of the needs of new hires, mentors, and cooperating teachers:

- Surveying to identify previous experience and professional development needs
- Assigning mentors within a month of their hire date; preferably before TEAM Orientation in September
- Providing flexible opportunities and substitute coverage for new teachers and their mentors to attend professional development related to TEAM goals specific to each module
- Providing flexible opportunities for mentors to attend professional development related to TEAM requirements as a way to build confidence and capacity
- Keeping mentors up-to-date with the latest educational demands held at the district, university, and state levels (Ex. new certification requirements for new teachers; steps for Durational Shortage Area Permit (DSAP) teachers)
- Providing cooperating teachers an open line of communication among university supervisors and professors to be mindful of new education program requirements (Ex. EdTPA)

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 participate in the activities and modules required in the three-year teacher education and mentoring plan.

The district will provide beginning teachers a maximum of 2 full days or 4 half-days per year to participate in TEAM related professional learning (workshops, observations, etc.). Beginning teachers will utilize as needed after conversation with their mentor, building principal, and/or TEAM District Facilitator.

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

The district will encourage principals who have teachers participating in TEAM to attend the TEAM Orientation in September. It is beneficial for principals to hear about the connection and also the separation between TEAM and teacher evaluation.

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

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, mentors and experienced staff

How will teachers document the completion of Module Five?

Teachers will complete an online Google Form reflection upon completion of Module 5. In addition, teachers will be encouraged to reach out to PTO or other community organization to make a connection to larger community.

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

Annually, in the spring, the district facilitator (DF) will email all of the certified staff to recruit teachers to become trained as mentors. This email contains information regarding the upcoming professional development dates for TEAM mentor training, the criteria for eligibility to become a Wethersfield Public Schools (WPS) TEAM mentor, and the WPS TEAM mentoring application.

In conjunction with emailing the certified staff, the DF will also email the district and building level administrators to make them aware of the recruitment and to identify any anticipated building level needs for the next school year.

Criteria shared in the recruitment email includes the following:

- At least 5 years of teaching experience (at least 3 in Connecticut)
- Effective teaching practices as defined in the Connecticut CCT
- The ability to work cooperatively as a team member to aid in the professional growth of a beginning teacher
- A professional commitment to improving the induction of beginning teachers into the teaching profession

- The ability to listen and communicate effectively with others
- The ability to relate effectively to adult learners
- The ability to be reflective and articulate the craft of teaching

Interested teacher mentors will complete the TEAM Mentoring Application. In addition, the teacher mentor candidate will have a discussion regarding mentorship with their building level administration, who signs off of their application, showing their support for this teacher to become trained.

The TCC and/or DF will review all applications. The DF uses the candidate's application responses and suggestions by the administrative team to make a determination in deciding who is eligible to become TEAM trained.

The DF notifies candidates of their acceptance and provides any additional information regarding mentor training.

Additionally, the DF will continue to monitor mentor certification status and provide information regarding continued certification to those teachers whose TEAM certification will be expiring soon.

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.

Other: Please explain

Combination of state approved and in-district training opportunities

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

As part of our district's monthly TEAM meetings, differentiated professional learning opportunities are offered specific to the needs of mentors.

- "Refresh" training for mentors who have been trained, but have not mentored within last 2 years

- Differentiated mentor focused PD 1-3x per year

We also plan to better support our mentor/cooperating teachers through better coordination and communication with local universities, our HR coordinator, and mentors at the beginning of the year and the middle of the year. We want to ensure we establish common requirements in responsibilities such as EdTPA.

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 does not subscribe to the “dashboard”. As a result:

- We have developed an electronic Mentor/Mentee Meeting Log (Google Doc template)
- Logs are started and uploaded to our TEAM Google Classroom following the first meeting
- Teachers/mentors collaboratively complete the log following each TEAM related meeting/PD session
- Logs are reviewed monthly to ensure support hours are “on track” to meet the mandated requirements

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.

Our first monthly meeting in September, for Year 1 teachers & mentors, will be dedicated to TEAM Orientation. In this hour long session, we will utilize the SDE's orientation presentation, review the district plan and timelines, and explore the district created TEAM project.

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 for not completing TEAM will be communicated:

- At the fall TEAM Orientation
- On a case-by-case basis throughout the year as mentor/mentee meeting logs are reviewed and/or as we approach module project deadlines

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

Utilizing the TEAM Google Classroom teachers' TEAM progress will be monitored through:

- The review of mentor/mentee meeting logs
- Attendance at monthly TEAM meetings
- Completion and submission of the PGAP
- Completion and submission of the Module Reflection
- Anecdotal conversations with mentors

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

Additional supports will be provided by the District Facilitator or other representation from the TCC.

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.

Throughout the 8-10 weeks of professional learning experiences for each Module 1-4, beginning teachers will be required to complete a reflection module process project. This reflection module process will be documented in an electronic template that will provide evidence of new learning, the impact of this learning on both the professional teaching practice, as well as student achievement outcomes in a learning project. Furthermore, reflection on what the next steps are for the professional learning experience.

Each section of the reflection module process project is stated as follows:

- 1. Development of New Learning-** Teachers engage in professional learning to develop new knowledge and skills to improve their practice so they can help students achieve
 - a. Describes how the teacher developed new learning (e.g., activities and resources, etc.)
 - b. Explains what the teacher learned from the selected activities and resources and/or thinking more deeply about his/her practice.
- 2. Impact on Practice-** Teachers apply new knowledge and skills learned to improve teaching and explain, using specific examples/evidence, how the teacher's practice is different.
- 3. Impact on Students-** Explain, using specific examples/evidence, how student performance/learning has improved as a result of changes in the teacher's practice. May include student work and explanation of change based on new practices.

4. Next Steps- What are the next steps in regard to this work/focus area? How will your work extend beyond this module?

Beginning Teacher/Mentors will conduct meetings to discuss the ongoing professional learning activities for each module. Reflection notes and documentation of these meetings will be recorded in a log. Mentors are required to provide mentees a minimum of 10 support hours per module.

How are reviewers trained and updated?

Other:

Reviewers are trained in-district by the District Facilitator who was a trained state scorer. Training has been modified to fit the district's reflection project.

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 Facilitator anonymously assigns completed modules to members of the WPS TCC. This is done via email.

TCC members score the module using the Wethersfield Public Schools TEAM Module Process.

TCC members then email completed successful/unsuccessful rubrics to the District Facilitator.

TEAM participants complete the WPS TEAM Module Process template, indicating their module number, their focus/goal, and their rationale for the goal. They also address how they developed new learning, what they did differently in the module process, and how student performance/learning has improved. Lastly, they explain their next steps.

If modules are deemed unsuccessful, the District Facilitator will send the project to another scorer to ensure interscorer reliability. Should the module fail again, the District Facilitator will send to a third scorer.

If a module is deemed unsuccessful, the TEAM participant has the opportunity to resubmit the template with revisions, based on feedback from the rubric.

District Facilitator notifies TEAM participants of successful/unsuccessful completion via hard copy district letter. TEAM participant also receives a copy of the module rubric.

The review process is completed anonymously. The District Facilitator ensures that all names are omitted from the modules sent out for scoring. Only the District Facilitator knows who submitted which module.

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 procedure for dissolving mentor/mentee placements will be as follows:

- Mentor or mentee who believes the match is ineffective will meet first with their building administrator, and/or seek representation/support from a member of the TCC to explore possible resolutions to the situation; and
- If the situation is not resolved, the building administrator will consult the District Facilitator.
- Requests for special accommodations will be submitted in writing to, and reviewed by the District Facilitator on a case-by-case basis.
- Module Reflections are double/triple-scored by trained and calibrated TCC members. As a result, module outcomes are not disputable.

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

Yes