

# Torrington Public Schools

*2019-2022 District Three-Year Mentoring Plan*

January 2nd 2020, 3:13 pm EST

## **District Information**

Name of District: Torrington Public Schools

Superintendent Name: Susan Lubomski

District Facilitator (DF): Kimberly Schulte

DF Email: [kschulte@torrington.org](mailto:kschulte@torrington.org)

DF Phone: 860-489-2327 extension 1636

**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:**

Kimberly Schulte - District Facilitator

Susan Fergusson - Assistant Superintendent

Maureen Mazzatto – Director of Intervention and Academic Support

Charlie McSpiritt - High School

Administrator Hilary Sterling - Middle

School Administrator Andrew Deacon -

Elementary Administrator

Lisa Valenzisi – Student Support Services

Administrator

Carrie Cassady - TEA President

Sandy Mangan - PDEC Chairperson

Marci Chappel – Kindergarten Teacher

Patricia Dawson - Middle School Science Teacher

Erin Sullivan - High School ELA Teacher

Cristel Doyle – Middle School Social Worker

Tracy Ebner-Bushey – Elementary Special Education 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 is part of the PDEC Committee Agenda. All PDEC members are the members of the TCC. PDEC meets every other month and part of the agenda is an update on TEAM progress, meetings and annual review of mentor and reviewer needs.

**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 individual to the role of DF: - Kimberly Schulte

**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 districts three-year objectives and supporting activities related to the state's goal statement for the teacher education and mentoring program per the TEAM Program Manual, "the goals of the TEAM Program are to:

- Provide all beginning teachers with the support they need to develop as effective educators;
- Ease the beginning teacher's transition into the teaching profession in order to retain effective teachers; Develop teachers who are reflective practitioners, able to critically assess their practice against CT's teaching standards, and are committed to continuous professional learning;
- Cultivate an understanding of the professional responsibilities of an educator; Foster collaborative learning communities for all educators; and
- Provide excellent teachers the opportunity to develop as educational leaders." In support of these goals, Torrington Public Schools will:
  - Mentor and support teachers to become highly qualified educators that will successfully prepare all students to be productive 21st Century citizens by ensuring that they can think critically and creatively solve problems and construct arguments based on evidence. Torrington teachers will be able to use engaging instruction that is relevant, rigorous, and personalized to student needs,
  - Streamline and align TEAM program with district TEVAL process through a Review of Practice Model.
  - Develop a competitive process for selection of mentors and reviews to ensure appropriate representative across grade levels and disciplines.

**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.**

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

**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
- ✓ Data system

**Who will facilitate Module Five?** Teacher Leader

**When will Module Five be conducted?** Mid-year of the first year of teaching

**How will Module Five be structured?** Beginning teachers only

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

Teacher leader facilitator sends the list to the DF. BT logs the completion of module 5 on the Data Dashboard and DF verifies to the sign-in list.

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

By March of each year, TEAM Mentor opportunity will be posted. Each applicant will require 2 recommendation letters, one of which must be from the current principal/supervisor. Successful applicants must be tenured and must have 3 years of accomplished or exemplary evaluations. Applicants will be reviewed by the TCC at the last meeting of the school year and will be selected based on years of

experience, grade-level, specialty and need. Mentors will be selected by the TCC and assigned to BT's to be as closely matched to school, grade level, content area and assignment as possible. The district also intends to seek opportunities to collaborate with surrounding districts, EdAdvance, and CEA to update mentors on best practices and essential knowledge. Mentors will receive Mentor Update Training (MUT) or Initial Support Teacher Training (ISTT) as soon as training is available by the SDE. While the district has limited resources for training and professional development, teachers will be encouraged to take advantage of district and regional training opportunities.

**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

**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)**

DF schedules at least two in-district meetings with BT's and Mentors to review progress, questions and needs. DF will also schedule at least one in-district IST training if needed when a large enough number of new mentors are selected in a given year. In August 2019, a two-day in district training occurred for new mentors.

**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.**

DF monitors the hours using the Dashboard logs and regular communication with BT's and mentors.

**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.**

DF will schedule a BT/Mentor meeting no later than October which will include all BT/Mentors (years 1, 2 and 3). Meeting will be facilitated by our local RESC coordinator and will be an overview, and discuss all timelines and supports available.

**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.**

DF will schedule a BT/Mentor meeting no later than October which will include all BT/Mentors (years 1, 2 and 3). Meeting will be facilitated by our local RESC coordinator and will include a discussion of the consequences for not completing TEAM.

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

Torrington Public Schools uses the TEAM Collaborative Dashboard and DF monitors progress regularly and communicates with BT's and mentors regarding concerns with progress and additional needs for support.

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

DF works with BT and Mentor to review the needs, provide additional supports and resources (i.e. resources, release time, RESC Coordinator support, etc.) If the issue is not resolved, DF works with SDE to follow the designated TEAM extension process.

**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.**

The TEAM ROP Instruction 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 shared during the review of practice (ROP) conversation is reviewed in district by the mentor using the same criteria as the existing TEAM Program: New Learning Impact on Practice Impact on Students District Facilitator will assign submitted projects to reviewers based on grade level, content area and rotation. DF will send the PDF of the submission to the reviewer and the reviewer will send the completed rubric back to the DF. If unsuccessful, DF will notify BT with feedback. If successful, DF marks the BT as TEAM completed in the EDS.

**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 TEAM ROP Instruction 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 shared during the review of practice conversation is reviewed in district by the mentor using the same criteria as the existing TEAM Program: New Learning Impact on Practice Impact on Students District Facilitator will assign submitted projects to reviewers based on grade level, content area and rotation. DF will send the PDF of the submission to the reviewer and the reviewer will send the completed rubric back to the DF. If unsuccessful, DF will notify BT with feedback. If successful, DF marks the module as complete in the Data Dashboard.

**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**

DF will send the PDF of the submission to the reviewer. Reviewers are selected based on grade level and content area. The reviewer will send the completed rubric back to the DF. If unsuccessful, DF will notify BT with feedback. If successful, DF marks the module as complete in the Data Dashboard.

**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 mentoring module process, the PGAP or the mentor-beginning teacher relationships will be reported to the DF in writing. The DF will request from members of the TCC, as appropriate, to assist with 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. Requests for special accommodations will be submitted to the DF in writing and will be reviewed on a case-by-case basis. Teachers making such requests will be notified of the results of the review within two weeks. Each request must be dated, typed or printed on official letterhead and be signed by a physician, clinician or certified evaluator qualified to make the diagnosis (include information about license or certification and area of specialization). Such documentation must include a: clear statement of the diagnosed disability or disabilities; description of the evaluation tests or techniques used; description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities); current diagnosis description of the specific accommodations requested and specific relation to the diagnosed disability or

disabilities. – i.e., completed within the last five years for learning disability, last six months for psychiatric disabilities, or within the last six months for physical disabilities/illnesses (these currency requirements may be waived upon a showing of the continuing relevance of older documentation); and Documentation must also include: the type of accommodation(s) requested; a description of why the(se) accommodation(s) are necessary; the nature of the teacher’s disability; the date the disability was first diagnosed and the date of the most recent evaluation; and what, if any, accommodations have been received within the past 5 years in employment.

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