

# CCSU MENTORING PROGRAM & FOCUSED SUPPORT SYSTEM

Revised 9/4/09

## I. Program Objectives

The CCSU Mentoring and Coaching Program is a professional development program designed to provide effective induction, orientation, support, assistance and/or guidance for school acclimation and the promotion of professional growth and success in order to improve teaching quality, promote the retention of highly qualified teachers, and create teacher leaders through professional development focused on:

1. Acclimating new and transitioning teachers to the culture, systems, goals, and best practices of the school, district and CCSU; and,
2. Orienting new teachers to the CCSU Supervision and Evaluation Model based on Danielson's Framework and providing general support in the various domains, components, and elements of the model; and,
3. Introducing new and transitioning teachers to the K-12 curricular work and current initiatives within the content/program area of the teacher; and, Providing beginning teachers and teachers in need of improvement focused coaching in identified targeted areas as needed.

## II. Definitions

Teacher - All professional educators working under a non-administrative endorsement including both classroom teachers and professional support services (i.e. Guidance, Librarian, School Nurse, Psychologist, COOP, etc.).

Mentoring Program – Program designed for **New Teachers** and **Transitioning Teachers** under the direction of the Executive Director of Curriculum, Instruction and Assessment (EDCIA), and coordinated, implemented and delivered by the CCSU Mentoring Program Coordinator, Mentor Coordinators and Standing Mentors with the use of **Mentors** and **Professional Peers**.

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New Teacher - A teacher who is in his/her **first** year of teaching in a member district (or **Beginning** for those schools who implement a formal two-year mentoring program) who holds a level I, Provisional, Apprenticeship or Emergency educator license. *An individual who worked as a teacher in the district, separated, and then were rehired by the district shall not be considered a New Teacher for purposes of this program unless the Principal directs otherwise. Likewise, teachers who successfully completed the Teacher Apprenticeship Program (TAP) within the same school may or may not be considered a New Teacher for purposes of this program at the discretion of the Principal.*

Mentor - A professional educator assigned to acclimate a **New Teacher** to the culture, goals, and best practices of the school, district and CCSU; to orient the New Teacher to the CCSU Supervision and Evaluation Model based on Danielson's Framework; to provide general support in the various domains, components, and elements of Danielson's Framework; and to introduce new and transitioning teachers to the K-12 curricular work and current initiatives within the content/program area of the teacher.

Standing Mentor – A professional educator assigned to acclimate all **New Teachers** and **Transitioning Teachers** of a given building to the culture, goals, and best practices of the school, district and CCSU; to orient the New Teachers to the CCSU Supervision and Evaluation Model based on Danielson's Framework; to provide general support in the various domains, components, and elements of Danielson's Framework; and to introduce new and transitioning teachers to the K-12 curricular work and current initiatives within the content/program area of the teacher.

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Transitioning Teacher – A teacher who is in his/her first year of teaching in a member district who holds a level II educator license, or any teacher previously employed within the CCSU transitioning to a new district, school, or assignment regardless of whether the individual is working under a level I or level II license.

Professional Peer – A professional educator assigned to acclimate a **Transitioning Teacher(s)** to the culture, goals, and best practices of the school, district and CCSU.

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Focused Support System – Resources that are available to the school principal for the purpose of providing focused support in identified areas to **Beginning Teachers** and **Teachers in Need of Improvement**.

Beginning Teacher - A teacher who is working under a Provisional, Apprenticeship, Emergency, or Level I license who has completed the Mentoring Program but still needs focused support as identified by the school principal.

Peer Coach - A professional educator assigned to provide focused coaching to a **Beginning Teacher** in targeted areas identified by the school principal/director.

Teacher in Need of Improvement – A teacher who is placed on a formal plan by an administrator in order to improve his/her current practice in focused areas.

Professional Coach – A professional consultant hired to provide focused coaching to a **Teacher in Need of Improvement** in targeted areas outlined in a formal improvement plan. A Professional Coach may also be hired to work with identified **Beginning Teachers**. A Professional Coach may be an external consultant or another licensed educator employed within the CCSU with expertise in the area of the Teacher in Need of Improvement.

### III. Participation

A. All schools within the CCSU **shall** participate in and support the CCSU **Mentoring Program**:

New Teachers: All New Teachers shall participate in the CCSU Mentoring Program (described herein) and shall be assigned a **Mentor**

Transitioning Teachers: All Transitioning Teachers shall participate in the New/Transitioning Teacher Orientation and shall be assigned a **Professional Peer**. At the request of the School Principal, a Transitioning Teacher may be assigned a **Mentor** instead of a Professional Peer and would be treated as a New Teacher for purposes of this program.

B. All Principals **may** access the **Focused Support System** if needed and appropriate to the needs of the Beginning Teacher/Teacher in Need of Improvement:

Beginning Teachers: Identified Beginning Teachers may be assigned a **Peer Coach** or **Professional Coach** upon request/recommendation from the School Principal.

Teachers in Need of Improvement: The school principal may request the support of a **Professional Coach** for a Teacher in Need of Improvement as part of their formal plan of assistance. Said coaching services shall be agreed upon by the teacher and the school principal.

### IV. Program Organization and Roles

The CCSU Mentoring Program is a CCSU-wide program directed and approved by the Superintendent. Any changes to this Program Description must receive approval from Superintendent with recommendation from the CCSU Administrative Team.

### Executive Director of Curriculum, Instruction and Assessment

The *Executive Director of Curriculum, Instruction and Assessment* (EDCIA) shall oversee the budget, curriculum, delivery, and evaluation of the CCSU Mentoring Program.

### CCSU Mentoring Program Coordinator

The *CCSU Mentoring Program Coordinator* shall be assigned to coordinate the CCSU Mentoring Program, provide direction and support to all mentor coordinators and school principals/directors, and serve as primary liaison between the Mentor Coordinators and the EDCIA. The EDCIA shall be responsible for selecting the *CCSU Mentoring Program Coordinator*. The decision of the EDCIA shall be final.

### Mentor Coordinators

The CCSU Mentoring Program shall consist of two *Mentor Coordinators* which shall be assigned as follows:

- A. Essex High School (EHS)
- B. Center for Technology, Essex (CTE)

The *Mentor Coordinators* shall be assigned to coordinate, implement, and facilitate the CCSU Mentoring Program collaboratively and for their assignment; and to work directly with the Mentors and Professional Peers and their assigned New/Transitioning Teacher. The Mentor Coordinators shall be the primary contact for the school principals/department chairs related to the Program.

The *CCSU Mentoring Program Coordinator* and the building Principal/Director shall be responsible for recommending Mentor Coordinators to the EDCIA. The decision of the EDCIA shall be final. Mentor Coordinators are expected to serve on a multi-year basis subject to annual approval by the EDCIA.

### Standing Mentor

A *Standing Mentor* shall be selected for each K-8 building to work directly with New and Transitioning Teachers in their building. Standing mentors may also function as a *Mentor* and/or *Professional Peer* under the direction of the CCSU Mentoring Program Coordinator. The Standing Mentor will serve as the primary liaison between the School Principal/Director and the CCSU Mentoring Program Coordinator. The Standing Mentor will also help facilitate select program meetings at the request of the CCSU Mentoring Program Coordinator.

The *CCSU Mentoring Program Coordinator* shall be responsible for seeking input from the School Principal/Director in recommending Standing Mentors to the EDCIA. The decision of the EDCIA shall be final. Standing Mentors are expected to serve on a multi-year basis subject to annual approval by the EDCIA.

### Mentors

The *Mentor* shall be assigned to work directly with their assigned New Teacher under the direction of the Mentor Coordinator (or Standing Mentor if someone other than the Standing Mentor serves as a Mentor within the assigned school). The School Principal/Director shall be responsible for selecting Mentors with input/feedback from the Mentor Coordinators (or Standing Mentors). Mentors shall be selected on an annual basis.

### Professional Peer

The *Professional Peer* shall be assigned to work directly with their assigned Transitioning/New Teacher under the direction of the Mentor Coordinator (or Standing Mentor if someone other than the Standing Mentor serves as the Professional Peer within the assigned school). The School Principal/Director/Supervisor shall be responsible for selecting Professional Peers with input/feedback from the Mentor Coordinator (or Standing Mentor).

### Peer Coach

The *Peer Coach* shall be assigned to work directly with their assigned Beginning Teacher under the direction of the School Principal/Director. The School Principal/Director shall be responsible for selecting Peer Coaches with input/feedback from the EDCIA.

### Professional Coach

The *Professional Coach* shall be assigned to work directly with their assigned Teacher in Need of Improvement under the direction of the School Principal/Director. The School Principal/Director shall work directly with the EDCIA to select an appropriate Professional Coach.

Note: Please refer to the corresponding job descriptions for more details.

## V. General Mentoring Program and Focused Support System Design and Requirements

### Planning:

The CCSU Mentoring Program Coordinator and the Mentor Coordinators shall meet over the summer to plan, coordinate, schedule, and communicate the program for the subsequent school year.

### Training:

Beginning with the 2009-2010 school year, individuals must receive full coaching and mentoring training before being considered for an available position, or as a condition of employment:

- Mentor Coordinators
- Standing Mentors
- Mentors

These trainings shall be offered periodically at district expense for anyone interested in serving in these roles and will likely take place during the summer. Like other professional development opportunities offered during the summer, teachers will not be paid for participation in the training outside of school hours/days.

### Induction Day:

A CCSU-wide induction/orientation session shall be held prior to the start of the school year. The Mentor Coordinators and Standing Mentors shall schedule, coordinate, communicate and facilitate the orientation session. Mentors, Standing Mentors, Professional Peers and their assigned New/Transitioning Teacher shall attend and participate in the orientation session unless dismissed from attendance by the school principal/director.

In order to allow adequate time for planning, the Mentor Coordinators and Standing Mentors shall establish and distribute the orientation schedule to all participants no later than July 1<sup>st</sup> preceding the school year (or upon hire if hired after July 1<sup>st</sup>).

### Program Meetings:

The Mentor Coordinators shall develop lesson plans, schedule, coordinate, communicate, and facilitate Mentoring Program meetings, which shall be minimally held on a quarterly basis (4 times per school year) for a half or full-day. Said meetings may be combined CCSU-wide or divided by the four Mentor Coordinator grade levels.

Mentors/Standing Mentors and their assigned New Teacher shall attend and participate in all Program Meetings to focus on specific issues that are common to New Teachers as they relate to the Danielson Framework. Beginning Teachers may choose to participate in all or part of the Program Meetings as deemed relevant to their area of focus as supported by the school principal/director.

The time spent participating in the Program Meetings shall be counted as Professional Leave if said meeting conflicts with the school day. The cost of the substitute shall be absorbed out of the corresponding school

district's substitute line item similar to subs that need to be secured for other professional development opportunities.

In order to allow adequate time for planning, the Mentor Coordinators shall establish and distribute the Program meeting schedule to all participants no later than September 1<sup>st</sup> of the school year.

#### Individual/Small-Group Meetings:

All Mentors, Standing Mentors, Professional Peers, Peer Coaches, and Professional Coaches shall be expected to meet one-on-one (or in small groups) with his/her assigned New Teacher/Transitioning Teacher/Beginning Teacher/Teacher in Need of Improvement on a regular basis throughout the school year to focus on Domains 1 and 4 of Danielson's Framework and the results of the observations. These meetings shall be in addition to the Program Meetings (if applicable).

**Mentors/Standing Mentors** shall be expected to meet one-on-one with his/her assigned New Teacher(s) at least one hour every other week to address issues and concerns specific to the New Teacher.

**Peer Coaches** shall be expected to meet one-on-one with his/her assigned Beginning Teacher at least one hour every other week to address targeted areas of assistance.

**Professional Peers** shall be expected to meet one-on-one with his/her assigned Transitioning Teacher(s) at least one hour once per month to address questions, issues and concerns specific to the Transitioning Teacher(s). If a Professional Peer is assigned more than one Transitioning/New Teacher, group meetings shall be held.

**Professional Coaches** shall be expected to meet in accordance with the parameters set forth in their consultation agreements.

#### Classroom Observations:

All Mentors, Peer Coaches and Professional Coaches shall be expected to perform classroom observations of their assigned New Teacher/Beginning Teacher/Teacher in Need of Improvement on a regular basis throughout the school year in order to observe teaching practices and provide feedback and recommendations for improvement/development in Domains II and III. Support from Administrative and the Mentor Coordinator shall be necessary to coordinate necessary release and coverage to allow for these observations.

All **Mentors** shall perform at least four classroom observations of their assigned New Teacher(s) targeting areas identified by the New Teacher. The feedback and recommendations provided shall be informal and provided directly to the New Teacher for his/her formative use. Mentors/Standing Mentors shall also allow and encourage his/her assigned New Teacher(s) to observe their classroom or other classrooms as models of best practices in the field. These observations shall be considered part of the Individual meetings outlined above. A schedule of the observations shall be provided to the Mentor Coordinator.

All **Peer Coaches** shall perform at least monthly classroom observations of their assigned Beginning Teacher targeting the specific area(s) of focus identified by the School Principal/Director. The feedback and recommendations provided shall be informal and provided directly to the Beginning Teacher for his/her personal use. Peer Coaches shall also allow and encourage his/her assigned Beginning Teacher to observe their classroom as a model of best practices in the field. These observations shall be considered part of the Individual meetings outlined above. A schedule of the observations shall be provided to the Mentor Coordinator.

All **Professional Coaches** shall perform classroom observations as outlined in the plan of improvement developed by the School Principal/Director targeting specific area(s) of focus as identified in the plan. Formal written feedback shall be provided to the Teacher in Need of Improvement, with a copy being submitted to the School Principal/Director.

### Integration with S&E:

Supervision and Evaluation of Teachers participating in the CCSU Mentoring Program or the Focused Support System is required for all teachers in addition to receiving services under these programs. However, the New/Beginning Teacher is encouraged to share his/her Supervision and Evaluation timeline and goals with his/her Mentor/Standing Mentor/Peer Coach and coordinate components being evaluated by the school administrator with those areas being observed by the Mentor/Standing Mentor/Peer Coach.

## **VI. Compensation**

### Mentor Coordinator:

The Mentor Coordinator shall receive a base compensation of \$1,500 plus \$100.00 per New Teacher and Transitioning Teacher participating in the assigned program for the year. In the event that two or more individuals are assigned the role of Mentor Co-Coordinators to a particular category, said compensation shall be shared between the parties.

### Mentor:

The Mentor shall be paid \$1,000 for the year to mentor a New Teacher. In the event that an individual mentors more than one New Teacher during a school year, s/he shall be paid \$1,000 for the first New Teacher, plus \$500 for each additional New Teacher. In the event that two or more teachers share the responsibilities of mentoring a single New Teacher, said \$1,000 shall be shared between the parties.

### Standing Mentor

The Standing Mentor shall be paid \$500 per year (regardless of whether or not their school has any New/Transitioning Teachers) to coordinate the program at the site level, to participate in the Orientation Session, and to help facilitate select Program Meetings at the request of the Mentor Coordinator.

In addition to the \$500, Standing Mentors shall be paid consistent with Mentors for mentoring a New Teacher within their school (see above), and shall be paid consistent with Professional Peers for serving as a peer to a Transitioning Teacher(s) within their school.

### Peer Coach:

The Peer Coach shall be paid \$750 for the year to coach a Beginning Teacher. In the event that two or more teachers share the responsibilities of coaching a single Second Teacher, said \$750 shall be shared between the parties.

### Professional Peer:

The Professional Peer shall be paid \$500 for the year for serving as a peer to a Transitioning Teacher within their school/department. Additional compensation (\$500/transitioning teacher) will be provided for working with multiple Transitioning Teachers within a given school/department. Up to two Professional Peers (one school-based and one content-based) may be assigned to a Transitioning Teacher in certain specialty areas. In these cases each Professional Peer shall be paid \$500.

### Professional Coach:

Professional Coaches shall be hired at a rate deemed appropriate at the sole discretion of the EDCIA depending on the nature of the coaching being provided and the skills and qualifications of the Professional Coach.

### Support Staff:

Support Staff cannot serve in the role of Mentor, Standing Mentor, Peer Coach, Professional Peer or Professional Coach. However, s/he can assist with training and orienting Teachers who participate in the CCSU Mentoring Program. A Support Staff who is assigned to train or orient Teachers participating in the

CCSU Mentoring Program shall be paid his/her regular hourly rate (or overtime rate if applicable) for the time spent orienting/training the Teacher. Said orientation may take place during the support staff's normal hours or be in addition to the Support Staff's normal hours. Such is at the discretion of the school principal. If performed during the employees normal work hours, no additional compensation shall be paid.

New Teacher working in two schools:

If a New Teacher is split between two schools, the New Teacher may be assigned a Mentor from one of the schools, and a Professional Peer from the other school. The Mentor and Professional Peer shall be paid in accordance with the compensation structure outlined herein.

New Teachers/Transitioning Teachers:

All New Teachers and Transitioning Teachers participating in the CCSU Mentoring Program shall be expected to attend the orientation session and all program meetings, whether or not said orientation/meetings fall on a regularly scheduled workday. No additional compensation shall be provided for attendance in these professional development opportunities, which are considered a condition of employment.

## **VII. Program Evaluation**

In order to evaluate and monitor the success of the program, the following tools shall be utilized:

- Use of Program Evaluation Questionnaires. Electronic surveys shall be used to help guide and improve the Program to assure relevance, effectiveness, and quality of the Program. All New Teachers and their assigned Mentors, and Transitioning Teachers and their assigned Professional Peer shall be asked to complete a survey at various stages of the Program. These surveys shall be developed and received by the CCSU Mentoring Program Coordinator in collaboration with the Mentor Coordinators and Standing Mentors.
- Self Assessment. The New Teacher shall be asked to formally assess themselves using input from a variety of sources (e.g. Mentor, Students, etc.) on components of Danielson's Framework at the beginning of the program, middle of the program, and at the end of the program. A formal Self-Assessment and Student Assessment tool shall be created for this purpose. The New Teacher may utilize their Mentor as a Peer Consultant in their self-assessment if desired. Results of the self-assessment shall be aggregated and used in program evaluation. Said self-assessment shall not be used as part of a performance evaluation of the New Teacher.

## **VIII. Additional Mentoring Services**

The following mentoring services/structures are also available to support New, Beginning and Transitioning Teachers as well as Teachers in Need of Improvement:

- Administrative support
- Departmentalized/Teaming Structure
- Curriculum Leadership Groups' Teacher Leaders
- In-service /Training
- Differentiated instruction support
- Targeted and differentiated professional development
- CCSU Professional Development Program, which includes mentoring
- Access to professional organizations that support new teachers
- Tuition Reimbursement for professional learning experiences