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Teacher Education And Mentoring (TEAM) Program
2019-2022 THREE-YEAR DISTRICT SUPPORT PLAN FOR
BEGINNING TEACHERS AND MENTORS

Per state statute 10-145o, local and regional boards of education shall develop a three-year teacher education and mentoring plan.

Please enter your plan by completing each section below.

District Information

Name of District	Berlin Public Schools
Superintendent Name	Brian Benigni
District Facilitator (DF)	Erin McGurk
DF Email	emcgurk@berlinschools.org
DF Phone Number	8608286781

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	Erin McGurk, Assistant Superintendent
Name/Role	Al Souza, Principal
Name/Role	Barbara Ventura, Assistant Principal
Name/Role	Kelly Maio, Assistant Principal
Name/Role	Lisa Orabi, Teacher
Name/Role	Megan Sirois, Principal
Name/Role	Michelle Wade, Teacher
Name/Role	Sara Suranna, Teacher
Name/Role	Katie Wasilewski, Teacher and BEA representative
Add additional names here:	

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 at least annually to review status of the TEAM program in Berlin, including number of mentors, support of BTs, and recruitment of reviewers.

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:

Erin McGurk

Goals, Activities and Budget

Local and regional school districts shall develop a three-year teacher education and mentoring plan that

Local and regional boards of education shall develop a three-year teacher education and mentoring plan that incorporates the Department of Education's goals and instructional priorities, as well as any local considerations based on community and student needs. The plan shall include a statement of three-year objectives related to the state's goal statement for the teacher education and mentoring program.

The Mission of the TEAM Program: *To promote excellence, equity and higher achievement for Connecticut students by engaging teachers in purposeful exploration of practice through guided support and personal reflection.*

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.

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.)

Our district will: A. Support the TEAM Mentor Program: -Provide in-district mentor update training for existing mentor teachers, with online training as an additional option -Identify and recruit additional mentors and provide initial training. -Develop feedback mechanism to monitor program effectiveness. - Provide resources to support implementation of modules. B. Develop new teacher goals and objectives related to district initiatives: -Update new teacher orientation annually to align with district goals and priorities -Align TEAM module goals with professional growth plan. -Work with Berlin Teacher Leadership Council to support a new teacher induction program in addition to TEAM:

Local and regional boards of education shall:

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 and teacher evaluation and supervision program, provided they are kept separate;

4. take steps to make time available, as needed, to help teachers achieve the goals of their mentoring plans;

5. coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan; and

6. submit annual report on mentor-teacher activities to the superintendent or director for review and approval.

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.

Process for obtaining teacher coverage is explained to teachers and mentors during the TEAM orientation

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

In addition to TEAM, Berlin has established a Teacher Leadership Council which holds ongoing support and social meetings for all teachers in their first two years of employment. All BTs are provided regular information and opportunities to participate in professional learning opportunities that are made available to their colleagues, and are provided targeted opportunities as appropriate to their roles and experiences.

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

New teachers participate in TEAM modules in lieu of separate performance and practice objectives in the teacher evaluation plan.

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

Every effort is made to align schedules and to ensure that BTs and mentors have established, routine meeting times. Most BTs are mentored by members of their own grade level team or department who share weekly common planning time.

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

DF provides a report to the superintendent as required.

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

Mentor/cooperating teacher training

Professional development for beginning teachers and mentors

Module Five - Professional Responsibility

Module Five Facilitated Conversations are meant to raise teachers' level of awareness about responsible, professional behavior. Districts have the opportunity to select the facilitator for the discussion of the scenarios. It is recommended that the facilitator be knowledgeable about district policies and procedures as well as the *Code of Professional Responsibility for Educators* within the *Common Core of Teaching*. Facilitators could be the District Facilitators, Human Resource Directors, Building Administrators; Central Office Administrators; or Teacher Leaders.

Who will facilitate Module Five?

- The District Facilitator
- Human Resource Director
- Central Office Administrator
- Building Administrator
- Teacher Leader

When will Module Five be conducted?

- At the beginning of the first year of teaching
- Mid-year of the first year of teaching
- Beginning of the second year of teaching
- Mid-year of the second year of teaching

Other

How will Module Five be structured?

- Beginning teachers only
- Beginning teachers and their mentors
- Beginning teachers, mentors and experienced staff
- Other

How will teachers document the completion of Module Five?

Completion is monitored by DF and through questionnaire on TEAM collaborative website.

Mentors

Local and regional boards of education shall develop a three-year teacher education and mentoring plan that includes a description of the process used to select mentors and assign them to beginning teachers, based on subject areas, grade levels, and needs; and a description of the process to ensure mentors are trained and updated in best practices and essential knowledge.

Those persons eligible to serve as mentors for such programs shall hold a provisional educator certificate or a professional educator certificate pursuant to section 10-145s, and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program.

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

Annually, an invite is sent to all Berlin certified teachers with a description of the TEAM program and state mandated selection criteria. Teachers complete a brief, online application. DF contacts teacher's evaluator for confirmation of his/her support for the teacher's candidacy. Applications are reviewed by the district selection committee.

Assigning mentors to beginning teachers is a critical first step in providing support. Describe the criteria and process, including the timeline for assigning trained mentors to new teachers. How soon after a teacher is hired will the LEA assign a mentor?

Consider: matching beginning teachers and mentors based on subject areas, grade levels.

criteria: matching beginning teachers and mentors based on subject areas, grade levels, proximity, and needs where possible when making an assignment.

Please Note: TEAM Guidelines state:

*A mentor **must** be assigned to all beginning teachers at the start of the school year or as soon as possible upon hire. It is strongly encouraged that mentors be matched and assigned to a beginning teacher within 30 days of the beginning teacher's hire date. The district is responsible for ensuring that all beginning teachers are assigned a mentor (p. 9).*

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

- Yes
 No (Explain)

All beginning teachers are matched with a mentor according to the following criteria (select all that apply):

- Grade level
 Content Area
 Proximity
 Needs
 Other

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.
 Mentors are trained by in-district trainers (lead/master mentors) who have been trained and updated by the state.
 Other: Please explain

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

Mentoring Hours

Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module.

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 mentoring hours as documented on the TEAM collaborative website and directly contacts mentors when an area of concern is noted.

Beginning Teachers

Beginning teachers shall satisfactorily complete instructional modules (classroom environment, planning instruction, instructing, assessing and professional responsibility). Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module.

Beginning teachers shall complete two modules in their first year in the program and three modules in their second year in the program, except as otherwise provided by the Commissioner of Education.

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.

We hold an afterschool TEAM orientation using CSDE provided materials, generally in October of the school year. A member of the TCC co-facilitates the orientation.

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.

This is explained during the TEAM orientation and the DF directly addresses any teachers who are in jeopardy of not completing the program on time.

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

DF monitors BTs on a monthly basis. Emails, phone calls, or face to face visits are employed when a BT does not appear to be making progress on module completion. Reminders to all BTs are sent in December and April to encourage teachers to wrap up modules and submit reflection papers as appropriate.

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

The DF meets with teachers who are not on track. To date, this approach has used for teachers who have submitted papers which are not successful if a revised paper is not submitted within 4-6 weeks.

Module Completion

Beginning teachers shall satisfactorily complete five instructional modules (based on their teaching endorsement, some teachers will complete two instructional modules);

Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module.

For each instructional module, beginning teachers shall submit a **reflection paper or project**, to be signed by the mentor, that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development

of such beginning teacher.

How will teachers demonstrate completion of each instructional module?

- Teachers will submit a reflection paper to demonstrate completion of each module.
 - Teachers will submit a project to demonstrate completion of each module.
 - Other
-

Review of Modules

For each instructional module, beginning teachers shall **apply the knowledge gained** through such activities and describe how the activity **impacted student learning**.

PLEASE NOTE: Regardless of whether a district elects to review module completion in-district or participate in a regional review process, all reviewers must be trained prior to conducting reviews and participate in update training in subsequent years.

Review Criteria

For each instructional module, beginning teachers shall submit a **reflection paper or project**, to be signed by the mentor, that summarizes, describes or analyzes **what has been learned** by the beginning teacher and their **students** throughout the module and **how the learning contributed to the development of such beginning teacher**.

PLEASE NOTE: Regardless of whether a submits a reflection paper or a project, the review criteria is the same.

How are reviewers trained and updated?

- Reviewers are required to attend a state approved training.
- Reviewers are trained in-district using a state-approved training.
- Other: Explain

How will modules be reviewed for successful completion?

- Regional Review (RESC Collaborative)
- In-district Review

Consortium (in a collaboration with other districts)

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

For in-district review, the following process is used: The entire process that will be used is reviewed with district reviewers at the annual update. Confidentiality and criteria are discussed using CSDE expectations. The DF downloads papers from the TEAM collaborative website and distributes them to reviewers. The reviewer reports results to DF using CSDE Feedback forms. The DF enters results in TEAM collaborative website and communicates directly to BTs as needed, especially in the case that a resubmission is required.

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.

A. Disputes concerning the mentoring module process, the PGAP or the mentor-beginning teacher relationships will be reported to the district facilitator in writing. The district facilitator will request assistance, as appropriate, from members of the TCC 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. B. Requests for special accommodations will be submitted to the district facilitator in writing and will be reviewed by the TEAM Coordinating Committee 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 diagnosed disability or disabilities; Description of the functional limitations resulting from the disability or disabilities (i.e. how does the disability limit major life activities); Description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities. V. Describe the procedure that you will use for dissolving mentor placements, if not working, and for the removal for good cause of teachers from the eligible pool of mentors and/or cooperating teachers, if necessary. Mentees or mentors who feel they are inappropriately matched contact the district TEAM facilitator. If concerns exist, the mentor will have an opportunity to discuss the concerns with the district facilitator to determine if the concern can be reconciled. The district facilitator determines if the problem can be reconciled through the support of the TEAM Coordinating Committee (as needed) or if the match should be dissolved.

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

Yes