

Q1.

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.

Q7. District Information

Name of District	Bethany School District
Superintendent Name	Colleen Murray
District Facilitator (DF)	Andrea DiGennaro
DF Email	ahubbard@bethany-ed.org
DF Phone Number	203.393.3350 extension 104

Q3.

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	Andrea DiGennaro TEAM District Facilitator,
Name/Role	Thomas Reed - Swale Administrator for Grades PreK - 6
Name/Role	Kai Byrd Director of Special Services PreK - 6
Name/Role	James Bruni Math Specialist
Name/Role	Krista Colby Reading Consultant
Name/Role	Kim Wolcott Teacher's Bargaining Unit Representative
Name/Role	Beth Sharkey Science Specialist
Name/Role	Marjorie Nusom School Psychologist

Name/Role

Michelle Schwenger Library Media Specialist

Add additional names here:

Mark Montesi Teacher, Amanda Royce Special Education Teacher

Q4. 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 two times per year to review activities and progress related to teachers in the TEAM Program. Communication will be ongoing with the Superintendent (minimum of two times per school year) to discuss TCC activities. Communication with building administrators will be ongoing conversations, throughout the school year, between building administrators and the District Facilitator

Q48.

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:

Andrea DiGennaro

Q6. Goals, Activities and Budget

Local and regional school districts 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.

Q7. 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 Bethany Public School District will: Create the infrastructure to support the requirements of the TEAM program. Update Board policies related to Beginning Teachers. Develop and offer professional development opportunities for all Year 1 and Year 2 Beginning Teachers. Secure meetings with Beginning Teachers and Mentors outlining expectations for TEAM as well as reviewing all 5 modules. Consult with BOWA TCC members, as needed, to discuss concerns as well as in district review of reflection papers. Develop Beginning Teacher goals and objectives related to district initiatives and support the professional growth of teachers ensuring student success. Develop a Beginning Teacher instruction manual. Develop a 2 year professional development/learning schedule focusing on the 5 modules. Develop criteria for Cooperating Teachers. Develop criteria for being selected to be a Mentor. Identify opportunities to enhance teacher recruitment by: Surveying new staff to determine their priorities and what makes the district attractive to new hires Incorporate new staff priority recruitment feedback into new hires practices

Q8. 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.

Q9.

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.

Beginning Teachers will be granted the time to observe colleagues and mentors as needed to complete the TEAM Modules.

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

The District Facilitator and Mentors will meet monthly, during the school year, with Beginning Teachers to provide current and relevant information that will support them during the module completion cycle.

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

The District Facilitator will match Beginning Teachers with Mentors in the beginning of the school year and review the expectations for module completion. Evaluation of Beginning Teachers will be monitored through District Administrators.

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

Beginning Teachers will be paired with a Mentor Teacher who is trained in the same content/certification area, whenever possible. Teachers also have common planning periods for meetings during the school day. Release time will be made available as necessary.

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

The Bethany Public School District is part of the online TEAM support system. At the end of the school year, the meeting log will be shared with the Superintendent and if necessary, will be available throughout the school year.

Q10. 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

Q58.

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.

Q12. Who will facilitate Module Five?

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

Q13. 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

As we coordinate our Module reviews with a partner district in our consortium, we may need to adjust the time frame of Module Five.

Q14. How will Module Five be structured?

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

Q15. How will teachers document the completion of Module Five?

The Beginning Teachers will attend and participate in a meeting focused around topics of professional responsibilities and the Code of Professional Responsibility for Educators within the Common Core of Teaching, with their mentors joining our partner school. Beginning Teachers will log in their attendance and participation of this meeting in the TEAM Dashboard as means for completion.

Q24.
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.

Q17. Describe the criteria and process used to recruit and select mentors who meet the statutory criteria (see above).

District personnel who are interested in participating on the TCC shall submit their request to the District Facilitator no later than April 30th for the following year. Members seeking positions will be reviewed by the District Administrator and District Facilitator. Careful consideration will be given to selecting teachers who have recent experience mentoring a beginning teacher/participating as a cooperating teacher, who have attended recent initial/updated TEAM Mentor training, and who have demonstrated experience and commitment to the goals of the district.

Q18.

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, 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).*

Q19. Beginning teachers are assigned a mentor within 30 days of hire.

Yes

No (Explain)

Q20. All beginning teachers are matched with a mentor according to the following criteria (select all that apply):

Grade level

Content Area

Proximity

Needs

Other

Q21. 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

Q22. Describe any additional professional development opportunities provided by the LEA to mentors to address further development of best practice and essential content knowledge. (Optional)

Q32.

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.

Q24.

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 Facilitator regularly reviews the meeting log provided through the TEAM website/dashboard. The District Facilitator also has monthly meetings with the mentors and beginning teachers to provide further support. Any partnership that is having difficulty fulfilling the support hours will first inform the District Facilitator of concern. The District Facilitator will then meet with both the Beginning Teacher and Mentor to resolve any concerns as necessary.

Q25.
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.

Q26.
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 meet with the District Facilitator at the beginning of the school year. At this meeting the district facilitator reviews the TEAM process in full and answers questions. Beginning teachers are then informed of who their mentor will be as soon as possible thereafter.

Q27.

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.

Beginning teachers are informed of the consequences of not completing team at the beginning teacher meeting. The District Facilitator monitors the mentor logs to ensure that the beginning teacher and mentor are meeting consistently and in meaningful ways. If a beginning teacher is observed to be having difficulty meeting the module timelines, the DF reaches out to the teacher to sort out any problems and be sure the beginning teacher is informed of the importance of completion.

Q28.

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

Beginning teachers are expected to complete their modules on a fall/spring calendar basis. Mentors and Beginning Teachers work together to determine which modules will be submitted within the first year and which two modules will be submitted in the second year. Module 5 is completed in a single day with our partner school. Depending on the number of beginning teachers will determine if this module is completed in in year one or year two. Teachers and mentors are required to maintain meeting logs that are shared with the district facilitator to ensure consistent meeting. When beginning teachers fall behind the prescribed time schedule it will become apparent to the district facilitator in a matter of weeks. The district facilitator will then contact the beginning teacher and mentor to help identify any problems and potential solutions. If that involves using the time allotted in a third year, a formal plan with time schedule will be written, acknowledged and signed by all parties.

Q29.

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

When beginning teachers fall behind the prescribed time schedule it will become apparent to the district facilitator in a matter of weeks. The district facilitator will then contact the beginning teacher and mentor to help identify any problems and potential solutions. If that involves using the time allotted in a third year, a formal plan with time schedule will be written, acknowledged and signed by all parties.

Q31. 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.

Q31. 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

Q32. 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.

This question was not displayed to the respondent.

Q33. 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.

This question was not displayed to the respondent.

Q51.

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.

Q35. 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

Reviewers will also have access to the online reviewer up date training as provided to them by CSDE

Q36. How will modules be reviewed for successful completion?

- Regional Review (RESC Collaborative)
- In-district Review
- Consortium (in a collaboration with other districts)

Q37. 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

1. Assigning papers for review Each district will send their reflection papers to be reviewed to a member of the BOWA district. Reflection papers will be submitted anonymously and/or identified by EIN#. The District Facilitator will assign reflection papers to members of the review committee to review. Consideration will be made to assign reflection papers to reviewers with similar grade levels and teaching assignments when possible. Reflection papers will be equally distributed among reviewers. Two reviewers will be assigned to each reflection paper. (If the paper requires a second read/review). 2. Establishing and monitoring timelines DF will forward papers to the Woodbridge Public School District to review within one week: reviewers will review reflection papers, determine successful completion and return to DF within one week; DF will notify beginning teacher and mentor about result within one week. At least once per year, the TCC members will review the process and timelines. 3. Secondary review of papers that do not meet successful completion standard (optional) The Bethany Public School District will follow procedures established for Regional review of reflection papers that do not meet successful completion standard. 4. Assuring confidentiality All reviewers will attend a TEAM Regional Review training focused on the review of reflection papers based on the standards for successful completion. Included in update training, will be a review of procedures to assure confidentiality, obtaining a signed agreement from each reviewer assuring his/her confidentiality, and a review of possible consequences should confidentiality be violated.

Q38. 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.

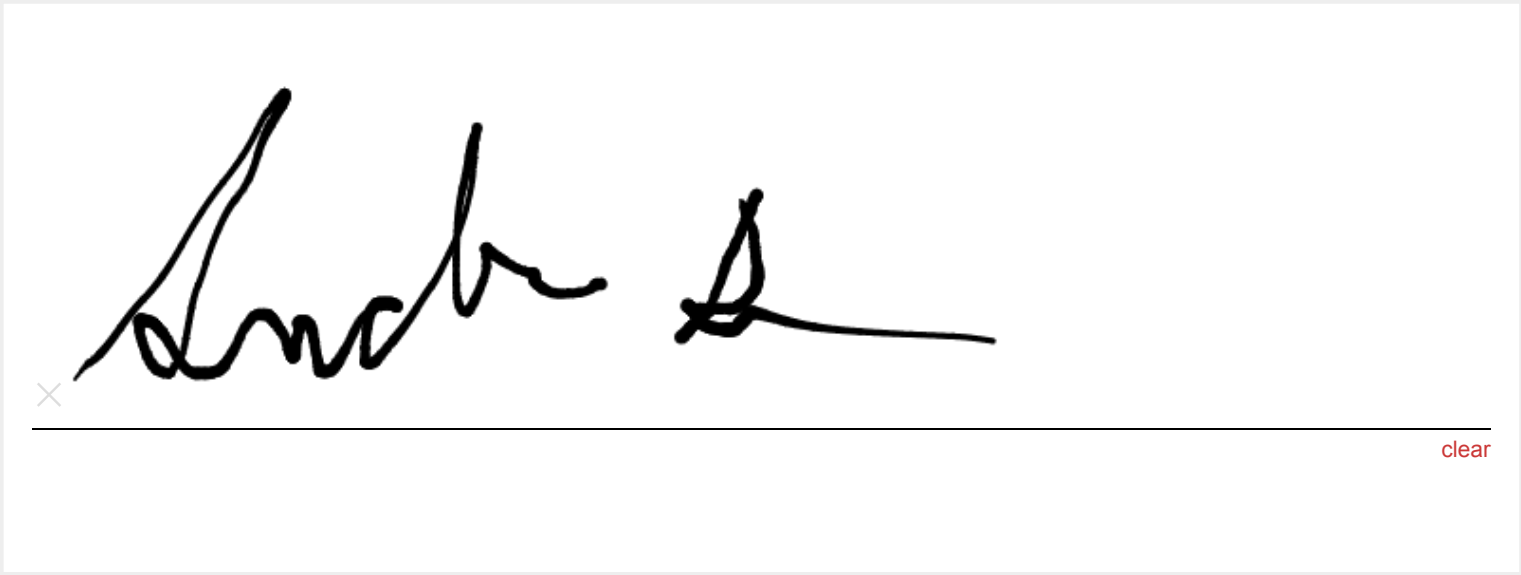
A. Steps in procedure for dissolving mentor placements: 1. Concerns about an individual mentor, cooperating teacher and/or mentor and beginning teacher matches should be placed in writing to the District Facilitator. 2. The District Facilitator will contact a building administrator to assist in the mediation and possible resolution of concern. 3. If resolution cannot be reached, the District Facilitator will work with the building administrator to determine additional strategies for possible resolution or consideration of dissolution. Reasons for dissolution may include: a. Practicability assignment out of building/subject area b. Illness health or prescriptive measures for curing health problems create a hardship c. Personal family considerations 4. The District Facilitator will notify parties concerned of a decision to dissolve placement or not. 5. If placement is dissolved, the District Facilitator works with a building administrator to assign another mentor; The TCC will determine if mentor qualifies for partial/entire mentor stipend. B. Steps in procedure for removal of teacher from current official mentor list: 1. The TCC will decide upon the matter of removal based upon the following standards of performance for mentors a. Guiding mentees through the successful completion of module process b. Attendance at required district/building meetings; update training's; PD workshops c. Electronic mentor logs are submitted and reflect required contact hours with mentee; summaries of meetings are focused on respective module d. Demonstrating professional behavior reflecting support of the district's goals. 2. The District Facilitator reviews the list of mentors annually to identify who is current in participating in initial support/update training and to identify any patterns of mentor performance (inappropriate or ineffective use of mentoring time) that would warrant removal from the active mentor pool. If concerns exist, the mentor will have an opportunity to discuss them with the DF to determine if the concerns can be reconciled through the support of the TCC (as needed). Describe the process that the district will use to resolve internal disputes or appeals. 1. Disputes concerning the mentoring module process, the PGAP or the mentor/beginning teacher relationships will be reported to the District TEAM Facilitator in writing. 2. The DF will request support from members of the TCC, as appropriate, to assist with mediation in an effort to resolve the concern, including, but not limited to: reassignment 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 District Facilitator in writing and will be reviewed by the TCC 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; * a description of the evaluation tests or techniques used; * a description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities); * a current diagnosis 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 * a description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities. *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

Q39. The TEAM Coordinating Committee (TCC) approved the 2019-2022 Three-year Support Plan for Beginning Teachers and Mentors.

- Yes
- No

Q40.
TEAM Coordinating Committee Approval

District Facilitator or TCC Chairperson Signature - Signature indicates the plan has been shared with and approved by the superintendent.



Location Data

Location: [\(41.464996337891, -72.6875\)](#)

Source: GeolIP Estimation

