

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	Brookfield
Superintendent Name	John Barile
District Facilitator (DF)	Ed Bednarik
DF Email	bednarike@brookfieldps.org
DF Phone Number	2037757710

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	Bednarik, Ed / District Facilitator (DF)
Name/Role	Pepsoski, Dave / DF in Training
Name/Role	Fallon, Erin / teacher member
Name/Role	Griffin, Susan / Module 5 District Facilitator
Name/Role	Irwin, Christine / teacher member
Name/Role	Ruby, Maureen / Assistant Superintendent
Name/Role	Scheithe, Jules / member
Name/Role	

Name/Role

Add additional names here:

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.

TCC members will meet in the winter and spring of each year. The TCC members will serve as liaisons for central office personnel, principals and mentors at each of the district buildings they work. The primary communication with these personnel will be through the DF. The DF communicates with all stakeholders throughout the year.

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](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:

Ed Bednarik

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 mission of the Brookfield TEAM Program is to promote excellence, equity and higher achievement for Brookfield students by engaging teachers in purposeful exploration of practice through guided support and personal reflection. Three-year objectives: - Provide all beginning teachers with the support they need to develop as effective educators through training and placement of high quality mentors who work in collaboration with TEAM stakeholders (teachers, mentors, beginning teachers, principals, TCC, district administrators & staff) to achieve that objective. - Assist beginning teacher's transition into the teaching profession in order to retain effective teachers through: August welcome to TEAM meeting for beginning teachers; Fall TEAM orientation meeting; DF communications; principal mentor-beginning teacher pairing discussions; and effective mentor placement. - Develop teachers who are reflective practitioners, able to critically assess their practice against CT's teaching standards, and are committed to continuous professional learning through implementation of the district TEAM program. Beginning teachers will be informed of the TEAM process at August and October district meetings led by the DF. Mentors will work with beginning teachers throughout the module process which aligns to the CT teaching standards. Beginning teachers will complete reflections for the modules and make presentations on each module (with the exclusion of module 5) at the spring district beginning teacher presentation meeting. Beginning teachers who do not meet the TEAM standards for each module will receive feedback and have an opportunity to present again on another date TBD by the beginning teacher and TCC members. - Cultivate an understanding of the professional responsibilities of an educator through implementation of the district TEAM program as outlined above. This also includes two module 5 conversations offered per school year. For the Brookfield school district, four (4) module 5 conversations are required. - Foster collaborative learning communities for all educators through implementation of the district TEAM program as outlined above. This includes but is not limited to building level collaboration supported by principals; August and October district welcome and orientation meetings; Module 5 conversation meetings; spring beginning teacher presentations which provides an opportunity for beginning teachers to learn from one another, ask questions about their peer's presentations, and provide and receive feedback from their peers and TCC members. - Provide excellent teachers the opportunity to develop as educational leaders through the implementation of the district TEAM mentoring program. On an as needed basis, the DF will communicate with all teachers to gather interested prospective mentors. Those who apply are interviewed by TCC members who work with the principals to move forward candidates who will serve as future educational leaders. Those mentor candidates will be trained per CT training requirements.

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.

Substitute coverage can be provided as requested for mentors and/or beginning teachers for activities that take place during regular teaching hours. Substitute coverage is provided for all mentees to attend the yearly spring presentation meeting. Other meetings (welcome, orientation, module 5, etc) take place outside of regular teaching hours.

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

Non-TEAM specific related training opportunities and PD are communicated within buildings by principals, department heads, curriculum leaders, and/or other administrators. TEAM specific training opportunities are communicated through the DF as well as mentors who collaborate with beginning teachers on specific module related learning opportunities.

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

The DF in collaboration with the TCC coordinates all aspects of the TEAM program. The district PDEC Committee coordinates the teacher evaluation program. While both are aligned with the CT standards for teaching, they are completely separate entities within the district.

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

General coordination for TEAM mentors and beginning teachers is provided at the building level. Principals work with mentors and beginning teachers to be flexible in providing time to collaborate. In addition, collaborative time is built into the district schedule in the form of teacher determined Wednesday after school meeting time; Professional Learning Community (PLC) time; Grade-level team meetings; Collaborative learning teams (CLTs at the high school); and PD days. The district level TEAM meetings mentioned in this plan are coordinated to provide mentor-beginning teacher time.

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

The DF communicates regularly with the superintendent. This includes an annual summer update on the program.

**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**  
annual process
- Data system**  
TEAM Dashboard
- Mentor/cooperating teacher training**  
as needed
- Professional development for beginning teachers and mentors**  
as needed

**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

Twice per school year during the fall and spring.

Q14. How will Module Five be structured?

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

Beginning teachers are required; mentors are invited to attend; some experienced staff attend.

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

The Module 5 facilitator takes attendance and communicates with the DF. Beginning teachers document completion on the TEAM dashboard. The DF verifies completion on the TEAM dashboard.

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).

For new mentors: The DF will communicate with all district teachers to gather interested prospective mentors who meet the eligibility requirements. All of those who apply will be interviewed by TCC members who work with building principals to move forward the most qualified candidates especially those in areas of need (i.e. mentor shortage areas). Those mentor candidates will be trained per CT training requirements through collaboration with area RESCs. New mentor training will be budgeted yearly but provided on an as needed basis with a focus on areas of need. For current mentors: Current mentors will complete update training online as needed. The DF will communicate with mentors who are approaching expiration or expired. Assigning mentors: 1. The DF and district HR identify the beginning teachers in need of a mentor at the start of the school year. 2. The DF communicates with principals within the first month of the school year. This includes the beginning teachers in need of a mentor and the available mentors within district. 3. Principals work mentors, beginning teachers, and other stakeholders (department heads, curriculum leaders, etc) to match the beginning teacher with a mentor. Consideration is always given to subject area, grade level, and/or proximity. Principals communicate the assignment with the DF who makes the match on the TEAM dashboard.

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.

Mentoring hours are recorded by mentors on the TEAM dashboard and monitored by the DF. Mentor expectations are communicated through the state TEAM guidelines as well as at the Fall TEAM orientation meeting. Issues are addressed by the DF based on the dashboard data. If necessary, the DF will contact the building principal who will work with the mentor / beginning teacher to help facilitate the mentoring hours. In the event that a mentor is not fulfilling their required duties, a new mentor will be assigned by the building principal.

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.*

The district provides TEAM guidelines at a welcome meeting in August and an orientation meeting in early October. While the welcome meeting provides a brief overview, the orientation meeting provides a more thorough overview of the TEAM Program requirements, a review of the district's three-year TEAM support plan, and timelines for TEAM completion. This includes district specific requirements areas for district-based support.

**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 about the consequences of not completing the TEAM requirements at both the August welcome meeting and the Fall TEAM orientation meeting. The DF monitors the dashboard and communicates with stakeholders (beginning teachers, mentors, principals, etc) to ensure the successful completion of the required modules.

**Q28.**

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

Mentors are responsible for developing a timeline for TEAM completion and closely monitoring the timeline as they regularly collaborate with the beginning teacher. The DF also monitors the dashboard regularly and communicates with stakeholders (beginning teachers, mentors, principals, etc) to ensure the successful completion of the required modules.

**Q29.**

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

The DF communicates with stakeholders (beginning teachers, mentors, principals, etc) who can assist the beginning teacher with the necessary support to complete TEAM requirements by the deadline. Examples of supports provided by mentors and administrators could include professional development training in areas of need; time provided by administrators for mentors or other qualified individuals (experienced teachers, curriculum leaders, etc) to work with beginning teachers on areas of need; supports and/or PD for mentors to provide the necessary assistance to their beginning teacher.

### 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.

Beginning teachers work with their mentors to complete module reflections and prepare for the Spring beginning teacher presentations meeting. Beginning teachers focus on presenting: the development of new learning for each module (Teachers engage in professional learning to develop new knowledge and skills to improve their practice so they can help students achieve); the Impact on Practice for each module (Teachers apply new knowledge and skills learned to improve teaching); the impact on students for each module (Student learning and achievement improve as a result of teachers applying the new knowledge and skills learned).

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

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

The in-district review process is as follows: - Criteria for successful completion of the modules are discussed with beginning teachers & mentors at the orientation meeting and shared with them by email. - Mentors work with beginning teachers to determine the two (2) modules of focus for the school year. - Beginning teachers complete reflections and make presentations at the Spring beginning teacher presentation meeting. - Members of the TCC participate in the Spring beginning teacher presentation meeting and determine whether beginning teacher met the criteria for each module: the 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); the Impact on Practice (Teachers apply new knowledge and skills learned to improve teaching); the impact on students (Student learning and achievement improve as a result of teachers applying the new knowledge and skills learned). All TCC members present assess each beginning teacher on the necessary criteria to complete the module requirements. - If any TCC member does not believe the teacher has met the requirements, the beginning teacher is provided feedback and given an opportunity to present again to a group of TCC members at a mutually agreed upon time. - The Spring beginning teacher presentations provide a wonderful opportunity to beginning teachers to learn from their peers, ask questions about teaching practices, and receive as well as provide feedback about modules. - The DF maintains confidentiality and communicates successful completion of modules with beginning teachers.

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.



Concerns involving the mentoring module process, mentor-beginning teacher relationships, module outcomes, and requests for special accommodations based on disabilities can be brought forward to the DF. The DF will the work with the TCC as well as involved stakeholders (beginning teachers, mentors, principals, department heads, etc) to address the concern(s) and put a proper plan in place.

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.*

Ed Bednark

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clear

#### Location Data

**Location:** [\(41.464996337891, -73.398002624512\)](#)

**Source:** GeoIP Estimation

