

Q1.

Teacher Education And Mentoring (TEAM) Program 2020-2023 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	Cheshire Public Schools
Superintendent Name	Jeffrey F. Solan, Ed.D.
District Facilitator (DF)	Marlene M. Silano, Assistant Superintendent
DF Email	msilano@cheshire.k12.ct.us
DF Phone Number	203-250-2431

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	Marlene M. Silano, Assistant Superintendent & District Facilitator
Name/Role	Maureen Reed, Ed.D., Assistant Principal & CAP Representative
Name/Role	Maria Mullally, EAC Representative, Teacher & TEAM Trained Mentor
Name/Role	Shari Abelson, Teacher & TEAM Trained Mentor
Name/Role	Christine Robidoux, Teacher
Name/Role	Kelly Grillo, Principal
Name/Role	
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 membership will consist of 1) Education Association of Cheshire (EAC) member; 2) Cheshire Administrative Personnel (CAP) member; 3) TEAM District Facilitator; and 4) TEAM Trained Mentor and TEAM Trained Teacher to ensure that all levels are represented on the TCC. The TCC Terms of Service will be three years. The TCC will meet at least two times each year to review TCC activities and discuss progress related to teachers in TEAM and the Teacher Induction Program (TIP).

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:

Marlene M. Silano, Assistant Superintendent

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.)

1) To provide teachers new to the profession ongoing support by providing a Mentor aligned with TEAM requirements as well as activities listed in our Teacher Induction Program (TIP) document. 2) To continue to align existing district support services and our Teacher Induction Program (TIP) to the requirements of the TEAM program. This is accomplished by updating the TIP program document annually with the requirements of the TEAM program so that all beginning teachers and mentors are clear about TEAM program and district expectations. 3) To use the TEAM Coordinating Committee (TCC) to facilitate the TEAM program. 4) To provide ongoing professional development aligned with our teacher evaluation plan, TIP, the 2010 CCT, 2014 CCT Rubric, and TEAM program.

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.

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

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

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

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

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

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?

Beginning teachers will complete a survey 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).

Mentors must complete a TEAM Mentor application. The application will be submitted to and endorsed by the building principal and, if appropriate, a supervisor prior to submitting the application to the District Facilitator. The DF will bring the application to the TCC for a decision on approving the application. If the new mentor would like to attend TEAM Initial Support Training that takes place prior to the TCC meeting date, the DF may approve the application and present the approved application to the TCC when they meet. Candidates must be tenured in Cheshire in order to be an eligible mentor with a minimum of 5 years teaching experience in Cheshire Public Schools or a mentor in another district for a minimum of 3 years. The TCC may consider: a) the candidate's knowledge of the CCT; b) the candidate's understanding of how to use data to reflect upon and improve professional practice; c) the candidate's teaching experience and ability to successfully work with adult learners; and d) the candidate's demonstrated experience and commitment to the goals of the district. The District Facilitator will ensure that all mentors will be trained and updated every three years as follows: a) At least once annually, the DF will review the current list of active members to ensure that they have attended TEAM Initial Support Training or Update Training at least within the past three years; b) Mentors who need to attend an Update Training will be notified by the DF along with possible options for attending training; c) Mentors who do not attend Update Training before the start of the following school year will be removed from the list of current mentors and will be required to attend the three-day Initial Support Training prior to being assigned to mentor a beginning teacher. d) The DF, along with principals/supervisors will match mentors to beginning teachers based on building assignment, subject areas/grade levels, content, and need; e) Professional development workshops will be provided to Mentor and Beginning Teacher during the school year to continue the process of developing best practices and essential content knowledge. Additional professional development will align with district, school and/or individual teacher initiatives to support continuous learning.

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, the 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

If there isn't a mentor that teaches the same grade level or content area, then we match beginning teachers with someone who has a similar background.

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 monitored by the DF via the TEAM Dashboard Mentor Logs. Mentors are required to enter their hours through their dashboard as they are meeting with their beginning teacher. Mentor hours are audited and examined prior to mentor stipend payments being made.

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 Facilitator will monitor the participation of beginning teachers in the module process. As part of this process, training sessions will take place throughout the school year to support the mentor/mentee relationship as well as ensure that the beginning teacher is meeting the requirements of TEAM. August: New Teacher Orientation to review TEAM requirements and expectations as well as TIP program for the school year. October/November/December: Mentor/Mentee meetings to discuss TEAM expectations, share effective teaching strategies, develop a working relationship, outline the two-year TEAM plan, begin to examine the performance profile, and provide module support. By December: The DF will monitor the working relationship of the mentor and beginning teacher. a) A two-year support plan will be submitted to the DF by the beginning teacher within 30 days after the October meeting (or, for the teachers hired mid-year, within 30 days of hire). b) Beginning teachers will communicate with the school principal (or designee) approximate dates that the PGAPs (Professional Growth Action Plans) for each module will be ready to share/discuss with principal or designee. c) The school principal (or designee) may review beginning teacher and mentor logs. d) As part of our Teacher Induction Program, the school principal (or designee) will hold several meetings with beginning teachers and mentors to facilitate the sharing of professional growth activities, successes, resources, etc. and/or to facilitate/provide professional development related to the induction/support of new teachers. e) The DF will monitor the required electronic postings, the submission of reflection papers, and teachers' progress toward successful completion of modules indicated in their two-year support plan timeline.

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.

The DF reviews and makes available the timelines for completion as well as non-compliance consequences during New Teacher Orientation and TEAM orientation meetings.

Q28.

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

The DF monitors progress through the TEAM Dashboard. TEAM mentors are also responsible for monitoring and assuring that beginning teachers complete the Collect, Analyze, Process, Act cycle.

Q29.

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

If a beginning teacher does not appear to be on track to complete TEAM by their deadline dates, the DF will hold a meeting with the teacher and his/her evaluator to discuss his/her professional responsibility in meeting the stated deadline.

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

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) New reviewers must have services as a mentor within the last two years. 2) The TCC and/or DF will decide annually who will review reflection papers. TCC members who are currently mentoring beginning teachers may not review their mentees reflection papers. When assigning reflection papers to reviewers, the DF will consider the building assignment, grade levels and teaching assignments of beginning teachers to ensure confidentiality. Reviewers must attend reflection paper reviewer training session prior to the review of a reflection paper. 3) Teachers who serve as a mentor in TEAM during the previous year will be asked if they would like to serve as a reflection paper reviewer for the next school year. 4) Papers are evaluated based on the rubric. 5) A paper can be resubmitted for someone who does not meet the standard. 6) Results are communicated via the TEAM Dashboard. 7) All TEAM papers are submitted for blind review.

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.

Steps to dissolve a mentor placement will be as follows: 1) If appropriate, the mentor or beginning teacher should discuss the issue with the person. 2) The mentor/beginning teacher should share concerns with the building administrator. 3) Building administrator works with mentor/beginning teacher trying to resolve the issue and determine the need to recommend to the DF to dissolve the mentor/beginning teacher relationship. 4) If problem/issue remains unresolved, the mentor/beginning teacher will put the concerns in writing and submit the document to the DF. 5) The DF will work with the building administrator to determine additional strategies for possible resolution or consideration of dissolution. Reasons for dissolution may include: a) Practicality - assignment out of building/subject area b) Illness - health or perspective measure for curing health problems create a hardship c) Personal - family considerations d) Other 6) The DF will notify parties concerned of decision to dissolve placement or not. 7) If placement is dissolved, the building administrator works with the DF to assign another mentor. The DF will determine if mentor qualifies for partial/entire mentor stipend. Dispute by the beginning teacher regarding the reflection paper not meeting the successful standard: 1) The final decision and/or feedback of an unsuccessful paper will be made by the DF. 2) If a teacher disputes the unsuccessful completion decision, the DF will offer a meeting with the teacher (and mentor, if the teacher requests the mentor to be present) to explain the findings and feedback checklist but not to change the reviewers decision. Steps in procedure for removal for good cause of teacher from current mentor pool: 1) The TCC will decide upon the matter of "good cause" based upon the following standards or performance for mentors: a) Guiding beginning teachers through the successful completion of the module process. b) Attendance at required district/building meetings, update trainings, and PD workshops. c) Electronic mentor logs reflect contact hours with beginning teachers that reflect meetings taking place during the course of 6-10 weeks; summaries of meeting are focused on respective module. d) Demonstrating professional behavior reflecting support of the district's goals. Steps taken to handle requests for special accommodations based on disabilities: 1) Requests for special accommodations will be submitted to the DF in writing and will be reviewed by the TCC on a case-by-case basis. 2) Requests must be dated, on official letterhead, and signed by the appropriate medical professional. 3) Teachers making such request will be notified within 2 weeks of the review. 4) Documentation must include: a) Type of accommodation being requested. b) Description of why these accommodations are necessary. c) Nature of the disability. d) 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.

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.

✕ *Marlene M. Silano*

clear

Location Data

Location: [\(41.504104614258, -72.916702270508\)](#)

Source: GeoIP Estimation

