

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	Common Ground
Superintendent Name	Lizanne Cox
District Facilitator (DF)	Lizanne Cox
DF Email	lcox@commongroundct.org
DF Phone Number	203 389-0823

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	Lizanne Cox--District Facilitator
Name/Role	Brian Kelahan--Teacher/Mentor
Name/Role	Karen Climis --Teacher/Mentor
Name/Role	Amy Champagne--Teacher/Mentor
Name/Role	Joan Malerba-Foran--Teacher/Reviewer
Name/Role	
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.

The TCC will meet at the beginning of October and February and at the end of the school year to review the overall operation of the TEAM program and the status of Beginning Teachers. Additional meetings can be convened as needed. Mentors will be invited to these meetings. The TEAM Coordinating Committee will meet with the CGHS Director no later than October 1st of each year to review TCC membership and to update the Director on the status of Beginning Teachers. The TEAM Coordinating Committee will meet with the Director no later than February 1st of each year to provide an update on TEAM activities, including the progress of Beginning Teachers.

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:

Lizanne Cox

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. Promote students achievement by ensuring all Beginning Teachers are matched with a trained and experienced TEAM mentor who will help to establish a timeline and meeting schedule to ensure module completion 2. Promote student achievement by ensuring high quality teachers are trained as mentors and participate in the TEAM program 3. Promote reflective practice for teaching staff by providing time and resources for collaboration and professional learning

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?

Module Five completion results will be documented and assessed using the on-line survey delivered through the 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).

Teachers with three years of experience and holding Provisional or Professional certification can be recommended to serve as TEAM mentors by the TCC. It is Common Ground High School's goal to encourage teacher participation in TEAM through mentorship as a means of enhancing teachers' own personal development. Criteria for mentor selection include: -Effective teaching practice as defined in the Connecticut CCT -The ability to work cooperatively as a team member to aid the professional growth of a beginning teacher -A professional commitment to improving the induction of beginning teachers into the teaching profession -The ability to listen and communicate effectively with others -The ability to relate effectively to adult learners -The ability to be reflective and articulate about the craft of teaching -Such other criteria as may be deemed necessary by the TCC. Information about RESC Initial Support Training sessions will be shared with teachers meeting these criteria and required experience levels.

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)

Mentor teachers will be encouraged to take advantage of local and regional professional learning opportunities. The District Facilitator will share professional learning resources made available by the TEAM program and the local RESC with mentors. Mentor teachers will also be encouraged to use their stipends for mentor-related professional development. Current mentors must participate in Mentor Update Training.

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.

Using the TEAM dashboard, the District Facilitator will monitor Beginning Teacher dashboards to ensure that mentor support hours are meeting mandated requirements. The District Facilitator will meet with mentors to address concerns about mentor hours arising from the dashboard reviews.

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 provides an orientation to the TEAM program for Beginning Teachers, which includes an introduction to TEAM, an overview of TEAM program requirements, a review of Common Ground's three-year TEAM support plan, timelines for TEAM completion, and resources for support. The orientation will include detailed information regarding failure to complete TEAM requirements by deadline dates, and will take place within 45 days from the Beginning Teacher's first day in the classroom. The District Facilitator will utilize the TEAM Program Manual and the TEAM Orientation PowerPoint during the orientation session.

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 TEAM program orientation will include detailed information regarding failure to complete TEAM requirements by deadline dates.

Q28.

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

The District Facilitator will collect and/or review two-year support plans for each Beginning Teacher on October 1 and February 1 of each year. Additionally, the District Facilitator will monitor the TEAM dashboard once a month to assess Beginning Teacher module completion progress.

Q29.

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

Beginning teachers who are not on track to meet TEAM deadline dates will be provided additional coaching and release time, as needed. The CSDE TEAM Program contact information will also be given to Beginning Teachers.

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 submission for modules that did not meet the completion standard
- Process for communicating results to teachers
- Assuring confidentiality of the results

At Common Ground, module completion will be reviewed in-district using a RESC-trained reviewer who completes required Reviewer updates, as needed. All Beginning Teacher module reflection papers will be reviewed by the Common Ground in-district reviewer. All Module Reflection Papers must demonstrate 1) development of new learning; 2) impact on practice; and 3) impact on students. Reflection papers should include a description of what the teacher did to develop new learning; an explanation of what the teacher learned from the learning activities and resources; specific examples/evidence of how the teacher used new learning to improve teaching practice; specific examples/evidence of what impact the changes in teaching practice had on students; and a comparison of the changes in teaching practice pre and post-module completion. Common Ground's in-house Reviewer will utilize the TEAM Program Criteria for Success rubrics to assess reflection papers. Module completion results will be communicated to Beginning Teachers through the TEAM Dashboard. Rubrics for reflection papers for modules that do not meet the completion standard will be shared with the District Facilitator by the in-district Reviewer. Specific feedback for improvement will be included on the rubric. The District Facilitator will meet with the mentor and the Beginning Teacher, and the Beginning Teacher will be given the opportunity to revise and resubmit the reflection paper. Any paper documents related to module completion will be maintained in locked files. All other TEAM program information is maintained on the TEAM dashboard.

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.

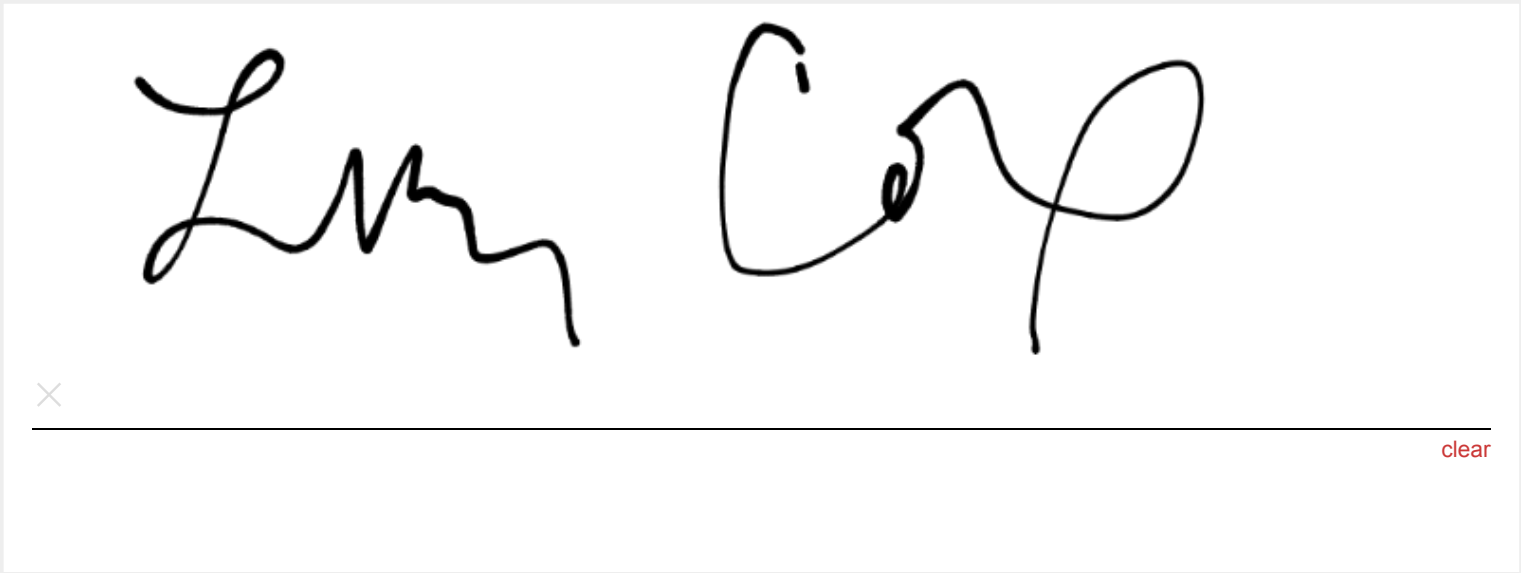
Beginning Teachers should bring issues/concerns with the mentoring module process, including requests for a change in mentor, to the TCC. TCC members will review the facts of the dispute and propose changes to the mentoring process, which may include a change in mentor placement. Beginning Teachers can appeal Module Outcome results. The appeal should be made in writing to the District Facilitator, who will convene the TCC to review the disputed outcome. TCC review results will be considered final decisions. Beginning Teachers with diagnosed disabilities (recognized under the Americans with Disabilities Act (ADA) may need to request special accommodations to successfully complete the TEAM Program. Common Ground is committed to providing reasonable accommodations that are appropriate, given the purpose of the TEAM Program, and do not impose an undue burden upon the school district. Timelines for Requesting Accommodations: The Application for Accommodations form, along with complete supporting documentation, must be submitted to the District Facilitator within 30 days of entering the TEAM program (or within 30 days of the onset of the disability) in order to be considered. Each request will be reviewed on a case-by-case basis. Candidates will be notified of the results of reviews within three weeks of the receipt of the application. Criteria for Supporting Documentation must be dated, typed or printed on official letterhead and be signed by a physician, clinician or certified evaluator qualified to make the diagnosis. Information about license or certification and area of specialization should be included. Such documentation must include a: -Clear statement of the diagnosed disability or disabilities -Description of the evaluation tests or techniques used -Description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities) - 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) - Description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities. The Application for Accommodations form should be completed, then returned along with supporting documentation to the District Facilitator.

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: [\(41.449996948242, -70.593696594238\)](#)

Source: GeoIP Estimation

