

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	Derby Public Schools
Superintendent Name	Dr. Matthew Conway, Jr
District Facilitator (DF)	Tracy Landolfi
DF Email	tlandolfi@derbyps.org
DF Phone Number	203-516-4073

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	Rachael Caggiano, Administrator
Name/Role	Jennifer Shea, Teacher & Union Representative
Name/Role	Tracy Landolfi, Teacher (District Facilitator)
Name/Role	Candy Lebel, Teacher
Name/Role	Barbara Sobolisky, Teacher
Name/Role	Heather Landolfi, Teacher
Name/Role	Kelly Anroman, Teacher
Name/Role	Rebecca Bell, Teacher

Name/Role	Tom Fulton, Teacher
Name/Role	Jaqueline Nathman, Teacher (Co-DF)
Name/Role	Jennifer Andrews, Teacher (Co-DF)

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 District Facilitator, with input from current TCC members, will identify members of the TCC for the 2019 - 2022 term. Term length will be 3 years. TCC must include a central office member, union representative, and classroom teachers with representation from all buildings. The TCC will consist of 7 - 10 team members. Future members will be added through volunteering and a willingness to serve a 3 year term. Future members must: have minimum 5 years teaching experience and experience in the TEAM program as a mentor or reviewer for a minimum of two years. Timeline for meeting with superintendent will be set at 3 times during school year. (October, January, May) October - To present teacher pairings/ budget for expenditures; January - Mid year update of program and mentor/mentee status; May - Review progress/effectiveness of program. Make changes if needed.

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:

Jennifer Olson

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.)

Provide support for beginning teachers through formal mentorship program. Include a yearly facilitated conversation for beginning teachers and mentors that address current topics and include a discussion on bullying (as required by the state). The district will ensure beginning teachers are paired with a mentor within 30 days of the beginning teacher's first day in the classroom. The district will provide on-going professional development to support and retain beginning teachers. Job embedded training and coaching is also available. Provide for recruitment, training and support of paper reviewers that supports the in district review of beginning teacher's module papers. Recruit new staff and train for TEAM Program in all buildings. Offer opportunities to attend TEAM update training to support and grow the program. Offer training for all district administrators to support their role in the TEAM process. Establish budget to support district TEAM initiative.

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?

The facilitated conversation will take place by December 15th of each school year. The conversation will be facilitated by the TEAM District Facilitator and an administrator. The conversation will take place with beginning teachers and their mentors. Small group discussions about scenarios will take place and full group follow up will conclude each scenario. The whole faculty will also participate in these discussions at a faculty meeting. It will be documented in the CTTEAM platform. Teachers will respond to the Module 5 survey questions.

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 will be selected through application to building administrator with review by the District Facilitator. Qualifications for mentors will be the following: minimum 3 years teaching experience; mentor must hold a provisional teaching certificate, completion of TEAM training, willingness to sign a confidentiality statement. All documents pertaining to training will be on file with District Facilitator. Updates in training will also be recorded by District Facilitator. Update training will be required every three years. Mentors will be assigned by District Facilitator upon recommendation of the building administrator. Mentors will be allowed to attend additional trainings and meetings as needed to fulfill obligations to the TEAM program. Mentors must complete meeting logs to ensure support hours are met.

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)

The district facilitates a monthly Beginning Teacher Peer Learning Network that brings all of the beginning teachers from across the district together. This community of practice is used to help new teachers build a strong network and have access to other beginning teachers who might have similar needs and questions.

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.

District Facilitator will work with the assistance of building administrator to monitor Mentor/Teacher logs to ensure that meeting times are being followed. Beginning teachers will also confer with their building administrator or District Facilitator in the completion of the PGAP. Building administrators will accept PGAPs and be active supporters of the module process. The District Facilitator will meet with all beginning teachers at the start of the school year with an introduction packet to TEAM. This packet will include all dates for paper submissions, facilitated conversation date, and ways to communicate directly with the District Facilitator. The District Facilitator will use the CTTEAM Monitoring tab to review each teacher's meeting logs and total time spent.

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 will review TEAM Guidelines during a beginning teacher orientation. This will include an overview of the following: EAM 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.

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 will be informed of the consequences of not completing all TEAM requirements by their deadline date during orientation. 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

Q28.

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

The TEAM facilitator monitors the number of modules completed by each beginning teacher and those remaining, at the beginning and middle of each school year, and when new teachers are hired. The TEAM facilitator checks the deadlines listed in EDS and contacts the state for correction or clarification if the dates listed differ from those we have on record. Documentation can then be verified and/or corrected if needed. The District Facilitator monitors completion deadlines and reminders are sent to the beginning teachers in danger of not meeting their completion deadlines. This could be as a result of changing districts during the TEAM process, health conditions, leaves of absence, etc.

Q29.

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

The District Facilitator would assist beginning teachers apply for state extensions, where appropriate.

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

There are 3 dates planned for paper reading. We will meet as a group and review the papers following the District's Support Plan: "All in-district reviews will include teams of three reviewers that will read reflection papers. All papers will be reviewed by at least 3 readers. All individuals reviewing papers will be trained yearly as TEAM reviewers. Both new and veteran reviewers must attend a yearly training session." Criteria for successful completion - 1. Module work is assessed by mentor and evaluated by In District Review Team. 2. Mentor and beginning teachers must submit by deadline as stated on online platform. 3. Reviewers utilize the "Criteria for Success" comprehensive evaluation rubric to determine completion of each module. Process for module resubmission - 1. If the In District Reviewers determine module work "does not yet meet the criteria," the following actions take place: A. Module work will be scored by another member of the TEAM Committee to ensure scoring consistency B. Mentor will receive feedback data to share with beginning teacher. C. The District Facilitator will establish an individualized deadline considering all factors of work submission. D. All resubmissions will be due within 30 days of the original submission deadline. Process for communicating results to teachers - 1. The In District Reviewers will communicate results to mentors and beginning teachers via the online platform 2. The District Facilitator will provide documentation that the module meets all requirements.

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.

Internal disputes will be reported to the District Facilitator. District Facilitator will then convene TCC to discuss nature and severity of dispute. Resolution will come through meetings with mentors/ teachers through direct interventions with either building administrators or TCC. Appeals will be handled through a separate review of reflection papers by a subset of different paper reviewers. All special accommodation needs will be reviewed by the TCC and all special needs will be supported given available resources. Mentor Removal: Mentors may be removed for the following reasons: Breaking Confidentiality; Inappropriate/Unprofessional conduct (sexual/harassing behaviors, racial comments, intimidating or demeaning comments) to mentee; non-compliance of rules/regulations set down at mentor training; not meeting program requirements; any discipline sanctions placed by building administrator for district professional code violations.

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.

Franklin Olsen

clear

Location Data

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

Source: GeoIP Estimation

