

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	East Hampton Public Schools
Superintendent Name	Paul K. Smith
District Facilitator (DF)	Mary Clark
DF Email	mclark@easthamptonct.org
DF Phone Number	860-365-4000

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	Donna Kirk - Memorial School Special Education Teacher
Name/Role	Chris Sullivan - Center School Principal
Name/Role	Richard Storrs - EHMS Social Studies Teacher
Name/Role	Melissa Reynolds - EHHS Social Studies Teacher
Name/Role	Nikki Galvez - EHHS World Language Teacher
Name/Role	Lauren Zimmitti - Memorial School First Grade Teacher
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.

In the East Hampton Public Schools the TCC consists of teachers, administrators and central office administration. The TCC meets a minimum of three times a year to: (1) review mentor assignments (2) review mentor applications, (3) review plans and progress, and (4) set timelines for training, module completion and paper review. Typically, the TCC meets annually in September, January and April. The TCC members check in with the Mentors and Beginning Teachers in their buildings to monitor module progress/logs/completion for the teachers in their building. The co-District Facilitators, Mary Clark and Donna Kirk, meet with district mentors every fall to ensure expectations for mentorship are defined and to provide mentors with the opportunity to ask questions. Assistance is provided as-needed in an on-going way throughout the school 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

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:

Mary Clark - Director of Curriculum & Instruction

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.)

Goal Statement: The East Hampton Public Schools fosters a collaborative and supportive professional learning environment focused on collegial relationships, on-going inquiry to support student learning, and self-reflection. The East Hampton Public Schools three-year objectives to implement TEAM include: 1. Support beginning teachers as they transition into the EHPS and into the teaching profession, specifically to establish a culture focused on: collaboration, lifelong learning, and high professional standards. 2. Provide practical supports to teachers at each step in their entry process to the EHPS. For example, the district provides a new teacher orientation program before the start of school focused on both district culture and practical tools to support beginning teachers: o District Vision, Mission and Goals o Special Education Procedures o Safety Protocols o Educator Evaluation o Technology o TEAM Process o Invite Mentors and TCC 3. Provide building-level support for mentors and beginning teachers by: o Providing regular check-ins by building TEAM Coordinating Committee (TCC,) members o Scheduling regular administrative check-ins with the beginning teacher (school level) o Scheduling regular administrator beginning teacher/mentor meetings (school level) o Provide on-going feedback related to TEAM Process 4. Demonstrate a commitment to the TEAM process by valuing the mentorship model: • Schedule mentor update training for existing mentor teachers • Identify and recruit additional mentors – provide initial training • Provide release time for both mentor and beginning teacher to observe colleagues, attend in-service, and meet with mentor(s) to work on module activities.

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?

Teachers document the completion of Module Five via 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).

The co-District Facilitators review the pool of trained mentors annually to review for the following considerations: grade level, subject area, related arts subject areas, and special education expertise. Annually, a determination is made regarding the need for additional mentors after consultation with building principals. If additional training is required, the district posts opportunities for teachers to become trained mentors. Teachers are invited/encouraged to participate in the mentor program based upon current TEAM training, 6 or more years of teaching experience (with one year being in East Hampton), grade level and specialty, and recommendation from the principal via an application and review process. Interested teachers must demonstrate a collaborative approach to working with colleagues, strong communication skills, expertise in the classroom, and a growth mindset about 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: 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 provides an annual professional learning schedule that includes opportunities to deepen best practice and essential content knowledge. These learning opportunities are often collaborative and reflect a commitment to lifelong learning. These opportunities enhance our mentors abilities to support beginning teachers in an on-going way.

Q32.

Mentoring Hours

Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module.

Q24.

Describe how your LEA will monitor the number of mentoring hours provided to each beginning teacher to ensure support hours are meeting the mandated requirements and a process for addressing possible issues during the year.

The East Hampton Public Schools uses the TEAM dashboard to monitor contact hours between the beginning teacher and the mentor. The dashboard is monitored monthly to ensure that hours are being recorded regularly. When necessary, the mentor is contacted to ensure that contact hours are being successfully implemented and meeting schedules are maintained. When there have been challenging is maintaining a meeting schedule to support the completion of the necessary contact hours or the module itself, the co-District Facilitators contact the principal, mentor, and/or beginning teacher. From there, additional support is added where a co-District Facilitator can develop an action plan or schedule and checking in.

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.

All beginning teachers are oriented to the TEAM program at the New Teacher Orientation held annually in August.

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.

During the TEAM orientation at the district's annual August New Teacher Orientation, this topic is directly addressed and a model timeline for module completion is communicated. Additionally, when Module 5 is presented in October, the timeline is reinforced. Email reminders are frequently sent with the recommended timeline and the consequence of not completing TEAM requirements in a timely fashion.

Q28.

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

The East Hampton Public Schools uses the TEAM dashboard to monitor the TEAM module process including, the creation of a PGAP, administrator sign off, drafts of papers, and teacher/mentor meeting logs. In addition, there is frequent communication with beginning teachers about their progress.

Q29.

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

There are multiple supports for beginning teachers: -building administrators along with their TCC members check in on their process -mentors can provide additional supports -the co-District facilitators can meet with the beginning teacher and mentor as needed -the building level TCC member can answer questions and provide additional supports -in-district paper reviewers can provide information -collaborative meetings with colleagues on grade level or in department -instructional specialists can provide targeted professional learning supports, answer instructional questions, provide resources to support Module completion.

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.

The East Hampton Public Schools provides the following Module requirements: Module 1 - paper Module 2 - paper or project Module 3 - paper Module 4 - paper Module 5 - collaborative conversation with mentor, other BT's/mentors, and District Facilitators through case study model of professional responsibilities

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

-Final papers are assigned anonymously by the District Facilitators to an approved paper reviewer. The paper review must not work in the building of the BT. - The state rubrics for criteria of successful completion are utilized by annually trained paper reviewers. -If an initial review results in a failed paper, then a second reader is assigned to review the paper. -If the second review does not pass the paper, it is returned to the District Facilitator and the BT is notified that the paper needs revision for future submission. -If the second reviewer passes the paper, a third reviewer is assigned to score the paper. If it passes, then the paper is considered successful and the module is complete. If it fails, it is returned to the District Facilitator and the BT is notified that the paper needs revisions for future submission. -Confidentiality is maintained throughout the process as the paper never includes identifying information about the BT and the District Facilitator exclusively has access to the identify of the BT throughout the process.

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 or Mentors who feel they are inappropriately matched should contact one of the District TEAM Facilitators, who will work with the building principals, along with the beginning teacher/mentor. • The DF and building principals determines if problems can be reconciled through the support of the TCC or if the match should be dissolved. • TCC members review the district list of mentors and paper reviewers annually to identify who is current in participating in initial support/update training and to identify any patterns of mentor/reviewer performance that would warrant removal from the active pool. If concerns exist, the mentor/reviewer will have an opportunity to discuss them with the DF to determine if the concerns can be reconciled through the support of the TCC.

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.



Handwritten signature or scribble in black ink.

clear

Location Data

Location: [\(41.579803466797, -72.500396728516\)](#)

Source: GeoIP Estimation

