

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	Ellington Public Schools
Superintendent Name	Scott Nicol
District Facilitator (DF)	Michele Murray
DF Email	mmurray@ellingtonschools.net
DF Phone Number	8608962339

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	District Facilitator: Michele Murray
Name/Role	Assistant Superintendent of Schools: Brian Hendrickson
Name/Role	Admin/Special Ed Services: Melissa Haberern
Name/Role	Mentor (HS): Payal Kaur-Aggarwal
Name/Role	Mentor (MS): Edie Vibert-Johnson
Name/Role	Mentor/Reviewer (ES): Ali Morris
Name/Role	Mentor/Reviewer (ES): Lori Purcaro
Name/Role	Mentor/Reviewer (ES): Sara Varga

Name/Role

EEA rep/Mentor/Reviewer (ES): Abby Hoffman

Add additional names here:

Mentor/PDEC rep: Krissy O'Donnell

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 TEAM Facilitator will meet with the Assistant Superintendent for Instruction annually to provide an update of TEAM activities, including the progress of Beginning Teachers completing Modules. Additionally, the DF will provide an update to the Superintendent of schools at least once per year as to the progress of beginning teachers in TEAM. The TCC will meet 2 to 3 times per year to review the district plan, procedures, progress and establish dates for presentations and the module 5 discussion. The DF will communicate with building principals to establish mentor relationships with beginning teachers in their building and update principals to TEAM progress. The TCC PDEC representative will serve as a liaison between the TCC and the district PDEC committee.

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:

Michele Murray

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.)

Our district will: 1. Support the TEAM Mentor Program by: - identifying and recruiting mentors to serve in the role of TEAM mentors or Cooperating Teachers; and - providing initial support teacher training. 2. Support new teacher learning related to district initiatives by: - reviewing and updating teacher evaluation policies and procedures related to beginning teachers; and - providing a collaborative and supportive culture that allows teachers to self-identify specific ways to improve professionally.

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?

A sign in sheet will be kept to document the beginning teacher's participation in the discussion and beginning teachers will complete the Module 5 survey at the completion of the discussion.

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 will be invited/encouraged to participate in the TEAM mentor program based upon their years of experience, their grade-level and specialty (i.e. mathematics, unified arts), current training and recommendation from the principal/administrator. It is the district's goal to encourage participation as a means of enhancing teachers' own personal professional development. Teachers will submit an application to be a TEAM mentor and will be selected by the District Facilitator based upon recommendations of the building administration and their experience. Annually, the District Facilitator will review the current list of active mentors to ensure that they have attended TEAM initial support training or update training at least within the past three years, and to ensure the district has an appropriate number of TEAM mentors available across all schools and content areas.

Q18.

Assigning mentors to beginning teachers is a critical first step in providing support. Describe the criteria and process, including the timeline for assigning trained mentors to new teachers. How soon after a teacher is hired will the LEA assign a mentor?

Consider: matching beginning teachers and mentors based on subject areas, grade levels, proximity, and needs where possible when making an assignment.

Please Note: TEAM Guidelines state:

*A mentor **must** be assigned to all beginning teachers at the start of the school year or as soon as possible upon hire. It is strongly encouraged that mentors be matched and assigned to a beginning teacher within 30 days of the beginning teacher's hire date. The district is responsible for ensuring that all beginning teachers are assigned a mentor (p. 9).*

Q19. Beginning teachers are assigned a mentor within 30 days of hire.

Yes

No (Explain)

Q20. All beginning teachers are matched with a mentor according to the following criteria (select all that apply):

Grade level

Content Area

Proximity

Needs

Other

Q21. All mentors must be trained and updated by state approved training(s) in best practices and essential knowledge on a regular basis.

Mentors are required to attend a state approved training and update training.

Mentors are trained by in-district trainers (lead/master mentors) who have been trained and updated by the state.

Other: Please explain

Q22. Describe any additional professional development opportunities provided by the LEA to mentors to address further development of best practice and essential content knowledge. (Optional)

Q32.

Mentoring Hours

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

Q24.

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

Mentors are responsible for completing the mentor log either through the TEAM Dashboard or other appropriate means which can be shared with the District Facilitator. Mentors are expected to complete 50 hours of mentorship over the two year period or approximately 10 hours per module. The DF will monitor and review all mentor logs and approve the hours prior to awarding the mentor stipend.

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 conduct a TEAM Orientation Meeting at the beginning of the school year in order to review the TEAM process, goals, and expectations for completing the TEAM process with all new beginning teachers and their mentors. The District Facilitator will collect and review beginning teachers' two-year support plans within 30 days from the start of the school year (or, for teachers hired mid-year, within 30 days of hire). Support plans will include approximate dates that each module will be completed.

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.

Consequences for not completing TEAM are reviewed with beginning teachers during the TEAM Orientation meeting.

Q28.

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

The District Facilitator will collect and review beginning teachers' two-year support plans within 30 days from the start of the school year (or, for teachers hired mid-year, within 30 days of hire). Support plans will include approximate dates that each module will be completed. Beginning teachers are expected to complete 3 modules, including module 5, in the first year and 2 modules in the second year of the program. The following timelines are suggested by the District for Module Completion. The purpose of these suggested timelines is to assist beginning teachers and mentors in planning professional growth activities for the year. Timelines may be adjusted as needed with the agreement of the beginning teacher and the building administrator. Timeline for module completion: Year One: Three modules, including Module 5. Typically, one module will be completed between October and January, and a second completed between January and April. The suggested module sequence is Module 1 (Classroom Environment) completed first and Module 3 (Instruction) completed 2nd. Year Two: Two modules with one module will be completed between September and November, and a second completed between January and April. The district suggests completing Module 2 (Planning) prior to the implementation of the lesson planning in the classroom. As such Module 2 may be completed over the summer if both the mentor and the beginning teacher mutually agree or it may be completed at another point during the 2nd year. The District Facilitator will review Mentor Meeting Logs at the midpoint and end of the identified module completion timeline. As necessary, the building administrator or District Facilitator will acknowledge success and address any concerns with the beginning teacher and/or mentor. The DF will use the TEAM dashboard to monitor all beginning teachers' progress.

Q29.

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

The District Facilitator will review Mentor Meeting Logs at the midpoint and end of the identified module completion timeline. As necessary, the building administrator or District Facilitator will acknowledge success and address any concerns with the beginning teacher and/or mentor.

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.

For Modules 1-4 beginning teachers will complete a self-assessment of their current practices (CCT Performance Profiles) and a Professional Growth and Action Plan (PGAP) outlining their goals and action steps related to the module. Over the course of 8-10 weeks they will develop and implement new learning through mentor discussions, observations, professional learning, or other appropriate means which are related to the module goal. Beginning teachers are encouraged to keep a journal in which they can reflect upon their learning as they work on each module. At the conclusion of each module, beginning teachers have the option of completing either the reflection paper or a projects/presentations in which they can demonstrate their new learning, its impact on their practice, and its impact on their students. Both the reflection papers or the projects must meet the criteria for successful completion of a module in order to be complete as defined by the CSDE TEAM Module Criteria and Feedback. Projects/presentations provide beginning teachers an opportunity to share their professional learning with each other and thus engage in professional dialogue. As such, beginning teachers are encouraged to share their module work in a presentation format with other beginning teachers and their mentors. Presentations should include information related to: Goals and Focus of Module Development of New Learning (How new learning occurred? What was learned?) Impact on Teaching Practice (Evidence of impact new learning had on teaching) Impact on Students (Evidence of how new learning impacted students)

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

Reviewers: Trained reviewers may review either reflection papers or project/presentations. Both processes occur in-district. Experienced mentors or TCC committee members may be trained to be reviewers if they express interest to the District Facilitator. Interested mentors must complete the initial Reviewer Training; reviewers will need to complete update training each year through the online update training. Mentors may not review their own mentee's paper. The DF will serve as the Chief Reviewer, matching papers to trained reviewers and overseeing the in-district review process for reflection papers. Project/Presentation Reviews: A sub-set of the TCC will serve on the project/presentation review committee. Additionally, trained reviewers may be asked to participate in the reviewing of presentations. Mentors may not review their own mentee's project. The District Facilitator will provide in district training for any reviewer who is participating in the presentation process. The District Facilitator will serve as the Chief Reviewer for presentations. The District Facilitator will provide each beginning teacher confirmation that they have successfully met the criteria for either a reflection paper or a project. The criteria for all projects must demonstrate the following three criteria as defined by the CSDE TEAM Module Criteria and Feedback: Development of New Learning Impact on Teaching Practice Impact on Students Beginning teachers whose reflection paper or project/presentation do not meet the module criteria will be given feedback and an opportunity to revise their work. Reflection papers can be revised and resubmitted. Presentations/projects can be revised as a reflection paper and submitted for initial 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.

Dispute Resolution District TEAM Facilitator will notify mentees and mentors to contact the DF with issues or concerns as they arise. The DF will determine if problems can be resolved or if the match should be dissolved. If placement is dissolved, the building administrator will work with TCC to assign another mentor; TCC will determine if mentor qualifies for partial/entire mentor stipend. The DF and building administrator will review the district list of mentors annually to identify any patterns of mentor performance that would warrant removal from the active mentor pool. If concerns exist, the mentor will have an opportunity to discuss them with the DF to determine if the concerns can be resolved. Reasons for removal for good cause of a teacher from the current mentor pool include issues related to the following standards of performance for mentors: Guiding mentees through the successful completion of module process; Attendance at required district/building meetings, update trainings, PD workshops; Electronic mentor logs reflect required contact hours with mentee that reflect meetings taking place during the course of 6 – 10 weeks; Summaries of meetings are focused on respective module; and Demonstrating professional behavior reflecting support of the district's goals. If a mentor is removed from the mentor pool for good cause, the DF will communicate the decision to the mentor. Requests for special accommodations will be submitted to the District TEAM Facilitator in writing and will be reviewed on a case-by-case basis. Teachers making such requests will be notified of the results of the review within two weeks. Each request must be dated, typed or printed on official letterhead and be signed by a physician, clinician or certified evaluator qualified to make the diagnosis (include information about license or certification and area of specialization). 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); and description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities. Documentation must also include: the type of accommodation(s) requested; a description of why the(se) accommodation(s) are necessary; the nature of the teacher's disability; the 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 in employment.

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.

x *Michelle Murray* clear

Location Data

Location: [\(41.740295410156, -72.680702209473\)](#)

Source: GeolIP Estimation

