

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	Farmington Public Schools
Superintendent Name	Kathy Greider
District Facilitator (DF)	Susan McMahon
DF Email	mcmahons@fpsct.org
DF Phone Number	8606738270

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	Sue Woelfel
Name/Role	Veronica Ruzek
Name/Role	Cindy Wilbur
Name/Role	Kristin Alvarez
Name/Role	Nicole Collins
Name/Role	Kim Wynne
Name/Role	Sue McMahon
Name/Role	Lisa Flynn

Name/Role

Jessica Ayers

Add additional names here:

Jessica Tolles, Meghan Jones

Q4. Describe the timeline for the TCC to meet. Include in the plan when the TCC will meet with central office personnel, principals and mentors.

TCC timeline - The committee meets together with Central Office administrators and the DF three times per year. In addition, the TCC representative at each school meets with the building principal in the fall and spring, and with mentors on an as needed basis.

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:

Susan McMahon

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.)

Farmington's Objectives: A)Develop and retain reflective practitioners who are able to assess their practice against the district's Framework for Teaching and Learning, B)Train and support high quality mentors, and C) Nurture and support a community of practice for mentors and mentees.

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?

We will issue completion certificates to the teachers directly and document successful completion in the online portal.

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).

TCC members meet with their building principals annually to review the number of trained mentors in the building and the need for training additional teachers. The district posts opportunities for teachers to become trained mentors. Those who are interested must complete an application that is reviewed and approved by the building principal. To be eligible, applicants must be tenured teachers or someone with at least 4 years of teaching experience, 2 of which are in Farmington. In addition, teachers must demonstrate a collaborative approach to working with colleagues, 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)

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.

We will monitor mentoring contact hours through our Safe Schools system that is primarily used to send out and document mandated trainings. Mentors participate in developing a monthly checklist of important topics to discuss with their mentees, in addition to the naturally occurring questions, and will sign off monthly to attest to the fact that they have covered these topics during their regularly scheduled time. Principals are able to see this data and check in with beginning teachers as a second check to be certain that the mentor / mentee relationship is going well and providing the support needed.

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 has an annual two-day New Teacher Orientation program which takes place in August, prior to the start of the year and our annual Convocation, which is the first day back for all teachers. TEAM Guidelines, supports, and expectations are reviewed during this time. This is also the time when teachers will complete Module 5.

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 New Teacher Orientation to TEAM, it is made clear to teachers that successful completion of all Modules determined through a Review of Practice for each one is required to attain the initial educator certificate. This is repeated to the cohort of teachers when they together again for each Module.

Q28.

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

The District's Human Resources Coordinator works closely with the Assistant Superintendent and the District Facilitator to keep careful records related to the completion of TEAM requirements. All teachers are notified of their status at least twice per year in writing, and the District Facilitator acts as a coach to ensure that beginning teachers feel a strong support network of individuals contributing to their success.

Q29.

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

Rarely are teachers not on track, however when there are extenuating circumstances interfering with successful completion, or when a teacher demonstrates a need for additional time to be successful, we are prepared to offer additional and different kinds of supports. A teacher may be paired with a new mentor, given additional time to participate in one or more Modules for the second time, or simply an additional opportunity to present their Review of Practice after receiving feedback.

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.

For each Module, beginning teachers present a Review of Practice to a panel of evaluators (TCC members) who listen and ask questions in order to determine the Pass / Not Yet rating. The presentation must demonstrate that the teacher selected a particular relevant focus within the Module, dug deeper into the topic and learned more about it, developed some new strategies in the classroom, and then assessed the impact on student learning. Finally, teachers are asked to reflect on what they learned as practitioners, and how they will incorporate this new learning into their teaching. The criteria for success is broken down into 3 categories: 1) Strategic Instructional Improvement 2) Student-centered Responsive Teaching and 3) Reflective Practitioner Mindset. Presentations generally include samples of student work, video, and reflective commentary on slides.

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.

N/A did not click other.

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

Other: Reviewers are trained and updated using a district-developed calibration process

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

Standardized forms are used to collaboratively score and provide feedback to beginning teachers following their Review of Practice. The forms are based on the success criteria indicated in Q 32. The entire process is confidential among the TCC Reviewers and the beginning teachers and his/her mentor. No information is published or shared beyond the members of this group. The HR Coordinator documents successful completion and informs Principals. Should a teacher not successfully meet the criteria, he or she is first given an opportunity to come back to the committee and present again using the feedback given. If there still seems to be a need for further study, then the teacher has another year to get more training and be successful.

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.

Any disputes or disagreements regarding placements, module outcomes, and or special accommodations are first discussed with the teacher, the District Facilitator, and the principal who will try to clarify the problem and find an alternate opportunity to assist the teacher in being successful. If those strategies are unacceptable or unsuccessful, then the Superintendent or her designee will provide an opportunity for the teacher to be heard and offer the support of a union representative. The Superintendent will make final decisions.

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.

× Susan Melahon

clear

Location Data

Location: [\(41.793792724609, -72.858100891113\)](#)

Source: GeoIP Estimation

