

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	Glastonbury Public Schools
Superintendent Name	Alan Bookman
District Facilitator (DF)	Rosemary Tralli
DF Email	trallir@glastonburyus.org
DF Phone Number	8606527963

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	Rosemary Tralli, DF, Assistant Superintendent
Name/Role	Anagha Sabris-Sanborn, Teacher
Name/Role	Dawn Mistretta, Teacher
Name/Role	Kathleen Murphy, Principal
Name/Role	Mark Pearsall, Teacher
Name/Role	Jeremy Gevais, Teacher, GEA President
Name/Role	Megan Villanueva, Teacher
Name/Role	Ilene Viner, Curriculum Director

Name/Role

Rebecca Azia, Teacher

Add additional names here:

Kristen Apanaschik, Teacher

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

The TCC meets twice annually - fall and spring to: review mentor lists receive updates on number of student teachers, interns, beginning teachers refine the TEAM process for initial educators Review the local REAM site to revise as needed: resources, documents, legislation Minutes are maintained and are included under the TCC Tab of the district TEAM site.

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:

Rosemary Tralli

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.)

Continue to refine partnerships with EPPs to meet edTPA requirements, clarify and support supervision and mentoring as prescribed at each separate EPP. Continue to support TEAM processes as a vital component of our continuous cycle of professional growth by incorporating learning opportunities for candidates, new teachers and mentors. Continue to focus on initial supports for beginning teacher in building safe and supportive learning environments as a mechanism to reduce attrition.

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.

Contractually, teachers are provided two days per year for TEAM related activities. It is expected that teachers visit other classrooms and ask for mentors to coach - all done through professional absence requests, and included in the PGAP.

2. Communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work.

Sanford Inspire Modules are required for each TEAM Module completion. TEAM PD sessions are offered for beginning teachers and mentors. All district PD relates to aspects of the CCT.

3. Coordinate the teacher education and mentoring program (TEAM) and teacher evaluation and support, provided they are kept separate.

Explanations about the difference between TEAM and teacher evaluation are a part of TEAM orientation presented by the DF.

4. Ensure mentors and beginning teachers have time to meet by coordinating their activities and schedules to ensure faithful implementation of the TEAM Program.

This is supported through the expectations that professional absences and internal school-based PD times are provided.

- 5. Submit an annual report on mentor-teacher activities to the superintendent or director for review and approval.

A report to the Board of Education is presented annually. Documentation of TEAM processes are archived.

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

We introduce the module during new teacher orientation and go through scenarios at that time tied to BOE policies. IN addition, TEAM mentors work with them on scenarios from the TEAM Guide through first semester.

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?

Written documentation in the form of answering the Guide questions - for one scenario in each section.

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 are recruited twice each year. We maintain a database by school, grade and department to be sure there are sufficient mentors in each subject area and locations. Administrators nominate mentors to ensure quality leadership capacities of the mentors.

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.

Logs are required and are submitted as part of the module completion process.

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.

Orientation is provided before the start of the school year as a part of New Teacher Orientation. This typically occurs a week before convocation.

Q27.

Describe how the LEA will ensure BTs know the consequences of not completing all TEAM requirements by their deadline date.

Teachers who do not successfully complete all five modules by the end of three years in TEAM for Category I teachers, and two modules within two years for Category II teachers, and who do not receive an approved extension of time, will not be eligible for an extension of their initial educator certificate and will not be eligible to advance to the provisional certificate. In such case, in order to earn eligibility for the reissuance of the initial educator certificate, the teacher would need to fulfill the requirements of intervening study and experience (Sec. 10-145f) as approved by the State Board of Education.

The DF monitors module completion monthly and sends emails to any team when there is little evidence of activity. At the TEAM orientation, the issue of certification and ramifications for not completing the process are reviewed in detail.

Q28.

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

The DF monitors this process monthly. Expected time frames for module completion are presented in September of Year 1. Email reminders are used to inform teams of their need to progress as needed. A database is maintained in the DF office to document module completion and dates of completion.

Q29.

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

DF works with the teams. Administrators are called on to support as needed.

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.

TEAM Step 4 Requirements for Modules 1,2,3,4 Glastonbury Public Schools Each module is to be completed separately over the course of 6 – 10 weeks. Steps 1-3 of TEAM are as follows: 1. Complete the CCT self-assessment and set goals (see template on TEAM site for each module). 2. Complete the PGAP (use TEAM site template) for related activities – must be sent to principal for approval, who then sends Rosemary Tralli an email indicating approval of the PGAP. 3. Implement the PGAP plan through new learning, application in classes, evidence of student growth, ongoing journal reflections. For Step 4 (documentation of learning outcomes), the following evidence of completion and growth must be submitted to Rosemary Tralli **AFTER APPROVAL BY THE MENTOR:** • CCT Indicators checklists and summaries • Completed PGAP • Journal evidence of a) new learning, b) impact on practice, and c) impact on students from EACH of the activities listed in the PGAP. The journal should close with a summation of overall growth and intended next steps to continue development in that domain. • All TEAM modules require the completion of at least one INSPIRE Module (see options on the TEAM site for each module). The certificate of accomplishment for that module must be submitted. It is recommended that you maintain a Google Folder that can be share between the beginning teacher and mentor – organized by module. Meeting dates between the mentor and beginning teacher also need to be documented in the folder (10 hours minimum per module). The GPS TEAM site has a vast number of resources and supports for use through this professional development process. Email questions or concerns to Rosemary Tralli at trallir@glastonburyus.org.

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.

TEAM Step 4 Requirements for Modules 1,2,3,4 Glastonbury Public Schools Each module is to be completed separately over the course of 6 – 10 weeks. Steps 1-3 of TEAM are as follows: 1. Complete the CCT self-assessment and set goals (see template on TEAM site for each module). 2. Complete the PGAP (use TEAM site template) for related activities – must be sent to principal for approval, who then sends Rosemary Tralli an email indicating approval of the PGAP. 3. Implement the PGAP plan through new learning, application in classes, evidence of student growth, ongoing journal reflections. For Step 4 (documentation of learning outcomes), the following evidence of completion and growth must be submitted to Rosemary Tralli AFTER APPROVAL BY THE MENTOR: • CCT Indicators checklists and summaries • Completed PGAP • Journal evidence of a) new learning, b) impact on practice, and c) impact on students from EACH of the activities listed in the PGAP. The journal should close with a summation of overall growth and intended next steps to continue development in that domain. • All TEAM modules require the completion of at least one INSPIRE Module (see options on the TEAM site for each module). The certificate of accomplishment for that module must be submitted. It is recommended that you maintain a Google Folder that can be share between the beginning teacher and mentor – organized by module. Meeting dates between the mentor and beginning teacher also need to be documented in the folder (10 hours minimum per module). The GPS TEAM site has a vast number of resources and supports for use through this professional development process. Email questions or concerns to Rosemary Tralli at trallir@glastonburyus.org.

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

All documentation comes to the DF as described earlier. Members of the TCC review for the same three criteria that were used in previous reflection paper review. If a teacher does not meet the requirements, a district "reviewer" meets with the teacher and mentor to discuss how to improve the submission. A due date for resubmissions established. All teacher results are communicated by the DF through email. All submissions are reviewed through "blind 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.

The TCC would review practice issues, and with the GEA, make recommendations. The superintendent would determine the course of action based on the topic, issue and legal concerns.

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.

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Location Data

Location: [\(41.394805908203, -73.321403503418\)](#)

Source: GeoIP Estimation

