

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.

District Information

Name of District	Hebron
Superintendent Name	Thomas J. Baird
District Facilitator (DF)	Katie Uriano
DF Email	kuriano@hebron.k12.ct.us
DF Phone Number	8602289458

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	Thomas Baird, Superintendent
Name/Role	Stephanie DeLucia, Master Mentor
Name/Role	Jennifer Guernsey, Master Mentor
Name/Role	Katie Uriano, GHS Principal and District Facilitator
Name/Role	Michael Larkin, HES Principal and District Facilitator

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 timeline for TCC meetings will be as follows: TCC to meet at least three times during the school year (suggested: October, March, May); Initial meeting to ensure that all beginning teachers (BTs) involved in TEAM are assigned a mentor and are informed of expectations; The DF will meet with the Superintendent no later than October 1st each year to review TCC membership and number of BTs expected to submit modules; The DF will meet with the Superintendent no later than May 15th of each year to provide an update of TEAM activities, including the progress of BTs submitting modules.

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:

Katie Uriano

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.

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.)

1. Goal: To support beginning teachers and ensure their success and retention within the Hebron School District through the following steps: 1. Goal: Provide staff training and professional development to meet TEAM objectives and requirements; Maintain the Team Coordinating Committee (TCC); Collaborate with EASTCONN in the regional TEAM module review process. 2. Goal: Support the TEAM program with ongoing communication and collaboration through the following steps: Initial mentor trainings and update trainings; Annual informational meetings for potential mentor candidates as needed; Informational meetings for TEAM participants and their mentors; Opportunities for informal collaboration among TEAM participants; Release time for mentors and mentees to collaborate and conduct activities outlined in the Professional Growth Action Plan (PGAP). * Release time provided: 2 days per year 3. Goal: Provide ongoing support for teachers new to the district throughout the school year through the following: Assign TEAM mentors to beginning teachers; Provide new teacher orientation prior to the official start of the school year.

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.

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.

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

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.

Who will facilitate Module Five?

- The District Facilitator
- Human Resource Director
- Central Office Administrator
- Building Administrator
- Teacher Leader

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

How will Module Five be structured?

- Beginning teachers only
- Beginning teachers and their mentors
- Beginning teachers, mentors and experienced staff
- Other

How will teachers document the completion of Module Five?

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.

Describe the criteria and process used to recruit and select mentors who meet the statutory criteria (see above).

The criteria for selecting mentors will be as follows: The candidate must be tenured in the Hebron School District. 2. The application process for new mentors will consist of the following: TEAM Survey to gauge interest in mentor position An annual informational meeting (fall) to outline expectations, roles and responsibilities of mentors, including review of the mentor job description (Appendix I); Interested staff to be reviewed by the building administrator; 3. Successful candidates will receive initial training and already trained mentors will receive update training as appropriate. 4. Assignment of mentors will be the responsibility of the DF in conjunction with the Master Mentor and building administrator and will happen, whenever possible, as indicated below: Make every effort to pair BT with mentor in the same grade level, discipline and building; Assign only one mentee to a mentor as long as there are available mentors, never to exceed two mentees; Mentors assigned to BTs participating in TEAM will not serve as cooperating teachers unless approved by DF and administration; Assignment of a mentor will occur, whenever possible, prior to the New Teacher Orientation; Teachers hired during the school year will be assigned a mentor within ten days of their start date; Assignment of mentors will be handled on as equitable a basis as possible in order to provide all trained mentors the opportunity to serve in this role. 5. Annual Correspondence will be sent to all trained mentors each year to determine interest in serving as an active mentor during the following school year.

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).*

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

- Yes
 No (Explain)

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

- Grade level
 Content Area
 Proximity
 Needs
 Other

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

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

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.

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 district utilizes the CTTeam platform, maintained by Eastconn, to track mentoring hours. BT's/mentors are responsible for completing and logging at least 10 hours per module. These logs are monitored at least 4 times per year by the master mentors and district facilitators. If issues are noted, the first level of involvement is with the master mentor who will meet with the BT/mentor. If the issues are not resolved, the DF will then become involved.

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.

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 master mentors and DF meet with all BT's during a portion of New Teacher Orientation, which is held for two days, prior to the start of the school year. BT's are provided an orientation to the TEAM program including requirements, the district's 3 Year Support plan, and timelines.

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 consequences of not completing all TEAM requirements by the deadline date are reviewed during New Teacher Orientation. The are also reviewed during any meeting with the master mentor or DF that is held if deadlines are not being met.

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

BTs will communicate with the building principal approximate dates that the PGAP for a given module will be ready to share and discuss; At his/her discretion, the building principal will review BT and Mentor meeting logs and, if deemed necessary, address concerns with both parties; TCC will monitor the required electronic postings, the BTs' progress toward successful completion of modules indicated in their respective support plans, and the submission of reflection papers.

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

For teachers that are not on track to complete TEAM by their deadlines, the Master Mentor or DF will meet with the BT and mentor. An action plan with specific deadlines will be created and monitored closely by the TCC.

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.

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

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.

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

How will modules be reviewed for successful completion?

- Regional Review (RESC Collaborative)
- In-district Review
- Consortium (in a collaboration with other districts)

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

The district is responsible for reviewing the same number of modules that we submit, but from other districts. BT's submit their papers through the online platform and are notified of their results directly. All submissions and results are anonymous through the platform and our papers are scored by reviewers from other districts. Any modules that are deemed unsuccessful are returned to the BT. The BT, mentor, and master mentor meet to review the paper, make adjustments and resubmit.

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.

Procedures for Dissolving Mentor Placements and Removal from Mentor Pool 1. The procedure for dissolving mentor/mentee placements will be as follows: Mentor or mentee who believes the match is ineffective will meet first with a Master Mentor to explore possible resolutions to the situation; If the situation is not resolved through the first step, the Master Mentor will consult the building administrator and then the DF; The DF will determine if the challenges can be reconciled through the support of the TCC or if the match should be dissolved; If the match is to be dissolved, both the mentor and the mentee will complete the Dissolution of Mentor/Mentee Relationship (Appendix IV) form indicating the reason for the dissolution; Stipend payments will be reviewed and prorated by the DF; The BT will be assigned a new mentor by the DF within 10 days of the dissolution. 2. Removal from the eligible mentor pool for good cause, if warranted, will occur in the following manner: The DF and Master Mentor from the affected building will meet to review patterns and/or incidents in regard to mentor performance; The DF and Master Mentor will meet with the mentor in question; If the decision is made to remove the mentor from the eligible pool, the decision will be communicated in person and followed up with a written notice. VII. Process to Resolve Internal Disputes/Appeals 1. Disputes concerning the mentoring module process or the PGAP will be handled in the following manner: The BT will report disputes to the DF in writing; The DF will request assistance from members of the TCC, if necessary, to help with mediation to resolve the concern; Disputes and their resolution will be reported to the Superintendent of Schools. 2. Internal disputes concerning mentor-beginning teacher relationships will be handled as outlined in Question # 5. 3. The process for handling requests for special accommodations will be as follows: The BT will submit his/her request in writing to the DF; Each request must be typed or printed and dated on official letterhead and be signed by a physician, clinician or certified evaluator qualified to make the diagnosis. Information about license or certification and area of specialization must be included. Such documentation will have the following: 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; Current diagnosis – i.e., completed within the last five years for learning disability, last six months for psychiatric disabilities and physical disabilities/illnesses (these requirements may be waived upon showing the continuing relevance of older documentation); Description of the specific accommodations requested and their relationship to the diagnosed disability or disabilities; What, if any, accommodations have been received within the last five years of employment. The request will be reviewed by the building administrator, Master Mentor, and legal advisor or Superintendent of Schools if deemed necessary; The petitioning BT will be notified of the results of the review within two weeks of submission.