

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 | Highville Charter School |
| Superintendent Name | Janet Brown-Clayton |
| District Facilitator (DF) | Alison Given |
| DF Email | agiven@highvillecharter.com |
| DF Phone Number | 2032870528 |

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 | Janet Brown-Clayton - Executive Director |
| Name/Role | Alison Given - District Facilitator/ Teacher |
| Name/Role | Kim Gentile - Literacy Coach |
| Name/Role | Sharron Solomon-McCarthy - Special Education |
| Name/Role | Stefanie Leng - Interventionist |
| Name/Role | Laura Twohig - 3rd grade teacher |
| Name/Role | Maya Drye - Director of Human Resources |
| Name/Role | |

Name/Role

Add additional names here:

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

TCC will meet monthly and additionally as necessary to discuss the progress of the beginning teachers, mentors, and the TEAM process in general. Emails will be sent to all mentors following the monthly meetings to update them on any necessary information. An administrator will be present at each meeting.

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:

Alison Given

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.)

Highville's goal is to support a culture of professional growth and ongoing professional learning around scientifically research based initiatives. We expect teachers to engage students in a relevant, rigorous, creative learning environment where instruction and curriculum are guided by ongoing, varied assessment. We expect administrators and teachers to promote a positive school environment that fosters respect, safety, and a sense of belonging. The District will.. 1. Provide an overview of the TEAM program to all new staff 2. Provide all mentees and mentors with professional development opportunities 3. Schedule professional development for all teachers that aligns with the CCT & Common Core Standards 4. Allow time for all teachers to participate in professional learning communities 5. Continue best practices of teacher hiring and recruitment

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.

Teachers contact Directors of Academics for their grade level if they need coverage for something related to their activities and modules requires for TEAM.

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.

All mentor-teaching meeting logs are shared with the DF/LEA and can be viewed in real time to check progress. The schedules and meeting times for mentor-teacher are taken into consideration when pairing individuals.

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

All mentor-teacher logs and modules completions will be submitted in a document to Executive Director at the end of each school year.

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?

All beginning teachers will be required to sign in for module five. The sign in sheet will be kept for the purpose of confirming beginning teacher attendance. All beginning teachers will also be required to complete a short reflection once they finish module five. This reflection will be handed in to the District Facilitator and placed in their files as evidence of module completion.

Q24.
Mentors

Local and regional boards of education shall develop a three-year teacher education and mentoring plan that includes a description of the process used to select mentors and assign them to beginning teachers, based on subject areas, grade levels, and needs; and a description of the process to ensure mentors are trained and updated in best practices and essential knowledge.

Those persons eligible to serve as mentors for such programs shall hold a provisional educator certificate or a professional educator certificate pursuant to section 10-145s, and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program.

Q17. Describe the criteria and process used to recruit and select mentors who meet the statutory criteria (see above).

The CCT will reach out annually to all teachers who are eligible to serve as mentors. They will engage in a questionnaire or conversation with the teacher to assess their willingness to fulfill the role and responsibilities of a mentor. We will encourage participation as a means of enhancing teachers' own professional development. Should there not be enough mentors, non-classroom teachers will take a third mentee and/or we will look to seek additional mentors from a nearby school district. Mentors must keep current by attending training every 3 years.

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

Currently we use state approved training but we will take advantage of in-district training through New Haven in future.

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)

All beginning teachers are notified of the Sanford Inspire modules for free online professional. They are also give a copy of the crosswalk aligning them to the TEAM modules.

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.

All mentors must keep a mentor log through google docs that is shared with the District Facilitator. This log should track the dates/times/ and hours spent with each beginning teacher. This log should also be kept up to date. The DF will spot check logs each month to ensure that mentors are providing their beginning teachers with the required support hours. Upon completion of each module, the DF will confirm that at least 12 contact hours were recorded during that time period. If the required amount of mentor hours are not being met then a warning notice is sent to both the beginning teacher and mentor requiring an increase in the hours logged to align with CSDE expectations. If there is no progress within one month, the beginning teacher and mentor will meet with the TCC to develop a plan to move forward.

Q25.
Beginning Teachers

Beginning teachers shall satisfactorily complete instructional modules (classroom environment, planning instruction, instructing, assessing and professional responsibility). Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module.

Beginning teachers shall complete two modules in their first year in the program and three modules in their second year in the program, except as otherwise provided by the Commissioner of Education.

Q26.
Describe how the LEA will orient all beginning teachers to the TEAM program (generally within 45 days from their first day in the classroom).

The TEAM Guidelines require all LEAs to provide an orientation to TEAM which includes, but is not limited to the following: an overview of the TEAM Program requirements, an introduction to TEAM, a review of the district's three-year TEAM support plan, timelines for TEAM completion, including any district specific requirements, and a schedule for district-based support.

All beginning teachers will be given two weeks' notice of a mandatory TEAM orientation. During this orientation they will be provided with an overview of the TEAM program requirements, an introduction to TEAM, a copy of the district's three year support plan, time line for module completions, and any other information they will to successfully complete the program. They will also be notified of the process in which to submit PGAP and module reflection papers.

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 TEAM orientation, all beginning teachers are made aware that the completion of TEAM is mandatory in order to renew their initial teaching certificate. They will be reminded that it is in fact their responsibility to complete the program on time and adhere to district deadlines. Mentors will support beginning teachers through this process but the ultimate responsibility lies on the beginning teacher. The beginning teacher can at any point reach out to the district facilitator with any concerns related to the completion of the TEAM program or the level of support given by their mentor.

Q28.

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

Deadlines are given throughout the school year to ensure the completion of each module. This will allow beginning teachers to stay on track to complete the program by their state issued deadline. This will also allow the district facilitator and mentors to identify along the way if there is risk of non-completion. The district facilitator and mentor can then support and intervene to get the teacher back on track for completion in a timely manner.

Q29.

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

The district facilitator will monitor mentor logs to ensure that each beginning teacher is making adequate progress to module completion with the support of their mentor. Coverage can be provided for opportunities for new learning or collaboration with mentor. In extreme circumstances the administration will be consulted for further steps of support.

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.

This question was not displayed to the respondent.

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 reflection papers are to be submitted in hard copy to the district facilitator. The DF then distributes the papers to in district reviewers (who is not that individual's mentor). The reviewers will use the state provided criteria for successful completion. They will review the paper within 48 hours and return it along with the criteria rubric to the district facilitator. If the paper has passed, the DF will sign the rubric and provide the beginning teacher with a copy (keeping one for the school file). If the paper has not passed, then the DF will redistribute the paper to a second reviewer. If the paper does not pass again based on the same criteria then the paper does not pass and will be returned to the beginning teacher for revision. If the paper passes the second reviewer or does not pass based on different criteria then it will go to a third reviewer for a final decision. All papers that do not pass will be returned to beginning teacher with a copy of the feedback provided on the criteria rubric. They should then make adjustments and improvements before resubmitting the paper. When resubmitted, the DF will give the paper to the most recent reviewer. If the beginning teacher needs more support, the reviewer will offer their guidance and additional support. All reviewers are expected to uphold the integrity of the position of TEAM reviewer and to keep all results confidential. All results will be distributed back to the beginning teacher by the district facilitator only.

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.

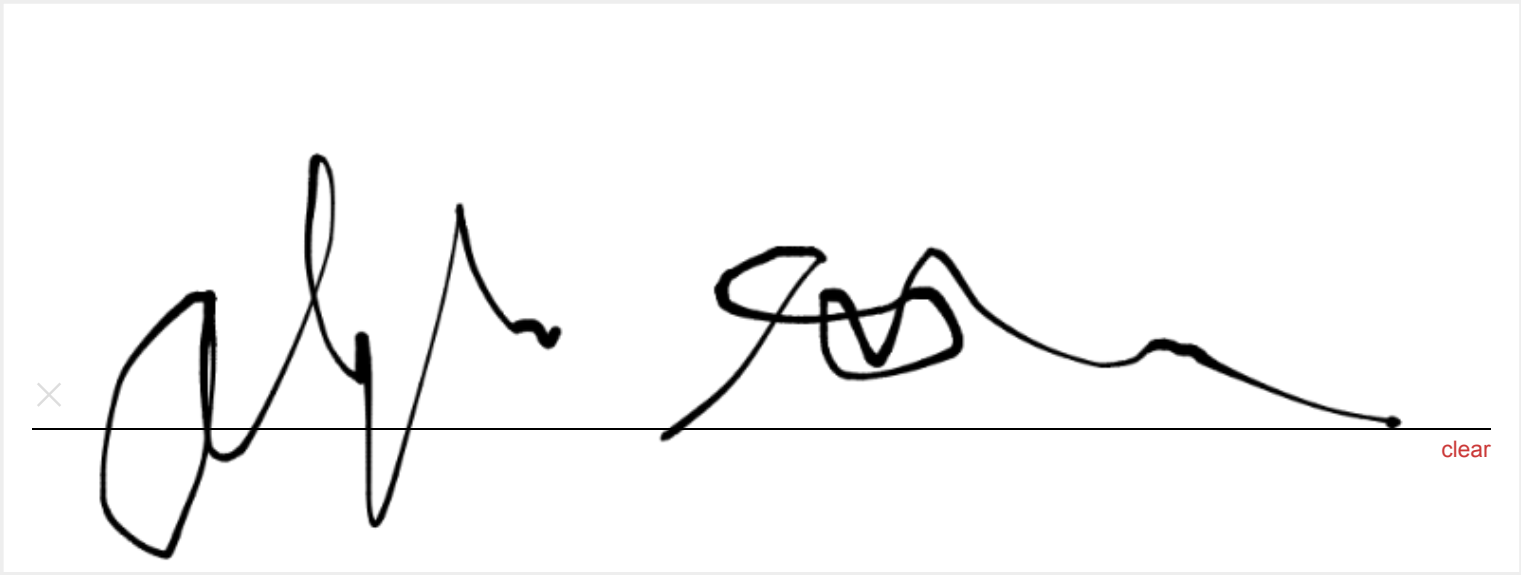
If a teacher disputes the results of a reflection paper review, the beginning teacher must submit a formal complaint in writing to the TCC. Team members who are trained reviewers will meet with the beginning teacher to discuss the review and address questions. If the beginning teacher revises the reflection paper and resubmits the matter will be considered adequately addressed. If the beginning teacher continues to dispute the results, a referral will be made in writing to the CT state department of education for additional review. If a teacher has an issue in regards to the mentor/beginning teacher interpersonal relationship then they may bring this situation in writing to the district facilitator or a TCC member. The committee will then assign another mentor and the information surrounding the dissolution will be kept confidential. When a partnership is dissolved payment to the mentor will be based on the actual hours completed and documentation must accompany all claims.

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.



Location Data

Location: [\(41.604705810547, -72.881301879883\)](#)

Source: GeoIP Estimation

