

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	Ledyard
Superintendent Name	Jason Hartling
District Facilitator (DF)	Kim Pelletier
DF Email	kpelletier@ledyard.net
DF Phone Number	860-464-9255 ext. 5028

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	Kim Pelletier/DF
Name/Role	Nina Bumpus/Teacher/Mentor
Name/Role	Kelly Dahl/Teacher/Mentor
Name/Role	Tia Dudda/Teacher/Mentor/District Reviewer
Name/Role	Stephanie Rainone/Teacher/Mentor/Chief District Reviewer
Name/Role	Jessica Motzko/Teacher/Mentor
Name/Role	Emily Reed/Teacher/Recent Team Graduate
Name/Role	Sarah Rodgers/Teacher/Mentor

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.

No later than October 1 of each year - The District TEAM Facilitator will provide to the Superintendent the current TCC membership, the current number of Beginning Teachers, and the number of modules each is expected to complete. No later than February 1 of each year - The District TEAM Facilitator will meet with the Superintendent to provide an update of TEAM activities, including the progress of Beginning Teachers completing modules. Annually in April/May - The TCC will convene to review and evaluate the District Plan; changes to the plan made at this time would be effective for the following school year.

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:

Kim Pelletier

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.)

The mission of the Ledyard TEAM Program is to promote excellence, equity, and high achievement for Ledyard students by engaging teachers in the purposeful exploration of professional practice through guided support and personal reflection. The goals of the Ledyard 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 Connecticut'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; Support beginning teachers' induction through the lens of Ledyard's Vision and District Goals; and Provide excellent teachers the opportunity to develop as educational leaders.

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.

CHECKLIST:

Ensure substitute coverage for mentors and BTs to participate in activities and modules required in the three year mentoring plan;

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

Communicate regularly with BTs about training opportunities;

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

Coordinate teacher education and mentoring program and teval program 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.

Coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of district plan;

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

Submit 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

Allocated TEAM funding will be used for Mentor Stipends and Professional Development/Training for teachers and mentors

Data system

Mentor/cooperating teacher training

Professional development for beginning teachers and mentors

Allocated TEAM funding will be used for Mentor Stipends and Professional Development/Training for 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

Each May annually

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?

Beginning teachers will be required to write and submit a reflection following the facilitated conversation.

Q24.
Mentors

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

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

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

Teachers will be invited/encouraged to participate in the mentor program based upon years of experience, taking into consideration current certifications, grade levels/content areas taught, and with endorsement from the school principal or district administrators. This endorsement will be based on informal and formal observations and demonstration of instructional leadership within the building or district. Teachers are invited to volunteer to be a TEAM-trained mentor once they have earned a provisional certification; the district facilitator will review all voluntary requests and determine eligibility for training based on district needs. A new teacher will receive a mentor within a month of hire date if during the school year, or during August if hired before the school year begins. Mentors will be selected by the District Facilitator and building principals and assigned to beginning teachers. Mentors assigned will have been a teacher in Ledyard for at least two years. The district intends to seek opportunities to collaborate with surrounding districts and our RESC to provide initial training and updating to mentors and paper reviewers.

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)

TCC encourages mentors and beginning teachers to seek no-cost opportunities to obtain the skills and knowledge to be successful in the classroom, such as teachers, coaches, professional librarians, and other district resources, etc. Beginning teachers and mentors will participate in district Professional Learning opportunities. Online resources to include webinars, videos, journals and those made available on www.ctteam.org. The District Facilitator will maintain a list by module of resources; this list will be posted on the District TEAM page of the website.

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.

The number of mentoring hours for each BT will be monitored by the District Facilitator. Each mentor will record their meeting dates and times in a log shared with the District Facilitator. A list of TEAM-trained mentors will be maintained at Central Office to meet mandated training updates every 3 years. Mentors are responsible for meeting the online update requirements. A list of TEAM-trained paper reviewers will be maintained at Central Office to meet mandated training updates annually. Paper reviewers are responsible for meeting the online update requirements. Possible issues will be addressed by conversations with the BT and Mentor to assist the BT and mentor.

Q25.
Beginning Teachers

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

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

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

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

The district facilitator will meet with new beginning teachers to orientate them to the TEAM program annually at the beginning of the school year, or within 14 days of hire date if hired during the school year.

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 district facilitator, also a member of the LEA, will meet with new beginning teachers and monitor the progress of BTs on the district dashboard to ensure they know the consequences of not completing all TEAM requirements by their deadline date.

Q28.

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

The district facilitator will monitor the progress of BTs on the district dashboard to ensure they are on track to successfully complete TEAM by their deadline dates. All Year 1 Beginning Teachers should complete at least 2 modules by May 15 of their first year of teaching; Year 1 Teachers who begin teaching after November 30 should complete 1 module by May 15 of their first year of teaching. All Year 2 Beginning Teachers should complete the remaining modules by May 15 of their second year of teaching, All Year 3 Beginning Teachers will be scheduled individually based upon their module completion needs. The DF will provide an opportunity to complete Module 5 biannually. Beginning teachers will share the Initial Summary section of their Module Reflection with principals prior to completion of the module Principals will acknowledge receipt of the Initial Summary and when applicable, can provide comments and feedback.

Q29.

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

BT who are not on track to complete their TEAM requirements will have support from the District Facilitator and their mentor via meetings, additional correspondence of emails and phone conversations. Additionally, the district consultants, who are also mentors, can be of assistance to BT who may need some help with content areas.

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

When a reflection paper is completed, the BT alerts the District Facilitator via email. The District Facilitator will assign the completed paper to a district reviewer. The reviewer will comment on the paper, alerting the District Facilitator when the review is complete. The District Facilitator will share the completed paper and the review outcome with the beginning teacher. The district facilitator is responsible for ensuring the confidentiality of paper submissions and review outcomes. A completed paper will be evaluated and returned to the beginning teacher in no less than ten school days. A paper that does not pass on a first review will be read by another reviewer before it is returned to the teacher. The district will maintain a chief reviewer. The responsibility of the chief reviewer is: To break a tie on papers that received conflicting outcomes during the first read. To review papers that are submitted a 2nd or 3rd time after an unsuccessful first attempt. To conference with and coach beginning teachers to successful paper submissions.

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.

Disputes concerning the mentoring module process, feedback on Initial Summaries, or the mentor-beginning teacher relationships will be reported to the TEAM District Facilitator in writing. The District Facilitator may request from members of the TCC, as appropriate, to support mediation in an effort to resolve the concern. This support could include, but is not limited to: review of the mentoring module process by the TCC; discussing concerns with the school principal; or reassignment of mentor/beginning teacher match by the District Facilitator.

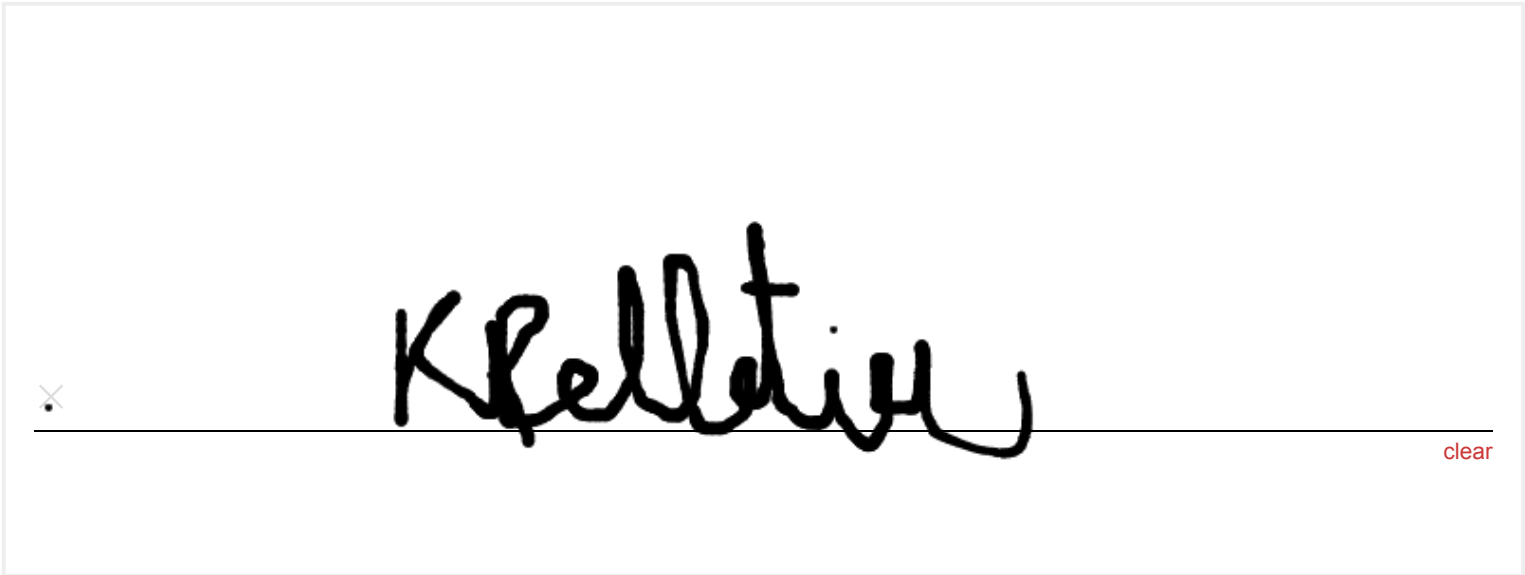
Q39. The TEAM Coordinating Committee (TCC) approved the 2019-2022 Three-year Support Plan for Beginning Teachers and Mentors.

- 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: [\(41.428497314453, -72.061698913574\)](#)

Source: GeoIP Estimation

