

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	Manchester Public Schools
Superintendent Name	Matthew Geary
District Facilitator (DF)	Sinthia Sone-Moyano
DF Email	SINTHIA202@GMAIL.COM
DF Phone Number	2036760567

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	Sinthia Sone-Moyano/HR Director
Name/Role	Kate Dias/MEA President
Name/Role	Heather Elsinger/Improvement Support Specialist
Name/Role	Cathrine Mozzatta/Teacher
Name/Role	Joeseeph Chella/Principal
Name/Role	Althea Barnes/Vice Principal
Name/Role	Theresa Doherty/Teacher
Name/Role	Kathleen Reynolds/Teacher

Name/Role

Robbin Golden/Teacher

Add additional names here:

Katelyn Miner.Principal

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.

2019-2020 School Year meet December 2019 and quarterly thereafter

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:

Sinthia Sone-Moyano

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.)

Build strong equitable district, school, and classroom communities where students and staff feel connected, valued, and respected Create opportunities for open and honest conversations about race, gender, social class, culture and beliefs that lead to equity for all families and students. Ensure all students have access to relevant, meaningful, rigorous, culturally responsive curriculum Provide opportunities for all students to consistently engage in learning that promotes inquiry, problem-solving, higher-order thinking while emphasizing deep understanding and application of knowledge Strategically Recruit & Retain candidates that are representative of student demographic of Manchester Public Schools

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.

This year, each cohort has 4 meetings, before/after school, which revolve around developing the teachers as a whole, and serve as a resource for module completion. If time is needed during the school day the teacher would request release time through their building administrator and a substitute will cover the classroom.

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

Sinthia Sone-Moyano, DF person who disperses information for all team teacher/mentors through google classroom.

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

Planning meeting occurs in July-August and scehdule is determined for training and module completion resources and or training. Meetings occur 4x a year and as an on needed basis with teacher and or mentor.

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

Share district team objectives/goals and schedule for the school year at the August Administrators retreat.

All mentors keep track of their meetings, length, and meeting notes on a google sheets that feeds into a google doc that is reviewed monthly and followed up by administrators/DF.

Schedule of workshops and module resources shared at first TEAM meeting with Mentor/Mentee as well as in google classroom.

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

In the fall the HR Director presents an update of the previous years TEAM program updates to the Superintendent and Board of Education members.

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?

A module 5 google form/reflection sheet is shared and all individuals have to complete

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).

Requirements for mentorship: Tenure in district Provisional/Professional Certificate Recommendation by principals Process for mentor matches: Hire letter/list given to DF She checks certification to determine if TEAM eligible; She reaches out to principal/departments area (unified arts) to ask for mentor matches. Timeline: Beginning of school year: Mid-August, TEAM Mentor match requests are sent to principals for new hires - all mentor matches are made by mid-Sept. Throughout the year: Once hire is processed, mentor match requests are sent to principal - usually within a week, mentor matches are made Mentor matches are made by principals/department heads (unified arts) Mentor Hours: Each mentor has their own mentor log, which is tied back to a main mentor log. All logs are visible to DF and shared through Google Sheets. Mentor hours are monitored throughout the year, and final mentor stipends are issued in April/May

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.

Each mentor is assigned a Google form to track the following: Date of meeting Length of meeting Notes from meeting This form feeds into a TEAM main spreadsheet. Google spreadsheet is monitored monthly and follow up occurs with mentor and adm/ as needed

Q25.

Beginning Teachers

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

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

Q26.

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

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

Year 1 teachers are oriented to the TEAM program during the first of 4 meetings (held mid-Sept). We go over what TEAM is, the module/PGAP process, and why TEAM needs to occur. Modules are done through Google classroom - all reflections are stored there, and a spreadsheet is kept once modules are completed. BT's also receive a signed copy of the rubric used to determine if the paper passes/fails. Manchester uses a reflection paper as a way to demonstrate completion of each instructional module. The Criteria for Successful Completion of a Module is used to determine if all areas suffice, and the teacher as successfully completed the module.

Q27.

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

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

During the teacher orientation of the TEAM program as well as monthly checking with mentor/adm/teacher when an assignment has not been completed. Also, depending on the severity the DF/Human Resources director will meet one on one with teacher and union representation to discuss next steps and expectations.

Q28.

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

Modules are done through Google classroom - all reflections are stored there, and a spreadsheet is kept once modules are completed. BT's also receive a signed copy of the rubric used to determine if the paper passes/fails. All administrators sign off on the reflections as well.

Q29.

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

One on one meeting with DF/Mentor to discuss matter and develop a collaborative plan Meeting with administratr if needed Written plan with dates of follow ups Periodic follow up meetings if 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.

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

In-district review Criteria for successful completion - based on the rubric from SDE - Criteria for Successful Completion of a Module Results are sent through Google classroom; signed rubric is scanned and sent to BT/Mentor via email

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.

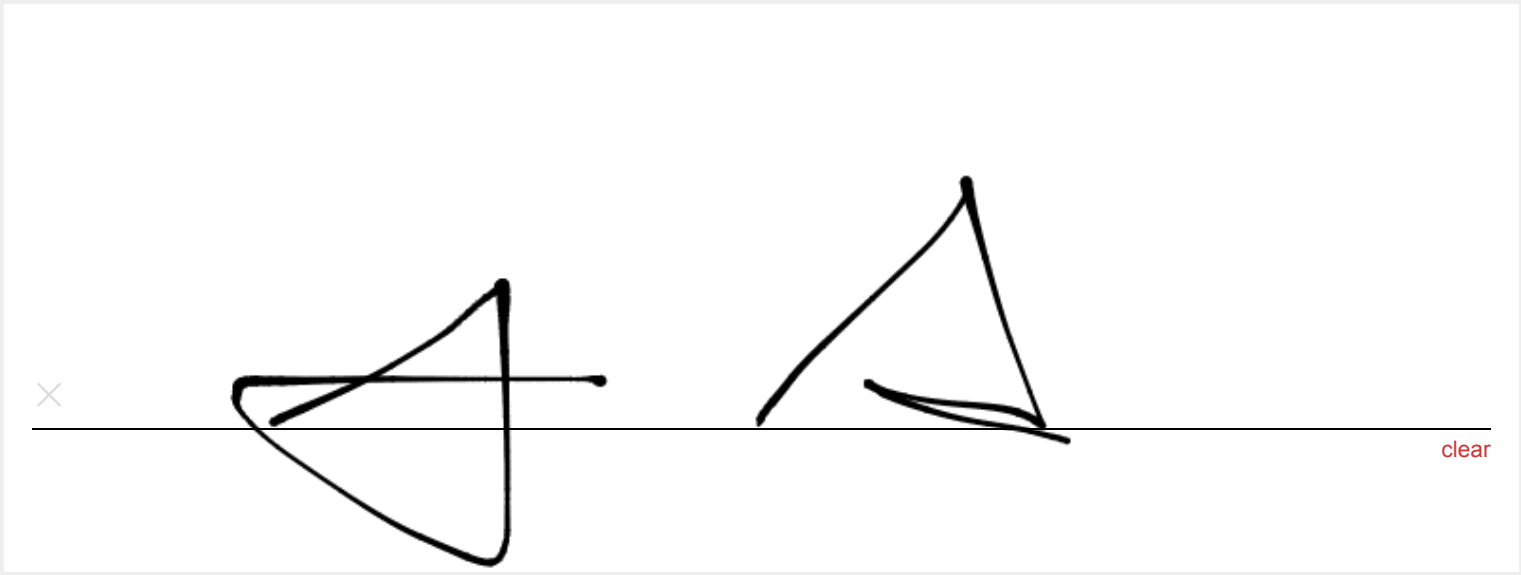
If a teacher feels that he/she may have a dispute, he/she shall first discuss the matter with his/her DF in an effort to resolve the problem informally. 2. If, after such discussion, the teacher is not satisfied with the disposition of the matter, he/she shall have the right to have the Association assist him/her in further efforts to resolve the problem informally with the DF. 3. Written complaint should be filed with DF. 4. If there is no resolution then matter should be heard by the superintendent of schools.

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: [\(41.776000976562, -72.528297424316\)](#)

Source: GeoIP Estimation

