

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	Montville Public Schools
Superintendent Name	Laurie Pallin
District Facilitator (DF)	Dianne Vumback
DF Email	dvumback@montvilleschools.org
DF Phone Number	860-848-1228

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	Mary Jane Dix, Principal
Name/Role	Mary Aledia, Elementary School Teacher
Name/Role	Elizabeth Dorff, High School Teacher
Name/Role	Kathy Gustavsen, Elementary School Teacher
Name/Role	Lisa Kaplan, Elementary School Teacher
Name/Role	Kate McCarney, Elementary School Teacher
Name/Role	Addy Robarge, High School Teacher
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.

The TCC will meet annually each September to: 1.) Monitor development of the Professional Learning opportunities for new teachers 2.) Monitor mentor/beginning teacher support activities 3.) Discuss any issues that may have developed 4.) Ensure the district has an adequate number of mentors and reviewers to meet the needs of new teachers. The District Facilitator will forward reports of the TCC meetings to the administrative team and ensure that issues identified by the TCC are addressed.

**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](mailto: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:

Dianne Vumback, Assistant Superintendent

**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.)*

Our district will administer the TEAM Program by: 1.) Providing initial support training (IST) and professional development to meet TEAM objectives and requirements. 2.) Appointing members to the TEAM Coordinating Committee. 3.) Establishing TCC meeting times and roles and responsibilities. 4.) Collaborating with LEARN to develop a regional review process. 5.) Training teachers/TEAM mentors to act as TEAM reflection paper reviewers and providing a stipend for this work. 6.) Provide mentors and reviewers with update training opportunities. Our district will support the TEAM Mentor Program by: 1.) Identifying and recruiting mentors who meet the established district mentor guidelines. 2.) Scheduling mentor training for selected mentors and providing time and resources to support new mentors. 3.) Identifying and training mentors in each school to ensure every teacher new to the district has a mentor. 4.) Developing a feedback mechanism to monitor program effectiveness. 5.) Providing release time for mentors and new teachers to meet and collaborate. Our district will support new teachers by: 1.) Providing orientation to local initiatives and the TEAM Domains of Teacher Performance. 2.) Developing a professional development schedule to include district-specific training and orientation to the TEAM Modules. Topics may include current technologies to enhance instruction, the teacher evaluation and goal-setting process, SRBI and data team meetings, use of curriculum and learning scales, etc. Our district will identify opportunities to enhance teacher recruitment by: 1.) Maintaining procedures and policies that attract new teachers. 2.) Aligning recruitment procedures with Board policies and district vision.

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.

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.

Annually the District Facilitator will gather this information from mentor-  
teachers logs and conversations and submit a report to the Superintendent.

**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?

By participating in the facilitated conversations, we will have a sign in sheet as well as an exit ticket that will document to the District that the beginning teacher attended.

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 TCC will select TEAM mentors by: 1.) Recruiting new mentors at each school in the spring of each school year. 2.) Rely upon the recommendation of the building principal to determine a candidate's proficiency with building and district initiatives, demonstrated experience, commitment to the goals of the district, and use of data to reflect upon and improve practice. 3.) Ensure the prospective mentor holds a Professional or Provisional Certification and has completed two or more years teaching in Montville. The TCC will ensure that mentors have received appropriate state training (initial training and update training every three years): 1.) At least once annually, the District Facilitator will review the current list of active mentors to ensure that they have attended TEAM initial support training or update training at least within the past three years. 2.) Mentors who need to complete update training will be notified by the District Facilitator and provided with possible options for attending training. 3.) Mentors who do not complete update training before the start of the following school year will be required to seek training prior to being assigned a new teacher. The District Facilitator will identify beginning teachers who need mentors and facilitate the assignment of mentors within 10 days of the beginning teacher's start date. Mentors will be assigned to beginning teachers based on subject area, grade levels when possible.

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.

1.) The District Facilitator will meet with the beginning teacher and mentor to review the use of the TEAM website to enter required elements (PGAPs, log meetings, etc.) during the orientation meeting held at the beginning of the school year, or within two weeks of hire for mid-year hires. 2.) The mentor, building principal, and district facilitator will monitor the beginning teacher's progress in completing the TEAM modules and provide support as necessary. 3.) Mentors will sign a commitment to spend 25 hours annually with the beginning teacher and will keep an electronic log of meetings on the TEAM website. 4.) The building principal will meet with beginning teachers and mentors to facilitate the sharing of professional growth activities, successes, resources, etc. and/or to facilitate/provide professional development related to the induction/support of new teachers. 5.) The District Facilitator, through email, will reach out to mentors/beginning teachers in October and February to ensure that all is going well and to see if there are any questions or concerns about the program, the expectations, their partner, etc. The District Facilitator will request from members of the TCC, as appropriate, to assist with mediation in an effort to resolve the concern, including but not limited to reassigning of mentor/beginning teacher match and/or discussing concerns with the building principal.

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.*

An orientation will be held prior to the start of the school year that will include 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 and other pertinent district specific requirements. Additionally: 1.) All Year 1 Beginning Teachers will complete one module prior to the December holiday break and a second module by May 15 of the same school year. All Year 1 teachers will be invited to a session to complete Module 5 as a group by February of their first year. 2.) All Year 2 Beginning Teachers will complete a third module by December of Year 2 and a fourth module by May 15 of their second year. 3.) All Year 3 Beginning Teachers will be scheduled individually based upon their module completion needs. 4.) Teachers hired mid-year will work with the District Facilitator to adjust schedules accordingly.

**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 orientation, it is stressed that all Beginning Teachers must comply with the timelines for TEAM completion. A thorough review of the consequences, as outlined in the TEAM Program Manual, is done with both the Beginning Teacher and the Mentor. Additionally, close monitoring of progress is done by the District Facilitator and the Building Principal to ensure compliance with the timelines and to introduce supports and interventions if necessary.

**Q28.**

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

Close monitoring of progress is done by the District Facilitator and the Building Principal to ensure compliance with the timelines and to introduce supports and interventions if necessary. This is done through monitoring on the TEAM website - module completions and log entries of meeting times, as well as through email updates sent by the District Facilitators and frequent conversations with the building principal.

**Q29.**

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

Support is provided to all Beginning Teachers who would not be on track to meet their TEAM deadlines. Montville's TCC plan calls for Beginning Teachers to complete the TEAM program within two years and provides the supports necessary to do this. Should a teacher need a third year, extra support would be given that includes: scheduled time to meet with their mentor, professional development, support by the building principal to ensure meeting the TEAM deadline. In the event that extenuating circumstances prohibit the Beginning Teacher from completing TEAM by the third year, and therefore requiring an extension, we would review the reasons for this situation and provide individualized intervention based on need and circumstance.

### 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

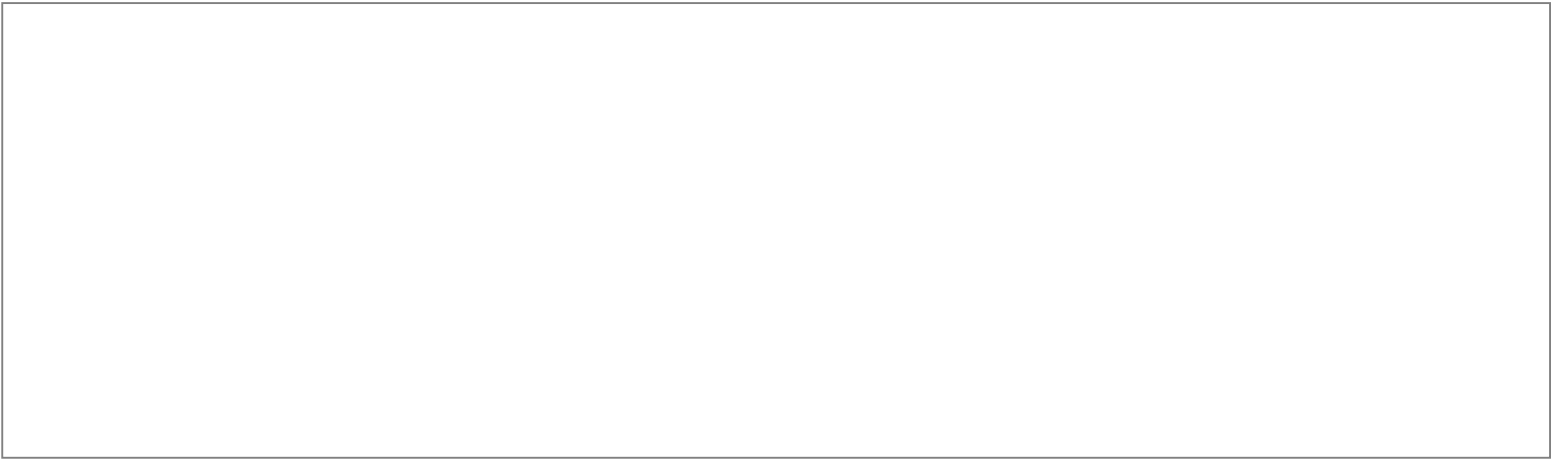
Q36. How will modules be reviewed for successful completion?

- 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



**Q38.** Describe the process that the district will use to resolve internal disputes or appeals, including, but not limited to, disputes concerning the mentoring module process; mentor-beginning teacher relationships, - including a process to dissolve placements, if necessary; module outcomes (if reviewed in-district); and, requests for special accommodations based on disabilities.

The District Facilitator will send an email to all new teachers by October 1 and February 1 of each school year to determine if new teachers have any questions or concerns, especially about the support being provided by their mentors. New teachers will be encouraged to respond to the District Facilitator or their Principal with any concerns or issues to ensure the mentor-matches are effective. Any concerns concerning the mentoring module process, the PGAP or the mentor/beginning teacher relationships should be reported to the District Facilitator or Building Principal. The District Facilitator will request from members of the TCC, as appropriate, to assist with mediation in an effort to resolve the concern, including but not limited to reassignment of mentor/beginning teacher match and/or discussing concerns with the School Principal. Requests for special accommodations due to illness or disability will be submitted to the District Facilitator in writing and will be reviewed by the TCC on a case-by-case basis. Teachers making such requests will be notified of the results of the review within two weeks. Each request must be dated, typed, or printed on official letterhead and be signed by a physician, clinician, or certified evaluator qualified to make the diagnosis. Such documentation must include: a) clear statement of the diagnosed disability or disabilities b) description of the evaluation tests or techniques used c) description of the functional limitations resulting from the disability or disabilities, (identify how the disability limit the ability to complete the job responsibilities) d) current diagnosis e) description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities. Documents must also include: a) the type of accommodations requested b) a description of why these accommodations are necessary c) nature of the teacher's disability d) the date the disability was first diagnosed and the date of the most recent evaluation e) what, if any, accommodations have been received within the past five years of employment



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.*

✕ *Diane J. Lundell* clear

**Location Data**

**Location:** [\(41.467300415039, -72.19059753418\)](#)

**Source:** GeoIP Estimation



The map displays the northeastern United States, including parts of New York, New Jersey, Connecticut, and Massachusetts. A yellow pin is placed over Hartford, Connecticut. Other labeled cities include Albany, Nashua, Boston, Worcester, New Bedford, Bridgeport, and New York.