

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	North Haven Public Schools
Superintendent Name	Patrick Stirk
District Facilitator (DF)	Brian Hutton
DF Email	hutton.brian@northhavenschools.org
DF Phone Number	203-230-5514

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	Brian Hutton: District Facilitator and K-12 Music Coordinator
Name/Role	Patrick Stirk: Superintendent of Schools
Name/Role	Carol Ardito: Teachers' Union President
Name/Role	Christopher McLaughlin: Principal and administrators' union member
Name/Role	Kathleen Drechsler: Teacher (secondary), trained/active mentor
Name/Role	Stacey O'Connor: Teacher (elementary), trained/active mentor
Name/Role	Jen Stewart: Director of Student Services and trained/active mentor

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.

Late August: New teacher orientation to introduce beginning teachers to district, policies, initiatives and mission/vision. Early September: Review/discuss updates to TCC members (as necessary), review with building principals the roster of new teachers, assign mentors and expected module completion dates. Mid-September: Update superintendent and review TEAM procedures and policies including status update of beginning teachers and mentors. Late October: Update TCC and building administrators to include status update of module work, workshops and status of PGAPs. Early January: Assess progress and review plan for Module 5 and other professional resources, also update on status of the fall semester's module work. Early March: Update TCC and building administrators to include status update of module work, workshops and status of PGAPs. Late May: Update TCC to review end of year process with them, module completion and recognize all beginning teachers who have successfully completed all required TEAM modules.

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:

Brian Hutton

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.)

(1) Assign a TEAM trained mentor to beginning teaches to provide them ongoing support with TEAM requirements and to guide their transition from preservice preparation into the profession (2) Cultivate a collaborative, supportive and reflective culture that supports professional growth and learning through semi-annual TEAM module seminars, regular check-on with mentors and beginning teachers to ensure a positive impact on students (3) Recruit and retain teachers to enroll in IST training and become mentors/cooperating teachers (4) Recruit teachers to enroll in IRT training and become trained, calibrated reviewers for in-district paper review to accommodate increased numbers of beginning teachers in district

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.

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?

Beginning teachers will complete a survey on the TEAM Dashboard

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).

North Haven teachers with a minimum of five years' experience and at least 3 years' experience in the district will be invited and encouraged to apply to be a mentor by an invitation from building principals in conjunction with the District Facilitator. Veteran teachers who are new to the district, and have previously served as a TEAM mentor, may be also be considered eligible. Mentors will be able to serve as both mentors and cooperating teachers. New mentors, or those whose previous credentials have expired, will be directed to attend and fully complete TEAM Initial Support Training. The District Facilitator (DF) will ensure that all mentors are trained and their credentials updated every three years. At least once annually, the DF will review the current list of active mentors to verify they have attended IST training and/or completed Update Training within the past three years. Mentors who are close to their expiry date, or who have recently expired will be notified by the DF and then given options to renew. Teachers who are not current, or have not attained the proper credentials, will be removed from the eligibility list and will be required to complete IST training to be reinstated. The DF, along with building administrators will pair mentors with beginning teachers. Decisions will be based on their building assignment and subject area/grade level. Professional development workshops/seminars will be provided to mentors and beginning teachers during the school year to continue the development of best practices, collaboration, and professional growth/reflection.

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.

The District Facilitator will monitor mentoring hours via the TEAM Dashboard's Beginning Teachers Monitoring tab. Mentors are responsible for entering their hours through their dashboard for beginning teacher approval. Mentor hours are monitored regularly and the DF communicates directly with mentors and beginning teachers to guide their progress.

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.

Beginning teachers will attend a general TEAM orientation meeting as part of the district's new teacher orientation process. Within the first 45 days of school, mentors and beginning teachers will be paired and then both of them will attend detailed follow up meetings. During these meetings, the DF will introduce and collect two-year support plans and begin the process of developing Professional Growth Action Plans (PGAPs). The PGAPs will be submitted to their immediate supervisor for approval for each module. The supervisor will review the PGAP and may meet with the teacher and mentor as needed, and then sign off on the PGAP. These meetings will also include a detailed seminar that is specific to the four different TEAM modules. In addition, the DF will share the role of the TCC in the process, and discuss the consequences of not meeting TEAM deadlines or requirements. The DF will guide beginning teachers and their mentors through module timelines. Reminders and tips/recommendations will be provided electronically. Open lines of communication between the DF, beginning teachers, mentors and administrators will be maintained. The DF will monitor required electronic postings, the submission of Module reflection papers, and overall progress toward successful completion of modules as indicated in the two-year support timeline.

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 DF will provide a clear description of timelines and due dates to mentors and beginning teachers. Timelines and consequences for non-compliance are communicated at the new teacher orientation, and during each module professional development seminar.

Q28.

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

The DF monitors progress via the TEAM dashboard. Mentors are also responsible for monitoring beginning teacher progress and ensuring they are fully engaged in the “Collect, Analyze, Process, Act” cycle.

Q29.

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

The DF will work with individual beginning teachers, their mentor and immediate supervisor to ameliorate any concerns whenever possible before they become problematic. If a beginning teacher is not able to stay on track to complete TEAM by their deadline dates, a meeting will be taken with the teacher, the mentor and immediate supervisor to discuss professional responsibilities and reinforce the consequences of noncompliance. This level of support is communicated to beginning teachers and their mentors during each professional learning seminar for every TEAM module.

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

Written module reflection papers will be read by the DF or designee(s). Whenever the DF assigns a paper to a trained and currently certified reviewer, the paper will only be from a teacher with whom the individual does not mentor or supervise to ensure confidentiality. The DF will consider the building assignment, grade levels and teaching assignments of beginning teachers when assigning to a reviewer. All reviewers must evaluate written papers to the standards set forth by TEAM and the State of CT. Teachers are able to resubmit any paper that is deemed not to meet standards. All results are communicated both through the TEAM dashboard and via direct 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.

(1) Concerns about an individual mentor or a teacher/mentor pairing should be communicated directly to the District Facilitator (DF). (2) The DF will contact the mentor and beginning teacher to discuss the concern in order to determine an amicable resolution. If this is not possible then the beginning teacher's immediate supervisor (or central office official, if warranted) will be brought in to assist in mediation efforts to find an amicable solution. (3) If an amicable solution is not reached, the building administration in, conjunction with the DF, may decide to dissolve the mentor/teacher pairing. Reasons for dissolution may include: (a) assignment out of building/subject area; (b) lack of professional behavior (as determined by CSDE Code of Professional Responsibilities); personal health reason where health or means of accommodating health concerns create a hardship; or (d) a personal or family consideration. (4) If placement is dissolved, the DF will work with the building administrator to assign another mentor. The DF will determine pro-rated stipends according to time served as a mentor.

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.

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Location Data

Location: [\(41.386901855469, -72.860397338867\)](#)

Source: GeolIP Estimation

