

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	Norwich Free Academy
Superintendent Name	David Klein
District Facilitator (DF)	Ross Sward
DF Email	swardr@nfaschool.org
DF Phone Number	8604255790

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	Shannon Andros (Teacher)
Name/Role	Colleen Caulfield (Teacher)
Name/Role	Tracey DeDonato (Principal)
Name/Role	Linda Farinha (Teacher/Department Head)
Name/Role	Sandra Miller (Teacher)
Name/Role	Michael Murphy (Teacher)
Name/Role	Abigail Piacenza (Teacher)
Name/Role	Ross Sward (Principal)

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 plans to meet at least twice a year, roughly once per semester. They will also meet with central office personnel, principals, and mentors at least twice a year. Additional meetings will be scheduled as needed/when necessary.

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:

Ross Sward

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 TEAM program complements the New Teacher Orientation program conducted at NFA, which involves a three-day summer induction and monthly meetings. NFA's objective is to help all teachers improve their practice so that we are constantly enhancing the delivery of instruction in order to help students achieve at consistently high levels. We engage in regular professional development activities both by department and as a faculty. In addition, we provide teachers with opportunities to develop their leadership abilities as committee chairpersons and/or administrative interns. We provide tuition reimbursement to teachers pursuing advanced degrees, and we offer various off campus professional growth activities such as TESOL certification. In short, NFA is supportive of expanded learning opportunities.

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?

The teacher leader panel facilitator will notify the District Facilitator that the beginning teacher has completed Module Five.

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).

At NFA, the department heads select mentors from the available mentors in their department. Department heads will continue to make the mentor/beginning teacher matches with consideration to an equitable rotation of mentors and the department heads' views on the intangibles that would help make a good fit for the pair. Additionally, department heads will consider the interest of potential mentors as expressed by department members during an annual informal poll of all trained members in each department. Potential mentors will have an opportunity to meet with the new teacher prior to committing to a pairing. The Curriculum Office keeps a list of trained mentors in the school and shares that list with department heads annually. All faculty members are made aware of training opportunities to become certified as a mentor and are encouraged to pursue the training. The Curriculum Office reminds faculty members to update their training when necessary. The school goal is to have as many faculty members trained as 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)

NFA encourages, supports, and pays for faculty members to attend various professional development workshops/opportunities that aim to guide them in developing and/or enhancing best practice and essential content knowledge.

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's expectation is that mentors and beginning teachers log their support hours on the State of Connecticut website. The District Facilitator will monitor the log of hours on the state website to ensure that mentors and beginning teachers are participating in the process. Any issues will be addressed with both parties by the District Facilitator.

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 conducts a two-day summer orientation program for beginning teachers. The District Facilitator meets with all beginning teachers to explain all aspects of the TEAM program, including but not limited to the TEAM program requirements, a review of the district's three-year TEAM support plan, and timelines for TEAM completion. Continued support is provided through monthly meetings with the District Superintendent and/or District Facilitator.

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 explains the consequences of not completing all TEAM requirements by their deadline date at his meeting with beginning teachers in the Fall.

Q28.

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

The District Facilitator creates and shares a spreadsheet that outlines deadline dates. There is consistent communication and collaboration (check-ins) between TCC members, mentors, and beginning teachers.

Q29.

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

Mentors and Department Heads work in collaboration with the District Facilitator to provide appropriate support to teachers who are not on track to complete TEAM by their deadline dates.

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

The District Facilitator will monitor module completion. He/she will appoint trained readers to review each reflection paper according to the state's criteria: Development of New Learning; Impact on Practice; Impact on Students. If a teacher does not meet the criteria for successful completion, a second and, if necessary, third reading will take place. If the paper is deemed unsuccessful, the reviewer, District Facilitator, and/or a member of the TCC will meet with the teacher's mentor to explain and discuss the areas in need of improvement. The mentor will then meet with the beginning teacher, and the District Facilitator will set a date for resubmission. The results will be communicated in writing with teachers.

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 and/or module outcomes should be brought to the attention of the District Facilitator, who will meet with the TCC to determine a solution. In the case of a mentor/mentee match in which either party is struggling with the pairing, the problem will be brought to a third party (Head of Department, Principal, or TCC member) to help resolve the issue. If the issue continues to be problematic, it should be brought to the District Facilitator for final resolution. Mentor placements will be dissolved at the request of either party. If the relationship ends, the Head of Department will be asked to appoint a suitable replacement mentor. Unless they specifically request it, teachers will not be removed from the pool of eligible mentors unless and until at least three problematic pairings have been documented. Requests for special accommodations need to be submitted in writing to the District Facilitator so that appropriate arrangements can be made.

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: [\(41.536193847656, -72.083297729492\)](#)

Source: GeoIP Estimation

