

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	Putnam
Superintendent Name	Daniel P. Sullivan, III
District Facilitator (DF)	Donna Maynard
DF Email	maynardd@putnam.k12.ct.us
DF Phone Number	860-963-6900

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	Monica Giglio-Kasper, Co-chair
Name/Role	Teri Bruce, administrator
Name/Role	Shane Donahue, teacher
Name/Role	Erin Doran, teacher
Name/Role	Kayla Morey, teacher
Name/Role	Jason Altieri, teacher
Name/Role	Pam McDonald, teacher
Name/Role	Odena LaFreniere

Name/Role

Jackie Vetrovec, administrator

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.

Yearly end of year meeting to take place the third Tuesday of may.

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:

Donna Maynard

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 Putnam Public Schools will put plans and services in place to identify and support social and emotional needs, including ensuring equity among all students. ensure that all classroom educators and support staff share responsibility of struggling learners; develop teachers who are reflective practitioners, able to critically assess their practice against CT's teaching standards, and are committed to continuous professional learning; and Provide all beginning teachers with the support they need to develop as effective educators.

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.

Beginning teacher and mentor agree that the mentee should observe a colleague. They present the date/time to the building principal, on our current PD Request green form, who will ensure the substitute coverage.

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

Teachers are encouraged to attend training opportunities outside of the district. Teachers complete our current green Request for Professional Development form.

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

When the DF meets with beginning teachers prior to the start of their first year in district, it is stated clearly that linkages should be made. Teachers must develop their own Personalized Learning Plan and it makes sense to align new learning needs with those in Team.

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

Ample time is given. For those that continue to struggle, time has been given during the school day for beginning teachers to work on their reflection papers.

- 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

The first Wednesday in May every year. All first year teachers are highly encouraged to attend that session.

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?

Teachers must sign in during the module training. They then complete the standard questions in the TEAM platform.

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).

1. Teachers may request to become a mentor. Administrators determine if they have tenure and have the necessary skills, based on observations, to serve as a mentor. 2. Administrators encourage specific teachers to become mentors. 3. Several staff members in Putnam are trained as mentor trainers so they will teach the course.

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.

Monitoring is done through the TEAMS DF dashboard. Meeting logs must be maintained.

Q25.

Beginning Teachers

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

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

Q26.

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

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

The District Facilitator will:

- Conduct and introduction to TEAM during the new or beginning teacher orientation prior to the start of the school year.
- Ensure mentor/beginning teachers are working together by monitoring electronic Beginning Teacher and Mentor Meeting Logs at least four times a year.
- TCC will meet in June to monitor required electronic postings, the submission of Reflection Papers, and teachers' progress toward successful completion of modules indicated in their two-year plan timeline.
- The expectation is that TEAM is completed in two years. However, in the event that someone is unsuccessful or has extenuating circumstances, all five modules must be completed in three years from the start date. Teachers who are in years two and three will receive a letter reminding them of their mentor, or change of mentor, and will be reminded of dates. Beginning teachers and their mentors will receive notice of inaction on TEAM modules. A meeting will then occur to determine obstacles and set up a plan of action. Guidelines are as follows:

Completion Year One Teachers 1st Module completed by third Thursday in December 2nd Module completed by first Thursday in May  
Completion Year Two Teachers 3rd Module completed by third Thursday in November 4th Module completed by third Thursday in February  
Module 5 for year one and two teachers: A facilitated conversation first Wednesday in May.

**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.*

Beginning teachers are told this during their orientation to TEAM. It is mentioned again during Module 5 training. Beginning teachers are sent warning letters when it becomes apparent that the timeline is in jeopardy. At this point, the DF has become the new mentor to the beginning teacher.

**Q28.**

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

DF signs in to the TEAM site monthly if not more. Committee will meet in June to review Beginning Teachers' progress. Dates are checked by monitoring from the system. Reminders and congratulations are sent to teacher regarding their status in June of each year.

**Q29.**

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

1. Teachers are given a warning letter. 2. A meeting is set up to determine obstacles and brainstorm solutions. 3. When a beginning teacher is in his/her third year, the DF becomes the mentor to ensure all modules get completed. 4. Communication occurs weekly.

### 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

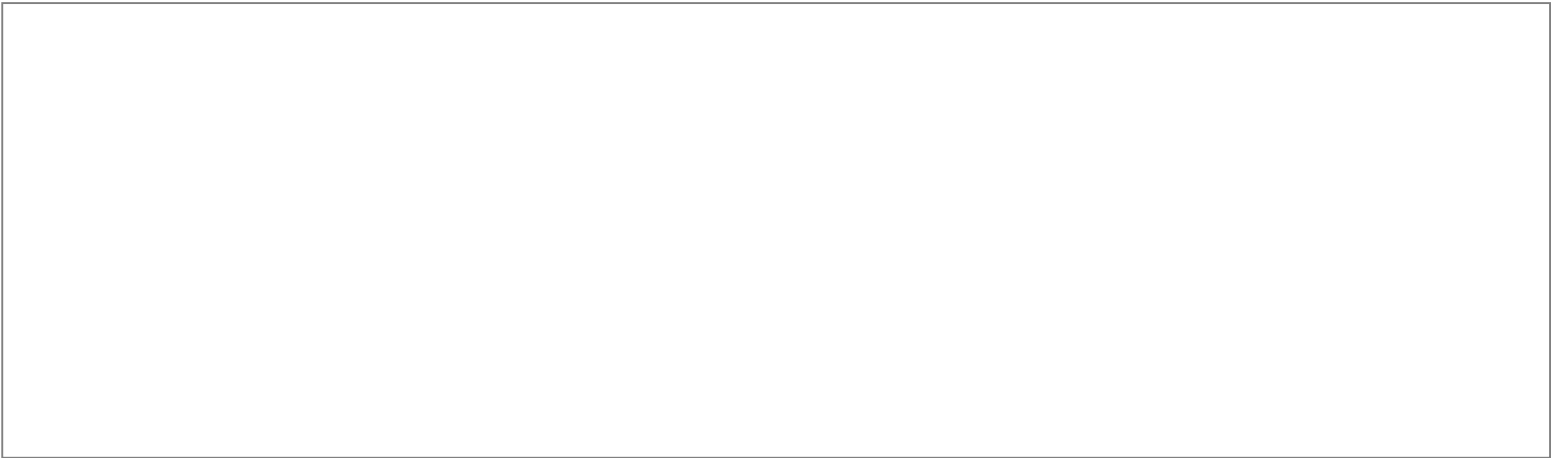
Q36. How will modules be reviewed for successful completion?

- 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.

Parties requesting resolution of disputes or appeals will submit concerns in writing to the District Facilitator Subcommittee will review requests, meet with individuals (if necessary) and make recommendations for resolution to District Facilitator, who will notify parties involved District will follow procedures established for Regional review of papers that do not meet successful completion standard. If after following procedure, a beginning teacher still has a dispute the District Facilitator will request that the Regional review committee review the most recently submitted reflection paper. Special Accommodation Requests Requests for accommodation will be submitted to the District Facilitator in writing and will be reviewed by the TCC on a case-by-case basis. Requests must include: Type of accommodation requested \* Description of why accommodation(s) are necessary \* Nature of disability \* Date the disability was first diagnosed and the date of most recent evaluation; and \* What, if any, accommodations have been received within the past five years in employment Teachers will be notified of result of review in writing. Each request must be dated, typed or printed on official letterhead and signed by a physician, clinician or certified evaluator to make the diagnosis (include information about license or certification and area of specialization). Such documentation must include a: \* Description of evaluation tests or techniques used \* Description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities); \* Current diagnosis i.e., completed within the last five years for learning disability, last six months for psychiatric disabilities or within the last six months for physical disabilities/illnesses (these currency requirements may be waived upon a showing of the continuing relevance's of older documentation) \*Description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities





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.*

✕  clear

**Location Data**

**Location:** [\(41.869705200195, -71.982002258301\)](#)

**Source:** GeoIP Estimation

