

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	Amity Regional School District No.5
Superintendent Name	Dr. Jennifer Byars
District Facilitator (DF)	Dr. E. Marie McPadden
DF Email	marie.mcpadden@amityregion5.org
DF Phone Number	203-397-4812

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	Cara Haas, Induction Facilitator and TEAM Reviewer
Name/Role	Caroline Hanney, Induction Facilitator and TEAM Reviewer
Name/Role	Kristin Yeakle, Induction Facilitator and TEAM Reviewer
Name/Role	Marissa Altimari, AEA Union Rep and TEAM Reviewer
Name/Role	Neil Holt, Asst. Principal
Name/Role	Thayer Doyle, Asst. Principal
Name/Role	Monica Kruezer, AAG Rep
Name/Role	District Trained Mentors

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 at least three times per year to review activities and progress related to teachers in the TEAM Program. Monthly updates are provided to the Superintendent by the District Facilitator. Communication to building leadership include bi-monthly level conversations between building administrators and the District Facilitator.

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:

Dr. E. Marie McPadden

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.)

A. Program Support: Provide Mentor Training Communicate mentor update training to existing mentor teachers •Provide initial training for new mentors •Provide reviewer training as per state TEAM mandates and TEAM members •Develop resource list for TEAM Teachers (Marzano, Pickering, CCT, CALI, Charlotte Danielson, Lemov) B. Establish a collaborative and supportive culture which supports the professional growth of teachers and ensures student achievement. •Identify induction facilitators for each building •Develop new teacher orientation day •Provide ongoing professional development support workshops for beginning teachers/mentors •Provide release time for new teacher/mentor to conference and for new teacher to observe master teacher •Match mentor and beginning teachers •Mentor assignments will be reviewed by October 1st C. Provide on-going systematic professional learning around the following to develop the attributes needed to be a reflective practitioner •CCT Performance Profiles (SDE) •Enhance professional practice by reading such authors as Charlotte Danielson, Deborah Pickering, Doug Lemov •Classroom Management that Works (Marzano) •Connecticut Accountability for Learning Initiative (CALI) •Critical Thinking (Bloom's Taxonomy) •Teach Like a Champion (Lemov)

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.

Plan is reviewed and revised annually as necessary by the TCC and the District Facilitator who is also the Director of Curriculum and Staff Development.

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?

Attendance at the session and the teachers log it into 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).

Identification: •Teachers will be invited/encouraged to participate in the mentor program based upon years of experience, subject area expertise and professional development training. The application process will involve the completion of a district form, (Application Form for Participation in the Cooperating/Mentor Teacher Project) and a sign-off by the department head/content leader and the building principal. The completed application will be submitted to the district facilitator. Preparation: •The district also intends to seek opportunities to collaborate with surrounding districts and EASTCONN to update mentors on best practices and essential knowledge. Current mentors will attend or complete the on-line Mentor Update Training in the 2018-2019 school year. Newly appointed mentors will be provided with Initial Support Teacher Training. Selection of TEAM mentors by TCC includes: •reviewing the candidate's application that includes a resume and recommendation of building principal and if appropriate, supervisor; •considering the candidate's knowledge of the CCT, Conversation Points BEST SDE, writing a personal growth plan and using data to reflect upon and improve professional practice; •considering the candidate's teaching experience and ability to successfully work with adult learners; •considering the candidate's recent, successful experience in the TEAM Program, mentoring beginning teachers and/or serving as a cooperating teacher; and •considering the candidate's demonstrated experience and commitment to the goals of the district. •Teachers will be selected by the TCC and assigned to beginning teachers as closely matched to grade level and teaching assignment as possible. It is the district's goal to encourage participation as a means of enhancing teachers' own personal development. •When at all possible proximity of actual teaching rooms should be strongly considered.

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)

Professional growth of mentors reflects the district initiatives and includes: • Successful completion of Initial Support or Update TEAM training. • Data Driven Decision Making/Data Teams • High-Yield Effective Teaching Strategies (Marzano, Pickering, Pollock) • Classroom Management That Works (Marzano, Marzano, Pickering) • Connecticut Accountability for Learning Initiative (CALI) modules • Coaching model from Mentoring Matters: A Practical Guide to Learning Focused Relationship (Lipton, Wellman) • Teach Like a Champion (Lemov) • Atlas Resources We also have a professional resource library in the District Curriculum Office for teachers and mentors to access.

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.

We monitor mentoring hours through the TEAM Dashboard periodically throughout the year. We also have three "check-ins" per module to ensure ongoing mentor support and review of reflection papers before submitting to the in-house scorers.

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.

All new teachers attend an two-day orientation prior to the opening of school. As part of this orientation, teachers are provided and overview of the TEAM Program requirements. Additionally, within the first few weeks of school, all new teachers and their mentors are required to attend an introduction to TEAM, a review of the District's three-year support plan, timelines for TEAM completion, and are given a schedule for district-based support. If teachers are hired after the beginning of the school year, the meetings are done on an individual basis.

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.

Annually, teachers and their mentors complete and sign a Beginning Teacher Support Plan Timeline to ensure that they will be able to advance their initial educator certificate to the provisional certificate. The TEAM Program Manual is reviewed which outlines beginning teacher entry and completion dates as well as the consequences for not successfully completing all five modules.

Q28.

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

Timeline for module completion: •A module must be completed by December 7th •Another module must be completed by April 5th •Another module must be completed in Year 2 by December 7th •Another module must be completed in Year 2 by April 5th •Module 5: Professional Responsibilities and Teacher Leadership – will be completed in Year 1 Date before the month of November - All Year 3 beginning teachers will be scheduled individually based upon their module completion needs. - Teachers hired mid-year will work with District TEAM Facilitator to adjust schedules accordingly. - The beginning teacher may resubmit reflection papers an unlimited number of times but may not begin a third module without the successful completion of the previous two. - Teachers who do not successfully complete all five modules by the end of three full years in TEAM for Category I teachers and two modules within two full years for Category II teachers, and who not receive an approved extension of time, will not be eligible for an extension of their initial certificate and will not be eligible to advance to the provisional certificate.

Q29.

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

There are specific dates for three check-ins per module distributed at the beginning of the year of new teachers and mentors. The District Facilitator is in constant communication to remind teachers and mentors to meet individually or in small groups per building to support keeping the new teacher on track for meeting deadline dates. Interns and bench substitutes will be used to provide release time for mentors and mentees to observe each other. It is the district's expectation that mentees will observe a master teacher's class at least two times a year. Each beginning teacher will be given one day of release time per module for preparation. District facilitator will purchase resources to maintain TEAM three-year support plan. In-house professional development training (provided by ACES, other consultants, or in-house staff; topics would include mentor update training, reviewer training, mentor support training, and additional beginning teacher training) Funds for outside conferences to support beginning teacher PGAPs.

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

1. Assigning papers for review – the District Facilitator will collect reflection papers and assign papers to committee members 2. Establishing and monitoring timelines – the District Facilitator will assign a pair of reviewers for each reflection paper and the reflection paper will be reviewed within a two week window from receipt of reflection paper from the District Facilitator 3. A third reviewer will be assigned if the pair of reviewers cannot agree on successful completion 4. Reviewers will submit papers with feedback to the District Facilitator and the District Facilitator will notify the Beginning Teacher within one week of receiving the reflection papers from reviewers 5. The District Facilitator will convene a meeting of the reviewers upon receipt of the reflection papers from the Beginning Teacher If a paper does not meet the successful completion standard •the District Facilitator will meet with Beginning Teacher and mentor to review the feedback and establish a new timeline for completion of successful reflection paper •the beginning teacher may resubmit reflection papers an unlimited number of times but may not begin a third module without the successful completion of the previous two. Assuring confidentiality 1. All papers will be assigned for review with the teacher’s EIN number 2. All reviewers will attend TEAM update training 3. A review of procedures to assure confidentiality will be conducted each year 4. Each reviewer will sign an agreement assuring confidentiality and consequences of a violation will be discussed at that time 5. Stipends will be issued through payroll and approved by District Facilitator for all reviewing conducted outside of the school day. The rate will be an hourly rate based on district curriculum writing rate.

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.

A. Steps in procedure for dissolving mentor placements: 1. Concerns about an individual mentor, cooperating teacher and/or mentor and beginning teacher matches should be placed in writing to the District Facilitator. 2. The District Facilitator will contact the building administrator and/or a member of the TCC, or university supervisor to assist in the mediation and possible resolution of concern. 3. If resolution cannot be reached, the District Facilitator will work with the building administrator to determine additional strategies for possible resolution or consideration of dissolution. Reasons for dissolution may include: a. Practicability – assignment out of building/subject area b. Illness – health or prescriptive measures for curing health problems create a hardship c. Personal – family considerations 4. The District Facilitator will notify parties concerned of decision to dissolve placement or not. 5. If placement is dissolved, the building administrator works with TCC to assign another mentor; TCC will determine if mentor qualifies for partial/entire mentor stipend. B. Steps in procedure for removal of teacher from current official mentor list: 1. The TCC will decide upon the matter of removal based upon the following standards of performance for mentors a. Guiding mentees through the successful completion of module process b. Attendance at required district/building meetings; update trainings; PD workshops c. Electronic mentor logs are submitted and reflect required contact hours with mentee; summaries of meetings are focused on respective module d. Demonstrating professional behavior reflecting support of the district’s goals. 2. TCC members review the district list of mentors annually to identify who is current in participating in initial support/update training and to identify any patterns of mentor performance (inappropriate or ineffective use of mentoring time) that would warrant removal from the active mentor pool. If concerns exist, the mentor will have an opportunity to discuss them with the DF to determine if the concerns can be reconciled through the support of the TCC (as needed). Describe the process that the district will use to resolve internal disputes or appeals. A. Disputes concerning the mentoring module process, the PGAP or the mentor-beginning teacher relationships will be reported to the District TEAM Facilitator in writing. The DF will request assistance from members of the TCC with mediation in an effort to resolve the concern. This would include, but would not be limited to: re-assigning of mentor/beginning teacher match, discussing concerns with the school principal, and referring the situation to the Superintendent. B. Requests for special accommodations will be submitted to the District TEAM 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 (include information about license or certification and area of specialization). Such documentation must include: · a clear statement of the diagnosed disability or disabilities; · a description of the evaluation tests or techniques used; · a description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities); · a 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 of older documentation); and · a description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities. · the type of accommodation(s) requested; · a description of why the(se) accommodation(s) are necessary; · the nature of the teacher’s disability; · the date the disability was first diagnosed and the date of the most recent evaluation; and · what, if any, accommodations have been received within the past 5 years in 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.



Dr. E.M. McFadden

clear

Q41. Superintendent's or Designee's Signature



Dr. S. McFadden

clear

Location: ([41.281494140625, -73.028701782227](#))

Source: GeolIP Estimation

