

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.

District Information

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|---------------------------|-------------------------------|
| Name of District | Regional School District 08 |
| Superintendent Name | Dr. Patricia Law |
| District Facilitator (DF) | Dr. Penny Bryzgel |
| DF Email | penny.bryzgel@rhamschools.org |
| DF Phone Number | 860-228-9474 |

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:

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|----------------------------|---|
| Name/Role | Dr. Patricia Law - Superintendent |
| Name/Role | Dr. Penny Bryzgel- Assistant Principal, RHAM High School/District Facilitator |
| Name/Role | Dr. Michael Seroussi - Principal RHAM Middle School |
| Name/Role | Christopher Mader, Assistant Principal, RHAM High School |
| Name/Role | Carri-Ann Bell - Assistant Principal, RHAM Middle School |
| Name/Role | Margaret Clifton - RHAM High School, RHAM Education Association Representative |
| Name/Role | Candy Buebendorf, Trained and Active Mentor - RHAM High School |
| Name/Role | Jennifer Stahl - Trained and Active Mentor - RHAM High School |
| Name/Role | Karl Jancis, Trained and Active Mentor - RHAM Middle School |
| Add additional names here: | Amy Golas, Trained and Active Mentor - RHAM Middle School Kimberly Kane, Trained and Active Mentor - RHAM Middle School |

Describe the timeline for the TCC to meet. Include in the plan when the TCC will meet with central office personnel, principals and mentors.

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| The TCC meets 3-4 times throughout each school year. All members including central office personnel, principals and mentors attend each meeting. |
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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. Penny Bryzgel

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.

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. Provide beginning teachers with the support they need to develop as effective educators New teacher orientation (2 days in the summer before the start of school) -New teacher meetings once a month -Module 5 meetings (3 in the spring) -Substitute coverage provided so they can observe other classes -Self-directed and collaborative PD opportunities specific to the teacher's needs and his/her students' needs. -Promote and model on-going professional learning and reflection for teacher growth. 2. Ease the beginning teacher's transition into the teaching profession in order to retain effective teachers -District SEL programming to support teachers and students and to create a positive school climate -Provide new teachers with a new teacher checklist that provides them with things to know and do as a new teacher -Emotional check-ins with new teachers 3. Develop teachers who are reflective practitioners, able to critically assess their practice against CT's teaching standards, and are committed to continuous professional learning - Monthly TEAM mentor and mentee meetings (part of monthly new teacher meetings) -New teacher orientation to TEAM process and consistent sharing of TEAM resources throughout the school year. -Module 5 meetings (3 in the spring) -Mentor/mentee time provided for collaborative reflection 4. Cultivate an understanding of the professional responsibilities of an educator -New teacher orientation presentations -Module 5 meetings (3 in the spring) -New teacher meetings (monthly) 5. Foster collaborative learning communities for all educators -Monthly department meetings -Faculty meetings -Mentor/mentee meetings -Daily collaboration time every day during lunch/collaboration period -Collaborative professional development (7-12) 6. Provide excellent teachers the opportunity to develop as educational leaders -Promote teacher presentations during PD -Provide multiple opportunities to participate in various school/district committees -Promote teachers to become TEAM mentors -Build and utilize individual teacher expertise

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; take steps to make time available, as needed, to help teachers achieve the goals of their mentoring plans;
4. coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan; and
5. submit annual report on mentor-teacher activities to the superintendent or director for review and approval.

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.

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

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.

Who will facilitate Module Five?

- The District Facilitator
- Human Resource Director
- Central Office Administrator
- Building Administrator
- Teacher Leader

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

How will Module Five be structured?

- Beginning teachers only
- Beginning teachers and their mentors
- Beginning teachers, mentors and experienced staff
- Other

How will teachers document the completion of Module Five?

They will go into the TEAM portal and fill out the Module Five Questionnaire. Attendance at the Module 5 Trainings will be taken as well to prove completion.

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.

Describe the criteria and process used to recruit and select mentors who meet the statutory criteria (see above).

April 1st of each year, all teachers will be emailed a letter with a link to the TEAM application. The letter provides teachers with the opportunity to apply to become a TEAM mentor if they are interested. The TCC will review each application in the spring and then respond back to all applicants. Selection of TEAM Mentors by TCC will be based on consideration of these attributes: -A minimum of four years of teaching experience in CT and at least one year of experience at RHAM -Recent, successful experience in the TEAM program - Demonstrated experience and commitment to the education profession and RHAM community -Recommendation by the building Principal or Director of Special Services -Prospective mentors should submit an application that will be first reviewed and approved by the building principal and then the TCC Committee

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).*

Beginning teachers are assigned a mentor within 30 days of hire.

- Yes
- No (Explain)

All beginning teachers are matched with a mentor according to the following criteria (select all that apply):

- Grade level
- Content Area
- Proximity
- Needs
- Other

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

Describe any additional professional development opportunities provided by the LEA to mentors to address further development of best practice and essential content knowledge. (Optional)

Mentors will be notified of relevant trainings as they are offered.

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.

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 LEA monitors the hours logged in the TEAM portal. If hours are not up to date, the mentor and mentee will be notified. Each month there is a meeting with mentors and mentees, and progress is updated. If progress is not being made, a private meeting with the LEA, mentee, and mentor will be held to create a plan. The plan will be monitored by the LEA.

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.

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.

1. Collection of Beginning Teachers' Two-Year Support Plans: The Beginning Teacher will submit the completed Two-Year Support Plan form to the appropriate building Principal by October 1. * After review, the Principal will forward the Plan form to the District Facilitator. *For teachers hired mid-year, the beginning teacher will be expected to begin the TEAM program the following school year. 2. Accountability for Proactive Work: The beginning teacher will submit the initial Professional Growth Action Plan to the building Principal by October 15. The building Principal and District Facilitator will communicate as appropriate with the mentor to ensure that meetings are taking place and/or review the Beginning Teacher and Mentor Meeting Logs online. An Administrator will meet monthly, or as necessary, with beginning teachers and mentors to facilitate sharing professional growth activities, successes, problems, and resources as well providing support. The TCC will meet quarterly, or as necessary, to monitor the required electronic postings, submission of Reflection papers and beginning teacher progress toward successful completion of the modules indicated in their two-year support plan. If a reflection paper is rejected, there will be a meeting with the teacher, mentor, evaluating administrator and principal to review the submission. After review, the Principal will determine if specific, additional professional development is required before re-submission. 1. Re-submission must be made within fifteen (15) calendar days of the notice of rejection by the TEAM reviewer. However, if the Principal deems that significant extenuating circumstances exist, the Principal may grant an extension of additional fifteen (15) calendar days with review by the District Facilitator. 2. If the submission is rejected a second time, there will be a meeting with the teacher, mentor, evaluating administrator/principal and the Superintendent to determine an appropriate course of action to support the teacher's successful completion of the module. 3. All modules that you plan to submit this academic year must be on record with the Connecticut Department of Education by May 31 of that academic year. Failure to adhere to deadlines outlined in the plan will be treated as professional behavior and may impact subsequent evaluations.

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.

This is covered during the New Teacher Orientation before the beginning of the school year. And, it is reiterated throughout monthly meetings or when necessary. The BT is given an introductory letter to TEAM by the district when they are matched up with a mentor. The letter provides this information. Also, the BT is given a copy of the TEAM manual.

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

The LEA monitors progress in the CT TEAM Portal. Monthly meetings are held to monitor progress, as well. If a teacher is not on track, they are notified. If this continues, a meeting is held.

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

2. Accountability for Proactive Work: The beginning teacher will submit the initial Professional Growth Action Plan to the building Principal by October 15. The building Principal and District Facilitator will communicate as appropriate with the mentor to ensure that meetings are taking place and/or review the Beginning Teacher and Mentor Meeting Logs online. An Administrator will meet monthly, or as necessary, with beginning teachers and mentors to facilitate sharing professional growth activities, successes, problems, and resources as well providing support. The TCC will meet quarterly, or as necessary, to monitor the required electronic postings, submission of Reflection papers and beginning teacher progress toward successful completion of the modules indicated in their two-year support plan. If a reflection paper is rejected, there will be a meeting with the teacher, mentor, evaluating administrator and principal to review the submission. After review, the Principal will determine if specific, additional professional development is required before re-submission. 1. Re-submission must be made within fifteen (15) calendar days of the notice of rejection by the TEAM reviewer. However, if the Principal deems that significant extenuating circumstances exist, the Principal may grant an extension of additional fifteen (15) calendar days with review by the District Facilitator. 2. If the submission is rejected a second time, there will be a meeting with the teacher, mentor, evaluating administrator/principal and the Superintendent to determine an appropriate course of action to support the teacher's successful completion of the module. 3. All modules that you plan to submit this academic year must be on record with the Connecticut Department of Education by May 31 of that academic year. Failure to adhere to deadlines outlined in the plan will be treated as professional behavior and may impact subsequent evaluations.

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.

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

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.

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

How will modules be reviewed for successful completion?

- Regional Review (RESC Collaborative)
- In-district Review
- Consortium (in a collaboration with other districts)

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

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.

Process to Address Internal Disputes: Step 1: Beginning teachers should submit any disputes in writing to the District Facilitator. These may include but are not limited to concerns regarding the mentoring module process and/or the Professional Growth Action Plans. Step 2: The District Facilitator meets with the beginning teacher and/or mentor to determine the appropriate course of action to rectify the concern. Procedure for Dissolution of Mentor Placements: Step 1: Beginning teachers and/or mentors who may have concerns about their match should schedule a meeting with the District Facilitator to discuss the concerns. Concerns may include but are not limited to lack of timely feedback, differences in style and so on. Step 2: The District Facilitator determines the appropriate course of action to either attempt to reconcile the issue between beginning teacher and mentor or dissolve the match. Step 3: The District Facilitator confidentially notifies the TCC, at its next regularly scheduled meeting, of any adjustments to beginning teacher/mentor matches to ensure accurate record keeping. *It is expected that all interactions will be professional in nature and decisions of the District shall be final. Procedure for Removal of Mentors from Eligibility: Step 1: The TCC will annually review the District's current list of mentors to ensure that they are up-to-date in regard to mentor training per TEAM program requirements and have demonstrated ongoing professional growth The District Facilitator will review the annual evaluative instrument regarding the TEAM program in order to identify weaknesses concerning the TEAM program Step 2: If a concern is identified, the District Facilitator will meet individually with the mentor in question to determine the appropriate course of action.