

Q1.

Teacher Education And Mentoring (TEAM) Program 2020-2023 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	Side by Side Charter School Norwalk, Ct.
Superintendent Name	Mathew Nittoly, Director
District Facilitator (DF)	Marie Iannazzi
DF Email	miannazzi@sbscharter.org
DF Phone Number	203 8073855

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	Matt Nittoly, Director
Name/Role	Mary Newbery, Asst. Director
Name/Role	Marie Iannazzi, DF
Name/Role	Sally Davids mentor
Name/Role	Ivy McFadden mentor
Name/Role	Marlene DeBellis social worker
Name/Role	Nell Conroy teacher
Name/Role	

Name/Role

Add additional names here:

Q4. Describe the timeline for the TCC to meet. Include in the plan when the TCC will meet with central office personnel, principals and mentors.

Our school has a small staff. As a result, we meet on an as needed basis with some of the above to discuss mentor-mentee assignments, support plans as the modules get underway and suggested professional development as needed.

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:

Marie Iannazzi

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.)

To provide beginning teachers with a cycle of continuous growth by providing trained mentors, specific professional development and support that is always on hand to discuss problems. To Help teachers plan lessons which have children engaged in first-hand experiences, re-construct their learning and teach them how to reflect on what they have learned. To provide a climate of social justice where children of al cultures can learn effectively and aid teachers in the implementation of this philosophy and to extend this climate to our local community. To support teachers as they progress through each module and to encourage them to reflect continuously on the teaching-learning philosophy.

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.

Every classroom has a trained assistant teacher. Many of our assistants are student teachers from Quinnipiac College in the Teacher education program. These are our substitutes and are very capable of taking over the class when necessary.

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

Our CES chapter offers many professional growth opportunities for staff. In addition PD is an ongoing process at Side by Side. Released time during the year updates teaches in the latest technological applications. Data teams for the different grade levels continually meet with our Asst. Director to analyze strategies to strengthen specific areas.

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

The DF meets with the mentor-mentee team to discuss the plan for the upcoming module. The mentor -mentee meet to formulate each step of the module. The Asst. Director and the Df are on hand to offer any extra resources as needed.

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

Teachers and mentors plan a fixed time to meet each week. It could be during a common prep period when an asst. teacher would cover the classroom or before or after school. Technology has helped as Zoom meetings and emails are so useful in discussing immediate concerns. With new teachers, classroom management is a great part of the conversation.

5. Submit an annual report on mentor-teacher activities to the superintendent or director for review and approval.

Our Director receives, reads and validates each module as it is completed. Before it gets to the Director, the DF and the mentor have read it and offered their input.

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 Df meets with the mentoring teachers and the mentee to discuss the selected scenarios and carefully present the concerns that could befall a professional teacher. This leads to lots of discussion wit young teachers especially the parts having to do with social media.

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).

Teachers who demonstrate exemplary teaching practices are encouraged to be trained at CES to be a mentor. With just 11 classroom teachers, recruitment is on an individual basis. The Df talks wit potential candidates to see if the interest and enthusiasm is there and if it will work with a beginning teacher. Then the process of matching mentors with the right teacher begins. Our is a small staff so we are usually working with only a few people. The mentor- match is observed to make sure it is a working relationship.

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, the 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

The ability to have a positive working relationship.

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)

Side by Side provides ongoing PD for their teachers. During the pandemic, ongoing training was given to help teachers have the best applications for virtual instruction and keep the students on task and motivated. There is continual teacher sharing in a small school and as a learning lab, our teachers learn from each other.

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 Df checks the TEAM dashboard to see how the module is progressing. Then makes on-site visits to see how the team is working together and if there are any issues to prevent the completion of the module. The Df also checks the log to see that the meeting times are happening.

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.

As a Df, I usually only have one or two Teachers to orient at a time. I meet with them individually, use the printed letter that the TEAM group provides, and go over the way to get on the dashboard, how to work the site, when to meet with your mentor and how to monitor your meetings. I usually do this by the end of September because the first weeks are very unnerving for them. I discuss an overview of the program, modules, required each year and usually who their mentor will be.

Q27.

Describe how the LEA will ensure BTs know the consequences of not completing all TEAM requirements by their deadline date.

Teachers who do not successfully complete all five modules by the end of three years in TEAM for Category I teachers, and two modules within two years for Category II teachers, and who do not receive an approved extension of time, will not be eligible for an extension of their initial educator certificate and will not be eligible to advance to the provisional certificate. In such case, in order to earn eligibility for the reissuance of the initial educator certificate, the teacher would need to fulfill the requirements of intervening study and experience (Sec. 10-145f) as approved by the State Board of Education.

The DF monitors the progress through the two years and continually informs them the consequences of not completing TEAM on time.

Q28.

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

Constant monitoring, one on one, by the DF and the Mentor. Usually our teachers are committed so it has not been a serious problem.

Q29.

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

Then the Df would intervene and analyze the problem. Is it a mentor problem or is the beginning teacher just not able to complete the requirements at this time. If so, we may have to give added support and time to complete the module if the teacher is deemed worthy to continue.

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

NA

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.

Appeals will be made to the Director. We do not have a union so each problem will be handled on an individual basis. So far, this has not been a problem.

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.

Wisharaji



clear

Location Data

Location: ([41.136001586914, -73.40599822998](#))

Source: GeoIP Estimation

