

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	Solterra Academy
Superintendent Name	Gwen Killheffer
District Facilitator (DF)	Monica Burchell
DF Email	mburchell@solterraacademy.com
DF Phone Number	860-612-2300

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	Gwen Killheffer, Principal
Name/Role	Sharon Edricks, Assistant Principal
Name/Role	Anna Martin, Assistant Principal
Name/Role	Nicole Haeseler, Assistant Principal
Name/Role	Monica Burchell, District Facilitator
Name/Role	
Name/Role	
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.

TCC will meet yearly in October.

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:

Monica Burchell

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.)

Solterra Academy will support all beginning teachers through the following practices: 1. Assigning Team-Trained Mentors to guide them through the 5 Modules. 2. Providing weekly supervision with their assistant principals to discuss lesson planning, instruction, classroom environment and behavior management, assessment and progress monitoring, and professional code of ethics. 3. Providing 32 hours initially of training in Therapeutic Crisis Intervention with ongoing update training every 6 months.

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.

Each teacher in our school has an assistant teacher who can cover the classroom instruction for the above activities.

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

Monthly meetings with the district facilitator are already scheduled with more frequent meetings with their mentors as needed. Providing professional days to attend relevant workshops.

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

Solterra Academy supervisors who oversee the SEED process, do not review their own beginning teachers' reflection papers. The District Facilitator coordinates the TEAM program. All beginning teachers participate and are provided support throughout both of these separate processes.

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

Beginning teachers and their mentors are encouraged to set up regularly scheduled time for support meetings, to total 8-10 hours over the course of each module. These meetings can be held after school hours from 3-4 and during the school day as needed with assistant teachers providing coverage for classroom instruction. Beginning teachers are exempt from required committee work/attendance to ensure time for the TEAM process.

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

Solterra Academy utilizes the TEAM Dashboard to track mentor-teacher activities. Superintendent reviews the dashboard quarterly.

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**
Each mentor will receive a stipend of \$500 each year, assuming 2 modules were completed.
- 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

During our ESY summer session each year.

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?

After the discussion, teachers complete the online survey on 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).

Our School consists of approximately 21 teachers. As a K-12 school we need to have qualified, trained mentors at the elementary, middle, and high school levels, who have experience with grade level and/or applied academics curriculum and who are experienced in teaching students with Serious Emotional Disturbance and/or those on the Autism Spectrum. Over the next 2-3 years, we expect teacher turnover to range between 1-3 teachers each year. Teachers will be invited/encouraged to participate in the mentor program based upon years of experience, grade-level and population they teach (Applied Academics, Emotional Disturbance, Autism), current training, and recommendation from the Principal or Assistant Principals. Teachers will be selected by the Principal and Assistant Principals and assigned to Beginning Teachers to be as closely matched to grade level and teaching assignment as possible. It is the school's goal to encourage participation as a means of enhancing teacher's own personal development and teacher leadership opportunities. Teachers will be encouraged to take advantage of all training opportunities.

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.

Solterra Academy utilizes the TEAM Dashboard to track mentor-teacher contact hours. Both are encouraged to discuss any difficulties with the district facilitator.

Q25.
Beginning Teachers

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

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

Q26.
Describe how the LEA will orient all beginning teachers to the TEAM program (generally within 45 days from their first day in the classroom).

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

Solterra Academy supports new teacher requirements by: Providing new teachers with a structured comprehensive orientation, by meeting with each administrator, the administrative associate, their assigned TEAM Mentor within the first week of their position followed by weekly supervision with their assistant principals for at least 2 years. Reviewing all staff policies and procedures delineated in the staff manual during the orientation process and ongoing during monthly all staff and teacher's meetings. Providing new teachers access to professional development according to our school's five-year professional development plan. This will include opportunities for workshops in each of the focus areas, assessment and progress monitoring, data driven instruction aligned to state standards, and classroom/behavior management. Teachers will be encouraged to attend one outside workshop per year and all internal workshops during the two-year TEAM period. Reviewing SEED teacher evaluation process and the performance review processes and procedures.

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.

During the teacher's initial meeting with the district facilitator, teachers are uniformed that the completion of the modules in 2 years is their responsibility. They understand that they can lose their certification and have to start all over again. This conversation will be followed by a written letter outlining the consequences for not completing TEAM by the deadline.

Q28.

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

Solterra Academy utilizes the TEAM Dashboard to track teacher-mentor activities and their progress through the modules. Their progress is monitored in person by the DF and their mentors.

Q29.

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

More frequent check-ins by the teacher's mentor and the DF. At times, the teacher's supervisor has been informed about a lack of progress so they can meet with the beginning teacher about any issues that may be preventing progress.

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

Reflection Paper Review A. Our school will participate in a in-district review process. The Assistant Principal is currently participating in the in-district review option for reviewing reflection papers of our new teachers. Assistant Principals who are not the teachers' direct supervisor will read their papers. If the teacher does not receive a passing score from the first reader, the teacher will be given feedback for revision of the paper. The next draft of the paper will be read by a different Assistant Principal. Beginning Teachers will be allowed to revise their papers twice before a non-passing score is recorded and they are required to complete the module a second time.

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.


Dispute Resolution Dissolving Mentor placements: Beginning Teachers or Mentors who believe they are inappropriately matched should contact the District Facilitator. The District Facilitator will determine if problems can be reconciled through the support of the TCC (as needed) or if the match should be dissolved. TCC members will 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 District Facilitator to determine if the concerns can be reconciled through the support of the TCC (as needed.) Resolving internal disputes or appeals: A.) Disputes concerning the mentoring process, the Professional Growth Action Plan (PGAP) or the Mentor-Beginning Teacher relationships will be reported to the District TEAM Facilitator in writing. The District Facilitator will request from members of the TCC, as appropriate, to assist with mediation in an effort to resolve the concern, including but not limited to: reassignment of Mentor/Beginning Teacher match, discussing concerns with the teacher's supervisor, and referring the situation to the Principal. B.) Requests for special accommodations will be submitted to the District 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 (including information about license or certification and area of specialization). Such documentation must include a: • clear statement of the diagnosed disability or disabilities • description of the 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 (or demonstration of continuing relevance of older documentation) • description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities Documentation must also include: • 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.

✕  clear

Location Data

Location: [\(40.718200683594, -74.04759979248\)](#)

Source: GeoIP Estimation

