

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	Somers Public Schools
Superintendent Name	Brian Czapla
District Facilitator (DF)	Irene Zytka
DF Email	irene.zytka@somers.k12.ct.us
DF Phone Number	8607492270

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	Irene Zytka-District Facilitator
Name/Role	Kristen Angelica-Somers High School Teacher
Name/Role	Elizabeth O'Toole-Somers Elementary Teacher
Name/Role	Cheryl Gustafson-Assistant Principal SHS
Name/Role	Erin Orrvis-Somers Elementary Teacher
Name/Role	Michael McDonnell-Middle School Assistant principal
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.

The TCC will meet three times per year. Meeting agenda as follows: 1st meeting- (Fall) To review the three year plan; discuss goals for the TCC 2nd Meeting-Late Spring To review final presentation of beginning teachers 3rd meeting- (Late Spring) To review yearly activities and make adjustments as needed Central Office Communication: 1. The District Facilitator will submit an annual report to the Superintendent detailing the activity of the TEAM program within the district each year no later than June 30th. 2. The District Facilitator will provide updates to the district's administrators as needed throughout the year. Building Level Communication 1. The TCC will communicate with the buildings through their building level administrative representative. Module Completion Suggested Timeline Module 1: Classroom Environment, Student Engagement and Commitment to Learning Prior to December 20th in year 1 of TEAM Module 2: Planning for Active Learning Prior to April 30th in year 1 of TEAM Module 3: Instruction for Active Learning Prior to December 20th in year 2 of TEAM Module 4: Assessment for Learning Prior to April 30th in year 2 of TEAM Module 5: Professional Responsibility and Teacher Leadership (This module will be done with all mentors and beginning teachers currently involved in TEAM) Part 1: Prior to June 1st of year 1 Part 2: Prior to June 1st of year 2 Teachers hired during the school year will develop an adjusted schedule for completion in cooperation with the District Facilitator and their mentor.

**Q48.**

**District Facilitator (DF)**

The District Facilitator must be a certified teacher or a certified administrator in the district who will lead the TEAM Coordinating Committee and function as liaison between the CSDE, the district, beginning teachers, and mentors regarding requirements of the TEAM program.

The superintendent is asked to appoint the individual (DF) who will be responsible for the facilitation of the TEAM Program in the district. A DF may continue to serve in the role for multiple years. However, when a new DF is appointed, the superintendent must notify the CSDE by sending an email to Gady Weiner at [gady.weiner@ct.gov](mailto:gady.weiner@ct.gov)

For a full description of the role and responsibilities, please see the [TEAM Program Manual](#).

● The superintendent has appointed the following individual to the role of DF:

Irene Zytka

**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.)*

Beginning Teachers: Goal: Provide on-going and systematic professional development opportunities in order to develop effective pedagogical skills and dispositions, which promote student achievement. Provide each beginning teacher with a mentor in a timely manner (preferably within the building and grade level/content area where possible). Provide on-going district-wide professional development tied to each module in the process. Provide release time for new teachers and mentors to observe each other and/or other colleagues. Mentors: Goal: Provide on-going and systematic professional development opportunities in order to develop the attributes needed to be a successful mentor. Provide current and aspiring mentors with the State developed TEAM update or initial training. Provide mentors with professional development on the components of the TEAM module process. Provide mentors with professional development on current best practices in education as needed to support beginning teachers.

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.

Substitute coverage will be on an as needed basis. Mentors and beginning teachers meet after school or during common planning time.

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

The District Facilitator sends regular emails to staff regarding workshop opportunities.

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

There are staff on both committees to address teacher evaluation.

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

Mentors and beginning teachers meet after school or during common planning time.

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

Director of Curriculum submits a yearly report to the superintendent

**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

This is dependant on how many beginning teacher we have in any given year. We typically gather all beginning teachers and mentor together for one session.

Q14. How will Module Five be structured?

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

Q15. How will teachers document the completion of Module Five?

Teacher will capture time spent in group discussion on the TEAM log. They will also be required to incorporate the concepts of Module five in their final presentation/Observation project.

Q24.  
Mentors

Local and regional boards of education shall develop a three-year teacher education and mentoring plan that includes a description of the process used to select mentors and assign them to beginning teachers, based

on subject areas, grade levels, and needs; and a description of the process to ensure mentors are trained and updated in best practices and essential knowledge.

*Those persons eligible to serve as mentors for such programs shall hold a provisional educator certificate or a professional educator certificate pursuant to section 10-145s, and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program.*

Q17. Describe the criteria and process used to recruit and select mentors who meet the statutory criteria (see above).

1. Mentor Selection Process The TCC will select mentors based on a recommendation by their building administrator or supervisor using the following criteria: 1. The candidate's knowledge of the 2010 CCT. 2. The candidate's experience in writing personal growth plans and using data to reflect upon and improve their professional practice. 3. The candidate's teaching experience and ability to work with adult learners. 4. The candidate's successful completion of the TEAM program or successful service as a mentor/cooperating teacher. 5. The candidate's demonstrated commitment to building and/or district goals. 6. The candidate's subject area or grade level expertise relative to the district's needs. 2. Mentor Training Process a. Newly selected mentors will be trained as soon as a viable training date is made available by the State Department of Education and/or local RESC. b. The District Facilitator will review the list of current mentors annually and determine which mentors will require the mandatory three year update training. 1. Mentors in need of update training will be notified by the District Facilitator and provided information about the State Department of Education's update training schedule. 2. Mentors who do not attend the necessary training sessions prior to the start of the next school year will be removed from the list of current mentors and will be required to attend the 3-day initial support training prior to resuming their role as a mentor to a beginning teacher. c. Mentors will receive all district level training in support of district level initiatives. In the event that additional mentor training is needed in any area, additional training opportunities will be arranged.

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.

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.*

Individual meeting with mentors and beginning teachers will occur within the first month of hire to explain the process of TEAM.

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 District Facilitator will review beginning teacher and mentor meeting logs regularly and address any concerns that arise.

**Q28.**

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

The District Facilitator will review beginning teacher and mentor meeting logs regularly and address any concerns that arise.

**Q29.**

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

Individual meetings will be held with BT and their mentors should this situation arise in order to devise an action plan for completing TEAM.

### 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.

Beginning teachers will be required to submit either a reflection paper or a project based on the specific module. ( Planning/Assessment-Reflection paper and Classroom Environment/Instruction -Observation Project) Projects will be an observation and presentation based on observations of teachers both in and outside their grade and content areas. Teachers will be provided with guiding questions on what to observe and will also reflect on how strategies they observe will be implemented in their classroom. The presentation of these project will be done for the TCC . TCC members will assess each presentation based on the teacher's presentation of their observations, new learning obtained and change of practice and positive impact on students. Our activity will consist of the following: \* 2-3 classroom visitation both in the teacher's primary content and grade and those outside of their designated content and grade. \* Beginning teachers will be provided a template with guiding questions to capture their observations which will include the classrooms visited, content observed, strategies observed and how these strategies can be embedded into their own classroom.

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

The TCC will review reflection papers and projects as needed.

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.



Dissolving Mentor Placements: Concerns about an individual mentor, cooperating teacher or mentor/beginning teacher pairing should be submitted, in writing, to the District Facilitator. The District Facilitator and the building administrator/university supervisor will attempt to mediate or resolve the conflict or the concern. If a satisfactory resolution is not reached, the District Facilitator will work in conjunction with the building administrator/university supervisor to determine if dissolution is necessary. Dissolution will be considered under the following circumstances: Practicability – The current assignment is not viable because of logistics involved in out-of-building or out-of-subject area placements. Illness – The current assignment is not viable because health problems or prescriptive measures for curing health problems create a hardship. Personal – The current assignment is not viable because of personal considerations. If the dissolution is selected as the resolution to the concern, the District Facilitator will notify all involved parties. In the event that a placement is dissolved, the building administrators will work with the District Facilitator to assign a new mentor if required. If either the past or current mentor qualifies for a stipend, the District Facilitator will work in conjunction with the Business Manager to determine the appropriate amount. Removal for Good Cause: The District Facilitator will bring to the attention of the TCC any concerns in the area of mentor underperformance. The following standards will be used to judge mentor performance in the TEAM program: Mentors will guide mentees through the successful completion of the module process. Mentors will attend required district/building meetings, update trainings and professional development workshops. Mentors will maintain electronic mentor logs which reflect the required number of contact hours and meetings with their mentee over the course of each 6-10 week module. Mentors will focus meetings on the requirements of the current module, as reflected in their meeting summaries. Mentors will demonstrate professional responsibility as described in Domain 6 of the Connecticut CCT. Resolution of Disputes: The TCC will annually designate a sub-committee to handle disputes that arise from module process, the development of the PGAP or mentor-beginning teacher relationship. This committee will be selected prior to September 30th. Disputes will be submitted in writing to the District Facilitator by the parties involved. The District Facilitator will notify the Dispute Subcommittee within one week of receiving a written request for resolution. The subcommittee will meet with the parties involved, as needed, and make a recommendation for resolving the dispute to the District Facilitator. The District Facilitator will notify the parties involved of the subcommittee's decision within one week of receiving it. Requests for Special Accommodations for Beginning Teachers: Requests for special accommodations will be submitted by the beginning teacher to the District TEAM Facilitator in writing and will be reviewed 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 the following: 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 – completed within the last five years for a learning disability, last six months for a psychiatric disability, or within the last six months for physical disabilities/illnesses (these currency requirements may be waived upon a showing of the continued relevance of older documentation); and Description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities. Documentation must also include: The type of accommodations 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:** [\(41.813903808594, -73.112297058105\)](#)

**Source:** GeoIP Estimation

