

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	Stamford Charter School for Excellence
Superintendent Name	Dr. Charlene Reid
District Facilitator (DF)	Kevin Fischer
DF Email	kfischer@bronxexcellence.org
DF Phone Number	(914) 424-1305

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	Kevin Fischer/Principal, District Facilitator
Name/Role	Mary Elizabeth Taylor/Math Specialist, Mentor
Name/Role	Jenny Wilson/ELA Specialist, Mentor
Name/Role	Shannon Duffy/Classroom Teacher, Mentor
Name/Role	Audrey Biesak/Classroom Teacher, Beginning Teacher
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.

The TCC will meet four times per academic school year. Prior to the meetings, a designated committee member will create an agenda and send it out. During the meetings, notes will be recording and after, emailed to the committee along with any additional stakeholders, i.e. principals and administrative staff, who are unable to attend.

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:

Kevin Fischer

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.)

Create and cultivate a collaborative environment by: -conducting weekly grade team meetings -analyzing student data and student work as a team -promoting an open dialogue between mentors and beginning teachers Increase and build the skill set of teachers by: -holding weekly coaching sessions with beginning teachers -holding professional development sessions centered around a content area or an instructional practice -providing specific articles, excerpts, and videos to aid in a teacher's learning Support teachers in ongoing development by: -observing and giving feedback to a beginning teacher on a weekly basis -modeling and co-teaching with beginning teacher

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.

Our school has educational associates that will provide coverage if/when a beginning teacher has a professional development session, observation, or meeting to attend.

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

Mentors will send out any opportunities to beginning teachers.

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

The TEAM program and the teacher evaluation program will be separate but similar. All beginning teachers will be made aware prior to the start of the TEAM program these difference.

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 will schedule meetings and hold PD opportunities during designated prep times and after-school with beginning teacher's consent.

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

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

Spring- 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?

attendance, participation, and completion of a survey

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).

Any persons holding a current provisional educator certificate who expresses interest will be considered for a mentor position. Interested parties should contact the District Facilitator by the end of a school year to mentor the following school. SCSE will consider any candidate with a willingness to: -Create and cultivate a collaborative environment -Increase and build the skill set of teachers -Support teachers in ongoing development The TCC will discuss and decide on potential mentors based on observations, administration feedback, and a short interview process. New mentors will attend TEAM training.

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.

All contact hours will be logged into Whetstone (school's observation recording site). In addition to the hours logged, mentors will input notes, goals, and feedback for beginning teachers. All stakeholders can access this information.

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.

A TEAM orientation will be held within the first two weeks of school. During the orientation, the following topics will be covered: -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 -a schedule for district-based support

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.

In addition to the orientation, initial, individual meetings will be conducted with beginning teachers and their mentors. During this meeting, the BT's personal timeline will be reviewed, along with any result of not completing TEAM on time.

Q28.

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

The mentor and the BT will create a timeline, along with goals and due dates for the completion of modules. Once created and agreed upon, the mentor and BT will revisit the timeline during check-ins to ensure on-time completion. The mentor may email to send reminders of upcoming due dates if this support is needed.

Q29.

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

If a BT is not on track to complete TEAM by their deadline, the mentor and BT will revisit the established timeline and make necessary adjustments in order to complete by the deadline. A more intensive, supportive approach will be taken with these BTs. This approach may include the following: - creating an outline for each module, with dates and specifics -meeting after each phase of the module to summarize the results -providing professional development materials and resources

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

In-district training

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 serve as the review committee for each BT's reflection paper. In the event that the beginning teacher on the committee has a paper up for review, that BT will excuse themselves for that review cycle. Papers will be reviewed for the following: -statement of target Module and Indicator - description of classroom/practice prior to start of Module -explanation of teacher learning/development -impact on students and their learning/school experience Paper also needs to be coherent, well-organized, and grammatically correct. Papers will be submitted via email to a designated committee member. Papers will be returned with completed rubric during a mentor/BT meeting; where the rubric will be review and explained. BT who do not meet the completion standards have 30 days to resubmit a new reflection paper. Within the 30 days, additional support will be provided.

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.

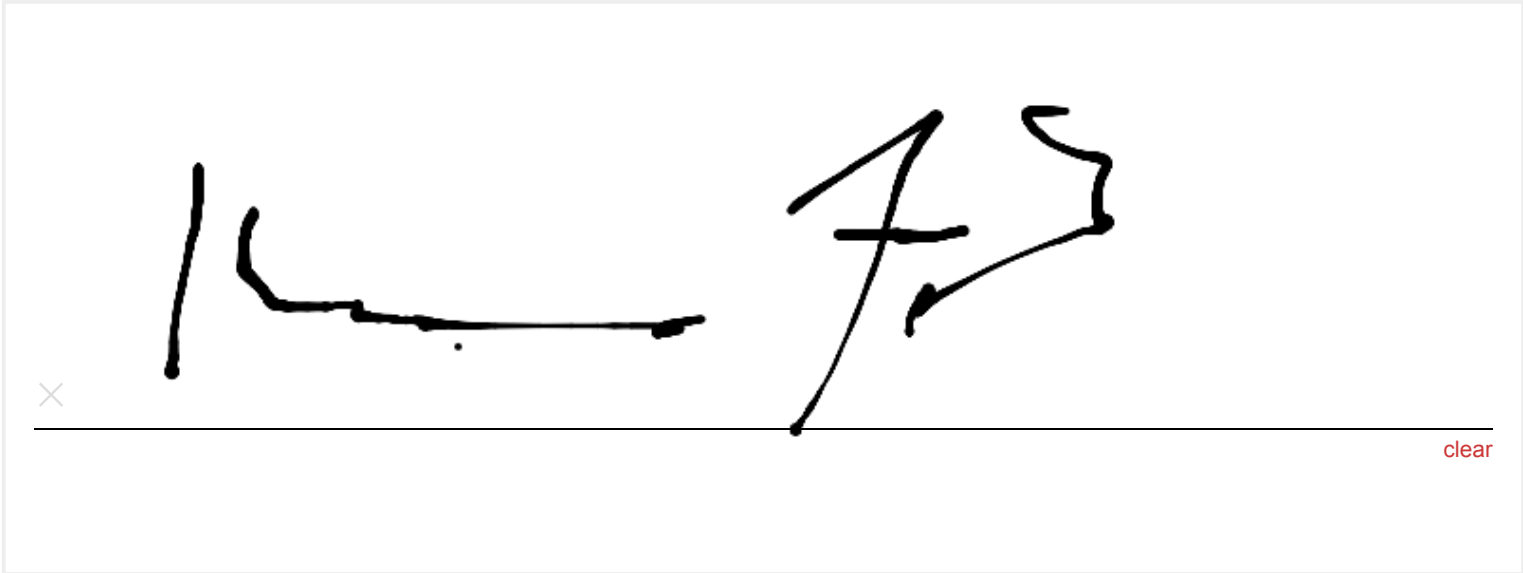
SCSE will resolve disputes in the following ways: Mentor-beginning teacher relationships: In the event that a mentor/mentee relationship is not successful according the stakeholders, the District Facilitator will be contacted directly. In a reasonable amount of time, the District Facilitator will reassign the BT with a new mentor. Module outcomes: In the event a BT does not meet the completion standards and does not agree with this decision of the TCC, the school Leadership Team will evaluate the reflection paper using the rubric provided. Requests for special accommodations based on disabilities. Requests for special accommodations should be submitted in writing to the District Facilitator. These requests will be reviewed on a case-by-case basis. Requests must be dated and signed by a physician, clinician or certified evaluator qualified to make the diagnosis. The document should include: -the diagnosed disability or disabilities -description of the functional limitations resulting from the disability or disabilities -description of the specific accommodations requested

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.



Location Data

Location: [\(40.827102661133, -73.935897827148\)](#)

Source: GeoIP Estimation

