

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          | Stonington Public Schools             |
| Superintendent Name       | Dr. Van Riley                         |
| District Facilitator (DF) | Mary Anne Butler                      |
| DF Email                  | maryanne.butler@stoningtonschools.org |
| DF Phone Number           | 860-572-0506                          |

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 | Mary Anne Butler, Assistant Superintendent               |
| Name/Role | Alicia Sweet Dawe, Principal                             |
| Name/Role | Sheila Adams, Teacher                                    |
| Name/Role | Jennifer Bausch, Curriculum Specialist                   |
| Name/Role | Jean Bradanini, Humanities Interdisciplinary Coordinator |
| Name/Role | Maureen Steinhoff, Guidance Counselor                    |
| Name/Role | Meghan Breen, Elementary Program Facilitator             |
| Name/Role | Olwen Chin, Teacher                                      |

Name/Role

Tricia Lance, Teacher

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 meetings: October 21, 2019 to draft the 3 year plan with follow up in January and May. Updates to Central Office Administrators and Principals, November 13, 2019. Rollout to TEAM mentors/mentees as appropriate by November 14, 2019. New teacher "check in" breakfast meetings with the Superintendent and Assistant Superintendent, Tuesday, October 22, 2019, Tuesday, December 3, Tuesday, February 4, 2020, Tuesday, April 7, 2020. Similar timelines for subsequent years.

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:

Mary Anne Butler

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.)*

Goal 1: Provide all beginning teachers with the support they need to develop as effective educators. SPS Related Objective: Stonington Public Schools will provide beginning teachers with trained TEAM mentors with the mentor-match occurring approximately by October 1 each year. Mentor matches will be made with consideration given to the new teacher's content area and building location whenever possible. Building principals, assistant principals, and building based TCC members will also provide technical assistance routinely to ensure the transition into the school is occurring under optimum conditions. Principals will identify teacher leaders for TEAM mentor and paper reviewer training on an annual basis as needed based upon hiring projections. In addition, the Assistant Superintendent will solicit new candidates for training from the district level. Goal 2: Ease the beginning teacher's transition into the teaching profession in order to retain effective teachers. SPS Related Objective: In late October the new teachers will be introduced to the CTTEAM.org website, dashboard and resources. A timeline of events including mentor match dates, module review dates, and roles of the mentor/mentees will be overviewed. All new teachers are encouraged to reach out in person, via email or phone at any time to the building administrator, the assistant superintendent or TCC member. The calendar of "check-in" meetings with the superintendent and assistant superintendent will be shared at this time. Principals meet individually with each new teacher several times before the beginning of the school year and new teachers are introduced and work with district level content specialists in professional learning sessions before school begins. These sessions are scheduled at the new teacher's convenience in addition to the formal New Teacher Orientation session in August of each year. Goal 3: Develop teachers who are reflective practitioners, able to critically assess their practice against CT's teaching standards, and are committed to continuous professional learning. SPS Related Objective: New teachers will be oriented to the curriculum and teaching resources by content experts over the summer at their convenience and before school commences at New Teacher Orientation. All sessions will emphasize the connections among the written curriculum, planning for active learning, and assessment of learning as it relates to CT's teaching standards. PLC, grade level teams, coaching Mentor professional check ins and learning around coaching- trimester Goal 4: Cultivate an understanding of the professional responsibilities of an educator. Module 5-Case studies with TCC and mentors Expectations from building leaders CEA support Ongoing learning-Personalized Professional Development model Collaboration in team meetings Communication to parents including grading, timeline Collegiality Contributions to the professional community Review Domain 4 "Shop Talks" at the buildings SPS Related Objective: Goal 5: Foster collaborative learning communities for all educators. SPS Related Objective: Stonington Public Schools will provide time and resources to support Professional Learning Communities within each school building. All district educators are expected to collaborate throughout the year to meet school goals through looking at student work, meeting with families, partnering with families, creating common assessments, planning for programming for students. In addition all educators are encouraged to collaborate with colleagues on their Personalized Professional Learning Plan. Goal 6: Provide excellent teachers the opportunity to develop as educational leaders. SPS Related Objective: Stonington Public Schools will participate in a formalized teacher leadership program beginning in the fall of 2019. The purpose of the program is to foster teacher leaders who wish to stay in the classroom, but aspire to take on leadership roles within the school community. Five teacher leaders with representation from each school have been identified to participate in Stonington's inaugural cohort.

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.

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

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

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

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

**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?

Module Five is facilitated by the District Facilitator and members of the TCC as available during the beginning of the school year after the school has started. The session includes beginning teachers, mentors, and TCC members in October. Teachers use the reflection questions provided by the CSDE on the TEAM website as evidence of their completion of the module.

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).

Tenured teachers are identified by the administrative team based upon the content and grade level experience to align with the content and grade level assignment of the new teacher. Each year the principals review the status of existing mentors and any need for additional teachers to be trained as mentors and as paper reviewers. Tenured teachers may also volunteer for TEAM training. Mentor matches are made as soon as new teachers names are loaded into the CTTEAM website, typically by October 1st. All teachers within the district are provided professional learning as dictated by the priorities outlined in the District and School Improvement Plans.

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.

Mentor contact hours are monitored through the CTTEAM website and the DF contacts the mentor and building principal if support hours fall below the expectations outlined in the legislation. Active mentors will meet in the fall and winter with the TCC to review the mentoring process, program expectations, and share experiences.

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.*

Beginning teachers are all oriented to the TEAM program during the early October TEAM meeting with the TCC, as appropriate. The Orientation includes information on the general model of the program, the expected timelines for completing each module, navigating challenges, and the impact to certification for failure to complete the modules. Mentors are charged with keeping the new teachers on track with completion of their modules and principals assist in providing release time as needed for collaboration between the new teacher and the mentor.

**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.*

Beginning teachers are all oriented to the TEAM program during the early October TEAM meeting with the TCC, as appropriate. The Orientation includes information on the general model of the program, the expected timelines for completing each module, navigating challenges, and the impact to certification for failure to complete the modules. Mentors are charged with keeping the new teachers on track with completion of their modules and principals assist in providing release time as needed for collaboration between the new teacher and the mentor.

**Q28.**

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

Beginning teachers are all oriented to the TEAM program during the early October TEAM meeting with the TCC, as appropriate. The Orientation includes information on the general model of the program, the expected timelines for completing each module, navigating challenges, and the impact to certification for failure to complete the modules. Mentors are charged with keeping the new teachers on track with completion of their modules and principals assist in providing release time as needed for collaboration between the new teacher and the mentor.

**Q29.**

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

Beginning teachers are all oriented to the TEAM program during the early October TEAM meeting with the TCC, as appropriate. The Orientation includes information on the general model of the program, the expected timelines for completing each module, navigating challenges, and the impact to certification for failure to complete the modules. Mentors are charged with keeping the new teachers on track with completion of their modules and principals assist in providing release time as needed for collaboration between the new teacher and the mentor.

### 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

Active mentors will meet in the fall and winter with the TCC to review the mentoring process, program expectations, and share experiences.

**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.



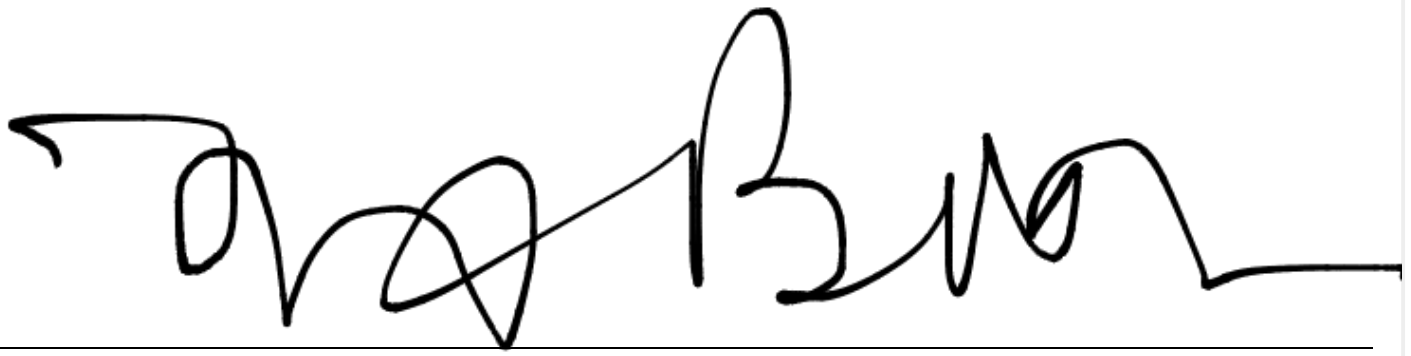
Part I DC for TEAM: Mary Anne Butler TCC members and roles: Mary Anne Butler, Assistant Superintendent Alicia Sweet Dawe, Principal, West Vine Street School Sheila Adams, Teacher, West Vine Street School Jennifer Bausch, Curriculum Specialist, Central Office Jean Bradanini, Humanities Interdisciplinary Coordinator Maureen Steinhoff, Stonington High School Meghan Breen, Elementary Program Facilitator Olwen Chin, Stonington Middle School Tricia Lance, Deans Mill School Timeline for Meetings: TCC meetings: October 21, 2019 to draft the 3 year plan with follow up in January and May. Updates to Central Office Administrators and Principals, November 13, 2019. Rollout to TEAM mentors/mentees as appropriate by November 14, 2019. New teacher "check in" breakfast meetings with the Superintendent and Assistant Superintendent, Tuesday, October 22, 2019, Tuesday, December 3, Tuesday, February 4, 2020, Tuesday, April 7, 2020. Similar timelines for subsequent years. Part II Goals, Activities, and Budget-Check Boxes 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. Stonington's Three Year Objectives Aligned to TEAM Goals: Goal 1: Provide all beginning teachers with the support they need to develop as effective educators. SPS Related Objective: Stonington Public Schools will provide beginning teachers with trained TEAM mentors with the mentor-match occurring approximately by October 1 each year. Mentor matches will be made with consideration given to the new teacher's content area and building location whenever possible. Building principals, assistant principals, and building based TCC members will also provide technical assistance routinely to ensure the transition into the school is occurring under optimum conditions. Principals will identify teacher leaders for TEAM mentor and paper reviewer training on an annual basis as needed based upon hiring projections. In addition, the Assistant Superintendent will solicit new candidates for training from the district level. TCC will be introduced at New Teacher Orientation Module 5 in October with TCC members and mentor teachers Share the excel sheets with TCC for reviewers and mentors Goal 2: Ease the beginning teacher's transition into the teaching profession in order to retain effective teachers. SPS Related Objective: In late October the new teachers will be introduced to the CTTEAM.org website, dashboard and resources. A timeline of events including mentor match dates, module review dates, and roles of the mentor/mentees will be overviewed. All new teachers are encouraged to reach out in person, via email or phone at any time to the building administrator, the assistant superintendent or TCC member. 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Five teacher leaders with representation from each school have been identified to participate in Stonington's inaugural cohort. Central Office will continue to send out invitations for teachers to participate in Shop Talks, curriculum projects, classroom trend visits, committee work, job shadowing opportunities, staff share out "teach the experts" and facilitate professional development sessions including New Teacher Orientation. Part III: Module Five Module Five is facilitated by the District Facilitator and members of the TCC as available during the beginning of the school year after the school has started. The session includes beginning teachers, mentors, and TCC members in October. Teachers use the reflection questions provided by the CSDE on the TEAM website as evidence of their completion of the module. Part IV: Mentors Tenured teachers are identified by the administrative team based upon the content and grade level experience to align with the content and grade level assignment of the new teacher. Each year the principals review the status of existing mentors and any need for additional teachers to be trained as mentors and as paper reviewers. Tenured teachers may also volunteer for TEAM training. Mentor matches are made as soon as new teachers names are loaded into the CTTEAM website, typically by October 1st. All teachers within the district are provided professional learning as dictated by the priorities outlined in the District and School Improvement Plans. Mentor contact hours are monitored through the CTTEAM website and the DF contacts the mentor and building principal if support hours fall below the expectations outlined in the legislation. Active mentors will meet in the fall and winter with the TCC to review the mentoring process, program expectations, and share experiences. Part V: Beginning Teachers Beginning teachers are all oriented to the TEAM program during the early October TEAM meeting with the TCC, as appropriate. The Orientation includes information on the general model of the program, the expected timelines for completing each module, navigating challenges, and the impact to certification for failure to complete the modules. Mentors are charged with keeping the new teachers on track with completion of their modules and principals assist in providing release time as needed for collaboration between the new teacher and the mentor.

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:** [\(41.373504638672, -71.847801208496\)](#)

**Source:** GeoIP Estimation

