

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.

District Information

Name of District	Wallingford Public Schools
Superintendent Name	Salvatore Menzo
District Facilitator (DF)	Danielle Bellizzi
DF Email	DBellizzi@wallingfordschools.org
DF Phone Number	203-949-6508

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	District Facilitator: Danielle Bellizzi; Assistant Superintendent for Personnel
Name/Role	Administrator: Enzo Zocco, Principal
Name/Role	Trained and Active Mentor: Ann Marie Cerreta, Teacher
Name/Role	Teachers' Union Representative: Michele Cislo, Teacher
Name/Role	Administrator: Angela Buccheri, PreK-5 Humanities Coordinator
Name/Role	Trained and Active Mentor: Leigh DelBuono, Teacher
Name/Role	Administrator: Kristine Friend

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

Annual Updates: October Module updates and new mentor selections: January Year in review: May Meetings with central office personnel, principals, and mentors as needed/appropriate.

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:

Danielle Bellizzi

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.

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.)

Our district will: A. Our TEAM process will: *Provide staff training and professional development to meet TEAM objectives and requirements *Appoint members to TCC including terms *Establish meeting times, roles and responsibilities, update district manuals and procedures *Develop an annual module review committee B. Support the TEAM Mentor Program by: *Scheduling mentor update training for existing mentor teachers *Identifying and recruiting additional mentors – provide initial training *Utilizing new teacher/mentor/administrator feedback to monitor program effectiveness *Reviewing TEAM process with mentors and mentees C. Develop new teacher goals and objectives related to district initiatives by: *Updating new teacher TEAM induction materials *Providing ongoing professional development for new staff (i.e. data-driven decision making, effective teaching strategies, CCT domains, Common Core State Standards, Teacher Evaluation and Development) D. Identify opportunities to enhance teacher retention by: *Developing a comprehensive teacher induction program *Building supportive supervisory relationships between building administrators and beginning teachers *Ensuring that appropriate collegial groups are actively engaged in supporting the beginning teacher (i.e. departments, grade levels, PLGs, data teams)

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.

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.

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**

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.

Who will facilitate Module Five?

- The District Facilitator
- Human Resource Director
- Central Office Administrator
- Building Administrator
- Teacher Leader

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

How will Module Five be structured?

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

How will teachers document the completion of Module Five?

By completing the survey on the TEAM dashboard

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.

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

A. Selecting Mentors *Teachers with a minimum of five years experience and at least 3 years experience in the district will be invited/encouraged to apply to be a mentor through a general announcement to all faculty. *Completed applications will be forwarded to the District Facilitator for review by the TCC.
*The TCC will select applicants to participate in the mentor program based upon years of experience, grade-level and specialty (i.e. reading, unified arts), current training and recommendation from the immediate supervisor(s). B. Training Mentors *While Wallingford Public Schools has limited resources for training and professional development, teachers/mentors will be offered and encouraged to participate in Regional Education Support Center (RESC) provided trainings. On-site professional development in the district will be offered as funds allow. *Current mentors will be encouraged to participate in update training and required to share information with their colleagues. Mentors who wish to remain active participants will be expected to attend update training. All mentor teachers will be expected to remain current with the TEAM program requirements. *The district will look for ways to collaborate with other districts and RESCs to seek opportunities to share resources for training its mentors. *Should no employed district mentor be found, a retired mentor teacher will be sought. C. Assigning Mentors Trained mentor teachers will be recommended by the District Facilitator (DF) or designees and will be as closely matched as possible with beginning teachers (by grade level, building, and/or teaching assignment).

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).*

Beginning teachers are assigned a mentor within 30 days of hire.

- Yes
- No (Explain)

All beginning teachers are matched with a mentor according to the following criteria (select all that apply):

- Grade level
- Content Area
- Proximity
- Needs
- Other

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

Describe any additional professional development opportunities provided by the LEA to mentors to address further development of best practice and essential content knowledge. (Optional)

Mentoring Hours

Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module.

Q24.

Describe how your LEA will monitor the number of mentoring hours provided to each beginning teacher to ensure support hours are meeting the mandated requirements and a process for addressing possible issues during the year.

The DF or designees will periodically monitor the dashboard progress meters to ensure adequate progress. If mentor/beginning teacher pairs are not meeting with regularity, the DF or designees will contact these teachers through email to see if they need support or additional guidance.

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.

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 will attend a general TEAM orientation before school starts with a detailed follow-up within the first 45 days of school. Beginning teachers and their mentors are required to attend the detailed follow-up. A. Two-year support plan The District Facilitator or designee will collect beginning teachers' two-year support plans within 45 days from the start of the school year (or, for teachers hired after the first day of school, within 45 days of hire). B. Professional Growth Action Plans (PGAP) *The beginning teachers will submit to their immediate supervisor their completed PGAP for each module. *The supervisor will review the PGAP. A meeting may be set up with mentor/mentee to discuss the PGAP further and identify resources to support the Beginning Teacher's PGAP. This may also be done electronically. The supervisor will sign off on the PGAP. *The District Facilitator or assigned TCC member will review the Beginning Teacher and Mentor Meeting Logs a minimum of four times per year. The District Facilitator or the TCC may provide informal feedback at any time during the process. *The immediate supervisor will be available to meet with the mentee or mentor if requested to facilitate the sharing of professional growth activities, successes, resources, etc. DF or designees will meet as needed to monitor the required electronic postings, the submission of Module Reflections, and teachers' progress toward successful completion of modules indicated in their two-year support plan timeline.

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.

A clear and detailed description of the consequences of not completing TEAM will be included in the follow-up orientation mentioned above. A full description of consequences is also included in the TEAM Program Manual. All beginning teachers and their mentors will receive a link to this manual within the first 45 days of school.

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

1. In-district due dates will be assigned and communicated in person, through email, and on a Google calendar. 2. Google forms will be sent out in advance of the module due dates in which beginning teachers indicate how they will showcase their module work (either a traditional reflection paper or an oral presentation).

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

The DF or designees will reach out to beginning teachers to offer support and/or an in-person meeting.

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.

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

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 have the option of either writing a traditional reflection paper or giving an oral presentation that includes the same criteria as the traditional reflection paper.

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.

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

How will modules be reviewed for successful completion?

- Regional Review (RESC Collaborative)
- In-district Review
- Consortium (in a collaboration with other districts)

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

Written module projects will be assigned to reviewers who are not familiar with the beginning teachers' work. The District Facilitator (DF) or designees will assemble packets prior to the in-district module review date. Oral presentations will be reviewed by the full module review committee. In-district module review dates will be within 10 school days after the module submission due dates. Papers that do not meet successful completion standards will go on to a second review by the DF or designees, and a final decision will be made. Oral presentations that do not meet successful completion standards will be given a second opportunity to present to the DF or designees at a mutually agreed upon time, and a final decision will be made. Reviewers will agree in writing to keep beginning teacher module work confidential.

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.

A. Dissolving Placements *Mentees or mentors who feel they are inappropriately matched or are having difficulties will notify the District Facilitator or designee. *If there is still difficulty the TCC will be notified. The TCC will try to resolve this issue. *If problems cannot be reconciled through the support of the TCC, the DF or designee will determine if the match should be dissolved. Reasons for dissolution may include: a) Practicability – assignment out of building/subject area b) Illness – health or prescriptive measures for curing health problems create a hardship c) Personal – family considerations d) Professional Responsibility – failure to fulfill requirements of TEAM program. 4. If the mentor/mentee partnership is dissolved, the DF or designee will determine if the mentor qualifies for partial/entire mentor stipend. 5. The DF or designee will notify the concerned parties of the decision regarding dissolution, which is final. 6. If the placement is dissolved, the building administrator may work with the DF or designee to assign another mentor. The new mentor may receive a full or pro-rated mentor stipend. B. Pool of Mentors *Annually, the TCC members will review the district list of mentors to identify who is currently participating in the initial support /update training and to identify any patterns of mentor performance that would warrant removal from the active mentor pool. *If concerns exist, the mentor will have an opportunity to discuss those concerns with members of the TCC (including the DF) to determine: a) if the concerns can be reconciled through the support of the TCC b) if additional training is necessary so that the issue can be resolved c) if there is no appropriate resolution other than removal for good cause 3. Removal for "good cause" will be based on the following: a) Failure to guide mentees through the successful completion of module process by established deadlines. b) Failure to attend required district/building meetings; update trainings; PD workshops. c) Failure to meet the requirements for mentee/mentor collaboration as evidenced by the electronic mentor logs. d) Failure to demonstrate professional behavior. e) Failure to accept a mentor assignment twice within a three-year term without just cause as determined by DF or designee. C) Disputes and Appeals 1. Disputes concerning the mentoring module process, the PGAP or the mentor-beginning teacher relationships will be reported to the district facilitator or designee. 2. If the issue is not resolved, it may be presented in writing to the District Facilitator for appeal. The DF and the TCC, as appropriate, will assist with mediation in an effort to resolve the concern, and will take action which may include: re- assignment of mentor/beginning teacher match or discussing concerns with the immediate supervisor. D) Accommodations 1. 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 (include information about license or certification and area of specialization). Such documentation must include a: a) Clear statement of the diagnosed disability or disabilities; b) Description of the evaluation tests or techniques used; c) Description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities); d) 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 (these current requirements may be waived upon a showing of the continuing relevance of older documentation); and e) Description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities. 2. Documentation must also include: a) The type of accommodation(s) requested; b) A description of why the(se) accommodation(s) are necessary; c) The nature of the teacher's disability; d) The date the disability was first diagnosed and the date of the most recent evaluation; e) What, if any, accommodations have been received within the past five years in employment.