

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	Winchester Public Schools
Superintendent Name	Melony Brady-Shanley
District Facilitator (DF)	Kim Roy
DF Email	kim.roy@winchesterschools.org
DF Phone Number	8603797588

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	Shannon Ball/grade 3 teacher
Name/Role	Denise Mclaughlin/grade 5 teacher- teacher's union secretary
Name/Role	Myra Desroches/district literacy coach (Pk-6)
Name/Role	Marissa Rosenfield/reading specialist (Pk-2)
Name/Role	Chelsea Schmidt/Kindergarten teacher
Name/Role	Glenna Brooks/Inclusion coach (Pk-6)
Name/Role	Elizabeth Neumann/grade 4 teacher
Name/Role	Roseanne Field/Administrator

Name/Role

Add additional names here:

Q4. Describe the timeline for the TCC to meet. Include in the plan when the TCC will meet with central office personnel, principals and mentors.

TCC meets twice a year to review ROP projects (January and April) DF meets with central office personnel to discuss money allocation and deadlines TCC are also mentors so they meet with their mentees weekly DF meets with principals to review ongoing work in TEAM

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:

Kim Roy

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.)

Objectives: A. Continue with TEAM program by: Providing staff training and professional development to meet TEAM objectives and requirements
 Appointing members to TCC Establishing meeting times, roles, and responsibilities Updating Board policies Collaborating with other Districts or EdAdvance B. Support the Team Mentor Program by: Email reminders to mentors to update training online for existing mentor teachers Identifying and recruiting additional mentors - provide initial training developing feedback mechanism to monitor program effectiveness C. Develop new teacher goals and objectives related to the Common Core/SLO's by: Updating new teacher induction manual developing a two-year professional growth plan for new staff (i.e. data-decision making, effective teaching strategies, making standards work) Review and update evaluation policies and procedures

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.

TEAM orientation after school with mentors and mentees.
Ongoing support with District facilitator

- 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?

Dashboard

Q24.
Mentors

Local and regional boards of education shall develop a three-year teacher education and mentoring plan that includes a description of the process used to select mentors and assign them to beginning teachers, based on subject areas, grade levels, and needs; and a description of the process to ensure mentors are trained and updated in best practices and essential knowledge.

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

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

This district consists of 64 professional staff for grades pre-k -6 , which includes administrators and 8 special education teachers at the Gilbert School 7-12 . Mentors are needed at all grade levels and subjects. These mentors will be assigned by administrators. Teachers will be invited/encouraged 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 principal. Teachers will be selected by the TCC and assigned to beginning teachers to be as closely matched to grade level and teaching assignment as possible. It is the district's goal to encourage participation as a means of enhancing teachers' own personal development. While the district has limited resources for training and professional development, teachers will be encouraged to take advantage of district and regional training opportunities. The district also intends to seek opportunities to collaborate with surrounding districts and EdAdvance to update mentors on best practices and essential knowledge. Current mentors will have access to update their training every 3 years online. It will be the responsibility of the District Facilitator to remind mentors to update their 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.

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.

TEAM orientation the last week of September after school with mentors and mentees.

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.

All information will be shared through the powerpoint from Edadvance at the TEAM orientation

Q28.

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

District facilitator monitors dashboard, meets with the TCC and reviews all projects with the TCC twice a year. There is extra time in between as needed for teachers who need to resubmit any projects and a meeting with the district facilitator also takes place.

Q29.

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

District facilitator meets with the teacher, mentor, and principal to discuss supports needed.

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.

TEAM ROP uses the existing TEAM infrastructure and leverages already existing local processes (the district's instructional rubric CCT) to focus beginning teachers on the connection between their own instructional actions and student outcomes. The only variance from the traditional TEAM process is the substitution of the ROP evidence and reflection framework (CAPA - Collect, Analyze, Process, Act) for the TEAM reflection paper and the use of the beginning teacher's district rubric instead of the Performance Profile. This reflection framework will be scored using the same criteria as the paper. The use of the district's local instructional rubric (whether it is SEED/CCT Rubric for Effective Teaching, Marzano or any other) simply reduces the training footprint (beginning teachers only have to learn one rubric instead of two) and increases alignment between improvement practices of induction and professional growth. TEAM ROP fits within the existing legislative framework and does not require any special waiver or dispensation to implement. TEAM Legislation states that: For each instructional module, beginning teachers shall (A) Apply the knowledge gained through such activities in a lesson, project or demonstration of how the activity impacted student learning, and (B) 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. The TEAM ROP instructional module process requires teachers to identify an area of growth and engage in professional learning, apply their new learning, and document through participation in a review of practice (project). Teacher evidence and reflection shared during the review of practice is reviewed and scored using the same criteria as the existing TEAM program. 1) New Learning: what they did to develop new learning and what they learned in relation to their own practice; 2) Impact on Practice: how they used their new learning and how their practice has changed; 3) Impact on Students: the positive impact on student learning as a result of implementing the new learning. All information will be on the CAPA cycle template that is shared with teachers and they will upload that to the TEAM dashboard.

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.

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.
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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

Assigning reviews: Each reviewer is given at least 2-3 projects to review and discussion takes place afterwards with the same projects and reviewers agreeing or disagreeing. if there is a dispute, another reviewer reads the project
Criteria for successful completion: This is based on the TEAM criteria for success and documented evidence of new learning, impact on practice, impact on students.
Process for module resubmission for modules that did not meet the completion standard: Mentor meets with mentee to review the notes that the TCC (reviewers) shared to help the mentee work on the missing information or evidence needed. Mentees are asked to provide one more CAPA cycle to document this evidence in 2-4 weeks.
Process for communicating results to teachers: Email sent by district facilitator
Assuring confidentiality of the results: Names are taken off projects by the district facilitator.

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.

A) Disputes concerning the mentoring module process, the PGAP or the mentor-beginning teacher relationships will be reported to the District TEAM Facilitator in writing. The DF will request from members of the TCC, as appropriate, to assist with mediation in an effort to resolve the concern, including, but not limited to: re-assignment of mentor/beginning teacher match, discussing concerns with the school principal and referring the situation to the Superintendent. B) Requests for special accommodations will be submitted to the District TEAM 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 and 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: · clear statement of the diagnosed disability or disabilities; · description of the evaluation tests or techniques used; · description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities); · current diagnosis - i.e., completed within the last five years for learning disability, last six months for psychiatric disabilities, or within the last six months for physical disabilities/illnesses (these currency requirements may be waived upon a showing of , the continuing 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 accommodation(s) requested; · a description of why the(se) accommodation(s) are necessary; · the nature of the teacher's disability; · the date the disability was first diagnosed and the date of the most recent evaluation; and · what, if any, accommodations have been received within the past 5 years in employment.

Q39. The TEAM Coordinating Committee (TCC) approved the 2019-2022 Three-year Support Plan for Beginning Teachers and Mentors.

- Yes
- No

Q40.
TEAM Coordinating Committee Approval

District Facilitator or TCC Chairperson Signature - Signature indicates the plan has been shared with and approved by the superintendent.

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Jimmy

clear

Location Data

Location: [\(41.960205078125, -72.003997802734\)](#)

Source: GeoIP Estimation

