

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	Windham
Superintendent Name	Patricia Garcia
District Facilitator (DF)	Sharon Bartlett
DF Email	sbartlett@windham.k12.ct.us
DF Phone Number	860-617-8174

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	Sharon Bartlett District Facilitator
Name/Role	Katie Firth, WAA representative
Name/Role	Kathy Kolijian, WFT representative
Name/Role	Laura Dawley, WHS representative
Name/Role	Lyndsey Hepple, WHS representative
Name/Role	Paula Erickson, WMS representative
Name/Role	Maria Sykes, Sweeney School representative
Name/Role	Kristi Dudek, Barrows STEM Academy representative

Name/Role

Danna Irons, North Windham School representative

Add additional names here:

Jane Morrone, Early Childhood representative, Betty Wengloski Natchaug School representative, Kathy Bentley Windham Center School representative

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 members will meet three times per year (October, January and May) to monitor the submission of Professional Growth Action Plans, Beginning Teacher/Mentor logs, the submission of reflection papers, and teachers' progress toward successful completion of modules. TCC members will meet as necessary with building and Central Office administrators. Administrators and mentors will be invited to all TCC meetings. Members of the TCC are available to administrators, mentors, and Beginning Teachers to assist in the TEAM process in any way necessary.

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:

Sharon Bartlett

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.)

A. Develop new teacher goals and objectives related to district initiatives by: ~ aligning TEAM with the Strategic Operating Plan and Teacher Evaluation Plan ~ including every Beginning Teacher in the district Induction Cycle which provides teachers new to the district with an introduction to the district goals and objectives as well as instructional initiatives. B. Retain quality teachers in Windham by ~ easing Beginning Teachers' transition into the teaching profession through college, mentor and administrative support ~ providing instructional coaches to assist in implementing district initiatives ~ ensuring a strong pool of willing and highly qualified mentors to support beginning teachers. ~ providing time for collaboration for Beginning Teachers and mentors to work together as well as time for peers to collaborate within each school and across the district

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

All teachers in their first year in Windham Public Schools are required to attend the Professional Responsibility Training (Module 5) regardless of the type of certification they hold.

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

Attendance is taken at the inservice. All teachers who attend will complete a brief reflection in regard to the content of the module and their reaction to it. All TEAM Beginning Teachers will record their attendance on their TEAM dashboard. After presentation of the information, small group discussion is encouraged. District policies regarding some of the key areas will be shared by the Human Resources Director. Mandatory for all teachers in their first year of teaching Windham Public Schools regardless of their certification. All mentors of TEAM Beginning Teachers will be invited to attend.

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 teacher in the Windham Public Schools may apply to be a mentor but must meet the following criteria: 1. Tenured and have excellent recommendations from their administrator 2. After two years teaching in WPS if previously tenured and mentor trained or at the discretion of the District Facilitator 3. Submission of name by the building administrator to the District Facilitator for registration in the mentor training 4. Successful completion of the Initial Support Training to be a mentor

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)

All teachers are involved in the district professional development opportunities throughout the year. In addition, many mentors are involved in district and building initiatives that afford them additional training. Beginning teachers are encouraged to observe master teachers to support their learning. Beginning teachers are an integral part of the professional community at each building. They participate in grade level data teams and are encouraged to share their ideas. They also work collaboratively with the support staff in each building.

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.

The district and state expectation for mentor support throughout the year is at least 10 hours per module. If the 20 hours (for the year) is not met, the stipend will be adjusted to reflect the number of hours logged. Each mentor log will be reviewed at the end of the school year by the District Facilitator to determine if the mentor has met the minimum expectation and will receive the \$500 stipend provided by the state. Extenuating circumstances that prevent the mentor from meeting this requirement can be reviewed by the TCC at the request of the mentor or District Facilitator. The District Facilitator will report to the Superintendent and or designee no later than October 30th of each year on the TCC membership, mentor/Beginning Teacher matches, and on the current number of Beginning Teachers expected to complete each module. The District Facilitator will report to the Superintendent and or designee no later than February 1st of each year to provide an update of TEAM activities, including the progress of Beginning Teachers completing modules. The District Facilitator will issue a final report to the Superintendent in June to report on the status of Beginning Teachers and their successfully completed modules and budget. (more?) Building administrators and the District Facilitator will monitor the beginning teachers' progress in completing the modules and the mentors' submission of meeting logs on a regular basis. District Facilitator will monitor mentor logs at least bi-monthly and contact any mentors who have not logged in the minimum number of hours.

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.

The district will conduct meetings for mentors and beginning teachers two times during the school year. These meetings will cover information about the requirements of the TEAM program and provide input on module training and updates. The meetings will be scheduled at two different times (e.g.: 2:45 and 4:00) to accommodate building dismissal times. Notification of these meetings will be sent out by the District Facilitator. During the first mandatory district meeting for TEAM, the District Facilitator will provide an overview of the TEAM program using the state provided powerpoint and the process of professional growth using the TEAM modules. The DF will also set general guidelines for submission of Professional Growth Action Plans and reflection papers.

Q27.

Describe how the LEA will ensure BTs know the consequences of not completing all TEAM requirements by their deadline date.

Teachers who do not successfully complete all five modules by the end of three years in TEAM for Category I teachers, and two modules within two years for Category II teachers, and who do not receive an approved extension of time, will not be eligible for an extension of their initial educator certificate and will not be eligible to advance to the provisional certificate. In such case, in order to earn eligibility for the reissuance of the initial educator certificate, the teacher would need to fulfill the requirements of intervening study and experience (Sec. 10-145f) as approved by the State Board of Education.

The District Facilitator will explain the district and state expectations for completing TEAM requirements at the initial TEAM meeting in September of each year. The district Teacher Evaluation plan includes provision for documenting a Beginning Teacher's not completing the requirements by the deadline dates set by the district. Emails will be sent to all Beginning Teachers on a regular basis to remind them of deadlines.

Q28.

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

Within 30 days of hire, Beginning Teachers and their Mentors will communicate with the school administrator approximate dates that Professional Growth Action Plans or PGAPs (identify for which module) will be ready to share/discuss with Principal. (Note: The PGAP be signed off by the principal no later than October 30th.) The school administrator should meet with a Beginning Teacher before signing off on a PGAP to facilitate the sharing of professional growth activities, resources, etc. and/or to facilitate/provide professional development related to the induction/support of new teachers. When possible, the school administrator assigned to the Beginning Teacher will be their assigned administrator for evaluation. It should be noted that it is the Beginning Teacher's responsibility to make the necessary appointment to meet to review the PGAP. It is expected that Beginning Teachers will complete their first module of the year by January 31 and their second module of the year by May 30. If this timeline is not met, lack of progress will be noted by the administrator in the goal setting conference, midyear conference, and/or summative conference. The assigned building administrator will review Beginning Teacher and mentor meeting logs on a regular basis. The review of the logs should be for frequency of Beginning Teacher and mentor meetings. Following these reviews, the School Principal will communicate regarding successes of the Beginning Teacher and/or issues such as lack of meeting time with mentor. The District Facilitator will report progress on completion of modules to the TCC at meetings as well as submitting an annual report to the Superintendent in June.

Q29.

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

The District Facilitator will remind all Beginning Teachers of the timelines for completion as set by the district. Each Beginning Teacher who does not meet this expectation will be informed by email and the District Facilitator will ascertain any reason for not meeting the timelines. (and adjust expectations when appropriate). A meeting with the District Facilitator, building administrator and mentor will be conducted when necessary to provide any supports necessary to insure success.

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

Any TEAM certified teacher in the Windham Public Schools may apply to be a reviewer but must meet the following qualifications: 1. Tenured and have excellent recommendations 2. After two years teaching in WPS if previously trained 3. Submission of name by building administrator to the District Facilitator 4. Successful completion of the reviewer training 5. Completion of the state mandated reviewer update training each year. Reviewers are expected to complete at least 5 reviews during the school year

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

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.

Beginning Teachers and mentors who feel that they are inappropriately matched should contact their building administrator and the District Facilitator who will determine if the problems can be reconciled at the building level. Resolutions might include the reassignment of the Beginning Teacher to a new mentor, which will be decided by the building administrator and the District Facilitator. Any major concerns, such as ineffective use of Beginning Teacher/Mentor time or Beginning Teacher difficulties completing the modules in a timely fashion, should be referred to the District Facilitator and/or Building Administrator. The District Facilitator will then set up a time to meet with all interested parties to discuss possible solutions regarding the issues. The District Facilitator may request members of the TCC, as appropriate, to resolve the issue.

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.

Sharon A Butlett

clear

Location Data

Location: ([41.740295410156, -72.680702209473](#))

Source: GeoIP Estimation

