

# **\*2021-2024\* District Three-Year Mentoring Plan**

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## **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.

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### **Q2 District Information**

- Name of District (1) Windsor Locks
  - Superintendent Name (2) Shawn Parkhurst
  - District Facilitator (DF) (3) Abigail Wrinn
  - DF Email (4) awrinn@wlps.org
  - DF Phone Number (5) 860-292-5012 x6950
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**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 (1) Shawn Parkhurst, Superintendent
  - Name/Role (2) Christian Strickland, Assistant Superintendent
  - Name/Role (3) Sheri Lee, Human Resource Director
  - Name/Role (4) Abigail Wrinn, DF, Teacher
  - Name/Role (5) Brian Deming, Teacher, Union President
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**Q4 Describe the timeline for the TCC to meet. Include in the plan when the TCC will meet with central office personnel, principals and mentors.**

The timeline for the TCC to complete the 3 year plan process is as follows:  
The DF and teacher will work together on the 3 year plan. It will then be sent to the Assistant Superintendent and Director of Human Resources for review and feedback. The 4 committee members will work together to complete it. The final step will be review by the Superintendent and then sent to the state of Connecticut as a finalized copy.

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### **O5 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:  
Abigail Wrinn

End of Block: Block 1

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Start of Block: Block 2

- **O6 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.



**O7 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. TEAM program:**

1. Providing staff training and professional development to the mentors and the committee to meet TEAM objectives and requirements
2. Using the Teacher Evaluation plan to be aligned with TEAM
3. Establishing the process for in-district reflection review papers

**B. Support the TEAM Mentor Program by:**

1. Scheduling mentor update training for existing mentor teachers
2. Identifying and recruiting additional mentors - provide initial training
3. Monthly progress check-ins with mentors

**C. Aligning the TEAM process with district initiatives by:**

1. Creating a new teacher induction that explains the TEAM program.
  2. Establishing a collaborative and supportive culture which supports the professional growth of teachers ensuring student success.
  3. Reviewing teacher evaluation plan.
  4. Providing on-going professional needs connected to district initiatives, building base needs, and/or specific needs of the individual staff (the District Facilitator/Dir of Curriculum, Instruction & Assessment/Building Principals/Mentors).
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**O8 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.

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**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.**

- X 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.
  - X 2. Communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work.
  - X 3. Coordinate the teacher education and mentoring program (TEAM) and teacher evaluation and support, provided they are kept separate.
  - X 4. Ensure mentors and beginning teachers have time to meet by coordinating their activities and schedules to ensure faithful implementation of the TEAM Program.
  - X 5. Submit an annual report on mentor-teacher activities to the superintendent or director for review and approval.
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**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)*

- X 1) Mentor Stipends
  - X (2) Data system
  - X (3) Mentor/cooperating teacher training
  - X (4) Professional development for beginning teachers and mentors
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**Q11 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.

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**Q12 Who will facilitate Module Five?**

- X The District Facilitator**
  - Human Resource Director
  - Central Office Administrator
  - Building Administrator
  - Teacher Leader
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**Q13 When will Module Five be conducted?**

- At the beginning of the first year of teaching
  - Mid-year of the first year of teaching
  - X Beginning of the second year of teaching**
  - Mid-year of the second year of teaching
  - Other \_\_\_\_\_
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**Q14 How will Module Five be structured?**

- Beginning teachers only
  - X Beginning teachers and their mentors**
  - Beginning teachers, mentors and experienced staff
  - Other \_\_\_\_\_
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**Q15 How will teachers document the completion of Module Five?**

Teachers will document completion of module 5 by completing the module 5 survey after module 5 is conducted by the district facilitator. The district facilitator will also keep note of who completed the module.



## **Q16 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.*

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

Teachers will be invited/encouraged to participate in the mentor program based on the following:

- a. Possesses a provisional or professional certificate with a minimum of three years experience, including at least one year experience within the district.
  - b. Demonstrates effective teaching practice as defined in the Connecticut Common Core of teaching (CCT).
  - c. Demonstrates the ability to work cooperatively as a team member to aid the professional growth of a beginning teacher.
  - d. Demonstrates professional commitment to improving the induction of beginning teachers into the teaching professional.
  - e. Demonstrates the ability to be reflective and articulate about the craft of teaching.
  - f. Commits to the goals of the district.
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**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?**

The following criteria is used to assign a mentor with a new teacher:

- ✓ Grade level
- ✓ ContentArea
- ✓ Proximity

A mentor is assigned within the first 30 days of being hired.

*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).*

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**Q19 Beginning teachers are assigned a mentor within 30 days of hire.**

- X Yes
- No (Explain)

**Q20 All beginning teachers are matched with a mentor according to the following criteria (select all that apply):**

- X Grade level
  - X Content Area
  - X Proximity
  - X Needs
  - Other \_\_\_\_\_
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**Q21 All mentors must be trained and updated by state approved training(s) in best practices and essential knowledge on a regular basis.**

- X 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 \_\_\_\_\_
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**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)**

Mentor update training has changed and requires all mentors to complete 3 online Professional Learning Units every three years. The new mentor professional learning series is accessed through the TEAM Dashboard.

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**Q23 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.

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**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.**

Each mentor shall provide ten contact hours per module. The hours are documented on the TEAM dashboard, where the DF has access to monitor the meeting times. The DF will remind mentors/mentees of this requirement, and check in individually when this requirement is not being documented on the dashboard. If it is determined that a teacher is not willingly participating, then the issue will be brought up with an administrator. This would happen only happen after all efforts to support the teacher have been exhausted.

**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.

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**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 mentor and BT receive a message from the DF that includes all of the above information.

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**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.*

This will be explained to beginning teachers during their initial contact from the DF. After that, any teacher who is appearing to go in that direction will have a meeting with the DF to determine what the issue is. If the issue is not with the mentor, then a meeting will be set up with all 3 to determine an action plan to meet the requirements, while also emphasizing what will happen if TEAM is not completed. As a last resort, the building administrator will be notified for any teacher who fails to complete the program.

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**Q28 Describe the process for monitoring beginning teachers are on track to complete TEAM by their deadline dates.**

DF monitors the electronic Beginning Teacher Mentor Meeting Logs at least four times a year and communicates individual teacher's progress/concerns to the building principal. The DF will touch base via email monthly with all beginning teachers to make sure they are on track and to check in.

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**Q29 Describe supports for teachers who are not on track to complete TEAM by their deadline dates.**

The DF will meet with the beginning teacher to determine the reasoning for not being on track to meet their deadline. When there are extenuating circumstances interfering with successful completion, or when a teacher demonstrates a need for additional time to be successful, we are prepared to offer additional and different kinds of supports. A teacher may be paired with a new mentor or given additional time to participate in one or more modules. The last resort would be to file an extension of TEAM if deemed necessary.

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**Q30 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.

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**Q31 How will teachers demonstrate completion of each instructional module?**

- X Teachers will submit a reflection paper to demonstrate completion of each module.**
- Teachers will submit a project to demonstrate completion of each module.
- Other

*Skip To: Q32 If How will teachers demonstrate completion of each instructional module? = Teachers will submit a project to demonstrate completion of each module.*

*Skip To: Q33 If How will teachers demonstrate completion of each instructional module? = Other*

*Skip To: Q34 If How will teachers demonstrate completion of each instructional module? = Teachers will submit a reflection paper to demonstrate completion of each module.*

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.

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*Skip To: Q34 If You selected Project - Please describe the requirements of the project including, but not limite... =*

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.

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### **Q34 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 teacher submits a reflection paper or a project, the review criteria is the same.*

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### **Q35 How are reviewers trained and updated?**

- X Reviewers are required to attend a state approved training.**
- Reviewers are trained in-district using a state-approved training.
- Other: Explain \_\_\_\_\_

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Q36 How will modules be reviewed for successful completion?

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

*Skip To: Q37 In-district Review- How will modules be reviewed for successful completion?*

*Skip To: Q37 Consortium (in a collaboration with other districts) If How will modules be reviewed for successful completion?*



*Skip To Q38: Regional Review (RESC Collaborative) If How will modules be reviewed for successful completion?*

**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

1. Assigning papers for review: District Facilitator will assign reflection papers to members of the review committee. Consideration will be made to assign reflection papers to reviewers with similar grade levels and teaching assignments as possible. Papers are deemed successful when they meet the passing criteria laid out in the TEAM manual:

MEETS the criteria for Development of New Learning

MEETS the criteria for Impact on Practice

MEETS the criteria for Impact on Students

2 Establishing and monitoring timelines: Reviewer will review reflection papers, determine successful/unsuccessful completion and notify DF in writing of the results. DF will notify beginning teacher and mentor about results within two weeks. If the paper is unsuccessful, the beginning teacher will be given feedback on what deemed the paper unsuccessful.

3 Second review of papers that do not meet successful completion standard: DF will share with mentor and mentee the identified deficiencies. DF will establish a timeline for resubmission to TCC. The TCC will review the modified reflection paper to determine successful/unsuccessful completion. DF will notify mentor and mentee of results

4. Assuring confidentiality: The DF will give a reviewer a paper without any identifying criteria (name, grade, etc). The reviewers will be made aware that this is a confidential process and failure to abide by the confidentiality will result in removal from the reviewer committee.

**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. The DF will try to resolve any disagreements between the mentor and mentee. The principal of each school should make the final attempt to resolve disputes and conflicts involving the mentor and mentee.
- B. Persons with disabilities: Requests for special accommodations will be submitted to the District TEAM Facilitator in writing and will be reviewed by the DF and the superintendent 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 and be signed by a physician, clinician or certified evaluator qualified to make the diagnosis.
- C. Mentees or mentors who feel they are inappropriately matched will contact the DF. The DF determines if problems can be reconciled through the support of the TCC (as needed) or if the match should be dissolved.
- D. Module outcome disputes: If a beginning teacher does not agree with the outcome of their module, they need to submit a letter of appeal to the DF. The DF will consult with the notes from the reviewers and read the paper to make a decision on the appeal.

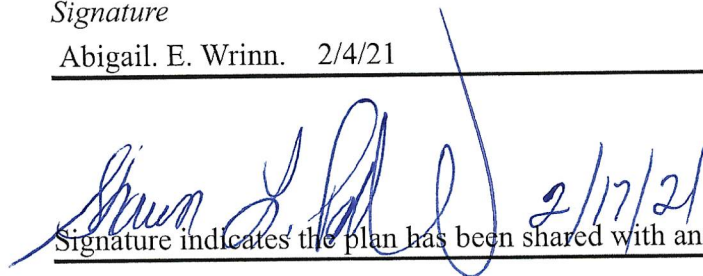
Q39 The TEAM Coordinating Committee (TCC) approved the 2019-2022 Three-year Support Plan for Beginning Teachers and Mentors.

- X Yes**
- No

Q40 **TEAM Coordinating Committee Approval** *District Facilitator or TCC Chairperson*

*Signature*

Abigail. E. Wrinn. 2/4/21



Signature indicates the plan has been shared with and approved by the superintendent.