

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

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|---------------------------|-------------------------|
| Name of District | EASTCONN |
| Superintendent Name | Gary Mala |
| District Facilitator (DF) | Nancy Celentano |
| DF Email | NCELENTANO@EASTCONN.ORG |
| DF Phone Number | 860 455-1507 |

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:

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|-----------|--|
| Name/Role | Diane Dugas, Director of Teaching and Learning, trained mentor |
| Name/Role | Amy Margelony, Director of Student Services, trained reviewer |
| Name/Role | Jane Glenn, Teacher, mentor, reviewer, union representative |
| Name/Role | Kristin James, Educational Coordinator, mentor |
| Name/Role | Brian Levine, Teacher |
| Name/Role | Nancy Celentano, DF |

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 TEAM TCC is a sub-group of the EASTCONN PDEC. The PDEC meets monthly and subgroups work on specialized areas and report out to and/or seek input from the larger group. In this way, central office staff and building administrators and teachers across programs can be kept apprised of TEAM related news and have the opportunity to raise issues/concerns or make recommendations. The TCC engages with TEAM mentors twice a year in order to receive programmatic feedback, provide opportunities to share successes and resources, problem solve issues as needed and engage in professional learning activities to improve their coaching skills.

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:

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|-----------------|
| Nancy Celentano |
|-----------------|

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.)

EASTCONN District/Agency Goals and TEAM Related Activities District Goal One: To provide exemplary programs and services for learners, especially those with significant barriers. So each can achieve individual success. TEAM Related Activities: • EASTCONN considers teachers as well as students to be learners. Beginning teachers work with mentors to help them make informed decisions regarding curriculum and instructional and behavioral practices that have merit for our student populations. • Mentors will coach beginning teachers to help them reflect on specific evidence of the impact of their instructional decisions/practices on students and to determine next steps to ensure student success. • EASTCONN will support professional growth of new and experienced teachers by providing professional learning experiences/activities to address individual student needs. With this goal in mind, EASTCONN will provide professional learning opportunities related to mentoring strategies, instructional strategies, differentiated instruction, formative and summative rubrics, classroom management techniques for student achievement and other professional learning opportunities that support improvement of teaching and learning as described in the CCT. District Goal Two: To engage in strategic collaborations that result in positive outcomes for learners. TEAM Related Activities: • Align employee search processes with criteria for TEAM beginning teachers and mentor goals and objectives. • When interviewing perspective teachers, administrators will try to determine who candidates are as learners and seek candidates who demonstrate an ability to engage in deep reflection and an openness to learning new curriculum, researching effective instructional skills and collaborating with colleagues. • With a goal of growing/supporting and retaining effective teachers, EASTCONN will provide a mentor to all new teachers, regardless of whether or not they need to complete TEAM. o TEAM participants will receive 2 years of support (an additional year will be available if needed) from a TEAM trained mentor who will provide support for TEAM and address any other issues or challenges that the novice teachers require. Mentors will provide approximately 50 hours of support for novices as they participate in TEAM and coordinate additional support from other staff members. o Experienced teachers who do not require TEAM, will also receive mentoring support for one year to help new staff better understand school culture, curriculum, student needs, etc. (The TCC will develop a contract that outlines responsibilities, timelines and payment information.) • Mentors will coach and collaborate with new teachers using a problem solving model that mirrors the TEAM module process, i.e., reflect on current practices and student outcomes, develop new learning to address an issue or concern with students learning or behavior, apply the new learning to improve instructional decisions/practices and document specific evidence of how the instructional decisions/practices resulted in improved outcomes for students. • Through collaborations with their TEAM mentors, new teachers will build connections between their TEAM module process, their daily practice and outcomes and their EASTCONN evaluation portfolio. • Strengthen partnerships/collaboration among EASTCONN's internal stakeholders, for the purpose of promoting program and student growth, increasing expertise in teaching and creating high-quality learning objectives for all students in EASTCONN schools and programs. District Goal Three: To enhance the knowledge and skills of educators and the whole community so they can effect change and facilitate positive learner outcomes. TEAM Related Activities: • Prior to the start of the school year, EASTCONN will offer a full day Orientation for all new teachers, regardless of whether or not they are required to participate in TEAM. The Orientation will include information about the region, the programs/schools, student populations, expectations for professional growth and availability of support regardless of whether or not teachers are required to complete TEAM. The TCC will determine if these "mentors" need to be TEAM trained and what compensation will be provided. • Engage new and experienced teachers in self-reflective examination of instructional practices and student outcomes as a foundation for TEAM, EASTCONN's Teacher Evaluation Portfolio and Professional Learning/Growth. • Use TEAM resource, as appropriate, to help new teachers facilitate positive learner outcomes and better understand and meet CCT expectations and EASTCONN evaluation requirements.

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

End of the first year of teaching

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?

They will bring their laptops to the session and log into their accounts to answer the online questions.

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).

Building administrators who have interviewed new hires and best know their own staff will work with the EASTCONN DF to identify the best possible matches between beginning teachers and mentors. Priority will be given to matching teachers and mentors working in the same building and as close to the same assignment as possible. Any special needs that a beginning teacher may have or may be required programmatically will be considered when making matches. The District Facilitator will work with the TCC and building administrators to identify potential candidates to be recruited to participate in the TEAM IST Training and serve as mentors. EASTCONN will encourage experienced teachers who meet the following requirements to participate as mentors in the TEAM Program. Prior to participating in the TEAM Initial Support Teacher Training, perspective mentors must:

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)

Mentors will be encouraged to make mentoring of beginning teachers a part of their professional growth goals. As such, professional learning activities offered on differentiated instruction, classroom management, data-driven decision making, effective coaching and other best practices will be offered regularly.

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.

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 facilitator will monitor the progress of all beginning teachers monthly. She will also monitor the Beginning Teacher/Mentor meeting logs to determine if the appropriate hours of support are being provided for each module. If an appropriate number of hours are not recorded, the DF will reach out to the mentor with a reminder to record support. (Historically, a lack of documented support most often is the result of not recording support sessions as opposed to lack of support.) Reminders will be sent to mentors as needed.

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.

Within 30 days of hire, the EASTCONN DF will reach out to each beginning teacher to schedule a 1:1 TEAM Orientation. The beginning teachers' mentors will also be invited to participate in the meeting. The meeting will take place at the beginning teachers' schools. At the orientation, the DF will help novices connect their background experiences with EASTCONN and TEAM expectations. The DF will also provide an overview of TEAM Program requirements, a review of the district's three-year TEAM support plan, timelines for TEAM completion and a schedule for district-based support.

Beginning teachers should leave their orientation sessions with a clear picture of their role at EASTCONN and within the TEAM Program. At the sessions, the DF will also clarify EASTCONN's commitment to helping each teacher become a more reflective practitioner, recognize the cause and effect connections between their instructional decisions and student outcomes and the importance of keeping students at the heart of our practice.

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.

While the orientation sessions will focus on the positive outcomes of TEAM participation, new teachers will also be made aware of the consequences of not taking TEAM requirements seriously and not completing program requirements by their deadline date, i.e., 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 re-issuance 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.

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

As outlined previously, the district facilitator will monitor the progress of all beginning teachers on a monthly basis to ensure that each beginning teacher is on track to complete TEAM in a timely manner. She will also monitor the Beginning Teacher/Mentor meeting logs to determine if the appropriate hours of support are being provided for each module. If an appropriate number of hours are not recorded, the District Facilitator will reach out to the mentor to ensure that support is being provided and to seek the mentor's input in projecting an anticipated completion date. If the DF and/or mentor have concerns about a beginning teacher who appears to be falling behind on her/his module work, the DF and mentor will discuss their concerns and develop a support strategy to address any potential issues. The DF will also reach out to the beginning teacher to discuss potential concerns about the beginning teacher's timeline and get the beginning teacher's thoughts about next steps.

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

The first step in insuring that beginning teachers stay on track to complete TEAM by their deadline dates is ongoing monitoring of each beginning teacher's progress. For any number of reasons, a beginning teacher may get behind a semester, pushing completion into the first semester of the deadline year. However, if it appears that a beginning teacher runs the risk of taking the entire additional year or not completing TEAM by the deadline date, the DF will reach out to both the mentor and beginning teacher to discuss progress and potential timeline issues. After getting both the beginning teacher's and mentor's perspectives, the DF will facilitate a meeting with the beginning teacher and mentor to develop an action plan to help ensure the beginning teacher's successful completion of TEAM by the deadline date. The plan will include activities, resources, time frames and check-in dates.

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

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

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.

Reporting • Beginning teachers or mentors who believe that they have been inappropriately matched may bring their concerns to their building principal. • Disputes concerning the mentor module process, the PGAP or the BT-mentor relationship must be addressed initially with the building principal, who will work with the assigned TCC member to mediate and resolve the concern. In the event that further intervention is required, the BT or mentor must report the nature of the dispute to the DF and building principal in writing. • Upon receipt in writing of a dispute, the DF will require a review of the Beginning Teacher and Mentor Meeting Log. DF will examine the number of times and hours the BT and mentor have met and the information contained regarding the nature of the meeting. Intervention • When a dispute requires the intervention of the DF, the DF will request that members of the TCC and the building principal assist in determining options for resolution of the issue, including, but not limited to: review of BT/Mentor meeting logs to determine whether the relationship has been fruitful and should be sustained; on-site monitoring of meetings and correspondence between BT and mentor; re- assignment of mentor/beginning teacher match; referral to Superintendent. • In the event that it is determined upon review that the BT/Mentor partnership should be dissolved, the TCC will send its recommendation to the Superintendent who will make the final decision regarding dissolution. Dissolution and Re-assignment • When a partnership has been dissolved, the school administrator, TCC and DF will work together to assign another mentor to the beginning teacher. • Payment to the mentor in a dissolved partnership will be based on the number of hours spent with the BT, as determined in the Meeting Log, and the maximum expectation by the CSDE of 10 contact hours per module. Requests for Special Accommodations • Requests for special accommodations are submitted to the DF 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. Please see the TEAM Program Guidelines for Accommodations for Candidates with Disabilities and the attached Application for Accommodations for more information. Submissions of the Application and supporting documents must be submitted to the DF.