

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	Danbury
Superintendent Name	Sal Pascarella
District Facilitator (DF)	Kevin Walston
DF Email	walstk@danbury.k12.ct.us
DF Phone Number	2037974724

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	Morris, Susan: Co-Chair, Reviewer, Mentor, PD Coordinator
Name/Role	Dalton, Pam: Co-Chair; Reviewer, Mentor, (Regional Chief Reviewer and Master Mentor trained); Administrator
Name/Role	Brugnolo, Stacey: Reviewer, Mentor, DHS
Name/Role	Harris, Juanita: Reviewer, DHS; NEA-Danbury Liaison
Name/Role	Barlow, Nancy: Reviewer, Mentor, ROP Trained, WSMSA
Name/Role	Russell-Benner, Jil: Reviewer, Mentor, BVMS
Name/Role	Michael, Nancy: Reviewer, Mentor, Cooperating Teacher, PEM

Name/Role	Tarsi, Michelle: Reviewer, Mentor, MSS & SHR
Name/Role	Scott, Melinda: Reviewer, Mentor, STR
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.

The TCC meets a minimum of three times. Once in early fall, once in January, and once in April/May The TCC Co-chairs meet with central office personnel in the fall The TCC communicates with principals at a few key points in the year (e.g., in the fall when mentors are assigned, around the submission of PGAP) The TCC communicates with mentors at a few key points in the year (e.g., after reviewing mentor logs, during a mentor support session in the fall)

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:

Kevin Walston, Assistant Superintendent

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.)

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.

A minimum of three support sessions are scheduled each year; an orientation, a session before each module, and a session shortly before submission.

Beginning teachers are invited to the district google TEAM support page. Communication, forms, calendar are all housed in this space.

3. Coordinate the teacher education and mentoring program (TEAM) and teacher evaluation and support , provided they are kept separate.

At the orientation, TEAM participants are provided with an opportunity to cross walk the requirements of TEAM and TEval with the goal of streamlining the planning process.



4. Ensure mentors and beginning teachers have time to meet by coordinating their activities and schedules to ensure faithful implementation of the TEAM Program.

The TCC regularly monitors mentor logs to ensure teachers are receiving support.

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

For most participants, the facilitated conversation occurs at New Teacher Orientation. This conversation includes members of the TCC. For teachers who are not present, a second opportunity is scheduled in the spring. BTs view and discuss the Ethics PowerPoint with their mentor.

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

Teachers complete the survey on the TEAM 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).

Mentor Selection: Reviewing the candidate's application that includes a signature from immediate supervisor and reflects qualifications listed (see Appendix A) A mentor selection subcommittee will be comprised TCC members as needed Mentor selection will begin with areas/schools in need of additional mentors. Other mentors will be selected from the application pool as funding permits Retired teachers who maintain current TEAM mentor eligibility may serve as a mentor Mentor Training: At least once annually, the District Facilitator/TCC will review the current list of active mentors to ensure that they have attended the TEAM initial support training or update training at least within the past three years, The District Facilitator/TCC/or designee will notify mentors who need to attend update training. It is recommended that mentors make every effort to attend an update training prior to the start of a new school year. Mentor Responsibilities: Provide a minimum of 50 hours across two years of participation in TEAM (25 hours for one year). Mentoring shall include support for reflection paper modules (1-4), Module 5 discussion (viewing of the PowerPoint), and general mentoring (such as report cards, parent conferences, support with curriculum). Completing the mentor log. Ideally, the log is updated after each support session (phone call, etc.), and is updated at least monthly. The log must be completely up to date prior to the mentees submission of his/her final paper. Note: Professional staff who have evaluative or observation responsibilities may serve as mentors; however, they may not mentor a beginning teacher for whom they have evaluation/observation responsibilities. Professional growth of mentors includes: Successful completion of Initial Support or Update TEAM training. Data Driven Decision Making/Data Teams Adherence to current district initiatives Attend voluntary support sessions offered by district After a review of placement of beginning teachers, mentors will be assigned by matching grade and/or department and building as closely as possible. In addition, every effort will be made to assign a mentor to a beginning teacher in the same building.

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)

Every Effort is made to match as early in the year as possible; most often within the first 30 days.

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

Case load of mentor; Generally a mentor will be assigned no more than two mentees. In unusual circumstances, a third mentee may be assigned.

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

The district uses both the above methods.

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)

There is a mentor support session in the fall. All mentors are encouraged to attend other support sessions.

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.

TCC monitors electronic Beginning Teacher and Mentor Meeting Logs on a monthly basis and send reminders to mentors as necessary. The TCC emails mentors about logs and the DF or his designee may meet with individual mentors when necessary. If a mentor does not update the log in a timely way, payment may be withheld.

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.

Orientation occurs during New Teacher Induction whenever possible. If this is not possible, the orientation session occurs on the second or third Thursday in September.

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.

At the orientation and at each subsequent module support session the requirements are announced, this includes an emphasis on failure to complete TEAM means a BT will not be eligible to renew or maintain CT Certification.

Q28.

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

Process used to collect beginning teacher's two-year support plans PD offered on the purpose of the Two Year Support Plan Timeline. TCC member from building available for assistance, if necessary, and to collect plans (available electronically within web-based system), give to District Facilitator. Support/monitoring plan ensuring mentors/mentees are working together to complete the PGAP District Facilitator or designee summarizes beginning teachers' Two Year Support Plans with TCC. TCC develops PD activities, and timeline for activities, around the CCT related to modules indicated in Two Year Support Plans. District Facilitator or his designee and the TCC monitors electronic Beginning Teacher and Mentor Meeting Logs to ensure topics address PGAP development. District Facilitator communicates with superintendent at least two times per year about mentor/mentee progress and Superintendent discusses with Administrative Council successes or need for additional support. TCC meets in the spring and determines timelines for submission of reflection papers and crafts a memo for distribution to mentors, teachers, and administrators at the onset of the school year. This communication exists in the TEAM mentor and beginning teacher google classrooms. The DF or his designee monitors program completion. Upon completion of all required modules, The chair(s) of the TCC will notify the DPS TEAM EDS data manager to indicate successful completion of TEAM.

Q29.

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

The DF or his designee communicates with any BT who is not on track to complete TEAM by the deadline. The TCC works with BTs to customize timelines when 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.

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

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

The full TCC serves as the review committee. Only TCC members may serve as reviewer. Members of the TCC may review any paper at any level. The district will use the TEAM dashboard, adhering to all TEAM reflection paper criteria. The dashboard will communicate with BTs about their results. Dates for submission are provided to beginning teachers. Where possible, TCC meetings will be scheduled as close to submission dates as possible so papers are reviewed in a timely fashion. When papers are submitted after the TCC meeting for review, papers will be reviewed by a sub-committee. Any paper that may be deemed unsuccessful will be read by at least one other member of the TCC prior to finalizing a review. If reviewers agree the paper is unsuccessful, then the paper is returned to the beginning teacher for resubmission. If reviewers disagree, a sub-committee reviews the paper for final determination. The District Facilitator or his/her designee may contact a beginning teacher to provide more specific feedback around reflection paper revision. When possible, TCC members will not review a paper submitted by a beginning teacher in their own building or area of responsibility. TCC members make every attempt not to review a paper submitted by a beginning teacher with personal or strong professional contact (e.g., mentor, has evaluative responsibilities).

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.

1. Disputes concerning the mentoring module process and the PGAP District Facilitator or his/her designee will review requests, meet with TCC and individual parties and make recommendations for resolution within a week. 2. Disputes or appeals concerning reflection paper outcomes Beginning teachers may contact the District Facilitator to dispute or appeal a reflection paper outcome. This request must be made in writing (email acceptable). The District Facilitator or his designee will follow up with the beginning teacher. If, after following these procedures, a beginning teacher still has a dispute about the outcome of his/her reflection paper, the District Facilitator will request that the TCC sub-committee review the most recently submitted reflection paper. 3. Requests for special accommodations will be submitted to the District Facilitator in writing and will be reviewed by the TCC on a case-by-case basis. Teachers making such requests will be notified of the results of the review within two weeks. Each request must be dated, typed or printed on official letterhead and signed by a physician, clinician, or certified evaluator qualified to make the diagnosis (include information about license or certification and area of specialization). Such documentations 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 5 years for learning disability, last 6 months for psychiatric disabilities, or within the last 6 months for physical disabilities/illnesses (these currency requirements may be waived upon 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) accommodations(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. If there is a concern on the mentor's part about a beginning teacher not participating in TEAM activities (e.g., not coming to mentor sessions), the mentor should contact the TCC chairs for support. The District Facilitator may become involved if necessary. Steps in procedure for dissolving mentor placements: Concerns about an individual mentor, or mentor and beginning teacher matches should be placed in writing to the District Facilitator. The District Facilitator will contact the building administrator and/or a member of the TCC to assist in the mediation and possible resolution of concern. If resolution cannot be reached, the District Facilitator will work with the building administrator to determine additional strategies for possible resolution or consideration of dissolution. Reasons for dissolution may include: Practicability—assignment out of building/subject area Illness—health or prescriptive measures for curing health problems create a hardship Personal The District Facilitator will notify parties concerned of decision to dissolve placement or not. If placement is dissolved, the building administrator works with the District Facilitator/TCC to assign another mentor; District Facilitator/TCC will determine if mentor qualifies for any/partial/entire mentor stipend. Steps in procedure for removal for good cause of teacher from current mentor pool: The TCC will decide upon the matter of "good cause" based upon the following standards of performance for mentors Guiding mentees through the successful completion of module process. Attendance at required district/building meetings; update trainings; PD workshops. Electronic mentor logs reflect required contact hours with mentee that reflect meetings taking place during the course of 8-10 weeks; summaries of meetings are focused on respective module or teaching practice. Demonstrating professional behavior reflecting support of the district's goals. A pattern of unsatisfactory responses on district or state survey

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

This question was not displayed to the respondent.

Q40.

TEAM Coordinating Committee Approval

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

This question was not displayed to the respondent.