

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	Plymouth Public Schools
Superintendent Name	Marty Semmel
District Facilitator (DF)	Jennifer Parsons
DF Email	parsonsj@plymouth.k12.ct.us
DF Phone Number	8603148055

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	Anita Baranowski - THS Science Teacher & Department Chair
Name/Role	Heather Farisello - ETJ Math Coach
Name/Role	Kate Avcollie - THS English Teacher & Department Chair
Name/Role	Stephanie Fuller - ETJ Wellness Teacher
Name/Role	Mike Hults - THS Principal
Name/Role	Rhonda Mazur - FES Teacher and PEA Secretary
Name/Role	Melissa Morelli - PCS Teacher
Name/Role	Jennifer Parsons - Director of Curriculum and Instruction

Name/Role

Dina Schaffrick - FES Math Coach

Add additional names here:

Shannon Surreira - ETJ Dean and PEA President, Jen Totten - ETJ Science Teacher, Bonnie Scappaticci - PCS Teacher, Lydia Johnson - THS Spanish Teacher, Candi Clukey - FES Teacher, Lindsay Aronheim - Director of Pupil Personnel and Special Education, Russ Fuller - THS IT Teacher

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 is composed of members of our Educator Development Committee (EDC) which handles teacher growth and development, professional development, TEAM, new teacher orientation, teacher of the year and teacher leadership. The (EDC) reports out regularly to the District Data Team four times a year. As the DF, the Director of Curriculum and Instruction, communicates weekly with the district level cabinet and monthly with the administrative team. The EDC meets 3-4 times a year around the time frames of October, January, March and May.

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:

Jennifer Parsons

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.)

Provide all beginning teachers with the support they need to develop as effective educators; - by providing a buddy for all new staff in addition to TEAM mentors for new teachers that can help acquaint the beginning teacher with district and school level initiatives such as increasing instructional expertise, social emotional learning and enhancing curriculum Ease the beginning teacher's transition into the teaching profession in order to retain effective teachers; - by conducting new teacher orientation and supporting building-based structures for continuous support throughout the first two years Develop teachers who are reflective practitioners, able to critically assess their practice against CT's teaching standards, and are committed to continuous professional learning; - by working with new teachers as they navigate the TEAM modules and the Plymouth Public Schools Teacher Growth and Development Plan Cultivate an understanding of the professional responsibilities of an educator; - by modeling and upholding these responsibilities and sending new teachers to facilitated module five conversations Foster collaborative learning communities for all educators; - by providing collaborative planning time, meaningful and relevant professional learning, and the support of instructional coaches and department leadership and Provide excellent teachers the opportunity to develop as educational leaders. -through ongoing support and guidance for the beginning teachers from their evaluator and department leadership and a coordinated system of professional growth and learning.

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

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

Confirmation from the RESC staff of successful participation in and attendance at a facilitated module five conversation

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).

Annually information is shared by the DF with the EDC and building level administrators around training opportunities to certify new mentors. Administrators are encouraged to share this information with all staff but also reach out to staff that might fill a gap in the range of mentors we have or to teachers whom they feel are ready to share their best practices with others. Upon hire of new teachers in the district with previous experience the DF will have conversations around whether the new hire previously acted as a TEAM mentor and will keep a list of names until the above criteria are met.

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

content area match made whenever possible, if this can not be achieved we look for the most logical match

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

Currently mentors attend state training but we recently had a master mentor trained in district who will offer in district training

Q22. Describe any additional professional development opportunities provided by the LEA to mentors to address further development of best practice and essential content knowledge. (Optional)

Q32.

Mentoring Hours

Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module.

Q24.

Describe how your LEA will monitor the number of mentoring hours provided to each beginning teacher to ensure support hours are meeting the mandated requirements and a process for addressing possible issues during the year.

Mentors complete mentor logs in Google within the mentee's shared folder. The DF checks the mentor logs upon completion of each module. If the logs do not reflect adequate support for the module a discussion is had and either logs are updated or obstacles that impeded on the successful completion of hours are addressed.

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.

By October 15th annually, or within a week of the state DF meeting, the DF will facilitate a meeting in which new teachers and their mentors attend an orientation to TEAM to review the TEAM program requirements, timelines, and the district 3-year TEAM support plan. New teachers leave this meeting with an initial plan for module completion and support from their mentor.

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 meeting the DF speaks with BT about this requirement and its consequences. Regular monitoring of progress and module completion is done by the DF to ensure that BT are on track. If a BT is not on track, a conversation is had between the BT, mentor and DF. Reminders about completion become much more frequent if a BT moves beyond their expected completion date.

Q28.

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

BT , their mentors and the DF share a monitoring document in the BT Google folder in which progress at the module level is monitored. This document has expected completion dates embedded.

Q29.

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

If a BT is not on track, a conversation is had between the BT, mentor and DF. A more individualized timeline and plan for completion can be completed at this point if needed. At times the building level administrator will be looped into the planning to make sure the BT has the appropriate level of support and time to complete the requirements as outlined in the PGAP. Reminders about completion become much more frequent if a BT moves beyond their expected completion date.

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

Upon completion of a module the BT submits to the DF. The DF then makes a copy of the electronic document to protect identity and give the paper a number (i.e Paper #1 - 2020) and assigns it out to one of three paper reviewers anonymously on a rotating basis. Exception is made if the reviewer is acting as the mentor, if the paper would have been assigned to that reviewer it skips over them. Reviewers evaluate modules in relation to the TEAM Module rubrics and submit feedback and outcome to the DF. The DF then communicates outcome to the BT through email and records module completion. If the module was not successfully completed that outcome is communicated with feedback based on the rubric and next steps, usually revision and resubmission. Upon resubmission the same reviewer will reevaluate. If there is a second submission that does not meet success the DF will have a face to face meeting with the BT to review feedback and answer questions.

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.


Module outcomes - Upon three unsuccessful attempts at module completion the paper would be read by a second reviewer in district. If there was discrepancy in scores the RESC based TEAM consultant would be utilized for additional input and technical assistance. The same process would be used in case of a BT appeal for a review of the scoring. Mentor - BT relationships - All efforts are made to pair BT with mentors that will match their need, however if there is a conflict the DF can act as a third party to try to resolve issues and any miscommunications or barriers that might be impeding on a successful match. If the concerns are deeper and the best result for both parties would be to dissolve the relationship the DF would make that decision in concert with the building administrator. Requests for special accommodations based on disabilities - any requests for special accommodations based on disability would be reviewed and discussed with the DF and accommodations would be made within the parameters of the TEAM state level requirements that would stay true to the goals of the program.

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.

✕  clear

Location Data

Location: [\(41.676193237305, -73.009201049805\)](#)

Source: GeoIP Estimation

