

Three-Year District Support Plan for Beginning Teachers and Mentors for **2018-2021**

District: Stafford

District Facilitator (DF): Steven M. Autieri

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2018- 2019 TEAM Coordinating Committee (TCC) Member Names and their Staff Roles:

Steven Autieri– TEAM District Facilitator (DF) and Administrator

Sandra Bidwell – Staffordville School, PreK -1 Reading Teacher and TEAM Coordinator

Beth Beaudoin- West Stafford School- Grade 1 Teacher

Kelly Murdock – Stafford Middle School, Grade 6 Teacher

Wendy Clark- Stafford Elementary School Special Education Teacher

Eileen Laramie- Stafford High School Math Teacher

District Profiles:

Mr. Steven A Moccio
Superintendent's Name

Superintendent Signature

Date

Mr. Steven M. Autieri
District Facilitator's Name

District Facilitator Signature

Date

Approved February 5, 2019

District: Stafford

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.

I. List your district's three-year objectives and supporting activities related to the state's mission statement for the Teacher Education and Mentoring Program (TEAM).

Stafford Public Schools will:

A. On-going Responsibilities for the TEAM program:

- Providing staff training and professional development to meet TEAM program objectives and requirements including an overview of the process during new teacher orientation
- Updating Board policies as needed
- Appointing members to TCC
- Establishing meeting times, roles and responsibilities of all constituencies involved with the TEAM program
- Developing a two-year support plan for staff participating in the TEAM program relating to the required modules
- Reviewing and updating, as needed, teacher evaluation policies and procedures to align with the Common Core of Teaching Rubric and the new educator evaluation requirements

B. Support TEAM Mentor Program by:

- Ensuring mentor update training is current for existing mentor teachers
- Identifying and recruiting additional mentors
- Providing release time for initial training for new mentors
- Improving the skill sets of mentors via professional development about "best practice" for coaching new teachers
- Providing a stipend to all TEAM mentors as per the Stafford Education Association contract

II. Describe the criteria and process that the TCC will use for

- **Identifying TEAM Coordinating Committee (TCC) members;**
- **Establishing the term length for members (3 years recommended); and**
- **Establishing a timeline for the TCC to meet or communicate with the superintendent or central office regarding TCC activities.**
- **Describing timelines for completing module reflection papers**

A. TEAM Coordinating Committee (TCC)

The TCC will consist of the following members:

District TEAM Program Facilitator (administrator) and five teachers (trained as mentors) representing the Stafford Education Association and each of the grade level schools – Prek-1, 2-5, 6-8, 9-12. The New Teacher Induction and Support Team Leader will be a permanent member of the TCC.

Another suggested member could be the SEA New Teacher Liaison.

A stipend of \$500, pending available funding and fulfilling job responsibilities, will be provided to each TCC member.

Primary Responsibilities:

- The TCC oversees, plans, implements, and monitors the district's TEAM program
- Attend all district TCC meetings and complete assigned tasks in a timely manner
- Stay current with all TEAM documents and tools as published on the TEAM website: www.ctteam.org
- Inform the Director of Curriculum and Instruction (District TEAM Facilitator) of the progress of assigned BTs/mentors regarding module reflection papers and other related issues
- Provide support and guidance to assigned BTs/mentors such as be a secondary reader and reminders about timelines
- Serve as a mandatory reader for beginning teachers that have had module reflection papers returned for revision and re-submission

B. Process for identifying members:

- Current TCC members will make recommendations to the TEAM District Facilitator
- Nominated staff members shall submit an email or a letter of interest to the TEAM District Facilitator
- Committee members will be selected based on the criteria listed below

C. Criteria for TEAM Coordinating Committee Members:

- Current TEAM Mentoring training or willingness to complete training
 - Recent successful mentoring experience
 - Attend future TEAM update trainings as needed
1. All TEAM Coordinating Committee Members will serve as long as mutually-agreed with the exception of the District Facilitator, who is a permanent member. As well, the New Teacher Support Leader will be a permanent member. Any changes to the length of term will be determined by mutual consent of TCC members.
 2. The District Facilitator will meet with the Superintendent on or about July 15th of each year to provide an update of TEAM activities, the status of beginning teachers completing Modules, and any revisions to the District TEAM Plan.

D. Beginning Teacher Responsibilities and Timelines

1. All TEAM eligible teachers completing 5 modules have three years to complete and pass all modules. TEAM participants required to complete two modules have two years to complete and pass the modules. The TEAM windows for entering into the TEAM program are as follows:
 - A hire date prior to November 1st equates to a September 1st TEAM start date for that academic year.
 - A hire date between November 1 and February 14 equates to a February 15th start date for that academic year. Those teachers will complete Module #5 with either the approved mentor or other designated representative in addition to a second relevant module determined on a case-by-case basis.
2. All Year 1 beginning teachers will complete Module 1 and Module 5 **prior to January 10**, and Module 2 **by May 1**. For those BTs that are required to complete only 3 modules, Module 1 and Module 5 are required, and the third module is selected by the BT and approved by the DF. All modules for these staff follow the timelines enumerated above.
3. If a BT needs a time extension to the District deadlines (see #2, #5) to complete a reflection paper, a written request must be submitted to the TEAM DF, enumerating the reasons and requested new submission date. The request must be received prior to the original submission deadline.-
4. If a beginning teacher wants to complete more than 2 modules in a year, s/he must contact the mentor and the building TCC representative. The DF will determine whether to accept and/or amend the proposed plan.
5. All Year 2 beginning teachers will complete Module 3 **by January 10** and Module 4 **by May 1**.
6. BTs should offer administrators an opportunity to read the individual reflection papers.
7. When a module reflection paper fails to meet the standard, the teacher must re-submit the reflection paper within 14 days. The BT must alert their mentor, who will in turn contact the school's TCC member for additional support.
8. All Year 3 beginning teachers will be scheduled individually based upon their module completion needs.

9. Teachers hired mid-year will work with the District Facilitator (DF) to adjust the schedules accordingly as per TEAM entry dates described above.
10. Any amendments needed to the above schedule must be presented to the Director of Curriculum and Instruction (DF).
11. Beginning in the 2016- 2017 school year the CSDE has established processes and timelines for beginning teachers to request an exemption from TEAM, a waiver from TEAM requirements, and/or time extensions to complete TEAM requirements within the prescribed two year (3 module requirement) or three year (5 module requirement) timelines. All such requests must be discussed with the TEAM DF. The district TEAM DF may solicit feedback from the TCC. All requests are submitted on behalf of the beginning teacher by the district DF to the CSDE.
12. Failure to exhibit the necessary effort and take advantage of the support that the district provides can result in removal of the mentor support and impact Domain Four of the Educator Evaluation Plan.
13. See Section X for new regulations established by the CSDE as of April, 2015

III. Describe the criteria and process that the TCC will use to:

- 1) select mentors;**
- 2) ensure that they have received appropriate state training (initial training and update training every three years)**
- 3) assign mentors to beginning teachers based on subject areas, grade levels and need.**

Describe any additional professional development opportunities provided.

1. It is the district's goal to encourage TEAM program participation as a means of enhancing teachers' own personal development. Principals/administrators will nominate teachers to participate in the mentor program based upon the district's needs, years of experience, grade-level and specialty. Among the criteria to be considered for nomination shall include but not limited to the candidate's:

<ol style="list-style-type: none"> a) Knowledge of the Common Core of Teaching (CCT) b) Experience using data to reflect upon and improve professional practice c) Quality of teaching experience d) Ability to work with adult learners e) Recent experiences working with colleagues f) Service as a cooperating teacher 	<ol style="list-style-type: none"> g) Record of fulfilling professional responsibilities and commitment to the goals of the school/district h) Reflect the dispositions of an effective mentor (see mentor job description provided from the Office of Curriculum & Instruction)
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2. The District Facilitator will consult with the building principal to assign mentors to beginning teachers. Efforts will be made to assign mentors as closely matched to the beginning teacher's grade level and teaching assignment as possible.

3. Staff serving as a TEAM mentor for a full year and have successfully completed all requirements for mentorship will earn a stipend as per the current SEA contract. For partial year mentorships as defined by the CSDE timelines or by district circumstances; stipends will be prorated as per agreement with the SEA.
4. While the district has limited resources for training and professional development, teachers will be encouraged to take advantage of district and regional training opportunities using available funding sources for personal professional development needs, within the available budget.
5. The district also intends to seek opportunities to collaborate with surrounding districts and EASTCONN to update mentors on best practices and essential knowledge. Current mentors will participate in Mentor Update Training. Newly-appointed mentors will be provided with Initial Support Teacher Training.
6. At least once annually, the District Facilitator will review the current list of active mentors to ensure that they have attended TEAM initial support training or update training at least within the past three years. If a mentor indicates that they are no longer willing to serve in that capacity, they must provide a resignation in writing/email to the DF as soon as possible.
7. Mentors who need to attend update training will be notified by the District Facilitator and provided with training options.
8. Mentors who do not attend update training before the start of the following school year will be removed from the list of current mentors and will be required to attend support training as determined by CSDE requirements prior to being assigned to mentor another beginning teacher.

IV. Describe the process the TCC will use to develop capacity for and review of Module Reflection Papers:

Note: Regardless of whether a district elects to review reflection papers in-district or participate in a regional review process, reviewers must be recruited (number of reviewers will depend on the number of reflection papers that will need to be reviewed), attend a one-day training prior to reviewing papers and participate in update trainings in subsequent years. Sections A and B should be completed by all districts.

- A. Stafford has selected the regional review option for reviewing reflection papers. Reflection papers will be reviewed by teachers of the regional team in order to preserve confidentiality.
- B. All mentors serving beginning teachers will be required to review up to two reflection papers for each one that their beginning teacher generates- maximum of 8 over two years.
- C. Information about completing TEAM program requirements will be shared with eligible TEAM teachers during the New Teacher Orientation and prior to the submission of the first Module Reflection Paper. (see Section II, item C).

V. Describe the procedure that the TCC will use for dissolving mentor placements, if not working, and for the removal for good cause of teachers from the eligible pool of mentors and/or cooperating teachers, if necessary.

- At the New Teacher Orientation, the process of resolving mentor issues will be outlined/explained. Beginning teachers who feel they are inappropriately matched or not receiving support commensurate to their needs should discuss the matter with a TCC member or their building administrator before contacting the District TEAM Facilitator. The TCC member will keep the building administrator and the TEAM DF informed in a timely manner.
- The District Facilitator, and possibly a TCC representative, will consult with the building principal to collect salient information about the identified concerns and determine if problems can be reconciled via mediation with the assigned mentor and beginning teacher and/or the use of other strategies.
- If a resolution cannot be reached, the DF will meet to discuss dissolution of the mentoring relationship. The District Facilitator will notify parties concerned to determine whether or not the placement should be dissolved. The DF will determine if the mentor qualifies for partial/entire mentor stipend.
- If the placement is dissolved, the building administrator will work with the TCC to assign another mentor.
- TCC members will review the district list of mentors annually to identify who is current in participating in initial support/update training and to identify any patterns of mentor performance would warrant “good cause” removal from the active mentor pool. If there are concerns, the mentor will discuss them with the District Facilitator to determine whether the concerns can be reconciled through the support of the TCC. The TCC will decide upon the matter of “good cause” based upon the following standards of performance for mentors:
 - ✓ Guiding beginning teachers through the successful completion of module process
 - ✓ Attendance at required district/building meetings, update trainings, and/or PD workshops
 - ✓ Electronic mentor logs meet the required contact hours with the beginning teacher that reflect meetings taking place during the course of 6 – 10 weeks; summaries of meetings are focused on respective module
 - ✓ Demonstrating professional behavior reflecting support of the district’s goals
- Mentors who fail to meet the standards, including but not limited to the above criteria, may forfeit a portion of the contracted stipend.

VI. Describe the process that the TCC will use to:

- 1) collect beginning teachers’ module plans; and**
- 2) ensure that mentors and beginning teachers are working together effectively**

- A building administrator will electronically sign off via the PGAP on the cteam.org portal. The proposed completion schedule for TEAM program modules are defined below:
 - All **Year 1** beginning teachers will complete Module 1 **by January 10** and Module 2 **by May 1**. In addition, Module 5 must be completed in Year 1.
 - All **Year 2** beginning teachers will complete Module 3 **by January 10** and Module 4 **by May 1**.

- The building administrator is encouraged to review the beginning teacher’s digital Mentor Meeting Logs, as well as read the reflection papers of each TEAM teacher in their building. The building administrator is also encouraged to meet at least two times a year with beginning teachers and mentors, individually and/or in small groups, to facilitate the sharing of professional growth activities, successes, resources, etc., and/or to facilitate/provide professional development related to the induction/support of new teachers.
- TCC members will keep TEAM program teachers, mentors, and administrators current with information and updates from the CSDE and provide timely reminders to them. TCC members will be assigned as additional support to individual beginning teachers and their mentors.
- Mentors must alert the assigned TCC member about any issues related to insufficient progress and/or effort immediately.

VII. Describe the process that the TCC will use to resolve internal disputes or appeals. *(Consider: disputes concerning the mentoring module process, the Professional Growth Action Plan, mentor-beginning teacher relationships, reflection paper outcomes (if reviewed in-district) and requests for special accommodations based on disabilities.)*

- A. After efforts have been completed with the mentor and/or the TCC member, disputes concerning the module process, the Professional Growth Action Plan or the mentor- beginning teacher relationships will be reported to the District Facilitator in writing. The Facilitator will request from members of the TCC, as appropriate, assistance with mediation in an effort to resolve the concern, including, but not limited to the following: re-assigning of mentor/ beginning teacher match, discussing concerns with the school principal, and referring the situation to the Superintendent. See component V (page 7).
- B. 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.

VIII. Describe the resources needed and the budget required to carry out the activities described in the plan to support beginning teachers and mentor activities as outlined here and in beginning teachers’ Professional Growth Action Plans. Provide actual amounts budgeted toward these activities. *(Consider: time and opportunities for beginning teachers and mentors to meet, for individuals to serve on the TCC and/or review committees, and substitute coverage needs.)*

The District will attempt to provide cost effective opportunities for professional growth and consultation time to support all staff involved with the TEAM program process. Whenever possible, mentors and beginning teachers will be encouraged to utilize in-district expertise to build/acquire the skills and knowledge necessary to be successful in the classroom and to implement Professional Growth Action Plans. Some suggestions include:

- Maximize the use of “release time” substitutes for several teachers to share so that beginning teachers and mentors may observe and meet with colleagues.
- Use the district’s web-based resource for educational videos and resources.
- Per SEA contract, first year teachers shall be assigned to the TEAM program as their system-wide committee and attendance at other committees is optional.
- Utilize the professional resources and materials on the cteam.org website along with the professional libraries at each school and curriculum office.
- Target future purchases for professional libraries based upon TEAM module expectations.
- Utilize the district’s New Teacher Induction and Support Program to provide training in key areas as determined by the beginning teachers and mentors and/or the TCC.
- Post “best practice” web-based resources on district’s Teacher Resource Page.
- Align District-sponsored PD to the needs of mentors and beginning teachers as much as possible.
- Provide mentors with on-going support, online training, and resources related to TEAM program responsibilities.
- Collect feedback from mentors, mentees, TCC members, and the District Facilitator in order to improve the support and the quality of services provided.

IX. Complete the Annual Activity Report (due to the superintendent at the end of the school year): Evaluation of the implementation of the three-year plan annually to inform changes as necessary for the following year. *(Consider: documentation of support provided to beginning teachers, feedback from program participants).*

The TCC and the District Facilitator will collect data relative to TEAM program activities and results of reflection papers. Annually and in a timely manner, the District Facilitator will report this information to the Superintendent of Schools.

X. New Codified Regulations for TEAM (April, 2015)

Teachers who do not successfully complete all five modules by the end of **three full years in TEAM for Category I teachers, and two modules within two full 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.

Note: These timelines are applicable only to teachers during the time they are employed as teachers in a Connecticut public school as reflected in the state’s Education Data System (EDS) previously known as ED163 staff file. TEAM participation timelines pause during any unemployed period

In order to earn eligibility for the reissuance of the initial educator certificate, the teacher would need to fulfill the requirements for intervening study and experience as listed below (Sec. 10-145f as approved by the State Board of Education):

- ☑ Study: A requirement for study and a reflection paper focused on the Common Core of Teaching: Professional Responsibility and Teacher Leadership and Connecticut's Code of Professional Responsibility for Teachers will be necessary to complete. Guidelines for the study and paper will be provided by the CSDE.
- ☑ Experience: 1) A long-term substitute position for 40 full-time consecutive working days in one position (in a public or private school in Connecticut) in a grade and content area appropriate to the certificate that the candidate wishes to have reissued; **or**
2) 250 volunteer hours within one year in one school (in a public or private school in Connecticut) in a grade and content area appropriate to the certificate that the candidate wishes to have reissued
- ☑ Documentation by the district/school in which the individual completes substitute teaching or volunteer experience that the person's performance is effective
- ☑ Final Interview: Upon attestation of successful teaching by the employing board of education or board of education providing for a teaching experience and successful completion of study as described above, an interview will be required with a CSDE TEAM Consultant or TEAM RESC representative prior to recommendation for reissuance of the initial educator certificate
- ☑ In addition, teachers must take and meet standards on any new or regenerated tests (Praxis II, Foundations of Reading, etc.) currently required for a teacher's endorsement area, that were not required at the time of the issuance of the teacher's original certificate.

Teacher Education and Mentoring (TEAM) Program

Mentor Job Description

As of January, 2010, by Connecticut statute, the BEST program has been replaced by a new program called TEAM. This new teacher certification program has a distinct change of focus for licensure. Responsibility rests heavily on the district, and the role of the mentor has increased dramatically. Any mentor unable to satisfactorily complete all duties and responsibilities will receive a prorated stipend. As well, the stipend for mentoring a beginning teacher for less than a full year will be prorated. The annual stipend for a mentor is defined in the SEA contract with the BOE.

The following job description delineates the new responsibilities of this important mentor role.

- Commit to 50 hours (approximately 10 hours per module) spent in a collaborative relationship with the Beginning Teacher (BT) over two years. This time is logged onto the TEAM data system by the mentor and is used to determine eligibility for receiving the full stipend as per the SEA contract. At the start of the school year, set regular meetings with your BT, as much as possible.
- Be familiar with all TEAM documents and tools as found on the TEAM website – ctteam.org
- Attend CSDE training for scoring module reflection papers and commit to completing up to two online evaluations of module reflection papers submitted to EASTCONN for each reflection paper your BT generates. Your BT will usually generate four reflection papers over a two-year period. Each reflection paper takes about 45 minutes to an hour to evaluate. This commitment is considered part of the stipend, and is not compensated separately.
- Meet regularly and provide feedback and assistance to the BT including providing resources to BT for professional strategies and materials, organization of BTs classroom, getting to know students, and becoming familiar with curriculum
- Assist the BT in developing and implementing the Professional Growth Action Plan (PGAP)
- Assist the BT to “keep on track” with respect to completion of the reflection papers
- Provide feedback and sign-off on each of the required reflection papers
- Participate in district sponsored annual “tune up” for BTs and mentors
- Attend appropriate trainings and complete in a timely manner, by November 1st:
 - Update mentor training within the prescribed CSDE timelines
 - New mentor training
 - Reflection paper scorer training
- Maintain regular contact with the assigned TCC member for your school about their assigned mentees, especially concerning reflection paper submissions and status

- Among the dispositions that mentors should exhibit and model are:

- reflective practitioner
- data driven decision making
- ongoing professional growth
- use of a wide repertoire of effective management and instructional strategies
- positive and professional attitude
- passion for teaching
- attentive and active listening
- trustworthy, approachable, and patience

Approved by SEA and Dr. Fishman on 3/5/11

Modified September, 2018

TEAM Coordinating Committee (TCC)

Job Description

Summary:

As of January, 2010, by Connecticut statute, the Beginning Educator Support and Training (BEST) program was replaced by a new program entitled, “Teacher Education and Mentoring Program” (TEAM). One of the requirements for each school district is to create a district-level committee to oversee the implementation of the TEAM program. This committee is called the TEAM Coordinating Committee (TCC).

Compensation:

A stipend of \$500 (partially subsidized by grant funds) will be provided to each TCC member, upon completion of all duties and responsibilities as enumerated below. Any TCC member unable to satisfactorily complete all duties and responsibilities will receive a prorated stipend.

Responsibilities:

- Attend all district TCC meetings and complete assigned tasks in a timely manner.
- Stay current with all TEAM documents and tools as published on the TEAM website: www.ctteam.org
- Participate in appropriate TEAM training sessions in order to stay advised of TEAM requirements and to maintain TEAM certification.
- Provide regular feedback and assistance to assigned TEAM mentors and their Beginning Teachers (BTs).
- Regularly monitor, at least 4 times each year, the Mentor Log via the TEAM portal for their assigned mentees, and contact the mentor as needed if there is insufficient time logged as per SDE expectations.
- Inform the Director of Curriculum & Instruction (District TEAM Facilitator) of the progress of assigned BTs/mentors regarding module reflection papers and other related issues.
- Participate in the annual review process for updating the district’s plan for TEAM

Approved by SEA and the Superintendent on 2/26/14
Modified September, 2018