



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

DEVELOPMENT GUIDE:
THREE-YEAR DISTRICT TEACHER
EDUCATION AND MENTORING
(TEAM) PLAN
2019-2022

INTRODUCTION

This guide is provided to assist district TEAM Coordinating Committees (TCCs) in revising their three-year teacher education and mentoring (TEAM) plans. This guide is organized into six sections. Each section includes the legislation and the key components required to be included in the plan. The guide aligns with the online plan template that the district must complete.

The legislation is cited to help the TCC understand the statutory requirements for each part of the plan. Following the legislation, you will find the Requirement and the specific prompts, which reflect the information that your plan must include.

Please note some of the requirements for the plan have changed as a result of recent changes to TEAM requirements and stakeholder input.

Legislation	<p>Per CT state statute section 10-145o, the CT Department of Education shall develop guidelines for the creation and approval of district teacher education and mentoring plans.</p> <p>Local and regional boards of education 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.</p>
-------------	---

PLEASE NOTE: All plans must be completed online at [2019-2022 THREE-YEAR DISTRICT SUPPORT PLAN FOR BEGINNING TEACHERS AND MENTORS](#).

Table of Contents:

PART	TOPIC	Page(s)
I	District Information	2
II	Goals, Activities, and Budget	3-5
III	Module 5	6
IV	Mentors	7
V	Beginning Teachers	8-9
VI	Module Review	10

PART I: DISTRICT INFORMATION

Legislation	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.
-------------	--

-
- Requirement*
- *Identify the superintendent, the district facilitator and the members of the TCC and their roles.*
 - *Describe the timeline for the TCC to meet. Include in the plan when the TCC will meet with central office personnel, principals and mentors.*
-

Legislation	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. For a full description of the role and responsibilities, please see the TEAM Program Manual .
-------------	---

-
- Requirement*
- *Identify the individual that the superintendent appointed to the role of DF.*
-

PART II: GOALS, ACTIVITIES AND BUDGET

Legislation	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.
-------------	--

Additional Information:

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.

Requirement ➤ *List your district’s three-year objectives related to the state’s mission and goal statement for the TEAM Program.*

PART II: GOALS, ACTIVITIES AND BUDGET - Continued

Legislation	<p>Local and regional boards of education shall:</p> <ul style="list-style-type: none">➤ 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;➤ Communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work;➤ Coordinate the teacher education and mentoring program and teacher evaluation and support program, provided they are kept separate*;➤ Coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan; and➤ Submit annual report on mentor-teacher activities to the superintendent or director for review and approval.
-------------	---

* **Please note:** While TEAM **cannot** be considered for evaluation purposes, evaluation can inform a beginning teacher's work in TEAM. A teacher's work in each instructional module should be connected to the day-to-day work of the teacher and the teachers' students. Feedback from evaluation observations can provide the teacher with a specific focus area for TEAM module work. Additionally, a beginning teacher's Student Learning Goals/Objectives can inform the specific areas where a teacher may want to develop new learning. However, the successful completion or unsuccessful completion of a beginning teacher's modules or any other activities completed as part of the TEAM process must not have any impact on or be a factor in a district's decision to continue or terminate employment of the beginning teacher. Non-renewal must be based on alternative criteria.

-
- Requirement*
- *The requirements formatted as a check-list. You will check off the requirements that your district is currently implementing, **or***
 - *Describe how the district plans to implement any requirements not currently implemented.*
-

PART II: GOALS, ACTIVITIES AND BUDGET - Continued

Legislation

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.

Requirement

- *Identify the areas that the LEA will use the allocated TEAM funding to support beginning teacher induction.*
 - ❖ *Mentor Stipends*
 - ❖ *Data system*
 - ❖ *Mentor/cooperating teacher training*
 - ❖ *Professional development for beginning teachers and mentors*
-

PART III: MODULE FIVE

Legislation	Beginning teachers shall satisfactorily complete instructional modules in the following areas: (A) Classroom management and climate, which shall include training regarding the prevention, identification and response to school bullying , as defined in section 10-222d, and the prevention of and response to youth suicide ; (B) lesson planning and unit design; (C) delivering instruction; (D) assessing student learning; and (E) professional practice .
-------------	---

Additional Information:

Module Five Facilitated Conversations are meant to raise teachers' level of awareness about responsible, professional behavior.

Module Five specifically relates to **(E) professional practice**, but also includes components of **(A) regarding the prevention, identification and response to school bullying**, as defined in section 10-222d, and the **prevention of and response to youth suicide**.

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](#), pages 11-13, within the Common Core of Teaching. Facilitators could be the District Facilitators, Human Resource Directors, Building Administrators; Central Office Administrators; or Teacher Leaders.

<i>Requirement</i>	<ul style="list-style-type: none">➤ <i>Who will facilitate Module Five?</i>➤ <i>When will Module Five be conducted?</i>➤ <i>Describe how Module Five will be structured (beginning teachers only, with mentor, with veteran staff, etc).</i>➤ <i>How will teachers document the completion of Module Five?</i>
--------------------	---

PART IV: MENTORS

Legislation	<p>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.</p> <p>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.</p>
-------------	--

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).

Requirement	<ul style="list-style-type: none"> ➤ Describe the criteria and process used to recruit and select mentors who meet the statutory criteria. ➤ Describe the criteria and process, including the timeline for assigning trained mentors to new teachers. How soon after a teacher is hired will a mentor be assigned to a beginning teacher? ➤ Describe the criteria for matching mentors and beginning teachers. ➤ Describe how the district trains mentors in best practices and essential knowledge on a regular basis and keep them updated? ➤ Describe any additional professional development opportunities provided by the LEA to mentors to address further development of best practice and essential content knowledge.(Optional)
-------------	---

Legislation	<p>Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module.</p>
-------------	--

Requirement	<ul style="list-style-type: none"> ➤ Describe how you will monitor the number of mentoring hours provided to each beginning teacher to ensure support hours are meeting the mandated requirements and the process for addressing possible issues during the year.
-------------	--

PART V: BEGINNING TEACHERS

Legislation	<p>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.</p> <p>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.</p>
-------------	--

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.

<i>Requirement</i>	<ul style="list-style-type: none">➤ <i>Describe how beginning teachers are oriented to the TEAM program (generally within 45 days from their first day in the classroom).</i>➤ <i>Describe how the LEA will ensure BTs know the consequences of not completing all TEAM requirements by their deadline date.</i>➤ <i>Describe the process for monitoring beginning teachers are on track to successfully complete TEAM by their deadline dates.</i>➤ <i>Describe supports for teachers who are not on track to complete TEAM by their deadline dates.</i>
--------------------	--

PART V: BEGINNING TEACHERS – continued

Legislation	<p>Beginning teachers shall satisfactorily complete five instructional modules (based on their teaching endorsement, some teachers will complete two instructional modules);</p> <p>Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module.</p> <p>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.</p>
-------------	---

-
- Requirement*
- *How will teachers demonstrate completion of each instructional module?*
 - *If your district requires a project, 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.](#)*
 - *If your district requires something other than a reflection paper or a project, 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.](#)*
-

PART VI: REVIEW OF MODULES

Legislation	For each instructional module, beginning teachers shall apply the knowledge gained through module activities and describe how the activity impacted student learning. Beginning teacher 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 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.*

Whether a teacher submits a reflection paper or a project, the review criteria is the same.

Requirement	<ul style="list-style-type: none"> ➤ Describe how reviewers are trained and updated. ➤ Regional Review or In-district Review (includes consortium)? ➤ Describe the in-district or consortium review process including, but not limited to: <ul style="list-style-type: none"> ❖ 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
-------------	--

Legislation	Local and regional school districts shall develop a three-year teacher education plan that includes a description of the process to resolve internal disputes.
-------------	--

Requirement	➤ 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.
-------------	---
