

## **Teacher Education and Mentoring (TEAM) Program 2020-2023 Revision**

**What is the TEAM Program?** Pursuant to C.G.S. Section 10-145o(a), all local education agencies are responsible for implementing a teacher education and mentoring program for the purpose of providing support and professional growth to beginning teachers who work under the initial educator or interim initial educator certificates or 90-day certificate. Districts must provide beginning teachers with a mentor.

**What is the design of the TEAM Program?** TEAM encompasses five professional growth modules in order to provide a framework for support of new teachers. These five modules are focused on the following domains of the CT Common Core of Teaching: classroom environment, planning, instruction, assessment and professional responsibility.

**How will the modules provide a framework for support?** Mentors and beginning teachers work together to establish the focus of each module. The development of professional growth plans for the beginning teacher are based on an individualized needs assessment completed by each beginning teacher. As part of each module, mentors and beginning teachers focus on classroom practice – within the context of the teacher’s own students, content area being taught, grade level, curriculum requirements and school and district goals. At the culmination of each module (with the exception of Module 5 – Professional Responsibility), a written reflection paper is submitted by the beginning teacher to a regional review committee to determine if the beginning teacher has successfully completed the module.

Preston Public Schools provides all beginning teachers with a mentor. All mentors will be paid a stipend by the district as established under the terms of a Memorandum of Understanding developed with EAP.

**TEAM Module Completion:** All beginning teachers will have three years to complete these modules, although it is anticipated that completion will occur in two years. Beginning teachers and mentors develop a timeline for module completion that is shared with and approved by building principals. For beginning teachers hired for a September start, their first module is due by January 31<sup>st</sup> of that school year and their second module is due by May 31<sup>st</sup> of the same school year. For teachers hired later in the school year, a completion plan will be developed by the teacher and mentor and approved by the building principal.

**TEAM Coordinating Committee (TCC):** To meet legislative requirements, Preston Public Schools has formed a TCC composed of the District Facilitator and representatives from administration and EAP. The TCC oversees the TEAM process by selecting teachers to become mentors, assigning mentors to beginning teachers, monitoring module completion and ensuring mentors receive updated TEAM training.

**Are you interested in becoming a mentor?** Preston’s TCC strongly encourages faculty members to consider becoming a mentor. Mentor criteria is as follows:

- A minimum of 5 years teaching experience in Preston;
- Evidence of professional growth (i.e., PD development/training, program or curriculum development);
- Recommendation of principal;
- Successful completion of mentor training requirements.

If you are interested, please submit a letter of interest addressing how you meet the criteria noted above to your building principal. Feel free to speak with TCC members if you have questions about TEAM.

**Reflection Reviewers:** The TEAM program continues to need reviewers for Beginning Teacher Reflection Papers. Reviewers are not obligated to be mentors or to have participated in mentor training; a separate reviewer training is offered. If you are interested in becoming a reviewer for the district, please contact Ivy.

### **Preston Public Schools TCC Membership:**

District Facilitator:	Ivy Davis-Tomczuk
Administrative Reps:	Ray Bernier, Roy Seitsinger
EAP Reps:	Sandra Bosko, Lisa Demarco, Jen Foltz, Evelyn Gallegos, Christine McNeil, Chet Stefanowicz, Jen Thom