

Amity Regional School District No.5 TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Dr. Jennifer Byars

District Facilitator: Dr. E. Marie McPadden

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TEAM Coordinating Committee

Cara Haas, Induction Facilitator and TEAM Reviewer

Caroline Hanney, Induction Facilitator and TEAM Reviewer

Kristin Yeakle, Induction Facilitator and TEAM Reviewer

Marissa Altimari, AEA Union Rep and TEAM Reviewer

Neil Holt, Asst. Principal

Thayer Doyle, Asst. Principal

Monica Kruezer, AAG Rep

District Trained Mentors

TCC Meeting Timeline

The TCC will meet at least three times per year to review activities and progress related to teachers in the TEAM Program. Monthly updates are provided to the Superintendent by the District Facilitator.

Communication to building leadership include bi-monthly level conversations between building administrators and the District Facilitator.

District's 3 year objectives

A. Program Support: Provide Mentor Training

Communicate mentor update training to existing mentor teachers

*Provide initial training for new mentors

*Provide reviewer training as per state TEAM mandates and TEAM members

*Develop resource list for TEAM Teachers (Marzano, Pickering, CCT, CALI, Charlotte Danielson, Lemov)

B. Establish a collaborative and supportive culture which supports the professional growth of teachers and ensures student achievement.

*Identify induction facilitators for each building

*Develop new teacher orientation day

*Provide ongoing professional development support workshops for beginning teachers/mentors

*Provide release time for new teacher/mentor to conference and for new teacher to observe master teacher

*Match mentor and beginning teachers

*Mentor assignments will be reviewed by October 1st

C. Provide on-going systematic professional learning around the following to develop the attributes needed to be a reflective practitioner

*CCT Performance Profiles (SDE)

*Enhance professional practice by reading such authors as Charlotte Danielson, Deborah Pickering, Doug Lemov

*Classroom Management that Works (Marzano)

*Connecticut Accountability for Learning Initiative (CALI)

*Critical Thinking (Bloom's Taxonomy)

*Teach Like a Champion (Lemov)

Plan is reviewed and revised annually as necessary by the TCC and the District Facilitator who is also the Director of Curriculum and Staff Development.

TEAM Funding Allocations:

Module 5

Facilitated by: Teacher Leader

When: At the beginning of the first year of teaching

Audience: Beginning teachers only

Completion: Attendance at the session and the teachers log it into the TEAM Dashboard.

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TEAM Mentors

Mentor selection criteria: Identification:

*Teachers will be invited/encouraged to participate in the mentor program based upon years of experience, subject area expertise and professional development training. The application process will involve the completion of a district form, (Application Form for Participation in the Cooperating/Mentor Teacher Project) and a sign-off by the department head/content leader and the building principal. The completed application will be submitted to the district facilitator.

Preparation:

*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 attend or complete the on-line Mentor Update Training in the 2018-2019 school year. Newly appointed mentors will be provided with Initial Support Teacher Training.

Selection of TEAM mentors by TCC includes:

- *reviewing the candidate's application that includes a resume and recommendation of building principal and if appropriate, supervisor;
 - *considering the candidate's knowledge of the CCT, Conversation Points BEST SDE, writing a personal growth plan and using data to reflect upon and improve professional practice;
 - *considering the candidate's teaching experience and ability to successfully work with adult learners;
 - *considering the candidate's recent, successful experience in the TEAM Program, mentoring beginning teachers and/or serving as a cooperating teacher; and
 - *considering the candidate's demonstrated experience and commitment to the goals of the district.
- *Teachers will be selected by the TCC and assigned to beginning teachers as closely matched to grade level and teaching assignment as possible. It is the district's goal to encourage participation as a means of enhancing teachers' own personal development.
- *When at all possible proximity of actual teaching rooms should be strongly considered.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Grade level,Content Area,Proximity,Needs

Mentor training: Mentors are required to attend a state approved training and update training.

PD for mentors: Professional growth of mentors reflects the district initiatives and includes:

- * Successful completion of Initial Support or Update TEAM training.
- * Data Driven Decision Making/Data Teams
- * High-Yield Effective Teaching Strategies (Marzano, Pickering, Pollock)
- * Classroom Management That Works (Marzano, Marzano, Pickering)
- * Connecticut Accountability for Learning Initiative (CALI) modules
- * Coaching model from Mentoring Matters: A Practical Guide to Learning Focused Relationship (Lipton, Wellman)
- *Teach Like a Champion (Lemov)
- *Atlas Resources

We also have a professional resource library in the District Curriculum Office for teachers and mentors to access.

Monitoring of the meeting log: We monitor mentoring hours through the TEAM Dashboard periodically throughout the year. We also have three "check-ins" per module to ensure ongoing mentor support and review of reflection papers before submitting to the in-house scorers.

Orientation

All new teachers attend an two-day orientation prior to the opening of school. As part of this orientation, teachers are provided and overview of the TEAM Program requirements.

Additionally, within the first few weeks of school, all new teachers and their mentors are required to attend an introduction to TEAM, a review of the District's three-year support plan, timelines for TEAM completion, and are given a schedule for district-based support.

If teachers are hired after the beginning of the school year, the meetings are done on an individual basis.

Failure to meet TEAM Requirements

Annually, teachers and their mentors complete and sign a Beginning Teacher Support Plan Timeline to ensure that they will be able to advance their initial educator certificate to the provisional certificate.

The TEAM Program Manual is reviewed which outlines beginning teacher entry and completion dates as well as the consequences for not successfully completing all five modules.

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TEAM Module Progress Tracking

Timeline for module completion:

- * A module must be completed by December 7th
- * Another module must be completed by April 5th
- * Another module must be completed in Year 2 by December 7th
- * Another module must be completed in Year 2 by April 5th
- * Module 5: Professional Responsibilities and Teacher Leadership will be completed in Year 1 Date before the month of November

- All Year 3 beginning teachers will be scheduled individually based upon their module completion needs.

- Teachers hired mid-year will work with District TEAM Facilitator to adjust schedules accordingly.

- The beginning teacher may resubmit reflection papers an unlimited number of times but may not begin a third module without the successful completion of the previous two.

- 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 not receive an approved extension of time, will not be eligible for an extension of their initial certificate and will not be eligible to advance to the provisional certificate.

There are specific dates for three check-ins per module distributed at the beginning of the year of new teachers and mentors.

The District Facilitator is in constant communication to remind teachers and mentors to meet individually or in small groups per building to support keeping the new teacher on track for meeting deadline dates.

Interns and bench substitutes will be used to provide release time for mentors and mentees to observe each other.

It is the district's expectation that mentees will observe a master teacher's class at least two times a year.

Each beginning teacher will be given one day of release time per module for preparation.

District facilitator will purchase resources to maintain TEAM three-year support plan.

In-house professional development training (provided by ACES, other consultants, or in-house staff; topics would include mentor update training, reviewer training, mentor support training, and additional beginning teacher training)

Funds for outside conferences to support beginning teacher PGAPs.

Method of demonstrating module completion: Teachers will submit a reflection paper to demonstrate completion of each module.

TEAM Reviewers

Reviewers are required to attend a state approved training.

Module review option: In-district Review

In-district review process

1. Assigning papers for review the District Facilitator will collect reflection papers and assign papers to committee members
2. Establishing and monitoring timelines the District Facilitator will assign a pair of reviewers for each reflection paper and the reflection paper will be reviewed within a two week window from receipt of reflection paper from the District Facilitator
3. A third reviewer will be assigned if the pair of reviewers cannot agree on successful completion
4. Reviewers will submit papers with feedback to the District Facilitator and the District Facilitator will notify the Beginning Teacher within one week of receiving the reflection papers from reviewers
5. The District Facilitator will convene a meeting of the reviewers upon receipt of the reflection papers from the Beginning Teacher

If a paper does not meet the successful completion standard

- * the District Facilitator will meet with Beginning Teacher and mentor to review the feedback and establish a new timeline for completion of successful reflection paper
- * the beginning teacher may resubmit reflection papers an unlimited number of times but may not begin a third module without the successful completion of the previous two.

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Assuring confidentiality

1. All papers will be assigned for review with the teacher's EIN number
2. All reviewers will attend TEAM update training
3. A review of procedures to assure confidentiality will be conducted each year
4. Each reviewer will sign an agreement assuring confidentiality and consequences of a violation will be discussed at that time
5. Stipends will be issued through payroll and approved by District Facilitator for all reviewing conducted outside of the school day. The rate will be an hourly rate based on district curriculum writing rate.

Dispute Resolution and Appeals

A. Steps in procedure for dissolving mentor placements:

1. Concerns about an individual mentor, cooperating teacher and/or mentor and beginning teacher matches should be placed in writing to the District Facilitator.
2. The District Facilitator will contact the building administrator and/or a member of the TCC, or university supervisor to assist in the mediation and possible resolution of concern.
3. 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:
 - a. Practicability assignment out of building/subject area
 - b. Illness health or prescriptive measures for curing health problems create a hardship
 - c. Personal family considerations
4. The District Facilitator will notify parties concerned of decision to dissolve placement or not.
5. If placement is dissolved, the building administrator works with TCC to assign another mentor; TCC will determine if mentor qualifies for partial/entire mentor stipend.

B. Steps in procedure for removal of teacher from current official mentor list:

1. The TCC will decide upon the matter of removal based upon the following standards of performance for mentors
 - a. Guiding mentees through the successful completion of module process
 - b. Attendance at required district/building meetings; update trainings; PD workshops
 - c. Electronic mentor logs are submitted and reflect required contact hours with mentee; summaries of meetings are focused on respective module
 - d. Demonstrating professional behavior reflecting support of the district's goals.
2. TCC members 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 (inappropriate or ineffective use of mentoring time) that would warrant removal from the active mentor pool. If concerns exist, the mentor will have an opportunity to discuss them with the DF to determine if the concerns can be reconciled through the support of the TCC (as needed).

Describe the process that the district will use to resolve internal disputes or appeals.

- A. Disputes concerning the mentoring module process, the PGAP or the mentor-beginning teacher relationships will be reported to the District TEAM Facilitator in writing. The DF will request assistance from members of the TCC with mediation in an effort to resolve the concern. This would include, but would not be limited to: re-assigning of mentor/beginning teacher match, discussing concerns with the school principal, and referring the situation to the Superintendent.
- B. Requests for special accommodations will be submitted to the District TEAM 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 be signed by a physician, clinician or certified

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evaluator qualified to make the diagnosis (include information about license or certification and area of specialization). Such documentation must include:

- a clear statement of the diagnosed disability or disabilities;
- a description of the evaluation tests or techniques used;
- a description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities);
- a current diagnosis i.e., completed within the last five years for learning disability, last six months for psychiatric disabilities, or within the last six months for physical disabilities/illnesses (these currency requirements may be waived upon a showing of the continuing relevance of older documentation); and
- a description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities.
- the type of accommodation(s) requested;
- a description of why the(se) accommodation(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.