



TEAM District Support Plan 2019-2022 Regional School District 13

District Information:

District: Regional School District 13

Superintendent: Dr. Doug Schuch

District Facilitator: Cori- Ann DiMaggio (appointed by the Superintendent of RSD13)

District Facilitator email: cdimaggio@rsd13.org

District Facilitator phone #: (860)349-7200 EXT. 494

TEAM Coordinating Committee (TCC):

Kristin Allen- Trained Mentor/ Special Education Teacher

Sarah Greco- Trained Mentor/ Elementary Teacher

Melissa Rosenthal- Trained Mentor/ Middle School Teacher

Michelle McClintick- Trained Mentor/ High School Teacher

Jessica Loffredo- Trained Mentor/ RSD13 Union Representative

Deb Stone- Elementary Administrator

Beth Melillo- High School Administrator

Ashley Hillier- Human Resources Administrator Assistant

Cori-Ann DiMaggio- Director of Curriculum, Instruction, and Assessment

Timeline for the TCC to Meet:

- The TCC will meet three times a year (fall, winter, and spring).
- The district facilitator will coordinate meetings with the principals and update as needed.
- The district facilitator will coordinate meetings with the Superintendent and Human Resources in the winter and spring to provide TEAM updates.

The mission of the team program is 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:

- Provide ongoing and updated professional learning for TEAM mentors and mentees on best practices in teaching and learning
- Provide new teachers with orientation in August and assign mentors

- Develop new teachers to be reflective practitioners who engage all learners by analyzing pertinent student data, identifying targeted standards, differentiating instruction, and developing authentic learning tasks and assessments
- Develop a meeting calendar for the mentors and mentees to meet throughout the school year
- Meet all State requirements and district timelines for module completion
- Provide mentor teachers the opportunity to be teacher leaders

The following is the plan to implement the LEA requirements:

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:

- Principals will develop a meeting schedule for mentors and mentees based on teacher to meet during the mentor's team planning or department PLC time
- Substitute coverage will be provided by other staff members in the building for one meeting period
- Substitute coverage will be provided by a substitute hired by the district for a day or half day in order for the mentor to observe and provide the new teacher with targeted feedback
- Teachers and mentors can meet before or after school if coverage is considered a hardship to the school or district

Communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work:

- Beginning teachers will be emailed with all information regarding training opportunities and state-wide workshops that pertain to the district's instructional and curriculum goals as well as the TEAM mission statement
- Meetings will be scheduled and facilitated by either the District Facilitator or the building principals three times per year for new teachers to collaborate with one another

Coordinate the teacher education and mentoring program and teacher evaluation and supervision program, provided they are kept separate:

- Mentors will review *Code of Professional Responsibility for Educators*
- Mentors will review CCT and evaluation plan with new teachers
- Provide all teachers with information regarding mentor training

Take steps to make time available, as needed, to help teachers achieve the goals of their mentoring plans:

- Principals will schedule time needed for teachers to achieve goals of mentoring plan within the school day or during staff meeting times each month

Coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan:

- Mentors and principals will design a schedule for mentors and mentees to coordinate activities and meet regarding each module.
- Mentors and mentees will coordinate to plan as well as reflect on activities throughout the year.

Submit annual report on mentor-teacher activities to the superintendent or director for review and approval:

- Report will be submitted by the District Facilitator to the superintendent at the end of each school year regarding mentor-teacher activities.

Identify the areas that the LEA will use the allocated TEAM funding to support beginning teacher induction: (Select all that apply)

Mentor Stipends

Mentor/cooperating teacher training- Plan time is given to the teachers during the school day. Teachers may choose to meet with their mentors and mentees before or after school as well.

Professional development for beginning teachers and mentors is embedded in the professional development calendar. No additional funds are needed for this.

Module Five

Who will facilitate Module Five?

The District Facilitator along with a building administrator will facilitate Module Five for the new teachers.

When will Module Five be conducted?

Module Five should be conducted at the end of the first year of teaching in the district.

How will Module Five be constructed?

Module Five will be a slide presentation and discussion with the facilitators and new teacher.

How will teachers document the completion of Module Five?

The new teacher will document completion on the TEAM platform after the presentation and discussion has taken place.

Mentors

Describe the criteria and process used to recruit and select mentors who met the statutory criteria.

Criteria:

- Teachers must hold a provisional educator certificate or a professional educator certificate pursuant to section 10-145s
- Mentors must demonstrate no less than three successful years of teaching experience in Connecticut including one year in the district in which they are presently employed
- When possible, the mentor teacher will have subject area or similar grade level experience as the new teacher

Process:

- Teachers will be notified of TEAM Mentor program yearly
- Interested teachers will be required to submit a letter of interest to the Director of Curriculum along with the building principal's recommendation
- The letter of interest will include: years of teaching experience, endorsements, committee work, recent professional learning, educational awards and teaching philosophy
- The District Facilitator will review all requests for TEAM Mentors
- Matching beginning teachers based on subject area, certifications, grade levels, and proximity will be taken into consideration
- Mentors will be assigned to new teachers no later than 30 days of the beginning school year

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. This will be monitored through the dashboard system provided by the CSDE.

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.

RSD13 will orient beginning teachers to the TEAM program through the following activities:

- New Teacher Orientation Program in August
- New Teacher Survey to determine module completion and tenure status
- Welcome email with TEAM Program Manual
- Assignment information regarding TEAM Mentors

- Meetings with District Facilitator two times per year

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 and 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 a 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.

RSD13 ensures that the beginning teachers are aware of the consequences of not completing TEAM requirements by the deadline date through the following notifications:

- Training Manual given to the beginning teacher at the beginning of hire
- Review of Section 10-145f at December Mentor/Mentee meeting
- TEAM Dashboard
- Notification from District Facilitator and or designee

Monitoring Beginning Teachers and Support

All beginning teachers are assigned a mentor and will work closely with their mentors to ensure completion of modules. TEAM deadline dates are posted in the Dashboard. It is the responsibility of the beginning teacher to monitor their own progress. It is the responsibility of the mentors to support the beginning teacher in completing the modules on time.

If a beginning teacher is not on track to complete the TEAM modules by their deadline dates, they will reach out to the mentor and building administrator for additional check in meetings along with additional professional learning time to complete modules. The Director of Curriculum will give final approval for the requested professional learning time.

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 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.

The beginning teacher will demonstrate completion of each instructional module through the dashboard with mentor and principal approval.

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 subsequent years.*

Review Criteria for Mentors

Reviewers are required to attend a state approved training. In RSD13, our beginning teachers submit their final papers to a regional review process. Mentors are made aware of training through email updates from the Curriculum Office as well as the TEAM Homepage on the official website.

Successful completion of papers will be documented on the Dashboard.

Assignments of Modules

It is recommended that beginning teachers complete two modules within the first year and three modules in the second year of teaching. All module completion and status is located on the Dashboard. It is the responsibility of the beginning teachers to monitor their progress.

Internal Disputes

Internal disputes will be resolved through a meeting with the principal, mentor and mentee. If this is not resolved after the initial meeting, the next step is to contact the Director of Curriculum (District Facilitator). A meeting will take place and the partnership will either be resolved or dissolved depending on the outcome of the meeting.

All ADA requests will be accommodated by the district to support the beginning teacher.

The TEAM Coordinating Committee (TCC) approved the 2019-2022 Three-year Support Plan for Beginning Teachers and Mentors.

TEAM Coordinating Committee Approval Cori-Ann DiMaggio
Signature indicates the plan was approved by the TCC.

District Facilitator or TCC Chairperson Signature Cori-Ann DiMaggio
Signature indicates the plan has been shared with and approved by the Superintendent

Submitted by,

Cori-Ann DiMaggio, Director of Curriculum, Instruction, and Assessment
12/9/2020