

Ansonia Public Schools TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Dr. Carol Merlone

District Facilitator: Dr. Joseph DiBacco

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DF Phone: 2037365095

TEAM Coordinating Committee

Christine Davis, Master Mentor, High School English Lead Teacher

Fred Hashemian, Mentor and High School English Teacher

Joanne Wiacek, Mentor and Third Grade Teacher

Roseann Grisier, Master Mentor, Middle School Reading Interventionist

William Izzo, Mentor and Middle School Social Studies Teacher

Megan Muzzi, Mentor and Sixth Grade Teacher

TCC Meeting Timeline

The District TEAM Facilitator will meet with the Superintendent no later than October 1st of each year to review the TCC membership and to discuss the current number of Beginning Teachers expected to complete each Module. The District TEAM Facilitator will meet with the Superintendent no later than February 1st of each year to provide an update of TEAM activities, including the progress of Beginning Teachers completing Modules.

District's 3 year objectives

1. Follow TEAM guidelines by:
 - a. Providing staff training and professional development to meet TEAM objectives and requirements
 - b. Updating Board policies
 - c. Appointing members to TCC
 - d. Establishing meeting times, roles and responsibilities, update district manuals and procedures
2. Support, Develop and Retain Beginning Teachers
 - a. Support the professional growth of new teachers within the collaborative, reflective culture of the Instructional Data Team process:
 - using Data-driven Decision-making, Looking at Student Work, Common Formative Assessments, District Benchmarks, Scientific Research-based Intervention procedures
 - b. Provide professional development in Research-based Teaching Strategies
 - c. Provide resources and support for classroom management
 - d. Conduct New Teacher Orientation to address: Common Core of Teaching, overview of Effective Teaching Strategies, overview of district policies and procedures,
 - overview of TEAM process and teacher evaluation
 - e. Conduct support sessions for mentors and beginning teachers as needed
3. Develop a Pool of Competent, Reflective, Collaborative Mentors
 - a. Insure that mentors are selected based on teaching competency and collaboration skills
 - b. Insure that mentors are trained and updated

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- c. Monitor the Support Process
- d. Build internal capacity by training Master Mentors to conduct in-district training

Anytime beginning teachers need coverage to be with their mentors or observe other staff - coverage is provided.

Central office administrators, building level administrators, master mentors, and mentors communicate regularly about training opportunities, opportunities to observe veteran teachers, question and answer forums with assistant superintendent. Mentors sch

Administrators and Mentors do not share data/information regarding beginning teachers. Strict confidentiality is enforced.

Mentors use mutually agreed upon times to support beginning teachers; coverage and substitutes are provided to ensure that mentors and beginning teachers have time to meet and implement the program with fidelity.

Superintendent or his/her designee will review beginning teacher and mentor hours on the TEAM dashboard to verify successful completion.

TEAM Funding Allocations:

Mentor stipends: \$250 or \$500

Data system: \$1,500

Cooperating teacher: \$1,500

Professional development: \$1,500

Module 5

Facilitated by: Teacher Leader

When: Mid-year of the first year of teaching

Audience: Beginning teachers only

Completion: Beginning teachers will use the TEAM dashboard to complete a survey - after reviewing a PowerPoint presentation a

TEAM Mentors

Mentor selection criteria: Ansonia Public Schools consists of approximately 175 professional staff members. As a PreK-12 district, there is a need to have qualified, trained mentors at the primary, middle and upper grade levels.

Teachers will be invited/encouraged to participate in the mentor program based upon years of experience, grade-level and specialty (i.e. reading, unified arts), current training and recommendation from the principal.

Teachers will be selected by the TCC and assigned to beginning teachers to be 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.

Mentors must attend training and update training as needed via the online Mentor Update Training on the TEAM website. Newly-appointed mentors will be provided with Initial Support Teacher Training.

Mentor Meeting Logs will be reviewed by the District Facilitator and the TCC to insure support hours are meeting the mandated requirements.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Grade level, Content Area, Proximity

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

PD for mentors:

Monitoring of the meeting log: Ansonia Public Schools will continue to utilize the TEAM dashboard to ensure that beginning teachers and mentors are logging the requisite hours necessary. During the school year there are monthly check-ins on the TEAM dashboard in an effort to assist all beginning teachers are receiving the mandated hours for each module.

The TCC and the District Facilitator will yearly review and make any necessary updates to the beginning teachers'™ two-year

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support plans as needed.

The TCC and the District Facilitator will monitor the TEAM dashboard to ensure that appropriate progress is made per Module. 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 Master Mentor to determine if the concerns can be reconciled through the support of the TCC (as needed).

The Master Mentors will work with the District Facilitator to establish a timeline for the submission of reflection papers. This timeline will be communicated to mentors, BTs, and administration at the start of the academic school year.

The TCC will meet with the District Facilitator throughout the academic school year to monitor program completion and to address any issues if they arise.

Orientation

All beginning teachers will have a mandatory new teacher orientation.

The building administrator will meet with the beginning teacher to review, discuss, and approve the Beginning Teacher's PGAP.

Beginning teachers will have established meetings and timelines; during those meetings beginning teachers will review the TEAM program. During the review of the TEAM program, mentors will review the requirements, timelines, and district specific requirements.

Failure to meet TEAM Requirements

BT's will have scheduled training and meetings with mentors. BT will complete Beginning Teacher Support Plan Timeline Form that needs to be completed and signed off by both the mentor and the Beginning Teacher - see APPENDIX H in the TEAM Program Manual.

BT's will understand and review the consequences for not completing the TEAM requirements by the specified deadline dates.

TEAM Module Progress Tracking

Beginning Teacher Timelines:

All Year 1 BTs will complete Module 1 prior to Winter Holiday Break and Module 2 by the last Thursday in May of the same academic school year.

All Year 2 BTs will complete Module 3 by Winter Holiday Break, Module 4 by the second Thursday in March, and Module 5 by the last Thursday in May.

All Year 3 BTs will be scheduled individually based upon their module completion needs.

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

The District TEAM Facilitator will meet with the Superintendent no later than October 1st of each year to review the TCC membership and to discuss the current number of Beginning Teachers expected to complete each Module. The District TEAM Facilitator will meet with the Superintendent no later than February 1st of each year to provide an update of TEAM activities, including the progress of Beginning Teachers completing Modules.

Category I (Five Modules)

Hire Date: Between February 15, 2018, and October 31, 2018

Entry Date: September 1, 2018

Expected Completion Date: September 1, 2020

Deadline (optional third year if needed): September 1, 2021

Hire Date: Between November 1, 2018, and February 14, 2019

Entry Date: February 15, 2019

Expected Completion Date: February 15, 2021

Deadline (optional third year if needed): February 15, 2022

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Hire Date: Between February 15, 2019, and October 31, 2019

Entry Date: September 1, 2019

Expected Completion Date: September 1, 2021

Deadline (optional third year if needed): September 1, 2022

The District will meet with those teachers that are not on track to complete their TEAM requirements. Supports for teachers will include: extra support from mentors, extra release time to complete the specified modules, structured timeline to assist with the process, assistance from other mentors and/or beginning teachers.

Teachers who do not successfully complete (Category I - five modules by the end of their third and Category II - two modules by their second year), and who do not receive an approved extension of time, will not be eligible for an extension of their initial educator certificate. They will not be eligible to renew their initial certification or advance to the provisional certificate. In such 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 (CT State Regulations 10-145 k-j) as approved by the State Board of Education.

The consequence of not meeting requirements for TEAM completion results in the loss of the teacher's ability to hold an initial educator certificate. To regain eligibility for reissuance of the initial educator certificate, the teacher must submit a request to the CSDE and fulfill the requirements of intervening study and experience

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: Regional Review (RESC Collaborative)

Dispute Resolution and Appeals

The building administrator will meet with the beginning teacher to review, discuss, and approve the Beginning Teacher's PGAP.

TCC members will meet at least twice per year (January and May) to monitor the required electronic postings, the submission of Reflection Papers, and teachers' progress toward successful completion of modules indicated in their two-year support plan timeline.

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 from members of the TCC, as appropriate, to assist with mediation in an effort to resolve the concern, including, but not limited to: re-assignment of mentor/beginning teacher match, discussing concerns with the school principal and referring the situation to the Superintendent.

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 elevator 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; description of the evaluation tests or techniques used; description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities); 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 description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities.

Documentation must also include:

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.