

Bolton Public Schools TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Kristin B. Heckt

District Facilitator: Sarah Malinoski

DF Email: smalinoski@boltonct.org

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TEAM Coordinating Committee

Darryl Giard: Principal of Bolton Center School

Joe Masell: Principal Bolton High School

Wendy Scott: Related Arts Curriculum Leader K-12, trained mentor and union representative

Wendy Pagani: Language Arts Curriculum Leader BCS, trained mentor

Rebecca Sullivan: K-6 Instructional Coach, trained mentor and reviewer

Susan Nolin: 6-8 Special Education Teacher, trained mentor and reviewer

Jennifer Tierney: 9-12 English teacher, English Curriculum Leader BCS, trained mentor and reviewer

Dan Ayer: K-12 music, trained mentor

Sarah Malinoski District Facilitator

TCC Meeting Timeline

August - September: TCC meets to review new teacher building supports, assign mentors, and introduce mentors and beginning teachers (BT)

September: Beginning - of-Year meeting with BT and mentors to review modules, roles, responsibilities, TEAM dashboard, district timeline, and meeting dates.

November: Check in meeting with BT and mentors to review progress on modules

March: Check in meeting with BT and mentors to review progress on modules

District's 3 year objectives

A. Support Beginning Teachers:

*Scheduling release time for mentors and new teachers to meet, collaborate and visit other classrooms;

* Hold regular group meetings with mentors and beginning teachers;

* Assign beginning teachers to a PLC and Academic Leader who will also support transition and professional goals writing;

* Provide exemplars of district projects;

* DF meets individually with beginning teachers;

B. Recruit and Support Mentors:

* Pay for mentor and reviewer training and /or release time;

* Recruitment is based in interest;

* Provide a stipend to mentors

C. Professional Development

* When available or appropriate pay for beginning teachers and metors to attend professional development together

TEAM Funding Allocations:

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

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Module 5

Facilitated by: The District Facilitator

When: Other This is offered every other year mid-to end of year.

Audience: Beginning teachers, mentors and experienced staff

Completion: Sign-off on TEAM Dashboard

TEAM Mentors

Mentor selection criteria: Teachers who volunteer to mentor must: hold a CT provisional certificate (confirmed by HR); have taught in Bolton for at least one year (confirmed by HR); be approved by their building principals; must attend and maintain mentor training at a RESC.

Twice a year the DF recruits interested TEAM mentors and assists in funding training.

We match mentors by grade or subject first then by building.

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:

Monitoring of the meeting log: Meeting logs are monitored on the TEAM Dashboard. Hours are reviewed during the regularly scheduled meetings with DF, as outlined in the beginning of the plan.

Orientation

At the Beginning-of-the Year meeting, the TEAM dashboard, and all requirements are reviewed within the first month of school.

Failure to meet TEAM Requirements

We review BTs' anticipated completion date at the beginning of the year and consequences of failure to complete. Mentors are responsible for reminding BTs of their timelines. If a BT falls behind, the DF meets individually with them and sets an ongoing plan with a timeline attached.

TEAM Module Progress Tracking

TEAM Dashboard is reviewed monthly by DF.

Individual meeting with DF and Mentor, followed by a written timeline with monitoring meeting dates.

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

Module completion determined by submitting a project

BTs will deliver a presentation, usually PowerPoint with actual artifacts when appropriate) to a review board that includes in district reviewers, and administrator who is not the BTs evaluator and mentor. The outline for the presentation follows the same guidelines as the reflection paper and is scored on a similar rubric. Prior to the presentation, BTs must submit an outline to their mentors for review. The entire process is very similar to a reflection paper, but is given orally with actual artifacts.

Module completion determined by other means

NA

TEAM Reviewers

Reviewers are required to attend a state approved training.

Module review option: In-district Review

In-district review process

Reviews are volunteers who attend the BT's presentation based on number of completed reviews. Teachers and administrators who have been trained in reviewing modules may participate in the in-district review. Reviewers must attend a RECS reviewer training and the TEAM dashboard keeps track of this. Whenever possible, at least 2 reviewers attend the BTs presentation. The

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reviewers score the rubric after the BT has completed the presentation and the results are collected and reviewed by the DF and attending members of the TCC. The DF and TCC then determines if there needs to be a resubmission or if the module is completed successfully. The DF communicates all results so that confidentiality is maintained.

If there is a need for a resubmission a new review committee will be selected by the TCC.

Dispute Resolution and Appeals

Disputes concerning the mentoring process, the PGAP or mentor-beginning teacher relationships will schedule an appointment with an administrator. If concerns are unresolved the administrator, beginning teacher/or mentor puts concern(s) in writing to DF. The DF will request 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 an administrator and informing the Superintendent of the situation.

If the difficulties are irreconcilable, the partnership will be dissolved and a new mentor will be found to complete the program of support. The TCC members will review the district list of mentors to identify who is currently participating in the initial support /update training to identify any patterns of mentor performance that would warrant removal from the active mentor pool. If concerns exist, the mentor will have an opportunity to discuss those concerns with the DF to determine if the concerns can be reconciled through the support of the TCC; or if additional training is necessary.

Documentation for accommodations must include: the type of accommodation(s) requested, the description of why the accommodation is necessary, and the nature of teacher's disability.