

Booker T. Washington Academy TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: John Taylor

District Facilitator: Laura Main

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TEAM Coordinating Committee

Laura Main/ Principal, District Facilitator

Marisa Palermo/Classroom Teacher, Mentor

Elizabeth Squire/Art Teacher, Mentor

Shelley Ryan/Classroom Teacher, Mentor

Ioanna Poulivalis/Classroom Teacher, Beginning Teacher

Kristin DelBene/Classroom Teacher, Mentor

TCC Meeting Timeline

Meetings will be held three times per year after school. Members of the TCC will be invited to submit items for the agenda prior to each meeting. For each meeting, minutes will be kept to communicate with any administrator or other committee member who is unable to attend a meeting.

District's 3 year objectives

Beginning teachers (ensure success, retention)

Goal 1: Provide on-going and systemic professional learning to establish a collaborative and supportive culture which supports the professional growth of teachers to ensure the success of students.

- a. Develop a culture of trust, respect and results
- b. Provide support for teachers to meet with mentors on a regular basis using coverage as needed
- c. Seek input from beginning teachers about their mentor relationship

Goal 2: Provide on-going and systemic professional learning to develop the attributes needed to be a reflective practitioner who continually seeks to improve his/her craft

- a. Use standards-based, formative and summative assessments that allows the teacher to identify specific ways to improve professionally.
- b. Support teachers in making connections between SEED and TEAM.
- c. Provide ongoing feedback to beginning teachers and support to implement instructional strategies to increase student achievement.
- d. Provide time for weekly data team meetings and student intervention team meetings for beginning teachers to collaborate with other teachers on their team

Mentors (collaborators, reflective practitioners)

Goal 1: Provide on-going and systemic professional learning to develop the attributes needed to be a successful mentor

- a. Encourage and support teachers who are ready and willing to serve as mentors to apply to do so
- b. Provide support and feedback to mentors as they work with beginning teachers on TEAM modules
- c. Provide release time for mentors as needed to meet with and/or observe beginning teachers and offer reflective feedback

Student Achievement (excellent, equity, and higher achievement)

Goal 1: To improve achievement for all students in all academic areas with a particular focus on literacy and numeracy to reduce the achievement gap

- a. Provide beginning teachers with support in understanding the Common Core State Standards
- b. Provide ongoing, systemic professional development on evidence-based teaching strategies
- c. Provide ongoing, systemic professional development on the teaching of literacy and numeracy
- d. Provide time for teacher collaboration around data with a focus on planning instructional strategies to improve student outcomes
- e. Provide ongoing, systemic professional development on classroom management

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The need for substitute coverage will be indicated on the PGAP, which will be submitted to the building administrator for approval. When coverage is needed, the beginning teacher/mentor will request it directly from the building administrator.

The district facilitator will communicate regularly with beginning teachers about training opportunities within the district, statewide workshops, and support group work.

The teacher education and mentoring program (TEAM) and the teacher evaluation and support (SEED) will be kept separate but the similarities between the two will be made explicit to the beginning teachers in the TEAM orientation workshop.

Beginning teachers will indicate the time that is needed for mentors and beginning teachers to meet on the PGAP, which will be submitted to the building administrator for approval. When specific times are needed for activities for TEAM, the beginning tea

The district facilitator will submit an annual report on mentor-teacher activities to the Executive Director for review and approval.

TEAM Funding Allocations:

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

Module 5

Facilitated by: The District Facilitator

When: Other Mid-year every other year

Audience: Beginning teachers, mentors and experienced staff

Completion: Attendance at the session

TEAM Mentors

Mentor selection criteria: All certified staff members who have completed TEAM or its equivalent are eligible to apply to become a trained mentor. Interested candidates should send a letter of intent to the District Facilitator no later than April 30th for consideration for the following year. In addition, BTWA will accept applications from trained out of district teachers or retired teachers on an "as needed" basis. In an effort to maintain continuity for beginning teachers who begin working at BTWA after having started TEAM in another district, BTWA will accept applications from mentors who worked with the beginning teacher in the past provided both the mentor and beginning teacher are comfortable with completing the work virtually and outside of the regular school day. Selection criteria will include: consideration of the candidate's knowledge of the CCT, ability to develop a personal growth plan, ability to use data to reflect upon and improve professional practices, teaching experience, ability to successfully work with adult learners, successful experience in the TEAM program including mentoring beginning teachers and/or serving as a cooperating teacher, and experience and commitment to the goals of BTWA.

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: a. Regular discussions/check-ins with the mentors by the District Facilitator to determine needs. Develop additional professional development sessions/topics as determined by needs.

b. Provide ongoing, systemic professional development on evidence-based teaching strategies

c. Provide ongoing, systemic professional development on the teaching of literacy and numeracy

d. Provide time for teacher collaboration around data with a focus on planning instructional strategies to improve student outcomes

e. Provide ongoing, systemic professional development on classroom management

Monitoring of the meeting log: The District Facilitator will monitor mentor meeting logs to ensure that at least 10 hours of support are being provided to the beginning teacher by the mentor teacher.

Orientation

a. District Facilitator will offer a meeting at the beginning of the year to orient Beginning Teachers to TEAM

b. District Facilitator will assign mentors to beginning teachers as early in the year as possible;

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- c. District Facilitator will meet regularly with mentors to ensure timely completion of TEAM modules by Beginning Teachers
- d. Beginning Teachers will be encouraged to complete Module 1 first
- e. Module 5 will be offered every other year for Beginning Teachers and mentors and will be facilitated by the District Facilitator. In the case where a Beginning Teacher is hired in Year 2 but did not complete Module 5 in their former district, the timeline for offering Module 5 may be modified to allow for all teachers to successfully complete TEAM.
- f. The District Facilitator will monitor electronic Beginning Teacher and Mentor Meeting Logs and will communicate individual teachers' progress/concerns to the mentors as appropriate

Failure to meet TEAM Requirements

The district facilitator will communicate the consequences of not completing all of the TEAM requirements by the deadline to include up to loss of certification at the TEAM orientation meeting.

TEAM Module Progress Tracking

- a. Beginning teachers and mentors will develop the PGAP and submit it electronically to the building administrator.
 - b. District Facilitator will check in at least two times per year with all Beginning Teachers and Mentors to ensure they are working well together to complete the PGAP.
 - c. District Facilitator will enlist the support of the TCC for ideas to ensure mentors and mentees are working together collaboratively to complete the PGAP.
- a. District Facilitator will meet with Beginning Teachers to orient them to TEAM as well as to the expectations to complete two modules one year and two the following year, not including Module 5.
 - b. District Facilitator will communicate with all Beginning Teachers and mentors that the suggested timeline for completing the first module in a year is January 15th for those with a September 1 completion deadline.
 - c. District Facilitator will communicate with all Beginning Teachers and mentors that the timeline for completing the second module in a year is May 15th for Beginning Teachers with a September 1 completion deadline. Timely review of portfolios and scheduling of observations is not guaranteed after this date, which is why it is important to adhere to the May 15th completion deadline.
 - d. There may be some variance in this deadline for a variety of reasons including a completion date other than September 1. In such a case, the District Facilitator will communicate with the Beginning teacher and the mentor directly about a revised timeline for the expectation of completion of each module.
 - e. District Facilitator will communicate to Beginning Teachers that they will submit their portfolios to the TEAM Coordinating Committee for review.
 - f. District Facilitator will communicate to Beginning Teachers that the building administrator or his/her designee who has knowledge of the TEAM process will complete the observations.

Method of demonstrating module completion: Other

Module completion determined by other means

Beginning Teachers will demonstrate completion of Modules 1 and 3 by a teacher observation (which includes a pre and post conference) by the District Facilitator. The district facilitator will ask questions at the preconference about what was the need, what was learned in the module by the teacher, and the impact that it had on the students. For Module 2, Beginning Teachers will submit a portfolio which documents the need, what was learned in the module by the teacher, and the predicted impact it will have on the students. For Module 4, Beginning Teachers will submit a portfolio which documents the need, what was learned in the module by the teacher, and the impact it had on students.

TEAM Reviewers

Other: Explain

In-district training

Module review option: In-district Review

In-district review process

At BTWA, the full TCC will serve as the review committee for portfolios. In the event that a beginning teacher on the committee has a portfolio being reviewed, the beginning teacher will recuse him/herself from that meeting. In addition, the TCC will accept applications from other staff who are interested in serving as reviewers. These staff need to send a letter of intent to the District Facilitator by April 30th for consideration by the TCC to serve for the following school year. Preference will be given to reviewers who also have been trained as mentors. Those participating as reviewers will be offered release time to review papers. Requests for release time should be submitted in writing to the District Facilitator at least a week in advance of the proposed time so that adequate coverage may be arranged. Training updates will take place once a year. Observations: Identify the criteria and process for selecting individuals to complete observations:

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The District Facilitator or a designee with an 092 and familiarity with the TEAM process will complete observations. Observations will be the mode of completion for Module 1: Classroom Management and Module 3. Criteria for review will include: new learning by the beginning teacher, impact on teacher practice, and impact on students.

Portfolios will be assigned for review after May 15th and on or around February 15th during a regularly scheduled TCC meeting. This will be the mode of completion for Module 2: Planning and Module 4: Assessment. The District Facilitator will establish and monitor time lines for completion of the portfolios and for completion of the review process. A secondary review of portfolios will take place by the Leadership Team for portfolios that do not meet the successful completion standard. Portfolio review will be anonymous. Only the District Facilitator will know the name of the Beginning Teacher. Criteria for review will include: new learning by the beginning teacher, impact on teacher practice, and impact on students (with the exception of the planning portfolio which will be reviewed for its potential impact on students).

The district facilitator will communicate the results of the module completion to the Beginning Teacher in person for Modules 1 and 3 and in writing for Modules 2 and 4. The written communication for Modules 2 and 4 will include a summary of the feedback from the TCC.

All reviewers will be subject to confidentiality regarding the discussion about portfolios outside of the review process.

Dispute Resolution and Appeals

1. In the event that the TCC does not pass a portfolio, the portfolio will be reviewed by the Leadership Team. In this case, the Leadership Team will either overturn the decision of the TCC and pass the portfolio, or will provide direct feedback to the beginning teacher to revise the portfolio. The portfolio will then be resubmitted to the TCC and will follow the same process.

If, after following these procedures, a beginning teacher still has a dispute about the outcome of his/her portfolio, the beginning teacher should submit the complaint in writing to the leadership team for review. The District Facilitator will communicate the decision of the Leadership Team directly to the Beginning Teacher after a decision is made regarding the dispute.

2. In the event that the building administrator does not pass an observation, he/she will meet with the Beginning Teacher to provide feedback about what needs to be improved. The teacher may then make those adjustments and request another observation. If, after following these procedures, the beginning teacher still has a dispute about the outcome of his/her observation, the beginning teacher should submit the complaint in writing to the Executive Director for review. The Executive Director will communicate directly to the Beginning Teacher after a decision is made regarding the dispute.

3. Requests for special accommodations will be submitted to the District TEAM Facilitator in writing and will be reviewed 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 evaluator qualified to make the diagnosis. Information about license or certification and area of specialization should be included. 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 current requirements may be waived upon a showing of the continuing relevance of older documentation);

*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.

4. In the event of a mentor/mentee relationship that is not satisfactory to either party, the mentor or mentee will communicate directly with the District Facilitator. The District Facilitator will work to reassign the mentee to a new mentor in a timely manner.