

Branford Public Schools
TEAM Three Year Plan
2019-2022

Part 1: District Information

1. Key people
 - a. Superintendent: Hamlet Hernandez
 - b. TCC Committee Members
 - Joe Briganti - BHS, Administrator
 - Melissa Danielson - JBS, Special Education
 - Paula Gladdys - Central Office, Manager of Human Resources
 - Holly Mulcahey - MTM, Kindergarten
 - Annemarie Raffone-Dudley - BHS, Math, union representative
 - Rachel Sexton - Central Office, Assistant Superintendent
 - Sharon Shirley - BHS, Social Studies, District Facilitator
 - Maia Vargas - MRT/MTM, Physical Education
 - Jesse White - WIS, Music

2. Timeline of meetings, including when TCC will meet with CO personnel, principals, mentors
 - a. TCC meetings will be held a minimum of two times a year.
 - b. Substitute coverage will be provided when necessary.
 - c. TCC representative(s) will meet with mentors at the beginning of the school year and as needed to discuss district initiatives related to TEAM.
 - d. TCC representative(s) will meet with the administrative council annually.
 - e. DF will keep Assistant Superintendent updated with changes to TEAM, module completion, and mentor hour progress a minimum of twice a year: October and March.

3. TCC Membership:
 - a. Representatives will include:
 - District TEAM Facilitator (DF)
 - An administrator
 - Three or more teachers (a trained mentor, a union representative, a special ed teacher, a representative from each building level).
 - Assistant Superintendent, or designee
 - b. Qualifications and Recruitment
 - Vacancies will be filled by currently trained mentors at the beginning of each school year.
 - Minimum commitment is for one academic year.

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4. BPS TEAM DF: Sharon Shirley

Part 2: Goals, Activities, and Budget

1. BPS TEAM Program Objective:

With guided support from mentors, new teachers will develop best professional practice through purposeful exploration and personal reflection, as evidenced by successful completion of the TEAM modules.

District Three-Year Objectives:

1. Align Branford TEAM program to district core values as reflected in the educator support, development, and evaluation program
2. Create a multiyear induction process for new teachers (TEAM, district and building orientation, systems, etc.)

Supporting Activities:

- Develop/maintain new teacher building orientation program (w/induction manual).
- Provide staff training and professional development to meet TEAM objectives and requirements.
- Explore District system to track module progress/completion
- Explore development of in-District system for evidence of module completion process (Review of Practice)
- Provide staff training and professional development to meet TEAM objectives and requirements.
- Recruit and train eligible mentors
- Create a professional learning group for ongoing support to mentors

2. Resources:

a. Substitute coverage:

- i. Substitute coverage will be provided for Beginning Teachers and mentors for classroom visitations and program responsibilities, up to one day per module. Beginning teachers and mentors should coordinate with administrators to plan and arrange for coverage. Coverage will not be provided for regular, biweekly meetings. Additional coverage may be provided at the discretion of the building administrator.
- ii. TCC members will be provided substitute coverage for meetings

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- b. TEAM related Professional Development Opportunities
 - i. TEAM beginning teachers and mentors will have similar access to job- and role-related professional learning as other teachers in the district, using the process for requesting professional learning leave as necessary.
 - ii. Teachers and mentors will participate in district PD opportunities and be provided information about other resources that become available.
 - iii. DF will email professional development opportunities that support TEAM module completion to beginning teachers and mentors as available.
 - iv. DF will provide resource suggestions at TEAM Orientation.
 - v. Building-level professional development funds may be available upon request to the building administrator.
 - c. Beginning teacher, mentor, and administrator will work together to align TEAM module goals with the beginning teacher's evaluation goals, including SLO, IAGDs, and the beginning teacher's professional goal.
 - d. DF will maintain and annually submit a report on beginning teacher module completion progress and teacher/mentor contact hours.
3. TEAM allocated funding provided to BPS will be used first for Mentor Stipends and any additional funds will be used toward the cost of enrollment in the TEAM Collaborative or, if the District chooses, the cost of another data management system for TEAM.

Part 3: Module 5

1. Facilitator(s): Sharon Shirley and Joceyln Vennaro
2. When conducted: annually in the Spring, as needed
3. Structure: BTs with mentors if possible
4. How will teachers document completion of Mod 5:
 - a. Complete survey on Dashboard (or other data management system) and DF will keep a record
 - b. Mentors will document contact hours for Professional Responsibility matters using the Dashboard (or other data management system)
5. Module 5 Facilitators who are not also the DF will be compensated upon DF confirmation of delivery to central office

Part 4: Mentors

- Mentors will be selected through open enrollment, TCC recruitment, or by administrator invitation.

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- Teachers wishing to become a mentor must consult with their supervisor and building administrator.
- BPS will provide Initial Support Training for teachers wishing to become mentors at least once a year
- Building administrators will assign mentor-mentee relationships within 10 days of a new teacher's start date and report assignments to the DF and Assistant Superintendent (based first on subject or grade level and then need).
- DF will remind mentors to complete update training every three years to maintain mentorship status.
- TCC representative(s) will meet with mentors at the beginning of the school year and as needed to discuss district initiatives related to TEAM.
- DF will monitor beginning teacher progress on Dashboard (or other data management system) to ensure a minimum of 10 hours of support per module are met through biweekly meetings, with additional meetings as needed.
- Mentors will be compensated at a rate of \$250 per module for Modules 1, 2, 3, and 4.
- Training as a mentor does not guarantee a student teacher or beginning teacher placement.

Mentor Eligibility Criteria:

- Be recommended or approved by evaluator
- Have a minimum of three years teaching experience, at least one year at Branford Public Schools.
- Have a provisional or professional educator certificate
- Maintain at least a Proficient rating in all three domains of the Branford Public Schools Instructional Framework for educator evaluation .

Part 5: Beginning Teachers

- Beginning teachers will be oriented to the TEAM program via:
 - September: Contact by DF, including registration letter with name of mentor and summary of TEAM requirements
 - New Teacher TEAM Orientation meeting: after school in early/mid Oct
- BTs are expected to meet with their mentor for a minimum of 10 hours of support per module through biweekly meetings, with additional meetings as needed.
- BTs will be informed of the consequences for not completing all TEAM requirements by their deadline date via: registration letter, TEAM orientation, and as needed when modules completion status indicates
- Beginning Teacher will develop a two year timeline to complete modules and submit via Google Form to DF within 5 days of New Teacher Orientation.
- The supporting administrator will meet with beginning teachers and mentors at least 3 times per year to facilitate the sharing of professional growth activities, alignment with

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SLO and goal setting, and to provide necessary support. (Coincide with development of PGAPs and prior to mid-year goal meeting).

- Teachers will demonstrate completion of instructional modules through completion of reflection papers submitted through the TEAM Collaborative
 - DF will monitor the required electronic postings, submissions of reflection papers and teachers' progress toward successful completion of modules indicated in their two-year support plan timeline and report to the TCC.
 - First module is to be submitted before Winter Break. Second Module of the year should be submitted before May 1st of that school year.
- Support for teachers who are not on track to complete TEAM by deadline date includes:
 - DF communication with mentor and beginning teacher checking in and offering assistance
 - Meeting between TCC member, new teacher, and mentor to evaluate progress and create a timeline and action plan for completion.
- Administrators and central office will be informed of teachers in danger of not meeting TEAM requirements

Part 6: Review of Modules

Reflection Paper Review

1. Reviewers will:
 - a. Be selected from pool of trained mentors
 - b. Be trained to maintain capacity to support BPS needs through sessions offered at RESCs.
 - c. Complete update training online via the TEAM Collaborative.
 - d. Review, based on District need, two papers per year (or more if the TEAM Collaborative or TCC requests).
 - e. Be compensated at the contractual BEA hourly rate, one hour per paper. Compensation will be determined at the end of the year. (Total compensation for all reviewers combined will align with the total number of papers submitted by beginning teachers in the District.)
2. Review process:
 - a. Papers will be submitted to the TEAM Collaborative and scored through the regional review
 - b. Results will be communicated to BT via dashboard
 - c. BTs who need to resubmit a paper should meet with a trained reflection paper reviewer in the district to discuss revisions

Dispute Resolution

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- Disputes concerning the mentoring process or mentor-beginning teacher relationships will be brought to an administrator or the DF as appropriate to discuss concerns and problem-solve resolutions.
- If concerns are still unresolved, the beginning teacher/ or mentor will put concern(s) in writing to DF and administrator.
- 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 Assistant Superintendent of the situation.
- In extenuating circumstances, when a decision cannot be reached, the Assistant Superintendent and Superintendent will make a final determination.

Requests for special accommodations:

- Submit to the DF for review by the TCC on a case-by-case basis.
- Each request must be dated, on official letterhead, and be signed by Talent Services Manager who will review the accommodation request.
- Documentation must include: type of accommodation(s) requested; description of why the accommodation is necessary; nature of teacher's disability.
- Teachers making such requests will be notified of the results of the review within two weeks.