

Capitol Region Education Council TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Timothy Sullivan

District Facilitator: Sara Slogesky

DF Email: sslogesky@crec.org

DF Phone: 860-306-8460

TEAM Coordinating Committee

Marlene Lovanio, Assistant Superintendent

Elaina Brachman, Assistant Superintendent

Scot Peaslee, Teacher/Coach

Lisa Cordova, President CRECEA

Sara Slogesky, District Facilitator/Supervisor of Social Studies

Ada Miranda, Assistant Director of Human Resources

TCC Meeting Timeline

The TCC will meet three times a year, including a Fall, Winter, and Spring meeting. The TCC will share updates with Central office and administrators during the monthly Principal/Assistant Principal meetings. Each school also has a TEAM building representative. They communicate with building mentors and mentees, as updates are shared from the TCC and TEAM DF.

District's 3 year objectives

To support, retain, and effectively transition CREC teachers into the CREC Magnet School's professional learning community...

The district will:

-work to establish a collaborative and supportive culture which supports the professional growth of teachers, ensuring student success. This will happen through opportunities for participation in a range of professional learning communities.

-Provide on-going and systematic professional learning around high quality instruction, equity, and support work towards goals established by the beginning teacher and their mentors.

-work to develop teachers who are reflective practitioners, able to critically assess their practice against CT's standards. This will happen through coaching opportunities throughout TEAM and beyond.

As beginning teachers and mentors indicate that time is needed that requires substitute coverage, principals will indicate approval when they accept the PGAP of the teacher. This will be coordinated at the building level.

Beginning teachers receive correspondence from the district, from the district facilitator, and at the building level. Beginning teachers participate in a professional learning community for beginning teachers that provides additional TEAM support.

The TCC meets to review the activities for the year. The DF shares an update with the Assistant Superintendent for Teaching and Learning at the end of the year.

TEAM Funding Allocations:

Mentor stipends: All current allocated monies go to this component, as it doesn't cover the district's contractual amount.

Data system:

Cooperating teacher:

Professional development:

Module 5

Facilitated by: The District Facilitator

When: Mid-year of the first year of teaching

Audience: Beginning teachers only

Completion: Beginning Teachers will document completion of Module Five on the CTTEAM.org platform. Additionally, their attendance

TEAM Mentors

Mentor selection criteria:

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If mentors meet the above criteria, they are recommended and approved by the building principal to attend the mentor training. The mentors can then attend a district provided training or a RESC provided training, depending on the timing and availability. If they successfully attend and complete the training, then they will be matched with a mentee/beginning teacher as needed and as appropriate, at the building level.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Grade level, Content Area, Proximity, Needs

Mentor training: Mentors are trained by in-district trainers (lead/master mentors) who have been trained and updated by the state

PD for mentors:

Monitoring of the meeting log: The district will use the CTTEAM.org/TEAM collaborative platform to monitor the mentoring hours provided to each beginning teacher. Mentors and beginning teachers are expected to meet and log their hours on this platform.

Orientation

The district will provide an overview of the TEAM Program requirements within the first 45 days of school for all beginning teachers that includes:

- The state's provided overview of TEAM, found online.
- an introduction to TEAM.
- a review of the district's three-year TEAM support plan.
- how to navigate and use the TEAM collaborate/ctteam.org
- who their support people at the district are.
- timelines for TEAM completion
- opportunities for district and school based support.

This opportunity will take place during a district professional development opportunity. Anyone that cannot attend will be provided a training at a mutually agreed upon time at their school.

Failure to meet TEAM Requirements

Beginning Teachers are provided with timelines, deadlines and reminders through their professional learning community at the district level. Additionally, this is shared through the orientation given by the DF. Finally, they are provided with this information at the school level by building representatives and mentors, if appropriate and needed, in conjunction with communication from the DF.

TEAM Module Progress Tracking

The district uses the TEAM collaborative/ctteam.org to monitor beginning teachers progress who are on track to complete TEAM by appropriate deadlines. Messaging is shared generally with mentors/beginning teachers through email correspondence.

If beginning teachers are not on track to complete TEAM by their deadlines, a meeting will be set, ideally, far in advance of the deadline.

First, there will be a meeting with them and their mentor to put a support plan with dates in place.

Second, if needed, there will be a meeting with them and their principal to continue to monitor and put a support plan in place.

Finally, if needed, the scenario will be brought to the TCC to discuss a plan.

If needed, the Superintendent will be informed of the process and outcome.

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

If there is a dilemma or dispute that is identified, then the following will occur:

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The DF will be made aware of the dispute.

The DF will meet with the mentee and mentor, together or individually, as appropriate.

If needed, the dispute or dilemma will be brought to the TCC.

The Superintendent will be made aware of the process and outcome, as appropriate.