

Cromwell Public Schools TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Dr. Thomas McDowell

District Facilitator: Lewis Pappariella

DF Email: lpappariella@cromwell.k12.ct.us

DF Phone: 860-632-3564

TEAM Coordinating Committee

Lewis Pappariella, Teacher, District Facilitator

Alyssa Reynolds, Multi-Age Teacher

Josh LaMay, High School Health and Physical Education Teacher

Ramsey Binnington, Assistant Principal - Elementary School

Daniel Delia, NGSS Teacher

Beth Hourigan, Library Media Specialist

Dr. Henry Speno, High School Science Teacher

TCC Meeting Timeline

The Team Coordinating Committee will do the following:

1. The TCC will meet monthly.
2. The TCC will present changes/adjustments to the PDEC Committee for approval.
3. The TCC will meet to evaluate Module work upon completion.
4. The District Facilitator will represent the TCC in meeting with central office personnel and principals at least twice annually.
5. The District Facilitator will represent the TCC in meeting with mentors five times over the course of two years.

District's 3 year objectives

Provide all beginning teachers with the support they need to develop as effective educators.

-The district will ensure beginning teachers are paired with a mentor within 45 days of the beginning teacher's first day in the classroom.

-The district will provide a blended learning opportunity via an online discussion board to support beginning teacher growth.

Ease the beginning teacher's transition into the teaching profession in order to retain effective teachers.

-The district will ensure beginning teachers are paired with a mentor within 45 days of the beginning teacher's first day in the classroom.

-The district will provide on-going professional development to support and retain beginning teachers.

Develop teachers who are reflective practitioners, able to critically assess their practice against CT's teaching standards, and are committed to continuous professional learning.

-The district provides a rubric aligned to the CT teaching standards to guide mentor-mentee discussion/reflection.

-The district provides Module work aligned to CT teaching standards to allow reflection and professional growth.

Cultivate an understanding of the professional responsibilities of an educator.

-The district offers professional responsibility training.

Foster collaborative learning communities for all educators.

-The district will ensure beginning teachers are paired with a mentor within 45 days of the beginning teacher's first day in the classroom.

-The district hosts workshops to foster collaborative learning opportunities.

Provide excellent teachers the opportunity to develop as educational leaders.

-The district encourages mentors to serve as educational leaders.

-The district offers in-district TEAM Mentoring training.

Cromwell School District will provide a venue for mentors and beginning teachers to request coverage to participate in the activities and modules required during the school day.

Cromwell School District plans to provide meeting times (Team Time, PLC, Duti

Cromwell School District will provide beginning teachers with information about training opportunities and resources.

Cromwell School District will offer and encourage beginning teachers to participate in Capitol Region Education Council (CREC) profession

Cromwell Public Schools TEAM District Support Plan - 2019-2022

Cromwell School District will encourage beginning teachers to utilize teacher evaluation feedback to inform TEAM Module work. TEAM Program activities will be kept separate from teacher evaluation.

Cromwell School District will coordinate activities/schedules for mentors and beginning teachers to ensure faithful implementation of the TEAM Program.

District Facilitator will submit an annual report on mentor-teacher activities to the superintendent for review and approval. This report will annotate progress of beginning teachers (modules) and mentor progress monitoring.

Each year, the TEAM Program

TEAM Funding Allocations:

Mentor stipends: \$250 per beginning teacher per semester

Data system:

Cooperating teacher:

Professional development:

Module 5

Facilitated by: The District Facilitator

When: At the beginning of the first year of teaching

Audience: Beginning teachers and their mentors

Completion: 1. Beginning teachers and their mentors must attend the Module Five workshop.

TEAM Mentors

Mentor selection criteria: Selecting Mentors

1. Teachers with a minimum of three years experience, and at least one year experience in the district, will be invited/encouraged to apply to be a mentor through a general announcement to all faculty.
2. Teachers who meet the qualifications outlined above, should document their interest in communication with the District Facilitator.
3. The TCC will select applicants to participate in the mentor program based upon years of experience, grade-level and specifically (i.e. reading, unified arts), current training and recommendation from the immediate supervisor(s).

Assigning Mentors

Trained mentor teachers will be recommended by the District Facilitator (DF) and will be as closely matched as possible with beginning teachers (by grade-level, building, and/or teaching assignment).

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: Mentor update training will be completed via TEAM Update Training available on ctteam.org.

Monitoring of the meeting log: Mentoring Hours

1. Each mentor tracks mentoring hours to document professional support.
2. In order to complete module work, the mentor must sign-off on meeting hours minimum of 10 hours per module.
3. Mentors will verify hours per module by signing off on each Module's rubric.

Orientation

TEAM Orientation

1. The District Facilitator will email a welcome letter to mentor teachers and beginning teachers that provides pertinent TEAM Program information.
2. The District Facilitator will host a TEAM Orientation to accomplish the following:
 - A. Provide an overview of the TEAM Program requirements

Cromwell Public Schools TEAM District Support Plan - 2019-2022

- B. Allow access to our TEAM Program online platform
- C. Review Cromwell Public School's three-year plan
- D. Outline timeline for TEAM Module completion
- E. Clarify Cromwell Public School TEAM Program expectations
- F. Establish a schedule for Cromwell Public School workshop/professional development

Failure to meet TEAM Requirements

TEAM Requirements

1. Cromwell Public Schools beginning teachers will sign a document acknowledging the consequences of failing to complete all TEAM Program requirements by their deadline date.
2. Deadline dates are shared in the welcome letter to beginning teacher and mentor.
3. Deadline dates are posted within our Cromwell Public Schools online platform.

TEAM Module Progress Tracking

Tracking Module Progress and Completion

1. The District Facilitator will monitor and document beginning teacher progress.
2. The mentors will assess module work and recommend module completion to the TCC.
3. The TCC will evaluate module work and provide documentation upon completion.
4. The beginning teacher is expected to maintain documentation of his/her progress.
5. The TCC makes pacing recommendations to mentors and beginning teachers to ensure adequate progress (Modules 1 and 5 in Year One & Modules 2,3,4 in Year Two).

Supports for teachers

1. The mentor is expected to assess module work and provide feedback throughout the TEAM Program.
2. The TCC will provide feedback to mentor and beginning teacher to improve module work.
3. If the above reference feedback does not generate quality work, as assessed by our "Criteria for Success" rubric, the beginning teacher has two weeks to revise/resubmit work.
4. If beginning teachers fail to meet expectations, they will be responsible for any outstanding module work in year three of their placement.

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

Module completion determined by submitting a project

Module #1

Cromwell Public Schools requires completion of Module #1 during the beginning teacher's first year in the TEAM Program.

Project Requirements:

1. Evidence of Effective Teaching and New Learning
2. Impact on Students
3. Impact on Professional Practice
4. Commitment to Professional Growth
5. Workshop Participation
6. Mentor Collaboration

Module work is assessed by mentor and evaluated by TCC using the Criteria for Success Rubric. Project is specific to module requirements.

Module #2

Cromwell Public Schools allows for individualized pacing for module completion of modules #2,#3, and #4 during the beginning teacher's first of second year in the TEAM Program. Some factors to determine pacing are mentor's recommendation, beginning teacher's professional readiness, and TCC committee's recommendation.

Project Requirements:

1. Evidence of Effective Teaching and New Learning
2. Impact on Students
3. Impact on Professional Practice
4. Commitment to Professional Growth
5. Workshop Participation
6. Mentor Collaboration

Cromwell Public Schools TEAM District Support Plan - 2019-2022

Module work is assessed by mentor and evaluated by TCC using the Criteria for Success Rubric. Project is specific to module requirements.

Module #3

Cromwell Public Schools allows for individualized pacing for module completion of modules #2,#3, and #4 during the beginning teacher's first of second year in the TEAM Program. Some factors to determine pacing are mentor's recommendation, beginning teacher's professional readiness, and TCC committee's recommendation.

Project Requirements:

1. Evidence of Effective Teaching and New Learning
2. Impact on Students
3. Impact on Professional Practice
4. Commitment to Professional Growth
5. Workshop Participation
6. Mentor Collaboration

Module work is assessed by mentor and evaluated by TCC using the Criteria for Success Rubric. Project is specific to module requirements.

Module #4

Cromwell Public Schools allows for individualized pacing for module completion of modules #2,#3, and #4 during the beginning teacher's first of second year in the TEAM Program. Some factors to determine pacing are mentor's recommendation, beginning teacher's professional readiness, and TCC committee's recommendation.

Project Requirements:

1. Evidence of Effective Teaching and New Learning
2. Impact on Students
3. Impact on Professional Practice
4. Commitment to Professional Growth
5. Workshop Participation
6. Mentor Collaboration

Module work is assessed by mentor and evaluated by TCC using the Criteria for Success Rubric. Project is specific to module requirements.

Module #5

Cromwell Public Schools requires completion of Module #5 during the beginning teacher's first year in the TEAM Program.

Project Requirements:

1. Workshop Participation
2. Module #5 Reflection Response

Module work is assessed by TCC using Module #5 Rubric.

Module completion determined by other means

Module #1

Cromwell Public Schools requires completion of Module #1 during the beginning teacher's first year in the TEAM Program.

Project Requirements:

1. Evidence of Effective Teaching and New Learning
2. Impact on Students
3. Impact on Professional Practice
4. Commitment to Professional Growth
5. Workshop Participation
6. Mentor Collaboration

Module work is assessed by mentor and evaluated by TCC using the Criteria for Success Rubric. Project is specific to module requirements.

Module #2

Cromwell Public Schools allows for individualized pacing for module completion of modules #2,#3, and #4 during the beginning teacher's first of second year in the TEAM Program. Some factors to determine pacing are mentor's recommendation, beginning teacher's professional readiness, and TCC committee's recommendation.

Project Requirements:

1. Evidence of Effective Teaching and New Learning
2. Impact on Students
3. Impact on Professional Practice
4. Commitment to Professional Growth

Cromwell Public Schools TEAM District Support Plan - 2019-2022

5. Workshop Participation

6. Mentor Collaboration

Module work is assessed by mentor and evaluated by TCC using the Criteria for Success Rubric. Project is specific to module requirements.

Module #3

Cromwell Public Schools allows for individualized pacing for module completion of modules #2,#3, and #4 during the beginning teacher's first of second year in the TEAM Program. Some factors to determine pacing are mentor's recommendation, beginning teacher's professional readiness, and TCC committee's recommendation.

Project Requirements:

1. Evidence of Effective Teaching and New Learning
2. Impact on Students
3. Impact on Professional Practice
4. Commitment to Professional Growth
5. Workshop Participation
6. Mentor Collaboration

Module work is assessed by mentor and evaluated by TCC using the Criteria for Success Rubric. Project is specific to module requirements.

Module #4

Cromwell Public Schools allows for individualized pacing for module completion of modules #2,#3, and #4 during the beginning teacher's first of second year in the TEAM Program. Some factors to determine pacing are mentor's recommendation, beginning teacher's professional readiness, and TCC committee's recommendation.

Project Requirements:

1. Evidence of Effective Teaching and New Learning
2. Impact on Students
3. Impact on Professional Practice
4. Commitment to Professional Growth
5. Workshop Participation
6. Mentor Collaboration

Module work is assessed by mentor and evaluated by TCC using the Criteria for Success Rubric. Project is specific to module requirements.

Module #5

Cromwell Public Schools requires completion of Module #5 during the beginning teacher's first year in the TEAM Program.

Project Requirements:

1. Workshop Participation
2. Module #5 Reflection Response

Module work is assessed by TCC using Module #5 Rubric.

TEAM Reviewers

Reviewers are trained in-district using a state-approved training.

Module review option: In-district Review

In-district review process

In-District Review Process:

Assigning reviews of module completion -

1. On an annual basis, district staff can apply to the TEAM Program - Team Reader role. Consideration will be given to teachers who have served as mentors and/or have previous experience in the TEAM program.
2. Members of the TCC are eligible to serve as TEAM Readers.
3. The number of TEAM Readers will be determined by the amount of module work submitted.

Criteria for successful completion -

1. Module work is assessed by mentor and evaluated by TCC.
2. Mentor and beginning teachers must submit by deadline as stated on online platform.
3. TCC utilizes a "Criteria for Success" comprehensive evaluation rubric to determine completion of each module.

Process for module resubmission -

Cromwell Public Schools TEAM District Support Plan - 2019-2022

1. If the TCC determines module work "does not yet meet the criteria," the following actions take place:
 - A. Module work will be scored by another member of the TEAM Committee to ensure scoring consistency
 - B. Mentor will receive feedback data to share with beginning teacher.
 - C. The District Facilitator will establish an individualized deadline considering all factors of work submission.
 - D. All resubmissions will be due within 30 days of the original submission deadline.

Process for communicating results to teachers -

1. The TCC will communicate results to mentors and beginning teachers via the online platform.
2. The TCC will provide documentation of completion as module work meets all requirements.

Assuring confidentiality of the results -

1. The TCC Team Readers sign a confidentiality agreement.

Dispute Resolution and Appeals

Dispute Resolution

A. Dissolving Placements

1. Beginning teachers and/or mentors who feel they are inappropriately matched or are having difficulties will notify the District Facilitator.
2. If the situation is unresolved, the TCC and pertinent administrator(s) will be notified to help resolve the difficulties.
3. If problems cannot be reconciled through the support of the TCC, the District Facilitator will determine if the match should be dissolved. Reasons for dissolution may include:
 - A. Practicability - assignment out of building/subject area
 - B. Illness - health or prescriptive measures for curing health problems create hardship
 - C. Personal - family considerations
 - D. Professional Responsibility - failure to fulfill requirements of TEAM program
4. If the mentor/beginning teacher partnership is dissolved, the TCC will determine if the mentor qualifies for partial/entire mentor stipend.
5. The District Facilitator will notify the concerned parties of the TCC's decision regarding dissolution, which is final.
6. If the placement is dissolved, the building administrator will work with the TCC to assign another mentor. The new mentor may receive a full or pro-rated mentor stipend.

B. Pool of Mentors

1. Annually, the TCC members will review the district list of mentors to identify who is currently participating in the initial support/update training and to identify any patterns of mentor performance that would warrant removal from the active mentor pool.
2. If concerns exist, the mentor will have an opportunity to discuss those concerns with members of the TCC (including the DF) to determine:
 - a. If the concerns can be reconciled through the support of the TCC
 - b. If additional training is necessary so that the issue can be resolved
 - c. If there is no appropriate resolution other than removal for good cause
3. Removal for "good cause" will be based on the following:
 - a. Failure to guide beginning teachers through the successful completion of module process by established deadlines
 - b. Failure to attend required district/building meetings; update trainings; PD workshops
 - c. Failure to meet the requirements for beginning teacher/mentor collaboration as evidenced by the electronic mentor logs
 - d. Failure to demonstrate professional behavior
 - e. Failure to accept a mentor assignment twice within three-year term without just cause as determined by DF

C. Disputes and Appeals

1. Disputes concerning the mentoring module process or the mentor-beginning teacher relationships will be reported to the district facilitator.
2. If the issue is not resolved, it may be presented in writing to the District Facilitator for appeal. The DF and the TCC, as appropriate, will assist with the mediation in an effort to resolve the concern, and will take action which may include: re-assignment of mentor/beginning teacher match or discussing concerns with the immediate supervisor.

Cromwell Public Schools TEAM District Support Plan - 2019-2022

D. Accommodations

1. Requests for special accommodations will be submitted to the District Facilitator in writing and will be reviewed by the TCC on a case-by-case basis. 2. 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 to make the diagnosis (include information about license or certification and area of specialization).

Such documentation must include a:

- a. Clear statement of the diagnosed disability or disabilities;
- b. Description of the evaluation tests or techniques used;
- c. Description of the functional limitations resulting from the disability or disabilities (i.e. how does the disability limit major life activities);
- d. 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 (these currency requirements may be waived upon showing of the continuing relevance of older documentation);
- e. Description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities.

Documentation must also include:

- a. The type of accommodation(s) requested;
- b. A description of why the(se) accommodation(s) are necessary;
- c. The nature of the teacher's disability;
- d. The date the disability was first diagnosed and the date of the most recent evaluation;
- e. What, if any, accommodations have been received within the past five years in employment.