

Eagle Hill School TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Marjorie Castro

District Facilitator: Jennifer Harkins

DF Email: j.harkins@eaglehill.org

DF Phone: 2036229240

TEAM Coordinating Committee

Wendy Salisbury/Head of Upper School

Jennifer Harkins/District Facilitator

Dan Baker/Upper School Teacher

Alexa Foley/LEA Administrator

Shari Bloomer/Head of Lower School

Liza Jarombek/Secondary District Facilitator

Carol Puglia/Lower School Teacher

TCC Meeting Timeline

The TCC meets monthly from August through June, including Head of School and mentors. In addition, DFs meet bi-weekly to discuss information related to TEAM Program.

District's 3 year objectives

Eagle Hill will implement the TEAM program by: Updating the EDS to identify BTs who need to participate in TEAM; recruiting Mentors; providing staff training and professional development to meet TEAM objectives and requirements for the BT and Mentor; appointing members to the TCC including terms; establishing meeting times, roles and responsibilities.

Eagle Hill will support the TEAM Mentor program by: identifying and recruiting TEAM mentors; providing time for mentors to attend Initial Support Teaching Training and Mentor Update Training as needed; clearly articulating the goals of the TEAM program.

Eagle Hill School will articulate Best Practices for BT as they relate to the CCT by: Providing in-service trainings on the CCT; updating BT training and their understanding of the State Department of Education requirements; developing a 2 year professional development schedule for BT (e.g., data decision making, effective classroom environment, active learning, professional responsibilities and teacher leadership) to enhance teacher development and retention; reviewing and updating the evaluation policies and procedures.

TEAM Funding Allocations:

Mentor stipends: 500 annually per BT

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, mentors and experienced staff

Completion: Eagle Hill School has created a Google Form for BT to complete once they have finished Module 5.

TEAM Mentors

Mentor selection criteria: Mentors will be selected by the TCC and assigned to beginning teachers. Teachers are selected as mentors by the administration which involves closely matching teachers new to Eagle Hill with a senior teacher who shares the same subject area and academic skill level of class. Classrooms are chosen with the mentor-mentees in mind to allow for close proximity throughout the school day. This mentor will serve as their mentor throughout their first year, work with them to select materials, set up their classroom, develop goals for their classes and individual students, review the previous year reports and

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student files. The mentor-mentee relationship is further enhanced throughout the course of the year as they team teach a class for the first three months of school. At first the new teacher observes his/her mentor, however by the third week of school they collaborate on their lesson plans, using student work to diagnose academic needs and set goals. They also are paired for homeroom, callback and their lunch period. It is Eagle Hill's goal to encourage participation by means of enhancing the beginning teachers' own personal development. Administrators observe the teachers, meet with them to help set goals and objectives for individual students and conduct monthly meetings to answer questions and provide more information about the program (e.g. the report process).

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: Professional development is a continuous process throughout the year for all staff. Each Friday afternoon is devoted to in-service time to provide professional development opportunities focused on learning disabilities, current educational trends, speech and language development, emotional and social development, use of technology in the classroom, etc.

Monitoring of the meeting log: The LEA will monitor the number of mentoring hours provided to each BT through the use of individual Google Docs which are shared with the LEA, DF, Mentors, BTs, and Head of School.

Orientation

The LEA will meet with all BTs within the first 30 days of school to present a PPT presentation about the TEAM Program. The Mentors will work with the beginning teachers to formulate their two year support plans, which will be handed in to the DFs. The DF will establish deadlines for the PGAP. The BT and the Mentor will be responsible for maintaining logs on Google Docs and these will be reviewed periodically by the DF. The TCC will meet at the beginning of each Module with BT and Mentors to facilitate the sharing of professional growth activities, successes, resources, and/or to facilitate/provide professional development related to the induction/support of new teachers. TCC members meet monthly to monitor the required electronic postings and teacher progress towards successful completion of modules as indicated in the two year support plan timeline.

Failure to meet TEAM Requirements

The LEA will ensure BTs knowledge of the consequences of not completing all TEAM requirements by their deadline date through frequent check ins with Mentors and BTs and through monitoring of electronic submissions and updates.

TEAM Module Progress Tracking

The DF will establish deadline dates for each Module and will meet with and monitor BT and Mentors to ensure that deadlines are being met.

The DF and LEA will offer additional 1:1 support to teachers who are not on track to complete TEAM by the deadline.

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

Module completion determined by submitting a project

Each teacher will complete the Eagle Hill TEAM module form on Google Drive, which includes information on the following: Goal - the specific goal of the project and how it will impact student learning; The Initial Summary what the teacher is observing within the classroom and/or student assessments including any issues or problems that are impacting student learning; Learning Activities details of the learning activities/ actions that will be implemented within the classroom to increase student learning; Resources - a listing of resources that were used to guide implementation of the project; Timeline: starting date and approximate end date of the completion of the project; Meeting Dates a listing of the specific meeting dates with the mentor. The Beginning Teacher will explain in writing how student learning has improved as a result of changes in teaching practice: evaluation of the project and its effectiveness within the classroom.

Module completion determined by other means

The teacher will meet with the mentor on a consistent basis throughout the completion of the project. Through such meetings the teacher will have opportunities to evaluate and make changes to the project if necessary to increase the success of the project. The teacher will meet with the mentor at the completion of the project and will ultimately determine its success which is based on the positive impact on student learning and completion of the project. Teachers and mentors are required to meet for a minimum of 10 hours per module. The teacher will electronically document and submit on a Google Doc the module activities which are aligned with the given criteria.

TEAM Reviewers

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

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Module review option: In-district Review

In-district review process

The teacher will meet with the mentor on a consistent basis throughout the completion of the project. Through such meetings the teacher will have opportunities to evaluate and make changes to the project if necessary to increase the success of the project. The teacher will meet with the mentor at the completion of the project and will ultimately determine its success which is based on the positive impact on student learning and completion of the project. Teachers and mentors are required to meet for a minimum of 10 hours per module.

Dispute Resolution and Appeals

The DF, along with the LEA, will meet with concerned parties to resolve any disputes related to mentoring, module outcomes, or requests for special accommodations based on disabilities. If needed, Mentors will be reassigned within the district. Each case will be handled on an individual basis.