

The Gilbert School TEAM District Support Plan - 2019-2022

District Leadership Team

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TEAM Coordinating Committee

Debra Lewis/Associate Principal

Courtney Mullaney/District Facilitator and Teacher

Christopher Affie/Union President and Teacher

Karri Moran/Teacher and Mentor

Jessica Nardine/Teacher

TCC Meeting Timeline

The TCC will meet at least two times each year to review TCC activities and discuss new legislation related to teachers in the TEAM program. The TCC will update the Superintendent, Administration, Mentors, and Mentees in the district of any changes or pertinent information.

District's 3 year objectives

Our district will:

1) Support the TEAM Program by:

- a. Scheduling mentor update training for existing mentor teachers (online or in person through EdAdvance).
- b. Identifying and recruiting additional mentors, and provide initial training.
- c. Subscribing to the TEAM dashboard to monitor mentee progress.

2) Develop new teacher goals and objectives related to district initiatives by:

- a. Distributing teaching manual to all new hires.
- b. Coordinating new learning opportunities with the school's PD Committee.
- c. Hosting new teacher orientation prior to the start of the school year.

3) Identify opportunities to retain teachers by:

- a. Enhancing feedback (exit interviews, surveys, mid-year/end-years check-ins).

Mentees will receive a certificate from the District Facilitator after completing Module Five. Mentees will then record the date of completion on their TEAM Dashboard.

TEAM Funding Allocations:

Mentor stipends:

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: Teachers will receive a certificate after completing Module Five. Teachers will then enter the date of completion on the

TEAM Mentors

Mentor selection criteria: 1) Teachers will be invited/encourage to participate in the mentor program based on years of experience, grade level, subject area, current training, and recommendation from the Administration.

2) Teachers can apply to become a Mentor through the non-coaching stipends.

3) Teachers will then be selected by the District Facilitator and Administration, and be as closely matched to certification area

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and teaching assignment as possible within 30 days of a mentees hiring date.

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: 1) Teachers will be encouraged to take advantage of district, and regional opportunities for training and professional development. Mentor teachers can use their annual PD allowance for mentor-related training activities.
2) The district also intends to seek opportunities to collaborate with surrounding districts and EdAdvance to update mentors on best practices, and essential knowledge. Current mentors will be sent to to Mentor Update Training as soon as possible. Newly appointed mentors will be provided with Initial Support Training.

Monitoring of the meeting log: Mentors are responsible for logging contact hours on the TEAM Dashboard. Administration and/or the District Facilitator may review the logs at any time. As necessary, Administration and/or the District Facilitator will acknowledge success, and address any concerns with the mentor and mentee. Mentors and mentees who feel they are inappropriately matched may contact the District Facilitator. The District Facilitator will determine if the problem can be reconciled through the support of the TCC (as needed), or if the match should be dissolved.

Orientation

- 1) All beginning teachers will attend a mandatory professional development day. At this time, teachers will be introduced to the TEAM Program.
- 2) All beginning teachers will be assigned mentors within one week of hire, or by the first day of school for summer hires.
- 3) The school Principal will collect beginning teachers' two-year support plans by October 15th. The Principal will forward the plans to the District Facilitator.
- 4) Beginning teachers will submit PGAPs in October and May (on specific dates sent out by the District Facilitator).

Failure to meet TEAM Requirements

During the mandatory professional development day, all beginning teachers will be informed of the consequences of not completing all TEAM requirements by their deadline date. The District Facilitator will introduce the two-year support plan for category one participants, and one-year support plan for category two participants. Timelines will be discussed as well as the following statements from the SDE:

A. Category 1, Full Five Module Program: Teachers have two years to complete TEAM.

It is expected that beginning teachers in this group will complete the full five module process in their first two years of participation in the program (two modules in year one and three modules in year two).However, beginning teachers in this group will be given a full three years from their "entry date" in TEAM to complete program requirements. Initial educator certificates are issued for three years.Therefore, it is critical that teachers complete all TEAM requirements prior to the expiration of their initial educator certificate.

B. Category 2, Two Module Program: Teachers have one year to complete TEAM.

It is expected that beginning teachers in this group will complete two modules of their choice (selected from modules 1-4) in their first year of participation in the program.

However, beginning teachers in this group will be given a full two years from their "entry date" in TEAM to complete program requirements. Initial educator certificates are issued for three years. Therefore, it is critical that teachers complete all TEAM requirements prior to the expiration of their initial educator certificate.

C. Teachers are issued an initial certificate for a period of three years. They are required to complete all of their TEAM requirements before the initial certificate expires. If a teacher has taught under the initial certificate for the full three years and has not completed TEAM requirements by the time the certificate expires, then the teacher is not eligible for re-issuance of the initial certificate. In order to be eligible for re-issuance of the initial educator certificate, the teacher will need to complete an intervening study and experience. In order to advance, to a provisional certification, teachers must successfully complete all TEAM requirements. In the event that there are extenuating circumstances that prevent a teacher from completing TEAM requirements within the allotted time, and which can be documented, the District Facilitator, on behalf of employing board of education may request submit a Request for an Extension of Time to the CSDE, provided the employing board of education supports the request .

TEAM Module Progress Tracking

- 1) The District Facilitator will send out specific deadlines, along with reminders, to ensure that mentees/mentors are completing all the required activities throughout the year.
- 2) The TEAM Dashboard will be used to track mentee/mentor activity.
- 3) The District Facilitator, Administrations, and the mentee/mentor will also refer to the specific teacher's two-year support plan.
- 4) The School Principal will meet at least two times a year with beginning teachers. At this time professional growth activities will

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be shared, accomplishments, resources needed, etc.

If it is determined that a teacher is not on track to complete TEAM by their deadline date, it will signal the need for focused supervision, support, and development. Structured support plans will be developed by the District Facilitator in consultation with the teacher, his/her mentor, and a union representative. The support plan will include targeted supports, with timelines, for meeting the goals and deadlines established.

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: In-district Review

In-district review process

1) Assigning reviews of module completion - Reflection papers will be split evenly amongst trained reviewers in-district. If there are an odd number of submissions, reviewers will alternate the extra load. It is recommended that each reviewer is not responsible for more than six submissions at one time. Reviewers from the district will receive initial training from EdAdvance. Reviewers can update their training online every three years through the TEAM Collaborative Dashboard. Currently The Gilbert School has one trained reviewer. The goal is to identify at least one more reviewer so that if a person is on leave the process for passing mentees onto the next module is not delayed.

2) Criteria for successful completion - The following criteria must be met within the mentee's reflection paper for successful completion of the module to be granted. Beginning teachers will document their module activities and outcomes for each module in a reflection paper consisting of no more than 3,000 words.

- a. Evidence of new learning
- b. Impact on practice
- c. Impact on students.

3) Process for module re-submission for modules that did not meet completion standard - A paper that does not meet the established completion standard will be deemed unsuccessful. Any reflection paper that is deemed unsuccessful will be sent for a second read to another reviewer (if available). If the second reviewer finds that the paper meets all of the established completion criteria, the unsuccessful rating will be overturned. If the unsuccessful review is confirmed, the beginning teacher will receive feedback and have the opportunity to revisit the module process with his or her mentor and revise his or her reflection paper as needed, prior to a subsequent submission. In the situation where a teacher may be unsuccessful for a second time, the reviewer

will offer the teacher and the teacher's mentor the opportunity for a conference to discuss the paper and make suggestions to assist the teacher in making revisions that will meet the established completion standards.

4) Process for communicating results to teachers - Reviewers will submit feedback and final results to the District Facilitator within two weeks of receiving all submissions. The District Facilitator will then update the TEAM Dashboard, and notify the mentee, and his/her mentor through email.

5) Ensuring confidentiality of the results - Reflection papers are identified by number, not through name. Results are only known by name by the District Facilitator and then discussed with the mentee, and his/her mentor.

Dispute Resolution and Appeals

A) Any disputes concerning the TEAM Program will be reported to the District Facilitator in writing. The District Facilitator along with members of the TCC (if appropriate) will assist with mediation in an effort to resolve the concern, including, but not limited to, mentor/mentee relationships, and module outcomes.

- a. The Mentor and Mentee should first discuss the issue themselves.
- b. The Mentor and Mentee should share concerns with the District Facilitator.
- c. The District Facilitator works with the Mentor and Mentee trying to solve the issue, and determines the need to consult with the TCC about the potential need to dissolve the Mentor/Mentee team.
- d. The District Facilitator will notify parties concerned of decision to dissolve placement or not.
- e. If placement is dissolved, the administration works with the District Facilitator to assign another Mentor.
- f. The District Facilitator will determine if Mentor qualifies for partial/entire Mentor stipend.

B) Requests for special accommodations based on disabilities will be submitted to the District Facilitator in writing and will be reviewed by the TCC on a case-by-case basis. Each request must be dated, typed or printed on official letterhead and signed by a physician, clinical or certified evaluator qualified to make the diagnosis. Description of the specific accommodations being requested and specific relation to the diagnosed disability or disabilities should be sent in along with the documentation.