

Griswold TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Sean McKenna

District Facilitator: Susan Rourke

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TEAM Coordinating Committee

Susan Rourke, District Facilitator

Christopher Champlin, Administrator

Natasha Mills, Teacher

Jodene Bromley, Teacher

Lars Weldy, Teacher

Ty Roby, GEA Union Representative

Tara Parkinson, Teacher

Katia Kingston, Teacher

Denica Burnell, Teacher

Jacqueline Love, Administrator

TCC Meeting Timeline

The Team Coordinating Committee meets at least 3 times a year, typically in the Fall, Winter and Spring. Members of the committee include representation from administration, central office and teachers, including mentors and there is expectation that these members share expected information with their peers. The committee will meet formally with the superintendent as needed.

District's 3 year objectives

Our district will:

Provide staff training and professional development to meet the district goals, inclusive of our district improvement plan, the teacher evaluation plan and TEAM objectives and goals.

- appoint members to TEAM Coordinating Committee
- establish meeting times, roles and responsibilities, and updating district manuals and procedures.
- updating new teacher induction session and materials.

Ensure adequate training for persons assuming a variety of TEAM responsibilities (Mentors, Reviewers, etc)

- encourage participation and provide release time for those seeking training in a variety of roles.
- provide summer/orientation training for beginning and new teachers, mentors and administrators regarding TEAM policies and procedures.
- provide sub coverage for mentors to observe beginning teacher and vice versa.
- provide all new teachers with supports and supplies as requested.

Encourage teacher retention

- enhance summer orientation for new staff to include discussion and connection of the teacher evaluation plan with school/district wide goals and TEAM expectations
- provide stipends for teachers to conduct professional development with and for their colleagues
- provide opportunities for teacher leadership within the district
- provide beginning teachers with resources necessary to complete TEAM responsibilities.

Coverage is provided for mentors and beginning teachers as part of their induction plan

District Facilitator and Principals communicate regularly regarding professional development opportunities. Individual school administrators meeting regularly with their new teachers.

Griswold's TCC committee is also the Professional Development and Evaluation Committee for the district. There are separate agenda items listed on each meeting date specific to TEAM, Teacher Evaluation and Professional Development. This allow for fluidity and coordination among the expectations for all.

Every effort is made to assign mentors who are certified and working in the same field as the beginning teacher to assure that there is coordination of appropriate scheduled and activities to support the new teacher. Every request from the mentor/BT team

Although there has not been a formal written report, the superintendent has been made aware of all activities and needs. Effective this year 2019, the report will be documented in writing for review and approval.

TEAM Funding Allocations:

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Mentor stipends: will use funding to support the \$500. mentor stipend

Data system:

Cooperating teacher:

Professional development:

Module 5

Facilitated by: The District Facilitator

When: Other We offer module 5 training in the spring of every year.

Audience: Beginning teachers and their mentors

Completion: Beginning teachers complete the evaluation included in the module 5 training resources, then complete the mini eval

TEAM Mentors

Mentor selection criteria: Griswold is committed to supporting teacher leadership with a focus on fully supporting our newest teachers. Recruitment of new mentors, cooperating teachers and paper reviewer is ongoing, with renewed formal attempts to recruit at least twice a year.

Mentors are asked to apply to the TCC. The TCC expects that the application is supported by the school administration and is review by the DF, the TCC and the superintendent. To be eligible for selection as a mentor, a teacher must:

- possess a valid Provisional Educator Certificate
- be employed in the Griswold Public School for at least 2 years.
- successfully complete TEAM Mentor Training
- complete Mentor Update training every 3 years.

Mentors will be assigned to beginning teachers with every effort to match their areas of certification (grade level and discipline area).

The same qualification will apply to any Griswold teacher who wishes to serve as a cooperating teacher.

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:

Monitoring of the meeting log: Griswold utilizes the data system dashboard offered by our RESC. This is monitored by the District Facilitator to view the number of mentoring hours as provided by the mentor to the beginning teacher.

During each quarterly review, mentor/BT pairs are contacted with updates and expectations for completion. Individual communication is ongoing as needed.

Orientation

All beginning teacher will meeting prior to the start of the school year during orientation and the District Facilitator, in concert with the mentors will review with all beginning teachers the BT guide to the TEAM program, highlighting the two year support plan found in the appendix of that document. In addition the the overview of the program requirements the beginning teachers are made aware and review the district's three year TEAM support plan and the following expectations:

1. Each beginning teacher will develop a plan for completion with his her mentor and submit the to DF by Oct 1 (or within 30 days of the teacher's start date).
2. Building administrators and the DF will regularly view the teacher progress monitoring tool and meeting log on the TEAM dashboard.
3. The building administrator and the DF will consult with mentors or beginning teachers (monthly and/or as needed) when they have concerns and/or are in need of support.
4. The PGAP must be reviewed by and receive the building administrators sign-off before continuing the module work.

Failure to meet TEAM Requirements

Griswold ensures that the Beginning Teacher is aware of the expectations for completion of TEAM within the time period and the severe consequence of unsuccessful completion as part of the orientation and continued monthly meetings with their building level administrators.

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The District Facilitator reviews the monitoring progress of each teacher no less than monthly and will make regular contact (in person and in writing) with the BT/mentor team to assure knowledge and understanding of expectation for completion and consequences for lack of completion.

TEAM Module Progress Tracking

The District Facilitator reviews the monitoring progress of each teacher no less than monthly and will make regular contact (in person and in writing) with the BT/mentor team to assure knowledge and understanding of expectation for completion and consequences for lack of completion.

The district will provide ongoing support and review of monitoring to assure that BT's are on track. Meetings are held as needed to discuss needs and supports necessary to encourage completion in a timely manner.

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

It is assumed by the district that the beginning teachers and mentors will have a trusting relationship that will allow them to freely discuss issues, including differences of opinion on any issue that arises. In the unlikely event that either party feels that they cannot resolve their differences, they may use the following process:

1. Consult with the building administrator who will meet with the parties individually and together to discuss and resolve the issues.
2. The building administrator will recommend a resolution to the DF.
3. The DF may meet with the beginning teacher and mentor collectively and individually. She will also review meeting logs and other data pertinent to the TEAM match.
4. All parties agree to expedite each step of the process to ensure a speedy resolution.
5. If the DF determines that a new mentor should be assigned, she will work with the building administration to determine a replacement mentor.
6. If this issue raised violates district personnel policy or state law, procedures governing such actions will apply.
- 7 Any changes in compensation of a mentor will be review on a case by case basis in consultation with the superintendent.