

# Mansfield Public Schools TEAM District Support Plan - 2019-2022

## District Leadership Team

Superintendent: Kelly Lyman

District Facilitator: Larry Barlow

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## TEAM Coordinating Committee

Larry Barlow (Assistant Principal/District Facilitator, Mansfield Middle School)

Nora Dickinson (Life and Consumer Science Teacher Grades 5-8, Mansfield Middle School)

Rochelle Marcus (Language Arts and Literature Teacher Grade 8, Mansfield Middle School)

Janet Pagoni (First Grade Teacher, Dorothy C. Goodwin Elementary School)

Ashley Bayard (First Grade Teacher, Southeast Elementary School)

Janet Lamarre (Special Education Teacher K-4, Southeast Elementary School)

Candace Morell (Principal, Mansfield Middle School)

Christopher Toomey (Second Grade Teacher, Annie E. Vinton Elementary School)

## TCC Meeting Timeline

TCC members will meet at least once per year to ensure our TEAM Program Support Plan is up to date, to review TEAM Dashboard, for the submission of Reflection Papers, and to monitor teachers' progress toward successful completion of modules indicated in their yearly schedule.

The District TEAM Facilitator will meet with the Superintendent to review the TCC membership and to discuss the current number of Beginning Teachers on an as needed and ongoing basis.

Beginning teachers and mentors will attend a TEAM program orientation within 45 days from the beginning teacher's first day in the classroom. This will be facilitated by the District Facilitator and may be conducted in a small group or large group setting, depending on the number of new teachers.

All Year One Beginning Teachers (BTs) will complete Module 5 (Professional Responsibility & Teacher Leadership) by December 1 with the District Facilitator.

District Facilitator (DF) hosting a yearly meeting with mentors/mentees. Mentors and mentees will establish a yearly schedule for anticipated module completion which they will share with the District TEAM Facilitator at the yearly meeting.

The Principal will meet as needed each year with beginning teachers 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.

## District's 3 year objectives

Our district will:

A. Implement an effective TEAM program by:

1. Providing staff training and professional development to meet TEAM objectives and requirements
2. Providing resources at each school for all staff to utilize
3. Updating the Board of Education (as needed)
4. Appointing members to TEAM Coordinating Committee (TCC) for two year terms
5. Establishing meeting times, roles and responsibilities
6. Updating district manuals and procedures
7. Collaborating with other Districts and/or EASTCONN in developing and participating in a regional review committee

B. Support the TEAM Mentor Program by:

1. Providing reminders for existing mentor teachers to update their training
2. Building level principals sending out yearly reminders to encourage certified staff to become trained mentors
3. District Facilitator (DF) hosting a yearly meeting with mentors/mentees

C. Develop new teacher goals and objectives related to district initiatives by:

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1. Mentors and mentees establishing a yearly schedule for anticipated module completion
2. Encouraging the alignment of TEAM modules with the district formal evaluation process

D. Identify opportunities to enhance teacher recruitment by:

1. Continuing to support our district's current search and hiring committee procedures

### **TEAM Funding Allocations:**

Mentor stipends:

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 and their mentors

Completion: Teachers will document Module Five completion by completing a survey via the TEAM Collaborative Dashboard.

### **TEAM Mentors**

Mentor selection criteria: This Mansfield School District consists of approximately 140 professional staff. As a PreK-8 school district there is a need to have qualified, trained mentors at the primary, middle, and upper grade levels.

Teachers will be invited/encouraged to participate in the mentor program based upon tenure and recommendation from the principal.

Teachers will be selected and assigned by Building Principal to beginning teachers to be as closely matched to grade level and teaching assignments as possible. It is the district's goal to encourage participation as a means of enhancing teachers' own personal development.

The district also intends to seek opportunities to collaborate with surrounding districts and EASTCONN to update mentors on best practices and essential knowledge. Current mentors will be reminded to update their Mentor Training online as required. Newly appointed mentors will be able to sign up and attend Initial Support Teacher Training.

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: Teachers and mentors will be provided substitute coverage for meetings and classroom visitations as needed and agreed upon by the School Principal.

Mentees and mentors will be able to participate in professional development opportunities outside the district as needed and agreed upon by the School Principal.

Teachers and mentors will participate in district PD opportunities.

School Principals will provide resources at each school for all staff to utilize as needed.

Online resources to include webinar, videos, journals, and those made available on [www.ctteam.org](http://www.ctteam.org)

Monitoring of the meeting log: Beginning Teacher Timelines:

All Year One Beginning Teachers (BTs) will complete Module 5 (Professional Responsibility & Teacher Leadership) by December 1 with the District Facilitator.

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During Years One and Two, Modules 1-4 will be completed in any order determined by the Mentor/Mentee.

Yearly, the first module should be completed by January 31st and the second module should be completed by May 31st.

Module 2 (Planning) should be done during Year Two.

Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module. Hours will be logged into the TEAM Collaborative Dashboard and reviewed by the District Facilitator and Building Principal.

All Year 3 BTs will be scheduled individually based upon their module completion needs.

Teachers who are required to participate in TEAM are identified through the state Educator Data System (EDS); September 1, will be the entry date for teachers hired and in a classroom on or before October 31; February 15, will be the entry date for teachers hired and in a classroom anytime on or after November 1, and on or before February 14; Teachers hired and placed in a classroom on any date on or after February 15, will have an official entry date of September 1, of the following school year. All teachers required to participate in TEAM will be assigned a mentor within 30 days of their hire date.

The District TEAM Facilitator will meet with the Superintendent to review the TCC membership and to discuss the current number of Beginning Teachers on an as needed and ongoing basis.

### **Orientation**

Beginning teachers and mentors will attend a TEAM program orientation within 45 days from the beginning teacher's first day in the classroom. This will be facilitated by the District Facilitator and may be conducted in a small group or large group setting, depending on the number of new teachers.

### **Failure to meet TEAM Requirements**

Mentors and mentees will establish a yearly schedule for anticipated module completion which they will share with the District TEAM Facilitator at the yearly meeting. These meetings are an opportunity to ensure that a beginning teacher is on track with their module completion. Each year and at the TEAM Induction Meeting, beginning teachers will be reminded of the timelines for TEAM completion and the consequences for not adhering to the timelines. Beginning Teachers will be given a copy of the TEAM Program Support Plan, which outlines this criteria. Each year a Beginning Teacher will be offered an additional copy of the plan.

### **TEAM Module Progress Tracking**

Beginning teachers and mentors will communicate with the school principal approximate dates that PGAPs (identify for which module) will be ready to share/discuss with the Principal.

The School Principal will review Beginning Teacher and Mentor Meeting Logs at least once a month. As necessary, the Principal will acknowledge successes and address any concerns with the beginning teacher and/or mentor.

The Principal will meet as needed each year with beginning teachers 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.

Those beginning teachers who are unable to adhere to module completion timelines will be provided additional support and guidance by their building principal and/or district facilitator. This support will be planned on an individual basis and will be based on the needs of the beginning teacher.

If a beginning teacher has not successfully completed all TEAM requirements prior to the established deadline date (successfully complete all five modules by the end of three years in TEAM for Category I teachers, and two modules within two years for Category II teachers), and who do not receive an approved extension of time, will not be eligible to renew his or her initial educator certificate and will no longer be certified to teach in Connecticut public schools; therefore, their contract will be terminated, and thus will no longer be employed by the district.

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.

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Module review option: Regional Review (RESC Collaborative)

### **Dispute Resolution and Appeals**

A) Dispute Resolution:

1. Mentees or mentor will report disputes (the mentoring module process, PGAP, mentor-mentee relationships, etc.) in writing to both the School Principal and the District TEAM Facilitator as needed.
2. The District Facilitator and School Principal will determine next steps to try to reconcile and resolve the dispute. If the dispute cannot be resolved, the situation will be referred to the Superintendent.
3. Administrators and the District Facilitator will review the list of active, updated mentors annually to identify any concerning patterns of mentor performance that would warrant removal from the active mentor pool. The mentor will have the opportunity to discuss them with the District Facilitator and administrators to determine if the concerns can be reconciled and resolved.

B) Requests for special accommodations will be submitted in writing to and reviewed by the District TEAM Facilitator on a case-by-case basis. Teachers making such requests will be notified of the results of a 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 qualified to make the diagnosis (include information about license or certification and area of specialization). Such documentation must include a:

1. Clear statement of the diagnosed disability or disabilities.
2. 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/illnesses (these currency requirements may be waived upon a showing of the continuing relevance of older documentation; and
3. Description of the specific accommodation requested and specific relation to the diagnosed disability or disabilities.
4. Description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities).