

Odyssey Community School TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: David Harding

District Facilitator: Annie Busby

DF Email: abusby@odysseyschool.org

DF Phone: 860-645-1234

TEAM Coordinating Committee

Annie Busby/Principal and District Facilitator

Sarah Billings/Teacher and Mentor

Shelley Buonacquisto/Teacher and Mentor

Lisa Kimyachi/Teacher and Mentor

Amy Sill/Teacher and Mentor

Jessica Swann/Assistant Principal

Renee Hartzog/Teacher and Mentor

Meghan Foley/Teacher and Mentor

Jennifer Renkiewicz/Teacher and Mentor

Jessica Provera/Teacher and Mentor

TCC Meeting Timeline

The TCC will meet each year in August, November and March, and may call any additional meetings throughout the year to discuss issues or questions that arise with the program.

The DF will report to the Board of Trustees no later than October 1st of each year to review the TCC membership and to discuss the current number of Beginning Teachers expected to complete each Module. The DF will report to the Board of Trustees no later than February 1st of each year to provide an update of TEAM activities, including the progress of BTs completing modules.

District's 3 year objectives

Implement a comprehensive approach to supporting beginning teachers and teachers new to Odyssey, in order to support their development in becoming effective educators, and to create an environment where they always feel supported to grow. This includes not only requirements of TEAM, but continued support from mentors, administrators, and other staff in all aspects of teaching.

- o Ensure at least 10 hours per module meeting time with mentors
- o Hold monthly new teacher meetings (open to all staff), run by mentors and administrators to address important topics, and identified areas of need.
- § Survey beginning teachers multiple times during the year to gain information regarding needs
- o Support beginning teachers in seeking professional development opportunities
- o Support teachers in becoming reflective educators, who are receptive to feedback and eager to improve
- Develop a New Teacher Manual, including information beneficial to improving teaching practice, as well as information specific to Odyssey

- Provide support to beginning teachers in understanding Odyssey's Teacher Evaluation System

'-Substitute coverage provided to beginning teachers for meetings, observations, and professional development.

'-Administrators and mentors help beginning teachers to seek PD opportunities. Beginning teachers are also encouraged to observe teachers within and outside of Odyssey.

Support is given to beginning teachers by mentors and administrators to align TEAM goals with Teacher Evaluation goals

Teachers meet during or after school hours, and/or during professional development

Report will be submitted annually in June.

TEAM Funding Allocations:

Odyssey Community School TEAM District Support Plan - 2019-2022

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

Module 5

Facilitated by: The District Facilitator

When: Other Module 5 discussion will be given bi-annually in February.

Audience: Beginning teachers and their mentors

Completion: Through regional data system (Eastconn)

TEAM Mentors

Mentor selection criteria: Teachers who hold provisional certificates, who have demonstrated effective teaching and essential knowledge, may be eligible to pursue mentor training. Teacher who are trained to be mentors may be assigned beginning teachers to support, who best match their certificates, grade levels, and content areas.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Grade level, Content Area, Needs

Mentor training: Mentors are required to attend a state approved training and update training.

PD for mentors:

Monitoring of the meeting log: Mentors will keep a personal log of hours, and input these into the regional data website.

Orientation

Beginning teachers will attend an orientation to the TEAM program within the first three weeks of the school year that they are hired. This orientation will include a review of all aspects of TEAM including requirements and timelines.

Failure to meet TEAM Requirements

Beginning teachers will receive written communication from administration stating they are approaching the TEAM completion deadline 1 year and 6 months prior to the deadline.

TEAM Module Progress Tracking

Administrators will review the data within the Eastconn website to track the progress of beginning teachers.

Frequent mentor meetings, resources, reminders from administration

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

BTs or mentors who believe that they are inappropriately matched will contact the District Facilitator to express their concerns in writing; within 1 week of written receipt of concern from either the BT or the mentor, the DF will convene a meeting with the TCC to review the concerns and determine whether a change in placement is warranted. If the DF and TCC determine that a placement should be dissolved, the TCC will be tasked with immediately matching the BT with an alternate mentor.

Prior to the start of each school year, TCC members conduct an annual review of the list of approved TEAM mentors. This review will serve to establish that all mentors hold appropriate training certificates, and will examine recent mentor performance to determine whether each mentor continues to qualify for and excel at being a mentor.

Disputes between a mentor and BT over elements of the TEAM program (PGAP, journal, etc) will be brought before the District

Odyssey Community School TEAM District Support Plan - 2019-2022

Facilitator who will determine whether the stated concerns or dispute can be reconciled with the support of the TCC.

If the TCC review committee determines that a BT's Module Reflection Paper is not successfully completed and the BT disputes this decision, the BT may bring his/her concerns to the DF. The DF will, at this point, make arrangements for an alternate review team to evaluate the paper.

BT requests for special accommodations will be submitted to the DF in writing and will be reviewed by the TCC on a case-by-case basis. BTs making such a request will be notified of the results of the review within two weeks of the DF receipt of the request.

Each request must be dated, typed or printed on official Physician letterhead and 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:

- clear statement of the diagnosed disability or disabilities;
- description of the evaluation tests or techniques used;
- description of the functional limitations resulting from the disability;
- current diagnosis; and
- description of the specific accommodations requested and specific relation to the diagnosed disability.

Documentation should also include:

- the type of accommodations requested;
- a description of why the accommodations are necessary;
- the nature of the teacher's disability;
- the date the disability was diagnosed and the date of the most recent evaluation; and
- what, if any, accommodations have been received within the past 5 years in employment.