

Plainfield Public Schools TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Kenneth DiPietro

District Facilitator: Rena Cadro

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TEAM Coordinating Committee

Rena Cadro/ District Facilitator

Tracey Bennett/ Teacher Moosup Elementary School

Bethany Wagner/ Teacher Plainfield High School

William Nagel/ Principal Moosup Elementary School

Janet Piezzo/ Teacher Plainfield Central Middle/ Union President

Natasha Hutchinson/Principal Plainfield Memorial School

Dr. Christopher Bitgood/ Assistant Principal Plainfield High

Karen Clark/ Teacher Plainfield Central Middle School

Tina Champagne/ Teacher Shepard Hill Elementary School

Pamela Carleson/ Teacher Plainfield Memorial School

TCC Meeting Timeline

The TCC will have bi-monthly level conversations and meet as a group once a year or as needed.

District's 3 year objectives

Goal One: Provide all beginning teachers with the support they need to develop as effective educators.

Objectives: 1. Beginning Teachers will be as closely matched to grade level and teaching assignment as possible.

2. The decision for mentor/mentee assignments will be made at the building level by the principal with input from the district facilitator as needed

Goal Two: Ease the beginning teacher's transition into the teaching profession in order to retain effective teachers.

Objectives: 1. Provide continued training in successful teaching strategies and best practices.

2. Provide professional time for beginning teachers to observe other classrooms.

Goal Three: Develop teachers who are reflective practitioners, able to critically assess their practice against CT's teaching standards, and are committed to continuous professional learning.

Objectives: 1. Participate in district professional development opportunities and district-approved professional development opportunities outside the district

2. Be encouraged to use online resources such as webinars, videos, and journals such as those made available on ctteam.org.

Goal Four: Cultivate an understanding of the professional responsibilities of an educator;

Objectives: 1. Provide all new teachers with a copy of the CCT.

Objectives: 2. DF will meet with new teachers in the fall and the spring.

Goal Five: Foster collaborative learning communities for all educators.

Objectives: 1. BTs will attend faculty meetings regularly.

2. New Teachers will attend grade level and/or department meetings regularly.

Goal Six: Provide excellent teachers the opportunity to develop as educational leaders.

Objectives: 1. BTs will be invited to join district committees.

2. BT will be provided training in key areas as requested.

TEAM Funding Allocations:

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

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Module 5

Facilitated by: The District Facilitator

When: Mid-year of the first year of teaching

Audience: Beginning teachers and their mentors

Completion: They will submit the completion survey.

TEAM Mentors

Mentor selection criteria: Mentors are selected through an application process that includes a recommendation from the building administrator; interview with the district TEAM Facilitator, and approval by the Board of Education. They receive initial mentor training by the state or its designee and update training every 3 years. Plainfield will seek opportunities to collaborate with surrounding districts and RESCs to update mentors on best practice and essential knowledge. Newly appointed mentors will be provided with Initial Support Training. Current mentors will receive update training. Beginning Teachers will be as closely matched to grade level and teaching assignment as possible. The decision for mentor/mentee assignments will be made at the building level by the principal with input from the district facilitator .

Are mentors assigned within 30 days: Yes

Mentor match criteria: Grade level,Content Area,Proximity

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

PD for mentors:

Monitoring of the meeting log: Mentor hours will be monitored through the TEAM dashboard and discussion with the mentors.

Orientation

The district facilitator will meet with beginning teachers and their mentors to provide an orientation within 45 days of the start of the school year.

Failure to meet TEAM Requirements

As part of the beginning teacher orientation the following will be part of their binder:

Teachers who do not 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 for an extension of their initial educator certificate and will not be eligible to advance to the provisional certificate. In such case, in order to earn eligibility for the reissuance of the initial educator certificate, the teacher would need to fulfill the requirements of intervening study and experience (Sec. 10-145f) as approved by the State Board of Education.â€

TEAM Module Progress Tracking

The district facilitator monitors the TEAM dashboard to ensure that beginning teachers are on track to complete TEAM by their deadline dates. She sends emails and discusses any issues that may interfere with the process.

Additional support will be given to teachers not on track by a district trainer and/or the district facilitator.

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

Disputes concerning the mentoring module process, the PGAP or the mentor-beginning teacher relationships will be reported to the District TEAM Facilitator if not satisfactorily resolved at the building level. The DF will request from members of the TCC, as appropriate, to assist with mediation in an effort to resolve the concern, including, but not limited to: re-assignment of mentor/beginning teacher match, discussing concerns with the school principal and referring the situation to the Superintendent.