

# Plainville Community Schools TEAM District Support Plan - 2019-2022

## District Leadership Team

Superintendent: Dr. Maureen Brummett

District Facilitator: Matthew Guarino

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## TEAM Coordinating Committee

Matthew Guarino/ Principal/ District Facilitator

Dr. Maureen Brummett/ Superintendent

Steve LePage/ Assistant Superintendent

Rosa Perez/ Curriculum Director

Tawana Graham-Douglas/ Curriculum Coordinator

Melinda Buthe/ Teacher / Mentor/ Union Representative

Ken Fusco/Teacher/Mentor

## TCC Meeting Timeline

The team will meet a minimum of 3 times annually. August new teacher orientation; October Module 5 presentation; January/February Mid-year review.

## District's 3 year objectives

A. Support the TEAM Mentor Program by:

Scheduling mentor update training for existing mentor teachers  
Identifying and recruiting additional mentors provide initial training  
Developing a feedback mechanism to monitor program effectiveness

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

Creating a new teacher induction manual  
Developing a two-year professional development schedule for new staff (i.e. data-decision making, effective teaching strategies, making standards work )  
Review and update evaluation policies and procedures

C. Identify opportunities to enhance teacher recruitment by:

Articulating hiring goals and objectives (including diversity needs)  
Aligning recruitment policies to goals and objectives  
Developing search committee procedures (i.e. post vacancies, establish criteria for participation and develop formal procedural guidelines )

## 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: The Module will be conducted and evaluated in the presence of the District Facilitator.

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## TEAM Mentors

Mentor selection criteria: Plainville Community Schools has enjoyed an active mentor cadre over the past several years.

Teachers will be invited/encouraged to participate in the mentor program based upon years of experience, grade-level and specialty (i.e. reading, unified arts), current training and recommendation from the principal.

Teachers interested in becoming TEAM trained must complete the Application for Training and must have successfully completed five years of teaching (3 of which must be in the Plainville Community Schools)

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

While the district has limited resources for training and professional development, teachers will be encouraged to take advantage of the district and regional training opportunities.

The district also intends to seek opportunities to collaborate with surrounding districts and CREC to update mentors on best practices and essential knowledge. Current mentors have been encouraged to participate in Mentor Update Training over the past three years. Newly appointed mentors will be provided with Initial Support Teacher Training.

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: Mentors are required to use the TEAM Collaborative site and keep a summary journal of their meetings with their mentees. The District Facilitator will check the Dashboard to monitor the meeting hours on a monthly basis and will address any concerns as they arise.

### Orientation

TEAM Orientation will take place in August during our new teacher orientation meetings.

### Failure to meet TEAM Requirements

Plainville will ensure BTs know the consequences of not completing all TEAM requirements by their deadline date by informing them of this during the new teacher/TEAM orientation and during the Module 5 training, as well as any additional workshops offered in support of BTs.

### TEAM Module Progress Tracking

The DF will check the monitoring function on the TEAM Collaborative website on a monthly basis and address any concerns with progress. The School Principal will meet at least four times a year with beginning teachers and mentors to facilitate the sharing of professional growth activities, successes, resources, etc. and/or to facilitate/provide professional development related to the induction/support of new teachers.

Embedded Professional Development will be provided in-district, and mentors and mentees are encouraged to seek outside PD activities. Support for these activities will depend on budget availability.

Beginning teachers will be provided training in key deficit areas (i.e. data-decision making, effective teaching strategies ) as decided by TCC.

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

A) Disputes concerning the mentoring module process, the PGAP or the mentor-beginning teacher relationships will be reported to the District TEAM Facilitator in writing. The DF will request members of the TCC, as appropriate, to assist with mediation in an

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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.

B) Requests for special accommodations will be submitted to the District TEAM Facilitator in writing and will be reviewed by the TCC on a case-by-case basis. Teachers making such requests will be notified of the results of the 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:

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 or disabilities (i.e., how does the disability limit major life activities);

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

description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities.

Documentation must also include:

the type of accommodation(s) requested;

a description of why the(se) accommodation(s) are necessary;

the nature of the teacher's disability;

the date the disability was first diagnosed and the date of the most recent evaluation; and

what, if any, accommodations have been received within the past 5 years in employment.