

# **Simsbury TEAM District Support Plan - 2019-2022**

## **District Leadership Team**

Superintendent: Matthew Curtis

District Facilitator: Jan Ferrier Sands

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DF Phone: 8603929556

## **TEAM Coordinating Committee**

Erin Murray/Assistant Superintendent

Neil Sullivan/Director of Personnel

Laurel Archambault/Master Mentor/Art Teacher

Paige Colantonio/Master Mentor/Elementary Teacher

Sharon Cabell/Master Mentor/Reading Specialist

Rob Jeffers/Master Mentor/Social Studies Teacher

Bryan Forman/SEA Representative/Industrial Tech Teacher

## **TCC Meeting Timeline**

TCC will meet twice yearly; Director of Personnel and Assistant Superintendent meet with superintendent on an on-going basis, and with the district Leadership Team once yearly.

## **District's 3 year objectives**

Support the TEAM Program by:

1. providing necessary updates, training and PD to faculty and administration in order to meet TEAM objectives and requirements, i.e. August orientation for year one TEAM participants; September PD to assist in the alignment of district and TEAM goals; monthly meetings and "check ins" regarding module process; "facilitated" Mentor Update Training for those wishing to complete this training with the support of other mentors and Simsbury's TEAM "team"; two-day Initial Support Training; Module 5 Workshop for mentors and mentees, etc;
2. Updating any pertinent BOE policies;
3. Appointing members to TCC;
4. Establishing meeting times, roles and responsibilities, updating district manuals and procedures;
5. Identifying and recruiting additional cooperating teachers, mentors/master mentors;
6. Revisiting instruments that we previously created for: a) self-assessment of mentors, and b) effectiveness of mentor/mentee team, as well as implementation of strategies and/or activities in response to this feedback;

District offers substitute coverage for the following workshops:

- 1) September Goal Workshop for Year One mentees
- 2) December and May Guided Reflection Workshops for Year One and Year Two mentees
- 3) the equivalent of two days per team per year to
  1. Monthly meetings in each school
  2. Mentor Calendar distributed to each mentor/mentee team
  3. Emails sent by DF to mentor/mentee teams as warranted
1. Simsbury mentees complete Modules 1, 2 and 5 during year one; Modules 3, 4 during Year two;
2. September release time is provided for year one teachers with Simsbury's DF and district's TEAM "team" to assist with alignment of district Professional Growth Plan and the TEAM Professional Growth Action Plan;
3. Mentees and their mentors meet face-to-face with building principal to discuss PGAP needs, as well as alignment between PGP and PGAP;

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1. In order to facilitate these meetings, every attempt is made to match mentees with a mentor in their own building and in their own discipline. We are successful almost 100% of the time in this matching. The only exceptions tend to

1. TCC meets in November and May to provide this information.
2. Director of Personnel and Assistant Superintendent routinely meet with the Superintendent to keep him informed

### **TEAM Funding Allocations:**

Mentor stipends: In 2018-19.

Data system:

Cooperating teacher:

Professional development:

### **Module 5**

Facilitated by: The District Facilitator

When: Other March of year one.

Audience: Other Simsbury's Director of Personnel, SEA representative also attend. The four Master Mentors and the DF facilitator

Completion: All attendees complete:

### **TEAM Mentors**

Mentor selection criteria: 1. Building principals, department supervisors and master mentors are asked to encourage and recommend candidates to participate in mentor training;

2. Prospective mentors must complete a minimum of five years teaching, at least two of which are in Simsbury;

3. Teachers complete application and obtain letters of recommendations from principal/department supervisor;

4. DF, Assistant Superintendent and Director of Personnel review applications and recommendations to select prospective mentors;

5. Principal and/or department supervisor match new hires with mentors within ten days of hire. Every effort is made to assign a mentor in the same building and in the same content area or grade level.

6. Mentors are assigned to a particular mentee for two years. Per SEA Contract - stipend \$539 (year one) and \$862 (year two).

Are mentors assigned within 30 days: Yes

Mentor match criteria: Grade level, Content Area, Proximity

Mentor training: Other: Please explain

Other mentor training method: Mentors complete UPDATE TRAINING on line. However, "facilitated" sessions are offered to support those mentors who prefer to complete this update training with the support of the DF, Master Mentors and their colleagues.

- PD for mentors:
1. Monthly meetings in each school;
  2. Mid-Module Check ins" with each mentor/mentee team;
  3. August Orientation;
  4. September Goal Meeting to align district goals with those of TEAM;
  5. Guided Reflection Workshops in December/May;
  6. Module 5 for year one mentees and their mentors;

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7. DF and/or Master Mentors meet with any mentor/mentee team at any time that such a meeting is requested;
8. DF distributes Simsbury's Mentor Calendar at August Orientation.

Monitoring of the meeting log: 1. TEAM Dashboard;  
2. Mid-Module "Check ins";  
3. Monthly building meetings.

### **Orientation**

1. The District Facilitator presents a four- hour introduction to the TEAM Program in Simsbury during the district's three day orientation program in August. This TEAM introduction is a four hour workshop that is attended by the new hires and their mentors. Topics include:
  - a) mentor responsibilities;
  - b) expectations for mentees;
  - c) mission and objectives of the TEAM Program;
  - d) specifics of how TEAM is implemented and assessed in Simsbury.
2. Year One TEAM mentees attend a September workshop regarding the preparation and alignment of their PGAPs and District PGP. This workshop is facilitated by the district's TEAM "team" - DF and Master Mentors.

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

The District Facilitator presents a four- hour introduction to the TEAM Program in Simsbury during the district's three day orientation program in August. This TEAM introduction is a four hour workshop that is attended by the new hires and their mentors. Topics include:

- a) mentor responsibilities;
- b) expectations for mentees;
- c) mission and objectives of the TEAM Program;
- d) specifics of how TEAM is implemented and assessed in Simsbury.

### **TEAM Module Progress Tracking**

1. Simsbury's TEAM participants continue to have access to the TEAM Dashboard;
  2. Monthly meetings in buildings;
  3. Mid-Module "check ins" with individual mentee/mentor teams;
  4. Frequent emails from DF to mentee/mentor teams.
1. Monthly meetings in buildings with DF and/or Master Mentors;
  2. Mid-Module "check ins" with individual mentee/mentor teams;
  3. Frequent emails from DF to mentee/mentor teams;
  4. DF and Master Mentors are always available meet with mentor/mentee teams!

Method of demonstrating module completion: Teachers will submit a project to demonstrate completion of each module.

### **Module completion determined by submitting a project**

Simsbury's mentees complete a review of practice that is conducted on an on-going basis during the course of each module. This review of practice culminates in a three-hour Guided Reflection Workshop that is facilitated by the DF and a master mentor. Mentees are given release time and are grouped according to the module being completed. They meet in small groups, according to the module being completed. Using a variety of activities, the group reviews: reflection practices, vocabulary of the module, performance profiles, indicators being explored and share their findings. The following questions provide the structure for this meeting:

- What are you learning?
- What instructional changes are you implementing as a result of this new learning?
- What is going right? How do you know?
- What is the impact of this new learning and instructional changes on your students?
- What is going right? How do you know?

Support for this review of practice includes:

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- 1) During the August orientation meeting, DF distributes to mentor/mentee team a two-year calendar (timeline/checklist) that outlines activities to be completed, as well as questions that mentors should use routinely in their meetings with mentees. This calendar has been developed by the district's TEAM "team" and approved by the TCC;
2. DF/Master mentors offer monthly meetings in each building to answer questions, provide guidance relative to the TEAM Module Process;
- 3) DF/Master Mentors meet with each mentee/mentor team mid-module to ask/answer questions and to provide guidance relative to the TEAM Module Process. These questions provide the structure for this meeting:  
What are you learning?  
What instructional changes are you implementing as a result of this new learning?  
What is going right? How do you know?  
What is the impact of this new learning and instructional changes on your students?  
What is going right? How do you know?

### **Module completion determined by other means**

Simsbury's new teachers complete a PROJECT!

### **TEAM Reviewers**

Reviewers are required to attend a state approved training.

Module review option: In-district Review

### **In-district review process**

Support for this review of practice includes:

- 1) During the August orientation meeting, DF distributes to mentor/mentee team a two-year calendar (timeline/checklist) that outlines activities to be completed, as well as questions that mentors should use routinely in their meetings with mentees. This calendar has been developed by the district's TEAM "team" and approved by the TCC;
2. DF/Master mentors offer monthly meetings in each building to answer questions, provide guidance relative to the TEAM Module Process. At this time, our TEAM "team" - DFs and Master Mentors evaluate the progress made by mentees and provide additional support when necessary.
- 3) DF/Master Mentors meet with each mentee/mentor team mid-module to ask/answer questions and to provide guidance relative to the TEAM Module Process. These questions provide the structure for this meeting:  
What are you learning?  
What instructional changes are you implementing as a result of this new learning?  
What is going right? How do you know?  
What is the impact of this new learning and instructional changes on your students?  
What is going right? How do you know?  
  
DFs and Master Mentors evaluate the progress made by mentees and provide additional support when necessary.

- 4) After completion of the Guided Reflection Workshop, mentees complete description of the activity on the TEAM Dashboard. DF then completes the process on the Dashboard.

### **Dispute Resolution and Appeals**

Simsbury is proactive in handling issues of mentor/mentee dis/satisfaction. We hope to establish a flow of communication and systematic support for and between mentors, mentees and master mentors that will promote positive interaction; thereby

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avoiding, wherever possible, the dissolution of mentor placements.

- 1) TCC administers self-evaluation questionnaire to prospective mentors outlining the responsibilities of the mentor to see if they feel that they are well suited for this important role;
- 2) MMs and TEAM DF check in with mentors/mentees routinely;
- 3) Should any issues of potential conflicts arise during these "check ins", MMs and/or DF will arrange to meet individually with team members. Team members will write down their perceptions of the "problem". DF/MM reads these and decides if pair should meet together or if intervening mediation is necessary (Principal, DF, Assistant Superintendent). MMs need to hear both sides of the issue to determine if problems can be reconciled through additional support, suggestions or ideas for possible solutions to these emerging challenges. If deemed appropriate, MMs will then meet with both members of team to monitor situation. We want to give mentors both the time and the opportunity to improve;
- 4) MMs will include activities and strategies pertinent to topic of "coaching" and "conflict resolution" at monthly meetings;
- 5) MMs / DF meet with mentors/mentees at least once every four weeks, as well as at the midpoint of module preparation, to determine any needs that the pair may have and to ensure that the team's relationship is providing necessary support;
- 6) If placement is dissolved, building administrator works with DF and Assistant Superintendent to assign another mentor. Director of Human Resources will determine if mentor qualifies for partial/entire mentor stipend.