

Stafford Public Schools TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Steven A. Moccio

District Facilitator: Steven M. Autieri

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TEAM Coordinating Committee

Sandra Bidwell Staffordville School, PreK -1 Reading
Teacher and TEAM Coordinator

Kelly Murdock Stafford Middle School, Grade 6 Teacher

Eileen Laramie- Stafford High School Math Teacher

Beth Beaudoin- West Stafford School- Grade 1 Teacher

Wendy Clark- Stafford Elementary School Special Education
Teacher

TCC Meeting Timeline

Primary Responsibilities:

1. The TCC oversees, plans, implements, and monitors the district's TEAM program
2. The TCC meets four times per academic year with the Director of Curriculum and Instruction (District Facilitator) after school hours for the purpose of discussing connections to the district plan, new teacher module progress, updates to mentor training and other pertinent issues.
3. The school-based TCC members will meet with building administrators as needed to provide necessary updates to the module completion process.
4. Attend all district TCC meetings and complete assigned tasks in a timely manner
5. Stay current with all TEAM documents and tools as published on the TEAM website: www.ctteam.org
6. Inform the Director of Curriculum and Instruction (District TEAM Facilitator) of the progress of assigned BTs/mentors regarding module reflection papers and other related issue.
7. Provide support and guidance to assigned BTs/mentors such as be a secondary reader and reminders about timelines.
8. Serve as a mandatory reader for beginning teachers that have had module reflection papers returned for revision and resubmission.
9. All TEAM Coordinating Committee Members will serve as long as mutually-agreed with the exception of the District Facilitator, who is a permanent member. As well, the New Teacher Support Leader will be a permanent member. Any changes to the length of term will be determined by mutual consent of TCC members.
10. The District Facilitator will meet with the Superintendent on or about July 15th of each year to provide an update of TEAM activities, the status of beginning teachers completing Modules, and any revisions to the District TEAM Plan.

District's 3 year objectives

The mission of the TEAM Program: To promote excellence, equity and higher achievement for Connecticut students by engaging teachers in purposeful exploration of practice through guided support and personal reflection.

Stafford Public Schools will:

*Provide staff training and professional development to meet TEAM program objectives and requirements including an overview of the process during new teacher orientation;

*Ease the beginning teachers transition into the teaching profession through intentional sessions implemented during New Teacher Orientation in order to retain effective teachers;

*Secure BOE funding to continue to utilize the TEAM Collaborative Dashboard;

*Foster collaborative learning communities for all educators through district professional development and collaboration days;

*Appoint members to TCC to provide direction and program upgrades to the TEAM process as well as alignment to the three-year TEAM district plan;

*Establish meeting times, roles and responsibilities of all constituencies involved with the TEAM program;

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*Develop a two-year support plan for staff participating in the TEAM program relating to the required modules;

*Review and update, as needed, teacher evaluation policies and procedures to align with the Common Core of Teaching Rubric and the new educator evaluation requirements.

Support TEAM Mentor Program by:

*Ensuring mentor update training is current for existing mentor teachers;

*Identifying and recruiting additional mentors;

*Providing release time for initial training for new mentors;

*Improving the skill sets of mentors via professional development about "best practice" for coaching new teachers;

*Providing a stipend to all TEAM mentors as per the Stafford Education Association contract.

Stafford Public Schools provides the use of "release time" substitutes for several teachers to share so that beginning teachers and mentors may observe and meet with colleagues. Beginning teachers and mentors are encouraged to attend professional learning

The TEAM Coordinator facilitates six scheduled meetings throughout the school year in conjunction with the District Facilitator to review module requirements, score sample papers, conduct collaborative exercises with mentors and peers pertaining to professional

Beginning teachers are advised that the development of the Professional Growth and Action Plan (PGAP) is not utilized to provide evaluation of teaching practice by district administration. Beginning teachers are encouraged to align the goals of their TEAM modules with those for their evaluation SLOs to promote consistency across initiatives.

Reflection logs are regularly reviewed by the TCC to ensure that the mentor and beginning teacher relationship is centered around professional dialogue, reflection, and a growth mindset. Release time and professional development day collaboration time is

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TEAM Funding Allocations:

Mentor stipends: Additional funds will be used to supplement the district stipends for TEAM Mentors.

Data system:

Cooperating teacher: A portion of funds will be reserved to send new mentors to the initial reviewer training workshops.

Professional development: Funds will be allocated specifically for beginning teachers to attend professional learning on topics related to the four core modules of the TEAM program. Funds will also be allocated to purchase professional learning books and some general classroom supplies

Module 5

Facilitated by: Teacher Leader

When: At the beginning of the first year of teaching

Audience: Beginning teachers only

Completion: Teachers are required to enter completion of Module Five to the Team Collaborative Dashboard upon completion of

TEAM Mentors

Mentor selection criteria: 1. It is the district's goal to encourage TEAM program participation as a means of enhancing teachers' own personal development. Principals/administrators will nominate teachers to participate in the mentor program based upon the district's needs, years of experience, grade-level and specialty. Mentors will hold a provisional certificate for their respective teaching area, have completed the initial mentor training workshop, and have been an employed teacher for more than one school year in the district.

2. The District Facilitator will consult with the building principal to assign mentors to beginning teachers. Efforts will be made to assign mentors as closely matched to the beginning teacher's grade level and teaching assignment as possible. Mentors will be assigned by the District Facilitator upon appointment to a position in the district.

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3. 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 participate in Mentor Update Training. Newly-appointed mentors will be provided with Initial Support Teacher Training.
4. At least once annually, the District Facilitator will review the current list of active mentors to ensure that they have attended TEAM initial support training or update training at least within the past three years. If a mentor indicates that they are no longer willing to serve in that capacity, they must provide a resignation in writing/email to the DF as soon as possible.
5. Mentors who need to attend update training will be notified by the District Facilitator and provided with training options.
6. Mentors who do not attend update training before the start of the following school year will be removed from the list of current mentors and will be required to attend support training as determined by CSDE requirements prior to being assigned to mentor another beginning teacher.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Grade level, Content Area, Proximity

Mentor training: Mentors are trained by in-district trainers (lead/master mentors) who have been trained and updated by the state

PD for mentors: The professional development provided to mentors by the Stafford Public Schools is indicated by surveys of teacher need. After each district professional development workshop, a survey is distributed to district staff to inquire on the future professional needs as we build additional workshops. Significant opportunities for teachers have been included this year for social-emotional learning, restorative practices, and literacy strategies.

Monitoring of the meeting log: The TCC will review all BT Mentor logs completed within the TEAM dashboard to ensure that they are current, provide clear descriptions of the professional learning that occurred, and confirm that approximately ten contact hours per module has been documented. The TCC member should reach out to any mentor that has meeting logs that are not current to provide a notification for logs to be updated. Any mentor that does not comply with these requests will be referred to the District Facilitator for review.

Orientation

An orientation to the TEAM program, module completion, access to the TEAM dashboard, and an overview of pertinent documentation (PGAP, meeting logs, reflection papers) will be held during the first month of the school year for all beginning teachers. Mentors are invited to participate in the orientation session. Beginning teachers will be provided with a timeline of completion dates for all five modules of the TEAM program during the orientation session. The Director of Curriculum & Instruction will also distribute memorandums to new teachers and their mentors with completion deadlines throughout the school year.

As of the 2019-2020 school year, beginning teachers will also receive orientation and support to the program during the New Teacher Orientation held prior to the commencement of the academic year.

Failure to meet TEAM Requirements

All Year 1 beginning teachers will complete Module 1 and Module 5 prior to January 10, and Module 2 by May 1. For those BTs that are required to complete only 3 modules, Module 1 and Module 5 are required, and the third module is selected by the BT and approved by the DF. All modules for these staff follow the timelines enumerated above.

TEAM meetings will be facilitated by the TEAM Coordinator throughout the school year to ensure that BTs are making adequate progress toward module completion and that professional supports are available to answer questions and provide clarifications.

Beginning teachers will be informed during the program orientation that failure to exhibit the necessary effort and take advantage of the support that the district provides can result in removal of the mentor support and impact Domain Four of the Educator Evaluation Plan. Teachers who do not successfully complete all five modules by the end of three full years in TEAM for Category I teachers, and two modules within two full 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.

TEAM Module Progress Tracking

During the six scheduled TCC meetings, the District Facilitator works with the building-based TCC representatives to review beginning teacher status pages and review of mentor logs and journals to ensure adequate progress is being made.

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Building administrators are made aware of module start dates and deadlines to ensure that they are able to engage in conversation with teachers towards PGAP completion.

TEAM meetings will be facilitated by the TEAM Coordinator throughout the school year to ensure that BTs are making adequate progress toward module completion and that professional supports are available to answer questions and provide clarifications.

The District Facilitator and TEAM Coordinator will meet with beginning teachers who are not demonstrating adequate progress in the program. The following accommodations will be provided:

1. Additional release time or professional learning resources to work with TEAM mentor;
2. Reviews of materials and drafts of reflection papers with constructive feedback and suggestions made by administrators or the TEAM Coordinator;
3. Meetings with the mentor and beginning teacher with the District Facilitator to establish an action plan.

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

After efforts have been completed with the mentor and/or the TCC member, disputes concerning the module process, the Professional Growth Action Plan or the mentor- beginning teacher relationships will be reported to the District Facilitator in writing. The Facilitator will request from members of the TCC, as appropriate, assistance with mediation in an effort to resolve the concern, including, but not limited to the following: re-assigning of mentor/ beginning teacher match, discussing concerns with the school principal, and referring the situation to the Superintendent.

Requests for special accommodations will be submitted to the District Facilitator in writing and will be reviewed by the TCC on a case-by-case basis.

At the New Teacher Orientation, the process of resolving mentor issues will be outlined/explained. Beginning teachers who feel they are inappropriately matched or not receiving support commensurate to their needs should discuss the matter with a TCC member or their building administrator before contacting the District TEAM Facilitator. The TCC member will keep the building administrator and the TEAM DF informed in a timely manner.

The District Facilitator, and possibly a TCC representative, will consult with the building principal to collect salient information about the identified concerns and determine if problems can be reconciled via mediation with the assigned mentor and beginning teacher and/or the use of other strategies.

If a resolution cannot be reached, the DF will meet to discuss dissolution of the mentoring relationship. The District Facilitator will notify parties concerned to determine whether or not the placement should be dissolved. The DF will determine if the mentor qualifies for partial/entire mentor stipend.

If the placement is dissolved, the building administrator will work with the TCC to assign another mentor.

TCC members will review the district list of mentors annually to identify who is current in participating in initial support/update training and to identify any patterns of mentor performance would warrant "good cause" removal from the active mentor pool. If there are concerns, the mentor will discuss them with the District Facilitator to determine whether the concerns can be reconciled through the support of the TCC. The TCC will decide upon the matter of "good cause" based upon the following standards of performance for mentors:

- *Guiding beginning teachers through the successful completion of module process;
- *Attendance at required district/building meetings, update trainings, and/or PD workshops;
- *Electronic mentor logs meet the required contact hours with the beginning teacher that reflect meetings taking place during the course of 6-10 weeks; summaries of meetings are focused on respective module;
- *Demonstrating professional behavior reflecting support of the district's goals.

Mentors who fail to meet the standards, including but not limited to the above criteria, may forfeit a portion of the contracted

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stipend.