

Greenwich Public School TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Dr. Toni Jones

District Facilitator: Danielle Green

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TEAM Coordinating Committee

Danielle Green/Teacher/TEAM District Facilitator

Robert Stacy/Chief Human Resources Officer/TCC Member

Shamain Johnson/Assistant Director of Human Resources/TCC Member

LeAnn Hinkle/Teacher/TCC Member

Valerie Bolling/District Coach/TCC Member

Jill Flood/Principal/GOSA Rep/TCC Member

Rae Baczek/Teacher/GEA Rep/TCC Member

TCC Meeting Timeline

The TCC meets 3 times per year.

Committee will always consist of the following members:

District Facilitator Chosen by Chief Human Resources Officer

GEA Representative

GOSA Representative

Union Representative -Chosen by the appropriate union president)

Mentor Representative with recent (within the past 3 years) training, either initial or update

Recent mentoring experience Communication to Central Office and Building Leadership

District Facilitator provides updates to Superintendents Cabinet and to Leadership Council

Communication to teachers will come from the TCC GEA representative when needed. This communication will come via GEA email

The District Facilitator meets with all beginning teachers at the new teacher orientation in August. The DF meets with mentors and the beginning teachers at the Module 5 District Facilitated discussion in the spring. In addition, time is given for mentors and reviewers to meet with the District Facilitator to complete the online mentor update two times a year during staff development sessions.

District's 3 year objectives

1. Support the TEAM mentor program by:

- * Scheduling mentor update trainings for existing mentor teachers
- * Identify and recruit additional mentors provide initial training
- * Survey to beginning teachers to monitor program effectiveness
- * Allow all mentors and beginning teachers one day each (with sub coverage) to work on TEAM during the school day.
- * Frequent emails to all beginning teachers to check progress, remind of due dates, offer directions for the completion of PGAPS and Reflection Papers
- * Schedule TEAM Reviewer update trainings

2. TEPL review as it relates to the implementation of the TEAM Program

- * Review TEPL timelines and their impact on new teachers' ability to attend to TEAM program requirements
- * Review TEPL themes (learning, teaching and professional responsibilities) and indicators and their relationship to TEAM modules

3. TCC will review data

- * Members share best practices in mentoring

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* Members review data regarding non-renewals and pass/fail rates of TEAM

* Members identify opportunities for PD for mentors of best practices of mentors

All beginning teachers and their mentors get one day each per school year covered by a sub to work on TEAM

District Facilitator forwards emails about training opportunities that align to beginning teachers needs

TEAM and TEPL are kept separate. TEAM is not evaluate. TEPL is evaluative.

They two are only connected in the following ways:

Principal must approve PGAP and support resources listed

All beginning teachers first goal in Talent Ed is to complete the TEAM process

Mentors must log 10 hours per module on ctteam.org

Mentors and beginning teachers meet before/after school, during common planning times, at faculty meetings, during Professional Development, and faculty meetings

TEAM Funding Allocations:

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

Module 5

Facilitated by: The District Facilitator

When: Other In May of each school year

Audience: Beginning teachers and their mentors

Completion: They will document this with the completion of the online survey on ctteam.org

TEAM Mentors

Mentor selection criteria: Selection of TEAM Mentors interested in becoming mentors will complete an application that includes and application and recommendation of their building principal

TCC will consider candidates with the following qualifications:

A Professional Educator certificate or a Provisional certificate with at least five years of teaching experience

Knowledge of good teaching practices

An interest in helping newcomers succeed in our profession

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 within the last three years.

Mentors who need to update training will be notified by the District Facilitator

Mentors who do not need an update but do not complete the online 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 the 3-day initial support training prior to being assigned to mentor a beginning teacher

Mentor assignments will be made whenever possible at the building level

Mentor assignments will be made based on subject area, grade level and personal needs

Are mentors assigned within 30 days: Yes

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Mentor match criteria: Grade level, Content Area, Proximity, Needs

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

PD for mentors: Resources and budget will be reviewed annually in June, based on the expected number of teachers who will be completing PGAPs and the modules these teachers are expected to complete during the following year.

Considerations will include:

Annual stipends for mentors according to established contract agreement

Substitute teacher coverage for mentors/mentees to observe each other and/or other colleagues as related to specific professional growth activities outlined in PGAPs

District-sponsored PD for mentors and beginning teachers after school

Monitoring of the meeting log: The District Facilitator monitors these hours on ctteam.org. An email is sent to those not meeting this expectation.

Orientation

The District Facilitator will:

Collect 2-Year Support Plans by September 20th.

Communicate with the beginning teacher in writing (email, paper copy of form) that plan was received

Ensure mentor/beginning teachers are working together by monitoring electronic Beginning Teacher and Mentor Meeting Logs at least four times a year

TCC will meet at least twice a year to monitor required electronic postings, the submission of Reflection Papers, and teachers' progress toward successful completion of modules indicated in their two-year plan timeline

The expectation is that TEAM will be completed in two years. However, in the event that someone is unsuccessful or has extenuating circumstances, all 5 modules must be completed in three years from the start date. The state will require them to restart the process of both TEAM and your certification (including testing) if this is not met.

TCC will use email system in GMAIL to communicate TEAM updates Timeline for Module

Completion Year One Teachers

1st Module completed by third Thursday in December

2nd Module completed by first Thursday in May

Completion Year Two Teachers

3rd Module completed by third Thursday in November

4th Module completed by third Thursday in February

5th Module for year one and two teachers: A facilitated conversation in May

Failure to meet TEAM Requirements

This is shared at the New Teacher Orientation

In addition, a scenario is included on this during the Module 5 District Facilitated conversation

TEAM Module Progress Tracking

Due dates are sent to all beginning teachers. If they have not met the due date, the District Facilitator emails the beginning teacher and mentor to remind them. Progress is tracked weekly using ctteam.org.

If a teacher is not successful on a paper, the District Facilitator will reach out to offer support in rewriting the paper.

Teachers and mentors are reminded of their deadline by email at the end of each school year.

Support is offered from a district coach if the beginning teacher needs support from someone other than the District Facilitator or Mentor.

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

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TEAM Reviewers

Reviewers are required to attend a state approved training.

Module review option: Regional Review (RESC Collaborative)

Dispute Resolution and Appeals

Resolution of disputes

The TCC will review disputes

Parties requesting resolution of disputes or appeals will submit concerns in writing to the District Facilitator Subcommittee will review requests, meet with individuals (if necessary) and make recommendations for resolution to District Facilitator, who will notify parties involved

District will follow procedures established for Regional review of papers that do not meet successful completion standard. If after following procedure, a beginning teacher still has a dispute the District Facilitator will request that the Regional review committee review the most recently submitted reflection paper.

Special Accommodation Requests

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

Requests must include:

Type of accommodation requested

Description of why accommodation(s) are necessary

Nature of disability

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

What, if any, accommodations have been received within the past five years in employment

* Teachers will be notified of result of review in writing. Each request must be dated, typed or printed on official letterhead and signed by a physician, clinician or certified evaluator 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 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's of older documentation)

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