

Lebanon Public Schools TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Robert Angeli

District Facilitator: Kathleen Mozak-Pezza

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TEAM Coordinating Committee

Karen Collins - Teacher Association Representative/Lyman Memorial High School Representative

Cheryl Biekert - Pupil Services Representative

Heather Lyons - Lebanon Elementary School Representative

Erica Strong - Lebanon Middle School Representative

Kathleen Mozak-Pezza - District Facilitator

Ann Birrell - Administrator Association Representative

Erin Pistel - Lebanon Elementary School Representative

Jeannette Picard - Lebanon Middle School Representative

John Cote - Lyman Memorial High School Representative

TCC Meeting Timeline

The TCC will meet twice a year, once in the spring and once in the fall, to oversee mentor-mentee pairing, payment of stipends, planning of training, and other tasks needed to oversee the TEAM program. Members of the TCC will oversee communication with various stakeholder based on their job responsibilities.

Central Office Communication:

1. The District Facilitator will submit an annual report to the Superintendent detailing the activity of the TEAM program within the district each year no later than June 30th.
2. The District Facilitator will provide updates to the district's administrators as needed throughout the year through Administrative Council meetings.

Building Level Communication

1. The TCC will communicate with the teachers in their buildings through their building level representatives. This could include presentations at faculty and department meetings, as well as e-mails to the whole staff or to groups or individuals within the faculty.
2. The District Facilitator will provide updates to the building level administrators as needed throughout the year through Administrative Council meetings.

Mentor Meetings

1. The TCC will direct the District Facilitator to convene a meeting with the mentors as needed to ensure that mentors remain current on their training and understanding of the TEAM program requirements.
2. The District Facilitator will meet with groups of mentors each summer who wish to collaboratively complete their mentor update training.

District's 3 year objectives

Beginning Teachers:

Goal: Provide on-going and systematic professional development opportunities in order to develop effective pedagogical skills and dispositions, which promote student achievement.

1. Provide each beginning teacher with a mentor in a timely manner (preferably within the building and grade level/content area where possible) to help transition a beginning teacher into the profession and promote retention.
2. Provide on-going district-wide professional development tied to each module to assist in the development of a reflective practice and a commitment to continuous professional learning.
3. Provide release time for new teachers and mentors to observe each other and/or other colleagues and foster a collaborative learning community.
4. Provide opportunities to participate in facilitated discussions around the topic of professional responsibility and what that looks like in a school setting.

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Mentors:

Goal: Provide on-going and systematic professional development opportunities in order to develop the attributes needed to be a successful mentor and teacher-leader.

1. Provide current and aspiring mentors with the State developed TEAM update or initial training.
2. Provide mentors with professional development on the components of the TEAM module process.
3. Provide mentors with professional development on current best practices in education as needed to support beginning teachers and develop as educational leaders.

TEAM Funding Allocations:

Mentor stipends: \$500 per beginning teacher

Data system: If more the \$500 per beginning teacher is received, the excess will offset the cost of the TEAM workspace.

Cooperating teacher:

Professional development:

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 complete the Module Five section in the workspace maintained by EASTCONN.

TEAM Mentors

Mentor selection criteria: The TCC will select mentors based on a recommendation by their building administrator or supervisor using the following criteria:

1. The candidate's level of certification - they must hold a provisional educators or professional educators certificate.
2. The candidate's teaching experience - they must have three years of teaching experience in CT, at least one of which must be in Lebanon.
3. The candidate's knowledge of the 2010 CCT.
4. The candidate's experience in writing personal growth plans and using data to reflect upon and improve their professional practice.
5. The candidate's teaching experience and ability to work with adult learners.
6. The candidate's successful completion of the BEST/TEAM program or successful service as a mentor/cooperating teacher.
7. The candidate's demonstrated commitment to building and/or district goals.
8. The candidate's subject area or grade level expertise relative to the district's needs.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Other

Other match criteria: They are match based on the best combination of grade level, content area, and proximity that we can find given the size of our district.

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

PD for mentors: Mentors participate in all the district workshops on pedagogical best practice and have the opportunity to participate in mentor focused workshops on TEAM/Cooperating Teacher specific topics and coaching periodically if there is an

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identified need.

Monitoring of the meeting log: All mentors will be informed about their obligation to log 50 hours of support when they are trained to be mentors. They will be shown how to log hours in the workspace once they have been paired with a mentee and have access to that portion of the workspace. At that time, they will be reminded of their 50 hour requirement again.

The District Facilitator will check module completion and hours logged on a monthly basis and address any issues with an insufficient number of hours logged with the mentor as needed. In the event that a mentor is unable to provide the appropriate level of support, the District will follow its procedure for dissolving a mentor-mentee pairing.

Orientation

Beginning teachers will have their initial orientation to the TEAM program during New Teacher Orientation in August. For teachers hired after the start date of the school year, they will meet with the District Facilitator and their mentor within 30 days of their hire to complete their orientation.

Prior to orientation, the beginning teacher will receive a letter identifying their mentor and providing basic program information and a link to the TEAM resources provided by the State.

At orientation, the District Facilitator will provide an introduction to TEAM, the requirements for completing the program, and the consequences of not doing so. They will be given a copy of the District's 3 year support plan, which includes the timelines for completion and district specific requirements. They will be asked to read through the plan and identify any questions they have prior to their first TEAM meeting in September.

In the middle of September, the beginning teachers and their mentors will attend a workshop with the District Facilitator, where they will go through the 3 year support plan in detail and any questions they have will be answered. They will get a list of TEAM meeting dates for the remainder of the year and the topics covered at each meeting. They will also fill out their two-year support plans with their mentor and plan out their TEAM work for the next two years. After they complete their two year support plan, the module process will be explained and they will work with their mentor to start the Module 1 performance profile.

Failure to meet TEAM Requirements

The beginning teachers will be told the consequences of not completing TEAM by their deadline date during New Teacher Orientation. They will be reminded of the consequences at the first TEAM meeting in September as well.

Any teacher who is not completing their modules within the recommended timeframe will have to meet with the District Facilitator. At that meeting, the consequences of not completing the TEAM program on time will be reviewed and the beginning teacher will be required to develop a revised plan and timeline that will enable them to complete the program prior to the three year deadline. If additional support or oversight is warranted, it will be provided.

TEAM Module Progress Tracking

The District Facilitator will monitor TEAM completion once a month by logging into the workspace and checking beginning teacher progress.

The District Facilitator will remind beginning teachers, as needed, to ensure completion within the first two years. Teacher who fall significantly behind will meet with their mentor and the District Facilitator to determine what supports are needed to help them get caught up. Their mentors will provide monthly updates to the District Facilitator on their progress.

Any teacher who requires a third year to complete the five modules will meet with the District Facilitator and their mentor at the end of each quarter to demonstrate the progress they've made toward meeting their completion date deadline. Any additional supports or adjustments to their plan will be addressed at those meetings and their mentor will follow up with progress reports on an agreed upon schedule.

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

Resolution of Disputes:

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1. The TCC will annually designate a sub-committee to handle disputes that arise from module process, the development of the PGAP or mentor-beginning teacher relationship. This committee will be selected prior to September 30th.
2. Disputes will be submitted in writing to the District Facilitator by the parties involved.
3. The District Facilitator will notify the Dispute Subcommittee within one week of receiving a written request for resolution.
4. The subcommittee will meet with the parties involved, as needed, and make a recommendation for resolving the dispute to the District Facilitator.
5. The District Facilitator will notify the parties involved of the subcommittee's decision within one week of receiving it.

Dissolving Mentor Placements:

1. Concerns about an individual mentor, cooperating teacher or mentor/beginning teacher pairing should be submitted, in writing, to the District Facilitator.
2. The District Facilitator and the building administrator/university supervisor will attempt to mediate or resolve the conflict or the concern.
3. If a satisfactory resolution is not reached, the District Facilitator will work in conjunction with the building administrator/university supervisor to determine if dissolution is necessary.
4. Dissolution will be considered under the following circumstances:
 - a. Practicability The current assignment is not viable because of logistics involved in out-of-building or out-of-subject area placements.
 - b. Illness The current assignment is not viable because health problems or prescriptive measures for curing health problems create a hardship.
 - c. Personal The current assignment is not viable because of personal considerations.
 - d. Inappropriate Conduct The current assignment is not viable because one or more of the parties engaged in conduct that was inappropriate to the point of permanently damaging the mentor-mentee relationship.
5. If the dissolution is selected as the resolution to the concern, the District Facilitator will notify all involved parties and forward the request to the Dispute Subcommittee.
6. In the event that a placement is dissolved, the building administrators will work with the District Facilitator to assign a new mentor if required.
7. If either the past or current mentor qualifies for a stipend, the District Facilitator will work in conjunction with the Business Manager to determine the appropriate amount.

Removal for Good Cause:

The District Facilitator will bring to the attention of the TCC any concerns in the area of mentor underperformance.

The following standards will be used to judge mentor performance in the TEAM program:

1. Mentors will guide mentees through the successful completion of the module process.
2. Mentors will attend required district/building meetings, update trainings and professional development workshops.
3. Mentors will maintain electronic mentor logs which reflect the required number of contact hours and meetings with their mentee over the course of each 6-10 week module.
4. Mentors will focus meetings on the requirements of the current module, as reflected in their meeting summaries.
5. Mentors will demonstrate professional responsibility as described in Domain 6 of the Connecticut CCT.

Requests for Special Accommodations for Beginning Teachers:

Requests for special accommodations will be submitted by the beginning teacher to the District TEAM Facilitator in writing and will be reviewed 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 the following:

1. Clear statement of the diagnosed disability or disabilities;
2. Description of the evaluation tests or techniques used;
3. Description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities);
4. Current diagnosis completed within the last five years for a learning disability, last six months for a psychiatric disability, or within the last six months for physical disabilities/illnesses (these currency requirements may be waived upon a showing of the

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continued relevance of older documentation); and

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

Documentation must also include:

1. The type of accommodations requested;
2. A description of why the(se) accommodation(s) are necessary;
3. The nature of the teacher's disability;
4. The date the disability was first diagnosed and the date of the most recent evaluation; and
5. What, if any, accommodations have been received within the past 5 years in employment.