

Waterford Country School TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: William R. Martin

District Facilitator: Sharon Butcher

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TEAM Coordinating Committee

Sharon Butcher/Director of Education

Pamela Giannelli/Assistant Principal

Nancy Chederquist/Reading Specialist

Shannon Eichman/Special Education Teacher

Hermione Sylvester/Special Education Teacher

TCC Meeting Timeline

Each school year the TCC will meet by October 1st to establish the meeting schedule for the year. The TCC will meet no less than one time per month.

District's 3 year objectives

-All beginning teachers will be assigned to a TEAM mentor. Beginning teachers will meet no less than one time per month with the assigned mentor.

-Provide funding and/or release time for beginning teachers to attend relevant professional development opportunities.

-Beginning teachers are assigned to a collaborative teaching team that meets one time per week.

TEAM Funding Allocations:

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

Module 5

Facilitated by: Teacher Leader

When: At the beginning of the first year of teaching

Audience: Beginning teachers and their mentors

Completion: Teachers will document the completion of Module Five by maintaining a calendar/record of meeting dates and esser

TEAM Mentors

Mentor selection criteria: Teachers holding provisional or professional educator certification will be invited/encouraged to participate in the mentor program based upon years of experience and recommendation from the Assistant Director of Education. Teachers will be selected by the TCC.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Content Area,Needs

Mentor training: Mentors are required to attend a state approved training and update training.

PD for mentors:

Monitoring of the meeting log: Mentors maintain a calendar of meeting dates and topics covered. The District Facilitator reviews mentor calendars on a quarterly basis.

Orientation

The District Facilitator, with TEAM mentors, meet with beginning teachers within 45 days from their first day in the classroom to provide an orientation to the TEAM program.

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Failure to meet TEAM Requirements

As part of the TEAM orientation, the timelines for completion of the modules and the consequences of not completing TEAM requirements will be discussed.

TEAM Module Progress Tracking

A calendar of meeting dates is established and maintained. Mentor teachers meet with beginning teachers weekly to monitor progress and provide feedback and support.

The established calendar of meetings and the frequency of the meetings with mentors and beginning teachers allow for a collaborative ongoing monitoring of progress and deadline dates.

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

Module completion determined by submitting a project

Format for completion of Modules:

- * Module 5 Discussion and Reflection
 - o Completed prior to beginning Modules 1 - 4
 - o A group conversation explores 3 of the offered "Ethical and Professional Dilemmas for Educators."
 - The selected dilemmas are given to beginning teachers in advance of the group discussion. Beginning teachers are guided through the readings, exploring the pros and cons of the teacher in the reading.
 - o Successful completion of this discussion is noted on the mentor's calendar and in journal notes.

* Modules 1 - 4 New Learning and Documentation

For our in-house TEAM process, the reflection paper has been replaced by a series of graphic organizers, each focusing on one critical area. A total of four graphic organizers are completed by beginning teachers during each module. All modules end with a meeting composed of the district facilitator, beginning teachers, and mentors. Beginning teachers present a summary of their work completed during the module. Mentors are available to support the discussions while the district facilitator witnesses and acknowledges each beginning teacher's new learning and changes in practice.

Mentors and beginning teachers establish a calendar at the beginning of each module outlining the dates when each of the graphic organizers is due. Mentors review each step in the process to insure completion and that the data and evidence would meet the criteria if presented in a reflection paper. The graphic organizers are sequentially completed with one step completed before the next step is started. All completed graphic organizers and evidence documents are scanned and uploaded to the WCS server in a TEAM folder.

The following describes the process and graphic organizers used:

- o The CCT Performance Profile page is used to identify the focus indicator and the beginning teacher's placement along the continuum.
 - A graphic organizer (attached) is used to document:
 - > Current practice and specific classroom details (3) supporting the identified placement
 - > Improvement sought (3)
 - > Student Baseline - a narrative description of how students are currently performing in the classroom with regard to the selected indicator
 - > Goal Statement
 - o New Learning
 - A graphic organizer (attached) requires a minimum of three sources of new learning
 - > Space is provided for listing sources of new learning, specific details, and quotes along with reflections and thoughts.
 - > Articles and photocopies are attached to the graphic organizer
 - o Impact on Practice
 - A graphic organizer provides space for beginning teachers to describe at least 3 changes in practice. An additional space is provided for teachers to identify evidence in support of these changes. Copies of evidence documenting changes such as copies of student work, photographs, and lesson plans are listed and attached.
- o Impact on Students
 - A graphic organizer provides space for beginning teachers to list specific details identifying what the students are doing differently in class and when necessary that no change in students resulted.
 - Space is provided to list evidence and supporting

Module completion determined by other means

N/A

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TEAM Reviewers

Reviewers are required to attend a state approved training.

Module review option: In-district Review

In-district review process

- Reviewers are assigned through a random selection process to review completed modules.
- The "TEAM Criteria for Success" rating form is used to determine successful completion.
- Mentors establish with the beginning teacher a timeline for re-submission.
- Beginning teachers get initial feedback immediately following submission of their module project. In addition, beginning teachers receive a formal written report within one week of module completion.
- Results are given directly to the beginning teacher. In addition, any stored information must follow the agency guidelines regarding confidentiality.

Dispute Resolution and Appeals

Waterford Country School has an established grievance procedure which is outlined in the employee handbook.