

West Hartford Public Schools TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Thomas Moore

District Facilitator: Mimi Villanova

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TEAM Coordinating Committee

Paul Vicinus, Asst Superintendent

Anna Capobianco, high school representative

Katie Feldman, Curriculum Specialist representative

Keegan Scelia, Elementary representative/WHEA rep

Matthew West, high school representative

Chad Ellis, Administrator

Sarah Chasse, fine arts representative

Therese Horn, Elementary representative

Janel Aquadro, special education representative/middle school

TCC Meeting Timeline

The TCC meets once or twice a year to review procedures and process of TEAM Program and completion. The TCC is regularly informed electronically regarding changes and issues that arise.

District's 3 year objectives

The TCC approved changes to the TEAM Paper format for 2018-19. We adopted the TEAM Review of Practice, a revised format.

We adopted the term TEAM Review of Practice (ROP), however, the product remains a written product and it is not an oral summary.

We now use the West Hartford Instructional Framework/ SESS Framework as the initial document to determine and establish a selected area for growth in lieu of the CCT Performance Profile. Each TEAM teacher uses these performance descriptors to determine an area of need and focus for TEAM module work.

The work of teacher retention is supported by the mentoring relationship as well as by other structures/ personnel within district whose work it is to support the development of teachers new to the profession.

Professional development experiences outside the mentoring relationship include PLCs and CITs that are conducted during dedicated professional development days (2 hours each Wednesday) and during full day experiences (dedicated days prior to the start of the school year, and election day professional development experiences).

Outside of per diem substitute coverage, TEAM teachers can access building level Teacher Assistants for coverage

The district provides significant professional development support within the school week and through the year

It is an established practice in West Hartford that mentoring through TEAM and supervision by school administrators remain separate processes

TEAM teachers and mentors mentoring time is documented in a Mentoring Log, in a semi-private shared folder. The DF has access to the shared drive folder and can review how mentors are documenting time on logs.

The annual report is shared with the Assistant Superintendent and is then shared with the Superintendent.

TEAM Funding Allocations:

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

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Module 5

Facilitated by: The District Facilitator

When: At the beginning of the first year of teaching

Audience: Beginning teachers only

Completion: TEAM Teachers only are required to attend the Module Five Conversation on Professional Responsibility held on Oct

TEAM Mentors

Mentor selection criteria: Twice a year, administrators are asked to recommend who among their staff would be ready to serve as a mentor. We also receive direct requests from individual teachers who would like to be trained.

All teaching staff who are approved for attending mentor training by an administrator complete an application that includes a required statement about their interest in becoming a trained mentor.

All applications are retained as evidence of the vetting/selection process for our trained mentors/cooperating teachers.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Content Area, Proximity

Mentor training: Other: Please explain

Other mentor training method: It is strongly suggested that mentors complete online mentor update training

PD for mentors:

Monitoring of the meeting log: Mentors are required to complete Mentor Logs for each TEAM teacher they support. The completion of mentoring hours is reviewed periodically and mentors who have not logged sufficient hours reminded the stipend is contingent upon logging sufficient hours.

Orientation

A TEAM Orientation Meeting, with TEAM Teachers and mentors invited, is scheduled within the first 6 weeks of school. It is 2 hour meeting orienting participants to the TEAM Program, requirements, format for module completion, suggested timeline, support mechanisms available to them for new learning. The online support materials on the drive are reviewed.

Online support materials are located in a folder on the drive accessible to TEAM teachers and mentors. Online support materials include:

template for the TEAM Review of Practice Form,

Sample, exemplary TEAM ROP papers with highlighted score evidence,

directions on how to save completed TEAM paper to the TalentEd/TEAM pages (secure location for completed work)

varied documents intended to support TEAM teachers in understanding TEAM requirements

(ex: Hints on How to Write Module 2 paper).

Failure to meet TEAM Requirements

TEAM teacher completion of TEAM Modules is closely monitored.

When a teacher is within one year of the TEAM Completion Deadline, a specific plan is developed with the TEAM teacher and the DF (who becomes the TEAM mentor at that time) to insure completion of TEAM.

TEAM Module Progress Tracking

The DF has capacity to review the completed work of all TEAM teachers. Electronic communications are sent to both TEAM teacher and mentor to insure TEAM teachers are keeping to suggested deadlines.

We do not require modules to be completed in any specific sequence. We communicate "suggested deadlines" through electronic messages. These mechanisms have remained sufficient to monitor TEAM teacher completions for the past several years.

When a teacher demonstrate difficulty in completing modules, individual meetings are scheduled with the TEAM teacher, TEAM mentor and DF. A completion plan is developed after review of potential consequences of non- completion are reviewed with the TEAM teacher.

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When this has occurred (quite infrequently) the DF and the TEAM mentor cooperatively mentor the TEAM teacher.

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

TEAM Reviewers

Other: Explain

Reviewers are trained/retrained using previously submitted TEAM papers. This past year, reviewers used exemplary TEAM paper

Module review option: In-district Review

In-district review process

We have 13 reviewers in district trained/retrained this year in December.

We utilize the Criteria for Success documents to decide whether a submitted paper is complete or not.

If a paper is deemed incomplete, a second reviewer reviews the paper.

If a second review is also deemed incomplete, a TEAM teacher is informed and is sent a feedback form. specifying where the paper is incomplete (new Learning, Impact on Practice, Impact on Students) .

In the case of a submitted paper being widely variant from expectation, the feedback form and a link to a SAMPLE TEAM ROP (available on the drive to all TEAM Teachers) is also added to the e-communication.

All submitted TEAM papers are shared with reviewers via a link.(reviewers cannot access a shared drive folder) Anonymity is supported by assigning a number to each paper as the identifying information of a specific submission

Dispute Resolution and Appeals

We utilize the same guidelines suggested in the TEAM Program Manual, although no such situations have been encountered since the TEAM Program as initiated in 2010.