

Jumoke Academy TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Dr. Troy Monroe

District Facilitator: Tamara Gloster

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TEAM Coordinating Committee

Tamara Gloster/District Facilitator

Victor Rivera/Administrator

Valena Bewry/Human Resource Director

W. Jerry Burrus/Middle School Teacher

Chandra Karhu/Elementary School Teacher

TCC Meeting Timeline

Timeline for TCC meetings

The TCC will meet once a year in the beginning of each school year but no later than September 30th. During the annual meeting, the TCC will review the TEAM Support Plan and inventory available mentors beginning teachers in need of mentors currently employed in the district.

Resulting documentation of the TCC beginning of the year meeting will be forwarded to the Executive Director.

The DF will be available for any follow up meeting requested by the Executive Director after forwarding documentation from the beginning of the year TCC meeting.

TCC members will make themselves available for meeting with the DF and the Executive Director should one be scheduled.

District's 3 year objectives

Our District will:

A. Ensure BTs have access to quality mentors by:

Sharing mentor update training session dates for existing mentors and provide coverage for them to attend trainings.

Identifying and recruiting additional mentors and provide release time for initial training.

Developing feedback mechanism to monitor program effectiveness.

Linking BTs to qualified mentors within the district and, when possible, within their school building.

B. Support and guide new teacher in developing goals and objectives related to district initiatives by:

Providing BTs with district and school data related to student learning.

Providing professional development related to teacher goal setting.

Proritizing regular observations and observation feedback.

C. Facilitate professional development opportunities to help BTs make progress towards their growth goals:

Link teachers to resources and personnel within the district with expertise in their area of growth.

Providing release time and substitute coverage for BTs to attend PD related to their goals that might occur during the school day both within and outside of the district

Share PD resources with district mentors that they may in turn share with BTs.

Mentor-teacher activities are developed in collaboration with the academic director.

TEAM Funding Allocations:

Mentor stipends:

Data system:

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Cooperating teacher:

Professional development:

Module 5

Facilitated by: The District Facilitator

When: Other May and June of the second year of teaching

Audience: Beginning teachers and their mentors

Completion: Attendance sign-in sheet and the survey for completion of Module 5 is how teachers will document their completion

TEAM Mentors

Mentor selection criteria: 1. District mentors will be recruited by the district facilitator and building principals. Mentors should be proficient or exemplary teachers as determined by the principal with provisional certificate or professional certificates.

2. The district facilitator will communicate information about available initial and update training opportunities with prospective mentors, current mentors and their principals.

3. The DF will also assign mentors to BTs based on the best fit. Factors such as subject area, grade level and building location will be considered in these decisions however availability may need to ultimately supersede these other factors if district mentors are limited.

4. The DF and the principals shall monitor their dashboards to monitor mentor meeting logs and to ensure they are on track to meeting the required meeting hours.

Are mentors assigned within 30 days: Yes

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:

Monitoring of the meeting log: Jumoke Academy will use the Mentor Meeting Log contained in the Collaborative Dashboard.

Orientation

During the week of convocation (week of Aug. 19th) the Orientation to TEAM will occur.

Failure to meet TEAM Requirements

BTs will be told and given the presentation during the TEAM Orientation that clearly identifies the consequences to not completing TEAM.

TEAM Module Progress Tracking

The DF will collect beginning teachers' two-year support plans within 30 days from the start of the school year (or, for teachers hired mid-year, within 30 days of hire).

Beginning teachers will communicate with the school principal approximate dates that their Professional Growth Action Plans (PGAPs) will be ready to share.

The school principal will review the BT's and Mentor Meeting Logs at least once a month. As necessary, the school principal will acknowledge success and address any concerns with the BT and/or mentor.

The school principal will sign give feedback on the PGAP via the TEAM dashboard when he/she approves its contents.

TCC members will meet at least twice per year (January and May) to monitor the required electronic postings, the submission of Reflection Papers, and teachers' progress toward successful completion of modules indicated in their two-year support plan timeline.

The district facilitator will work with the building principal and beginning teacher to make special accommodations and arrangements to support completion of the TEAM module.

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

TEAM Reviewers

Reviewers are trained in-district using a state-approved training.

Module review option: Regional Review (RESC Collaborative)

Dispute Resolution and Appeals

A. Disputes concerning the mentoring module process, the PGAP or the mentor-beginning teacher relationships will be reported to the DF in writing. The DF will request assistance from members of the TCC, as appropriate, with regards to mediation in an effort to resolve the concern, including, but not limited to: re-assignment of mentor/beginning teacher match, discussing concerns with the school principal and referring the situation to the Executive Director.

B. Request for special accommodations will be submitted to the DF in writing and will be reviewed by the TCC 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 a:

clear statement of the diagnosed disability or disabilities;
description of the 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 and the continuing relevance of older documentation); and
description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities.

Documentation must also include:

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