

Regional School District #1 TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Pam Vogel

District Facilitator: Lisa Carter

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TEAM Coordinating Committee

Scott Fellows, Math Teacher at HVRHS

Robin Faust, K,1,2 Teacher at The Lee H. Kellogg School

Melissa Bachetti - Kindergarten Teacher at North Canaan Elementary School

Kathy West, Science Teacher, Cornwall Consolidated School

Karen Iannucci - Pre-K Special Education Teacher at Kent Center School

TCC Meeting Timeline

The TCC will meet at least twice per school year.

The first meeting will take place at the beginning of the year to ensure that the district has mentors in place to support first and second year teachers. Additionally, the TCC will ensure that all mentors and teachers have attended TEAM professional development sessions offered by the local RESC. Finally, the TCC will ensure that the TEAM orientation for new teachers and mentors is current and that it provides them with a comprehensive overview of the TEAM process. District principals will be part of this meeting as well to confirm their understanding of the TEAM process and the role that they play in supporting the new teachers in their building.

The second meeting will take place in the spring. The TCVC will review the TEAM process based on feedback from principals, mentors and beginning teachers. Revisions will be made based on this input. Additionally, the TCC will review mentor staffing levels to ensure that there is adequate support in place for new teachers in the upcoming school year.

Additional meetings will take place as necessary to address any issues that require TCC attention.

District's 3 year objectives

The Region One schools will mentor and support beginning teachers in their professional growth and development by providing ongoing consultation with beginning teachers. Beginning teachers will work with a mentor to develop strong reflective practice that will lay the foundation for them to meet the high instructional standards expected by Region One.

Specifically, teachers who participate in the TEAM process will:

- acclimate to their school, students, and other elements of their new professional environment to ensure that they are making a smooth transition to the teaching profession.
- form a solid relationship with their mentor as well as with their school community.
- begin to know and understand curriculum.
- use effective instructional strategies to support expected learning outcomes.
- reflect on their planning and choice of instructional strategies and make adjustments based their thoughts and in collaboration with their TEAM mentor.
- understand and engage in activities that will enable them to become educational leaders.
- understand and embrace the responsibilities of a teacher as a professional.

While we make an attempt to do this in Region One; the TCC agrees that this objective can more effectively supported by allocating more scheduled professional development time to mentor and teacher collaboration.

TEAM Funding Allocations:

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

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Module 5

Facilitated by: The District Facilitator

When: Mid-year of the second year of teaching

Audience: Beginning teachers and their mentors

Completion: Teachers write a reflection that responds to the questions on the dashboard about the material discussed in Module

TEAM Mentors

Mentor selection criteria: In Region One, mentors are chosen based on those who volunteer to perform this role. The DF reviews the volunteers' qualifications to ensure that they meet the statutory requirements. Each year, the DF communicates with the building principals to solicit new volunteers for the mentor role. In some cases, building principals recommend those teachers who are well-qualified and who would be effective in a mentor role. The DF then contacts those teachers to encourage their participation.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Grade level, Content Area, Proximity

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

PD for mentors:

Monitoring of the meeting log: Region one uses the State-sponsored dashboard to monitor hours. Any issues are raised to the DF, who addresses the situation directly with the mentor. If the mentor fails to comply with the time requirements the beginning teacher is assigned a new mentor.

Orientation

At the beginning of the school year, the DF conducts an orientation day for the new teachers that includes an extensive review of the team process. Additionally, the DF meets with all beginning teachers and their mentors in October to ensure that everyone understands the TEAM program requirements.

Failure to meet TEAM Requirements

The DF explains the consequences of not completing TEAM during the orientation day.

TEAM Module Progress Tracking

Region one uses the dashboard. Additionally, the DF collaborates with the district readers to create a calendar for ROP submission.

The teachers are notified by the DF that they are in danger of not completing their TEAM requirements. The teacher will then have to meet with the DF to create a detailed work plan to ensure the completion of the TEAM requirements.

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: In-district Review

In-district review process

Papers are submitted through the dashboard. The Central Office Administrative Assistant ensures that the paper is assigned to a reviewer as appropriate (ready to receive a paper). The reviewer reads and determines that the paper meets the standards as noted in the TEAM manual. If the paper does not meet the standards then the paper is sent back to the teacher to be revised. If the paper is unsuccessful during a second review, a new reviewer is assigned. If the paper fails a third time, the teacher has to meet with the DF and create a plan to help support the success of the new teacher.

Dispute Resolution and Appeals

Internal disputes are resolved by the DF and the TCC:

- The process is initiated by the new teacher or the mentor (depending on who is having a problem) by written communication to the DF who will notify the TCC
- The DF will meet with the TCC to review the concern and, within 10 school days, the TCC will decide the next steps required to resolve the situation.

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- After an investigation of the concern, a decision will be made by the TCC within 20 school days of the receipt of the written communication by the DF.
- The final decision will be communicated to the appropriate parties by the DF.