

The Bridge Academy TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Tim Dutton

District Facilitator: Rachel Allison

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TEAM Coordinating Committee

Tim Dutton, Director

Rachel Allison, Principal

Mark Cordery, Teacher and Mentor

TCC Meeting Timeline

Our TCC meets three times a year after the second, third and fourth marking periods end.

District's 3 year objectives

Our TEAM mission and goals are those of the state:

- * Promote excellence, equity and higher achievement for our students by engaging teachers in purposeful exploration of practice through guided support and personal reflection.
- * Provide all beginning teachers with the support they need to develop as effective educators;
- * Ease beginning teachers' transition into the teaching profession in order to retain effective teachers
- * Develop teachers who are reflective practitioners, able to critically assess their practice against CT's teaching standards, and are committed to continuous professional learning
- * Cultivate an understanding of the professional responsibilities of an educator
- * Foster collaborative learning communities for all educators
- * Provide excellent teachers the opportunity to develop as educational leaders

TEAM Funding Allocations:

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

Module 5

Facilitated by: The District Facilitator

When: Other We conduct a whole-school workshop on Professional Responsibility every other year in the spring.

Audience: Other All staff including teachers, paras and other support staff, are required to attend this professional development w

Completion: Teachers sign into the training.

TEAM Mentors

Mentor selection criteria: We are a very small school so every qualified veteran teacher is given an opportunity to train and serve as a mentor. We also currently have two retired teachers serving as mentors. As much as possible, we assign teachers to mentors who teach or taught in the same subject area.

All Bridge Academy mentors do the full Cooperating Teacher and reflection paper Reviewer training through our local RESC.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Other

Other match criteria: We work to assign teachers to mentors who teach the same subject.

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

PD for mentors:

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Monitoring of the meeting log: We pay our mentors by the hour so we keep track of their support hours through time-sheets.

Orientation

Early every fall we hold a meeting of all beginning teachers and mentors. At this meeting each participant is given a folder containing a TEAM program overview, a copy of the CCT rubric overview and performance profile, and the TEAM module guidelines as well as calendars for recording meetings and hours. We review the TEAM process, then mentors and BT's meet to schedule their contact hours and begin the mentoring process.

Failure to meet TEAM Requirements

The DF periodically meets with and emails beginning teachers and mentors to check on progress and alert them to deadlines.

TEAM Module Progress Tracking

We are a very small school with only two to four beginning teachers at a time so monitoring progress is simple:

All BT's submit their reflection papers to the DF. In addition, the reflection paper reviewers report their successful/unsuccessful findings to the district facilitator. The DF will email or meet with BT's who are not on track to complete the module process by the end of their second year at Bridge (with the understanding that a third year is allowed for completion if necessary).

Teachers who are not on track to complete TEAM by their deadline are given extra supports in the form of more frequent meetings. We have also broken the reflection paper down into smaller chunks, for example having a BT focus only on new learning, and only when that section is complete do they move on to evidence of impact on practice.

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

- 1) We currently have two trained reviewers and both also serve as mentors so reflection papers are assigned to a person who did not serve as the BT's mentor.
- 2) We follow the state's criteria for successful completion of a reflection paper.
- 3) When a reflection paper is deemed unsuccessful both the BT's mentor and the DF will review the paper with the BT to guide them toward a more successful outcome. After the paper has been revised, it is resubmitted to the reviewer through email.
- 4) Results are communicated through email so that there is documentation of outcomes.
- 5) Only the BT, his/her mentor, the DF and the reviewer are privy to the reviewer's findings.

Dispute Resolution and Appeals

We have never had a dispute about the TEAM process. However, should a dispute arise it would first be handled by the DF. The DF would meet with all involved parties and work to resolve the issue.

If the DF's intervention did not resolve the dispute the matter would be turned over to our director and if further intervention was necessary it could be brought before our Board of Directors.

If the issue were one of compliance the DF would seek the advise of a RESC official such as Claudine Primack (we did this when a BT became too ill to complete a module and we needed advice about seeking an extension).