

Seymour Public Schools TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Michael Wilson

District Facilitator: Vonda Tencza

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TEAM Coordinating Committee

Vonda Tencza, Associate Superintendent, District Facilitator

Meagan Krushinski, Teacher, Seymour Association
Co-President

Leslie Olson, Teacher, Master Mentor

TCC Meeting Timeline

TCC members will meet in December and April to monitor required submission of reflection papers, progress toward completion of modules, and communications distributed regarding trainings (mentor, reflection paper reviewer, etc)

Administrators will meet with beginning teachers and mentors monthly to serve as support and guidance.

DF will share quarterly with administrative cabinet progress and related TEAM activities.

District's 3 year objectives

Goal: establish a collaborative and supportive culture, which supports the professional growth of teachers ensuring student success. Provide on-going and systematic professional learning, support and resources around the following to develop a culture of trust, respect, and results:

- effective teaching strategies (Marzano, Pickering, Pollock, Hattie)
- classroom management (Marzano, Pickering)
- differentiated instruction
- common formative assessments and data analysis to inform instruction
- assessment practices (Hattie)

Goal: use standards-based, formative assessments within the collaborative and supportive culture that allows the teacher to self-identify specific ways to improve professionally. Provide ongoing systematic professional learning around the following to develop the attributes needed to be a reflective practitioner who continually seeks to improve his/her craft.

- CCT performance profiles (CSDE)
- utilize data from the CCT profile to set professional goals and action plan

TEAM Funding Allocations:

Mentor stipends: the state provided funds will off-set the mentor stipends, and the district will cover the remaining cost

Data system:

Cooperating teacher:

Professional development:

Module 5

Facilitated by: The District Facilitator

When: At the beginning of the first year of teaching

Audience: Beginning teachers, mentors and experienced staff

Completion: Once the facilitated discussions are completed, the beginning teachers will log onto the TEAM website and complete

TEAM Mentors

Mentor selection criteria: teachers who have at least five years of experience will be invited to submit an application that includes resume and recommendation of building principal. The DF will consider the resume, recommendation, grade level/specialty area of teaching, teaching experience, and ability to work with adult learners.

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A minimum of once yearly the DF will review the current list of mentors to review and communicate out eligibility/need for refresher training. Each spring all teachers eligible will be invited to consider the role of mentor and to complete the application process.

Mentors will not be assigned unless their training is current.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Grade level,Content Area,Proximity,Needs

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

PD for mentors:

Monitoring of the meeting log: The TEAM website is reviewed by the DF at a minimum monthly to monitor the number of mentor hours being logged. Emails are sent to both BT and mentors each month documenting and providing feedback on the dashboard data. Midyear meetings are conducted to monitor status of mentoring hours and module progress.

Orientation

During the new teacher orientation which occurs prior to the beginning teacher's start of school, the DF conducts a half day TEAM orientation. During this meeting the mentor and BT are introduced, the TEAM website and resources are explored, the modules are discussed and reviewed, and basic timelines for TEAM completion are established.

One month later, in September, the DF meets with each BT and mentor team and reviews CCT domains and the expectations for the first module. Examples of acceptable log entry topics are shared and topics for mentor/ BT meetings are established. Each BT/mentor team is informed that they will be monitored and feedback on progress will be provided monthly via email.

Failure to meet TEAM Requirements

BTs will progress through all five modules and complete all reflection papers via the TEAM website. Benchmark dates are established and monthly updates from the DF are provided via email to the BT, mentor, and building administrator who signs off on the PGAPs. Teachers are informed in writing during their new teacher orientation that if they 'do not successfully complete all five modules by the end of three years in TEAM for Category I teachers, and two modules within two years for Category II teachers, and who do not receive an approved extension of time, they will not be eligible for an extension of their initial educator certificate and will not be eligible to advance to the provisional certificate. In such case, in order to earn eligibility for the reissuance of the initial educator certificate, the teacher would need to fulfill the requirements of intervening study and experience (Sec. 10-145f) as approved by the State Board of Education.'

TEAM Module Progress Tracking

In September, the DF meets with each BT and mentor team and reviews CCT domains and the expectations for the first module. Examples of acceptable log entry topics are shared and topics for mentor/ BT meetings are established. Each BT/mentor team is informed that they will be monitored and feedback on progress will be provided monthly via email.

Module 5 will be the BT's first module completed, prior to the end of September, through the process of new teacher orientation.

Module 1 is the required first module (outside of module 5) for all Seymour teachers and must be completed prior to the end of December, year 1 of TEAM.

Module 3 is completed usually as the second module Seymour teachers will complete by the end of May in year 1 of TEAM.

Module 4 is usually completed by the end of December, year 2 of TEAM.

Module 2 is often the final module to be completed in Seymour and should be completed by the end of May in year 2 of TEAM.

Individual adjustments may be made for extenuating circumstances and must be discussed with building administration and DF.

Individual adjustments may be made for extenuating circumstances and must be discussed with building administration and DF. The DF will meet with the superintendent in December and June of each year to review BT progress and supports needed.

If at any point a BT is not on track to complete module and TEAM deadline dates, the DF will schedule regular meetings will be scheduled with BT, mentor, and building administrator to identify barriers to success and strategies to enable success. Bi-weekly monitoring of progress on the TEAM website by the DF will provide timely progress monitoring and feedback as needed.

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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 required to attend a state approved training.

Module review option: Regional Review (RESC Collaborative)

Dispute Resolution and Appeals

In Seymour, the school principal will discuss/review the BT two year support plan within 30 days of the start of the school year (or within 30 days of hire). The principal will notify the DF when the plan is completed.

BT will communicate with the building principal approximate dates for the PGAPs and module execution, and the principal will monitor and approve through the TEAM website. As needed, the principal will address concerns and recognize successes with the BT and mentor.

Monthly the DF will monitor BT/Mentor logs via the TEAM website and provide feedback on progress via email to both BT and mentor and will cc building principal.

If at any point the mentor and BT demonstrate attendance issues/lack of participation in meetings, or relationship issues, the concern will be reported to the DF in writing. The DF will request members of the TCC as appropriate to assist with mediation efforts to resolve the concern, including and not limited to: re-assignment of mentor/BT match, discussing concerns with building principal, and referring situation to Superintendent.

District will follow procedures for regional review of reflection papers. If papers do not meet standard after these procedures are followed, and a BT still has a dispute about the outcome of the paper, the DF will request that the regional review committee review the most recently submitted reflection paper.