

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

## District Leadership Team

Superintendent: Maria Pirro

District Facilitator: Gabriel Riccio

DF Email: gabriel.riccio@ct.gov

DF Phone: 860-692-7545

## TEAM Coordinating Committee

Gabriel Riccio, District Facilitator

Caryn McCarthy, District-level Administrator

Lenore Gagain, Building-level School Administrator

Heather Mroz, State School Teacher, Mentor Leader

Eileen O'Neill, State School Teacher, Academic Representative

Gabriel Riccio, District-level Administrator

Michael Nunes, District-level Administrator

Dan Toth, Career-Technical Education Representative, Union Steward

Jennifer Corti, State School Teacher, Mentor Leader

Joseph Czech, Vocational Instructor, Career-Technical Education Representative

## TCC Meeting Timeline

USD#1 TEAM Coordinating Committee (TCC)

The TEAM Coordinating Committee will include, but not be limited to, the following members:

- \*District TEAM Facilitator (DF);
- \*Director of Curriculum and Instruction;
- \*Director of Career Technical Education and Fiscal Services;
- \*Director of Special Education;
- \*One (1) USD#1 School Administrator;
- \*One (1) CSEA/P3B Council union steward;
- \*Two (2) USD#1 Mentor Leaders assigned by the District Facilitator;
- \*Two (2) TEAM mentors: One (1) with an academic certification and one (1) with a Career-

Technical certification;

- \*The TEAM District Facilitator will be appointed by the Superintendent of USD#1;
- \*Selection to the TCC will be based on the recommendations of building principals;
- \*Criteria for nomination will be based on recent (within past three years) training and mentoring experience;
- \*TCC members with DF and/or Superintendent recommendation, may attend Initial Support

Teacher Training (IST);

- \*TCC members must hold a valid CT Educator Certification for at least five (5) years, with at least three (3) years of experience in Unified School District #1;
- \*The TCC, in collaboration with the USD#1 Superintendent, will review all new TCC candidates and select new members when necessary; and
- \*Upon vacancy of the Union Steward (CSEA/P3B) position on the TCC, the outgoing steward will collaborate with the District Facilitator to appoint a replacement.

All TCC members will serve a rotating three (3) year term with the exception of the District Facilitator and the three (3) Directors.

TCC members may, with the approval of the USD#1 Superintendent, serve multiple terms on the committee.

Establishing a timeline for the TEAM Coordinating Committee to meet or communicate with the Superintendent or his/her designee regarding committee activities:

- \*The DF will establish a quarterly schedule for TCC meetings to review and oversee the implementation of the district TEAM plan;
- \*The DF will meet with the Superintendent no less than three (3) times per year to provide an update of TEAM activities, including the progress of new teachers completing modules;
- \*The DF, or TCC designee, will attend State Department of Education meetings, significant and/or relevant to the TEAM process; and
- \*The TCC will maintain ongoing informal communication with the Superintendent concerning TEAM Coordinating Committee

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

activities.

## District's 3 year objectives

Unified School District #1's (USD#1) Three Year Team Objectives and Supporting Activities

Objective: Support the TEAM Program

Supporting Activities:

- \*Appoint teachers and administrators to the TEAM Coordinating Committee (TCC) and establish process for appointing new members;
- \*Establish meeting times, roles and responsibilities, and procedures for the TCC;
- \*Update policies and procedures relevant to TEAM;
- \*Review TEAM mentor list to ensure both content-based and geographical representation is maintained;
- \*Recruit reflection reviewers to serve on the USD#1 District Review Committee;
- \*Schedule and/or provide opportunities for teachers and administrators to be TEAM trained (i.e. update training, administrator overview, mentor training, and reviewer training);
- \*Identify and recruit additional mentors to meet district needs; and
- \*Develop a feedback mechanism to monitor TEAM program effectiveness (i.e. surveys, exit interviews).

Objective: Support beginning teachers to ensure professional growth, development, and retention

Supporting Activities:

- \*Assign mentors to beginning teachers immediately following Academy graduation;
- \*Provide staff training and professional development to meet TEAM requirements and address new teachers' needs;
- \*Provide on-going systematic professional learning opportunities for new teachers and mentors;
- \*Activities for all USD#1 new teachers will include the following:— For Beginning Teachers (BT):

An overview of the TEAM program requirements;

- An overview of the district's expectations throughout the TEAM process;
- An overview of the TEAM Log-in process;
- An introduction to Module 5 (Professional Responsibility) and participation in structured

Facilitated Conversations;

- Provide timelines (TEAM Two Year Support Plan Timeline) to assist beginning teachers and mentors with the planning of professional growth activities related to the TEAM modules, so that year one (1) and two (2) induction will include:— Monthly district support meetings for mentors and beginning teachers;
- Regularly scheduled meetings between mentor and beginning teacher;
- Release time provided for classroom observations; and

— For TEAM Mentors:

- Provide staff training and professional development to meet TEAM requirements; and
- Recruit new mentors for initial TEAM and/or reviewer training.

Objective: Develop new teacher goals and objectives related to district initiatives

Supporting Activities:

- \*Correlate TEAM with the upcoming USD#1 Teacher Evaluation and Professional Development Guide;
- \*Develop a two-year professional development plan for new staff.

Frequently update training opportunities through district-wide emails.

Periodic meetings with mentors, reviewers and beginning teachers.

Release time is coordinated through district facilitator, site administrators, mentors, and beginning teachers.

Submitted by the district facilitator.

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

## TEAM Funding Allocations:

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

## Module 5

Facilitated by: The District Facilitator

When: Other Beginning of first year of teaching within USD#1

Audience: Beginning teachers, mentors and experienced staff

Completion: Documentation will be completed through the BT Dashboard and logs.

## TEAM Mentors

Mentor selection criteria: Process to Select and Recruit TEAM Mentors:

- \*A minimum of five years of teaching experience with three years in USD#1;
- \*Administrator recommendation and TCC approval;
- \*Demonstration of ability to work collaboratively;
- \*Willingness to commit to this role for three years;
- \*Provide opportunity, when necessary, for eligible teachers to submit their names for consideration; and
- \*The TCC will review submissions and select mentors.

Are mentors assigned within 30 days: Yes

Mentor match criteria: 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: Provide Professional Development

\*The District Facilitator will monitor mentor activities on the DF Dashboard to ensure adherence to all mandated requirements.

Monitoring of the meeting log: Through the Dashboard and logs.

## Orientation

Collect and annually update (if necessary) beginning teachers' two-year support plans:

\* The TCC will collect Beginning Teachers' Two-year support plans within 30 days from the Beginning Teacher's posted entry date.

Ensure that mentors and beginning teachers are working together to complete the beginning teacher's Professional Growth Action Plan (PGAP) and are participating in the module process:

- \* The TEAM Coordinating Committee will present an overview of the TEAM program and expectations, with specific information on the module review process immediately following graduation;
- \* The DF and/or Team Coordinating Committee will monitor Beginning Teacher progress via the TCC Member Dashboard; and
- \* Beginning Teachers will provide the School Administrator with the approximate date that the Professional Growth Action Plan will be ready to share/discuss/sign-off.
- \* Beginning Teachers will inform the DF via email when a reflection paper has been submitted to ensure timely processing.

\* Year 1 beginning teachers will complete Module 5 and 2 other modules within twelve (12) months of entry date;

\* Year 2 beginning teachers will complete the remaining modules, if applicable. Category II Beginning Teachers (Vocational Instructors and Business Education Educators) must complete all outstanding modules within 2 years of their entry date;

\* Year 3 beginning teachers will complete the remaining modules, if applicable. Category I Beginning Teachers (Regular Academic, Special Education, and TESOL Educators) must complete all outstanding modules within 3 years of their entry date.

## **Unified School District #1 TEAM District Support Plan - 2019-2022**

Establish and communicate timelines for submission of reflection papers and monitor program completion:

- \* The TEAM District Facilitator will meet with the Superintendent no fewer than two times per year to review the Team Coordinating Committee membership and to discuss the current number of beginning teachers and their progress toward completing each module;
- \* The School Administrator of the Beginning Teacher will monitor the beginning teacher and mentor relationship and will provide feedback and support as appropriate;
- \* The School Administrator of the Beginning Teacher will meet at least four times per year with beginning teachers and mentors to facilitate the sharing of professional growth activities, successes, resources, etc. and/or to facilitate/provide professional development related to the induction/support of new teachers;
- \* The TEAM Coordinating Committee members will meet at least four times per year to monitor the progress toward successful completion of modules and the three-year district plan.

### **Failure to meet TEAM Requirements**

In initial meetings, trainings, and conversations with their mentors and administrators, BTs will be made aware that if modules are not completed in a timely manner that those BTs will not be eligible for an extension of their initial certification and will not be eligible to advance to the provisional certification.

### **TEAM Module Progress Tracking**

Monitor progress on the Dashboard.

Emails or contacts from the DF to the BT and their mentor.

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: In-district Review

#### **In-district review process**

Assigning papers for review:

- \* The District Facilitator will assign papers for review; and
- \* Assigned reviewers will be chosen from a USD#1 school other than where the Beginning Teacher is employed.

Establishing a monitoring timeline:

- \* The assigned review committee member will review the paper and provide written feedback to the DF within ten school days from submission.

The secondary review of papers that do not meet successful completion standard:

- \* In the event of an unsuccessful submission, the District Facilitator will contact the Beginning Teacher within five (5) business days to Review the Suggestions to Improve Performance and guidelines for resubmission of reflection paper.

(The beginning teacher may resubmit reflection papers an unlimited number of times but may not begin a new module until the reflection deemed "unsuccessful" meets expected criteria for successful completion.)

\* Assuring Confidentiality:

At Reviewer Training all reviewers will sign a confidentiality agreement and follow procedures as outlined therein.

### **Dispute Resolution and Appeals**

Disputes concerning the mentoring module process will be handled as follows:

- \*Beginning teachers or mentors who believe they are inappropriately matched should contact the TEAM District Facilitator;
- \*The TEAM District Facilitator may identify any internal disputes or appeals, and with the mentor, provide support for a resolution;

## **Unified School District #1 TEAM District Support Plan - 2019-2022**

- \*The District Facilitator will determine if said disputes or appeals can be resolved, or if the match should be dissolved;
- \*If dissolved, a new match will be made immediately;
- \*The TEAM District Facilitator will annually review the district list of mentors to identify who has demonstrated effectiveness in that role. If concerns arise, the mentor will have an opportunity for discussion with the District Facilitator to determine if the concerns can be reconciled through the support of the Team Coordinating Committee.

In the event a dispute occurs, an appeal can be made as follows:

- \*The dispute is brought, in writing, to the attention of the District Facilitator;
- \*If not resolved by interventions by the District Facilitator, the dispute is brought, in writing, to the Superintendent of USD#1.