

# Newington Public Schools TEAM District Support Plan - 2019-2022

## District Leadership Team

Superintendent: Pamela Muraca, Interim Superintendent

District Facilitator: Kimberly Davis

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## TEAM Coordinating Committee

Craig Guyette/Teacher and NTA Secretary

Michael Gaydos/Elementary Principal

Matt Rossi/Middle School Physical Education Teacher

Melody Lee/Middle School Math Teacher

James Harris/High School Assistant Principal

Kim Garger/Elementary Instructional Coach

Tracy Modon/Elementary Teacher

Rachel Stewart/Middle School Science Teacher

Christine Tyler/Middle School Science Teacher

## TCC Meeting Timeline

TCC Timelines

Meeting Schedule Members of the TCC will meet in the fall and spring each year.

Fall Tasks:

1. Review TCC Membership
2. TEAM Mentor/Cooperating Teacher List
3. TEAM Orientation
4. Recruit Mentors & Paper Readers
5. Timeline and Procedures for Cooperating/Mentor Teacher Recruitment

Winter Tasks (District Facilitator):

1. Send out "check-in" updates on progress to beginning educators and mentors (January)
2. Recruit Mentors & Paper Readers

Spring Tasks:

1. Review and approval of cooperating/mentor teacher applications
2. Review annual activity report
3. Send out "check-in" updates on progress to beginning educators and mentors (April)
4. Recruit Mentors & Paper Readers
5. Identify district selection reviewers

## District's 3 year objectives

Student Achievement

Objective: Develop teachers who are able to design, implement, and assess instruction to ensure measurable student growth over time.

Activities:

Beginning teachers will participate in a range of professional programs that utilize the district wide-shared vision of the essential elements of effective teaching that promote students' curiosity and learning.

Beginning teachers will work as collaborative team members in the use of multiple measures of student performance data to guide instruction and monitor growth

Beginning teachers will have multiple experiences in assessment development, administration and interpretation.

Support for Beginning Teachers (ensure success, retention)

Objective: Establish a collaborative and supportive culture that supports the professional growth of teachers ensuring student success.

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### Activities:

Assign a mentor to each new teacher

TEAM trained district and building level staff will serve as "guides at the side" to collaboratively support the professional growth of the beginning teacher's understanding of and use of district standards and practices.

Objective: Provide on-going, job-embedded, systemic professional learning to develop a culture of trust, respect, and results.

### Activities:

Mentor/mentee classroom observations to improve specific components of teaching and learning.

Professional learning programs focused on research-based instructional strategies to improve student achievement across all content areas and across all grade levels will be provided to beginning teachers and mentors. An overview of the program will be offered in August, followed by an orientation in September/October. This will be followed by reminders of progress expectations in January and April.

Differentiated Instruction - Differentiated School: Making Revolutionary Changes in Teaching and Learning (Tomlinson, Brimijoin, Narvaez)

Scientific-Research Based Instruction & Progress Monitoring - Connecticut's Framework for RTI

Identified Nine High Yield Instructional Strategies - Art and Science of Teaching (Marzano, Pickering, Pollock)

Classroom Management - First Days of School (Wong); Classroom Management that Works (Marzano & Pickering); Learning Targets (Moss/Brookhart); PLCs: Cultures Built to Last (Dufour & Fullan)

Objective: Use standards-based common formative assessments within a collaborative, and supportive culture that allows the teacher to identify specific ways to make profession improvements.

### Activities:

Provide on-going systematic professional learning around the attributes needed to be a reflective practitioner who continually seeks to improve his/her craft

CCT Performance Profiles (CT State Department of Education)

Support for Mentors (collaborators, reflective practitioners)

Objective: Institute the practice of learning-focused mentoring. Provide on-going systematic professional learning around the following to develop the attributes needed to be a successful mentor.

### Activities:

Data Driven Decision Making/Data Teams

High-Yield Effective Teaching Strategies (Marzano, Pickering, Pollock)

Classroom Management That Works (Marzano, Marzano, Pickering)

### **TEAM Funding Allocations:**

Mentor stipends:

Data system:

Cooperating teacher:

Professional development: This is provided in-district

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## Module 5

Facilitated by: The District Facilitator

When: Other We offer two Module 5 training sessions every year. Once in November and once in March

Audience: Beginning teachers and their mentors

Completion: Completion of Module 5 is documented online in the TEAM Collaborative.

### TEAM Mentors

Mentor selection criteria: Selection of TEAM mentors and reflection paper reviewers by TCC includes:

Review candidate's application and recommendation by building principal and/or supervisor;  
Consider the candidate's knowledge of the CCT, writing a personal growth plan and using data to reflect upon and improve professional practice;  
Consider the candidate's teaching experience and ability to successfully work with adult learners;  
Considering the candidate's demonstrated experience and commitment to the goals of the district.  
Performance at or above a level 3 on the Newington Public Schools Educator Evaluation System.  
Must be a TEAM Trained Mentor to be a paper reviewer.

Mentor training:

At least once annually, the District Facilitator will review the current list of active mentors to ensure that they have attended TEAM initial support training or update training at least within the past three years.

Mentors who need to attend an update training will be notified by the District Facilitator along with possible options for attending training.

Mentors who do not attend an update training before the start of the following school year will be removed from the list of current mentors and will be required to attend the 3-day initial support training prior to being assigned to mentor a beginning teacher.

Annual notification will be sent out to all mentors regarding their mentoring status.

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: All monitoring is done online through the TEAM Collaborative. Mid-year, I (DF) review completion hours to make sure that Beginning teachers are getting the support needed and are on track to complete TEAM within two years. Letters are sent to both Mentors and Beginning Teachers indicating where they should be in the process.

### Orientation

At the beginning of the year the District Facilitator offers two TEAM orientations (to accommodate schedules) to both the Beginning Teacher and the Mentor. During this, we introduce what TEAM is, review The TEAM program requirements and expectations, how to ensure a successful two-year completion, and where Beginning Teachers and Mentors can go to get support.

### Failure to meet TEAM Requirements

We spend a considerable amount of time during the TEAM Orientation about the importance of timelines, meeting deadlines and going over consequences of not completing TEAM on time. We also send out letters to Beginning Teachers and Mentors if we notice someone is not on-track, and/or have a formal sit down meeting.

### TEAM Module Progress Tracking

All monitoring is done online through the TEAM Collaborative. Mid-year, I (DF) review completion hours to make sure that Beginning teachers are getting the support needed and are on track to complete TEAM within two years.

Letters are sent to both Mentors and Beginning Teachers indicating where they should be in the process.

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

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## TEAM Reviewers

Reviewers are required to attend a state approved training.

Module review option: In-district Review

### In-district review process

For those districts electing the in-district review only: Identify a process for:

Assigning papers for review -

District Facilitator will assign reflection papers to members of the review committee - Consideration will be made to assign reflection papers to reviewers with similar grade levels and teaching assignments as possible.

Establishing and monitoring timelines

The process of In-district review, from Beginning Teacher portal submission of module paper, to results notification, is 10 school days.

the District Facilitator will forward papers to reviewers;

reviewers will review reflection papers;

determine successful completion and return to District Facilitator;

District Facilitator will notify beginning teacher and mentor about result

Secondary review of papers that do not meet successful completion standard

District Facilitator will serve as the secondary, and "Chief Reviewer" for unsuccessful papers;

District Facilitator will provide an opportunity to meet with the mentor and mentee to provide coaching and support;

the paper will be revised and resubmitted for review by the beginning teacher;

the District Facilitator will review the module paper and determined it successful or unsuccessful;

the District Facilitator will provide more intensive support to the mentor and beginning teacher if the paper is again determined unsuccessful

Assuring confidentiality

At least once annually, all reviewers will attend a TEAM Update training focused on the review of reflection papers based on the standards for successful completion

Included in annual update training will be a review of procedures to assure confidentiality, obtaining a signed agreement from each reviewer assuring his/her confidentiality, and a review of possible consequences should confidentiality be violated

### Dispute Resolution and Appeals

A subcommittee of three TCC members will be established as needed, consisting of the: District Facilitator, NTA Representative and a mutually agreed upon TCC member.

Parties requesting resolution of disputes or appeals will submit concern in writing to the District Facilitator, who will notify the subcommittee within one week.

Subcommittee will review requests, meet with individual parties (if necessary) and make recommendations for resolution to the District Facilitator, who will notify the parties involved within one week.

Requests for special accommodations will be submitted to the District TEAM Facilitator 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 the continuing relevance of older documentation); and description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities.

Concerns regarding mentor/beginning teacher relationships: The relationship between the mentor and beginning teacher must be one that promotes collaboration, honesty and risk-taking. The mentor is responsible for providing ongoing coaching, support and effective feedback to support the beginning teacher's growth and development; while the beginning teacher must openly share successes, challenges and demonstrate receptiveness and application of corrective feedback. The TCC recognizes that there are special circumstances where the mentor and beginning teacher's relationship does not foster this type of collaboration to promote the growth necessary for the beginning teacher. If this is the case, the beginning teacher should seek immediate

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support from any of the following individuals: District Facilitator, Building Principal, Supervisor, TCC Member, or Department Coordinator. The District Facilitator should be immediately notified of this situation, in the event that a mentor placement change is required.

Documentation must also include:

the type of accommodation(s) requested;

a description of why the(se) accommodation(s) 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