

New Milford Public Schools TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Interim-Dr. Stephen Tracy

District Facilitator: Alisha DiCorpo

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TEAM Coordinating Committee

Alisha DiCorpo Assistant Superintendent

Megan Bozwell SPED Teacher HS

Elizabeth Stewart 6-8 Humanities Coach

Cynthia Bonnell Elementary Teacher

Kimberly Patella-Union Representative (President)

Jeffrey Bronn High School English Teacher/Co Chair TEAM

Kate DeBarber K-5 Literacy Coach

Diana Beddows-MS Music Teacher

Leanne Buckley Music Teacher

Yvonne de St Croix, Denise Duggan, Stacey Haleks, Jennifer Hankla, Megan Lago, Mariann Schirizzo, Gregory Shugrue

TCC Meeting Timeline

The TCC meets two times per year, Fall and Spring. The committee is composed of administrators, CO personnel and mentors and the information from the meetings will be shared with administrators and mentors and mentees in TEAM.

District's 3 year objectives

TEAM Objectives:

Align the supports necessary to connect information on teacher needs from pre service with that of the CCT during in service in order to provide support to teachers throughout the TEAM process.

Continuously align professional learning to district and school priorities related to teaching and learning.

Provide professional learning grounded in collaboration in order to grow and support collective efficacy among our teaching force.

We will continue to identify and recruit new mentors and scorers;

Schedule training for TEAM for new mentors and scorers;

Schedule mentor update training for existing mentors;

Schedule release time for mentors and beginning teachers to meet and collaborate

Develop feedback mechanism to monitor program effectiveness with the TEAM CC

Provide an on-going, systemic professional learning to develop the attributes needed to be a reflective practitioner who continually seeks to improve his/her craft.

Provide ongoing support through calibration to help support effective evidence collection in support of new teacher practice and to identify next steps collaboratively.

As teachers plan with their mentees for each module, they identify a timeline for implementation of the instructional strategy or focus area. Once the timeline is established, the mentor or mentee will approach the building principal for release time in o

A TEAM Lead Mentor has been established by the TEAM CC. This mentor will attend all training opportunities and will work as a support to all teachers in TEAM at the building level.

Trainings will be communicated from the building administration as well a

The Assistant Superintendent oversees TEAM and the Teacher Evaluation process.

The TEAM mentors and mentees as well as the administration are told that although teachers may choose to focus on a module and have it relate directly to a performance and practice goal, administration can not make that mandatory. Mentors are also told not to share information that is learned through the TEAM process through reflection and observation/feedback with a mentor with administration and administration is told not to ask for that information.

When mentors are matched, mentors and mentees in the same building are preferred for this reason-easier access to each other, knowledge of the content and curriculum and time to meet when both teachers are accessible. In addition, the district offers dist

New Milford Public Schools TEAM District Support Plan - 2019-2022

Each year the TEAM CC meets to identify and review PL activities and other activities for mentors and mentees. This list is shared with the Supt.

Copies of activities mentors and mentees attend are kept with the TEAM DF. The list of mentor-mentee activities

TEAM Funding Allocations:

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

Module 5

Facilitated by: The District Facilitator

When: Mid-year of the first year of teaching

Audience: Beginning teachers, mentors and experienced staff

Completion: Module 5 completion must be documented in the dashboard. Teachers are also told to keep a copy of any notes and

TEAM Mentors

Mentor selection criteria: Mentors will be selected based on their interest in the TEAM process and in being a mentor. In addition, administrators will encourage exemplary teachers to apply.

Consideration of a potential mentor should include his/her teaching experience in the district, the ability to work with adult learners, and have knowledge and application of the CCT.

TEAM mentors will be provided training in both TEAM ROP and in the collection of qualitative and quantitative data and in providing actionable feedback.

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: Mentors are trained in evidence collection of qualitative and quantitative evidence in order to support new teachers through the CAPA cycles. This allows for timely, relevant feedback that will help mentees reflect on their next step in the cycle.

Monitoring of the meeting log: Mentor hours are overseen by the Assistant Superintendent through the dashboard. Building leadership also checks in with mentors to see if they need or would like release time and also to follow up on hour requirements. In addition, beginning next year, Lead Mentors will work directly with pairs to support collaboration time as well as oversee the teacher and mentor logs of hours in order to ensure that new teachers and mentors are making time to meet.

Orientation

An overview of the TEAM program requirements, and introduction to TEAM and a review of the district support plan, timelines for completion as well as all district specific requirements related to TEAM ROP are provided to teachers during New Teacher Orientation as well as are communicated throughout the year at the district level TEAM meetings where mentors and mentees are present. This is also the time we share any changes or updates to the TEAM program structures from the state, or any changes made through the TEAM CC.

Failure to meet TEAM Requirements

This information is shared with teachers at their hire meeting as well as during New Teacher Orientation and during the first district meeting of the year for TEAM.

TEAM Module Progress Tracking

In addition, when and if we are ever alerted by the state that a teacher may not finish TEAM in time, a call/meeting and a follow up email with the agreed upon timelines, supports and requirements for completion are shared with the teacher. This is an effort

New Milford Public Schools TEAM District Support Plan - 2019-2022

to help the new teacher be successful with the completion of TEAM.

Meeting with the Asst Supt and mentor to devise an agreed upon plan to move forward, complete with release time and dates leading up to successful completion.

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

Module completion determined by submitting a project

TEAM ROP-This is an instructional module process that requires teachers to identify an area of growth and engage in professional learning, apply their new learning, and document through participation in a review of practice (project).

Each instructional module is reviewed through a structured review of practice model (Collect, Analyze, Process, and Act) led by the mentor teacher, The beginning teacher collects evidence and reflects on what they have found to demonstrate the connection between their work and the performance of their students and provide an analysis of the evidence based on the module they are working on.

Each BT must complete the following:

1. Three modules the first year including Module 5: Ethical and Professional Dilemmas. The remaining two modules will be completed in the second year. Each module covers a period of 8-10 weeks.
2. A minimum of three CAPA cycles per module.
3. A CAPA Cycle Protocol form with evidence and reflection for Modules 1-4 to be submitted by due dates collaboratively created at the first meeting of the TCC.
4. BT's must complete a reflection form after attending the Module 5 Facilitated Conversation.

Teacher evidence and reflection shared during the review of practice conversation is reviewed in district by the mentor using the same feedback criteria as the existing TEAM program,

1. New Learning: what they did to develop new learning and what they learned in relation to their own practice.
2. Impact on Practice: how they used their new learning and how their practice has changed.
3. Impact on Students: the positive impact on student learning as a result of implementing the new learning.

Module completion determined by other means

Each BT must complete the following:

1. Three modules the first year including Module 5: Ethical and Professional Dilemmas. The remaining two modules will be completed in the second year. Each module covers a period of 8-10 weeks.
2. A minimum of three CAPA cycles per module.
3. A CAPA Cycle Protocol form with evidence and reflection for Modules 1-4 to be submitted by due dates collaboratively created at the first meeting of the TCC.
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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

A. Review Option: In District Review

B. Reviewers: A number of trained reviewers from New Milford will be identified to participate in the district review of CAPA cycles for each module submitted by a BT.

C, If a paper does not pass, it is given to another reviewer for review, if in agreement, the BT and mentor are notified that the paper did not pass and they will have to resubmit within an allotted time frame. Should the second reviewer have a different outcome, the paper is then given to the Chief reviewer for scoring. If the Chief Reviewer deems it passed it will be marked as such. Should the Chief not pass it as well, the BT will be notified and will have to resubmit.

D. The papers are given to the reviewers without identifying markers,

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Dispute Resolution and Appeals

Disputes concerning the mentoring module process, the PGAP, or the BT/mentor relationships will be reported to the DF in writing. The DF will request from the members of the TCC, as appropriate, to assist with the mediation to resolve the concern, including but not limited to the following: reassignment of BT/mentor match, discussion of concerns with the principal, and referring the situation to the Superintendent. Disputes concerning feedback from the CAPA data cycle will be addressed with the DF.