

# **Newtown Public Schools TEAM District Support Plan - 2019-2022**

## **District Leadership Team**

Superintendent: Lorrie Rodrigue

District Facilitator: Karen Dreger

DF Email: dregerk@newtown.k12.ct.us

DF Phone: 2034267670

## **TEAM Coordinating Committee**

Phillip Beierle Reed Intermediate School; Teacher

Kris Feda Sandy Hook Elementary School; Math Science Specialist

Peggy Kennedy Middle Gate Elementary School; Language Arts Coach and Intervention

DJ Nicholson Newtown High School; Teacher

Karen Dreger Head O'Meadow Elementary School; Teacher

Dana Manning Newtown High School; Assistant Principal and Representative of Administrators

Susan Lang Newtown Middle School; Teacher and Representative of Newtown Federation of Teachers

Jenna Connors Hawley Elementary School; Lead Teacher

## **TCC Meeting Timeline**

The TCC meets 6 times per year after school at Central Office. The dates are selected by the Team in August. Building Facilitators then meet with school building administrators to relay important information.

## **District's 3 year objectives**

Provide each beginning teacher with a trained mentor who will:

- support developing new teacher goals and objectives related to district initiatives
- updating new teacher induction session and materials
- developing a multi-year professional development plan and schedule for new staff
- reviewing and updating new teacher evaluation policies and procedures

Require each beginning teacher to attend and participate the Module 5 facilitated conversation on the professional responsibilities of an educator.

Newtown Public Schools offers an extensive Summer Orientation; district and grade/building level PLCs; and building-level New Teacher meetings.

Newtown provides opportunities to observe other teachers in their buildings and throughout the districts; workshops both in and out of district; and access to the EdReflect and Smarter Balance websites.

## **TEAM Funding Allocations:**

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

## **Module 5**

Facilitated by: The District Facilitator

When: Other Beginning and end of each school year.

Audience: Beginning teachers, mentors and experienced staff

Completion: We will conduct our conversations once per year with an additional date if needed. A trained ROP mentor from the e

## **TEAM Mentors**

Mentor selection criteria: In Newtown Public Schools, our Mentors:

are selected through an application process that includes a recommendation from the building administrator and two colleagues (can be verbal or simple email), interview and/or informational meeting with the district TEAM ROP Facilitator and/or Building

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TEAM ROP Facilitator, and notification to the Board of Education. A rolling application process will be in place during the school year. Applications generally will be reviewed by a District Facilitator within a six-week period.

will receive Initial Mentor Training by the district and Update Training every three (3) years.

will be as closely matched (when possible) with Beginning Teachers by grade level and teaching assignment. The decision for Mentor-Mentee assignments will be made at the building level by the principal with input from the Building Facilitator as needed and within a month of hire.

are expected to continue training in successful teaching strategies and best practices; and are encouraged to pursue training as TEAM ROP Project Reviewers.

are required to submit a mentor log to document date, time, module or topic addressed, and pertinent notes from the meeting. Logs must be initialed by mentor, beginning teacher and building facilitator.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Grade level, Content Area, 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:

Monitoring of the meeting log: Google Doc Mentor Log provided to all active Mentors.

### **Orientation**

District Support for New Teachers:

Building Facilitators in collaboration with Principal will pair Beginning Teachers within 30 days of hire. Building Facilitator will forward to Assistant Superintendent, District Facilitator.

All new teachers will attend a mandatory District Orientation during which time will be devoted to an introduction to TEAM ROP.

All new teachers will receive access to a "Welcome to the District" digital folder

Introductory letter

Timeline with ROP Project due dates for each semester

Sample Modules

Late Submission impact on certification

The Building Facilitator will review Meeting Logs at least once every other month. As necessary, the Building Facilitator will acknowledge success and address any concerns with the Beginning Teacher and/or Mentor and notify the administrator if issues require his/her attention.

New teachers who are not on track for ROP completion will meet with Building and District Facilitators to formulate a plan for success.

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

Successful Completion of Instructional Modules:

Teachers will demonstrate completion of each instructional module by submission and successful review of a ROP Project.

Documentation is through a Google Site submission of a CAPA Cycle Project.

This CAPA (Collect, Analyze, Process and Act) feedback cycle of collecting evidence, analyzing its impact, determining and planning for appropriate improvements, and putting them into practice, builds the capacity of all staff to effectively apply an impactful improvement process to enhance teacher practice and improve student achievement.

### **TEAM Module Progress Tracking**

All new teachers will attend a mandatory District Orientation during which time will be devoted to an introduction to TEAM ROP.

All new teachers will receive access to a "Welcome to the District" digital folder

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Introductory letter  
Timeline with ROP Project due dates for each semester  
Sample Modules  
Late Submission impact on certification

New teachers who are not on track for ROP completion will meet with Building and District Facilitators to formulate a plan for success.

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

### **Module completion determined by submitting a project**

Requirements are:  
Four CAPA Cycle Projects  
One facilitated conversation on professionalism and ethics in teaching  
Completion within three years (strong recommendation is within two years)

### **Module completion determined by other means**

n/a

### **TEAM Reviewers**

Reviewers are trained in-district using a state-approved training.

Module review option: In-district Review

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

Project Review Process:

Newtown Public Schools will review ROP Projects in-district. The review committee is composed of current trained TCC members. The District Facilitator will train members as needed and calibrate reviewers yearly.

Completed ROP Projects will be submitted as a Google Doc into a digital mailbox on a New Staff Google Site. The project will be assigned a numerical code by the District Facilitator to ensure anonymity. Papers will be equally distributed among scorers by the District Facilitator. The TCC will use the Criteria for Success as outlined by the State Department of Education and provided by the RESC.

Results will be shared through Google Docs, including projects that did not meet the criteria for success. After amending the original project, teacher can re-submit following the process outlined above.

### **Dispute Resolution and Appeals**

Dispute Resolution:

In order to resolve internal disputes or appeals related to the TEAM ROP program, the district will use the following protocol:

Disputes concerning the mentoring module process or the Mentor-Beginning Teacher relationships will be reported to the District TEAM ROP Facilitator (DF) if not satisfactorily resolved at the building level. The DF will request from members of the TCC, as appropriate, to assist with mediation in an effort to resolve the concern, including, but not limited to the following: re- assignment of Mentor/Beginning Teacher match, discussion of concerns with the Principal and referral of the situation to the Superintendent.

Requests by Beginning Teachers for special accommodations will be submitted to the DF in writing a minimum of three (3) weeks prior to the reflection paper due date 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 (2) 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:

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/illness (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 illnesses.

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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 five (5) years of employment.