

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

## District Leadership Team

Superintendent: Tom Scarice

District Facilitator: Christopher Pagliuco

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## TEAM Coordinating Committee

Christopher Pagliuco-District Facilitator, Middle School Teacher

Denise Earles-High School English Teacher

Rebecca Coiteau-Assistant Principal-Middle School

Michael Kiefer-Technology Specialist/Tech Teacher

Rebecca Frost-Elementary Principal

Tyler Pucci- Elementary School Physical Education Teacher

Dawn Perrotti-Middle School Special Education Teacher

Gail Dahling-Hench-Asst. Superintendent

Kristy Simmons-High School Teacher

Lisa Caldwell-Literacy Coach

## TCC Meeting Timeline

Our TCC meets twice/year, once in December and again in May. The district facilitator serves as a liaison between the TCC and the building principals/mentors/central office personnel/ Board of Education. The District Facilitator meets with beginning teachers and their respective mentors in August, December and May each year and is also available upon request throughout the year.

## District's 3 year objectives

Our first objective is to foster and develop educators who are themselves lifelong learners by having them complete tasks that foster continuous examination of practice, constructive collaboration with colleagues, and engagement with recent scholarship in the field of education.

Our second objective is to inculcate our beginning teachers into our system by having them share in district literature and documents, meet and interact with our support staff, and use district professional development in their completion of the program.

This process is highlighted at our beginning teacher

## TEAM Funding Allocations:

Mentor stipends:

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 and their mentors

Completion: Teachers complete and submit reflections for each scenario that was completed at the seminar. Attendance is taken

## TEAM Mentors

Mentor selection criteria: Teachers become mentors on a voluntary basis. At times we reach out to veteran teachers in good standing in areas/schools in which there is a need. We have an application form for the teacher to fill out which then goes to their building principal for approval. That, in turn, is forwarded to the TEAM District Facilitator who lets the prospective mentor know of the next training available.

Are mentors assigned within 30 days: Yes

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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: Because our beginning teacher mentoring plan is so tightly integrated into our existing district literature and practices the overwhelming majority of district professional development also serves the mentoring program.

Monitoring of the meeting log: Our mentors submit meeting logs through shared google documents. There is a template for mentors and their beginning teachers to complete. We can tell that the log is completed on a regular basis by checking the dates of the entries on the google document history. When entries are not being made on a consistent basis, the district facilitator will know within a matter of weeks and can reach out to the beginning teacher to help remedy any problems.

### **Orientation**

Beginning teachers meet with the District Facilitator at the new teacher orientation prior to the start of the school year. At this meeting the district facilitator reviews the TEAM process in full and answers questions. Beginning teachers are then informed of who their mentor will be as soon as possible thereafter. In the third week of September the beginning teacher and their mentor attend the module 5 seminar together. This ensures that they have a mentor assigned to them by this date.

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

Beginning teachers are informed of the consequences of not completing team at the beginning teacher orientation prior to starting teaching. The district facilitator monitors the mentor logs to ensure that the beginning teacher and mentor are meeting consistently and in meaningful ways. If a beginning teacher is lagging behind, the DF reaches out to the teacher to sort out any problems and be sure the beginning teacher is informed of the importance of completion.

### **TEAM Module Progress Tracking**

Our beginning teachers complete their modules on a fall/spring calendar basis. While module 5 is completed in a single day at the start of their first year, modules 1 and 3 are completed between September and December and modules 2 and 4 are completed between January and May. Teachers and mentors are required to maintain meeting logs that are shared with the district facilitator to ensure consistent meeting. Teachers also have reflection sheets to complete and submit for their modules (that are described later). The reflection sheets are also submitted to the district facilitator as they are completed for each module. Finally at the end of each module all beginning teachers and mentors meet for a Guided Discussion which they must attend. When beginning teachers and mentors fall behind their time schedule, it quickly becomes apparent to the District Facilitator.

When beginning teachers fall behind the prescribed time schedule it will become apparent to the district facilitator in a matter of weeks. The district facilitator will then contact the beginning teacher and mentor to help identify any problems and potential solutions. If that involves using the time allotted in a third year, a formal plan with time schedule will be written, acknowledged and signed by all parties.

Method of demonstrating module completion: Other

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

Classroom Management-Beginning teachers complete "Management Rounds Across Disciplines" which includes choosing a goal from the TEAM Module 1 Continuum. The beginning teacher will observe 3 classrooms from outside the beginning teacher's grade level/subject area. They complete and submit an observation reflection sheet for each class they visit. The beginning teacher also meets for 10 hours with their mentor throughout the first 4 months of the year which is documented by a google doc which is shared with the district facilitator. Finally, the mentor and beginning teacher participate in a guided discussion about their module and submit a reflection sheet for review. The reflection sheet is then reviewed according to the CT TEAM rubric.

Planning-Beginning teachers complete "Instructional Specialist Planning Advisory" in which the beginning teacher selects 2 specialists (of a pool of 7 to choose from) to meet with about a lesson that will be taught. As part of the Advisory Reflection Sheet, which is shared with the district facilitator, the beginning teacher selects an indicator from the Planning Module Continuum that was addressed. The beginning teacher also meets for 10 hours with their mentor throughout the last 5 months of the year which is documented by a google doc which is shared with the District Facilitator. Finally the mentor and beginning teacher participate in a guided discussion about their module and submit a reflection sheet for review. The reflection sheet is then reviewed according to the CT TEAM rubric.

Instruction-Beginning teachers complete two "Peer to Peer Lesson Studies" with a teacher within their grade level and/or discipline. As part of the lesson study the beginning teacher selects an area of focus from the Instruction Module Continuum and completes a reflection that is submitted to the district facilitator. The beginning teacher also meets for 10 hours with their mentor throughout the first 4 months of the year which is documented by a google doc which is shared with the district facilitator. Finally

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the mentor and beginning teacher participate in a guided discussion about their module and submit a reflection sheet for review. The reflection sheet is then reviewed according to the CT TEAM rubric.

Assessment-Beginning teachers complete two "Quick sort Protocols" in which they examine student work and categorize student successes, errors, and difficulty. As part of completing their protocol teachers identify how they will adjust their instruction for their students in the coming days. The completed protocol is shared with the district facilitator upon completion. The beginning teacher also meets for 10 hours with their mentor throughout the last 5 months of the year which is documents by a google doc which is shared with the district facilitator. Finally the mentor and beginning teacher participate in a guided discussion about their module and submit a reflection sheet for review. The reflection sheet is then reviewed according to the CT TEAM rubric.

Professional Responsibilities and Ethics-Beginning teachers and their mentors attend a seminar at the start of year 1 in which they discuss and reflect upon CT state law and four case studies selected from the TEAM handbook. Teacher attendance is taken and is required before moving on to the next module. Teacher reflection papers are submitted and reviewed.

### **TEAM Reviewers**

Reviewers are required to attend a state approved training.

Module review option: In-district Review

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

In an effort to keep mentoring separate from evaluation, our beginning teacher reflections are reviewed by individuals from our TCC. The reviewers examine the reflection according to a rubric which is likewise provided to the beginning teachers and mentors.

If a reflection is not approved, the beginning teacher will be provided feedback and the option to meet with the reviewer for clarification. A second submission will then be assigned and collected according to a timeline agreed upon by all parties. If the second attempt is also not approved, the beginning teacher will complete the module a second time later in the year.

Teachers will receive notification of approval, or lack there of, via their school email. Because submissions are made via google docs, a history of the document is recorded ensuring full transparency of the process. The folder that submissions will be shared to will be private and only accessible to the selected reviewers.

### **Dispute Resolution and Appeals**

Internal disputes and appeals-Beginning teachers and mentors are informed of participation expectations during orientation. Failure of either party to live up to their end of the relationship would first be communicated to the District Facilitator who will seek to clarify the process or resolve the dispute amicably. If the parties can't come to an agreed upon resolution, the case will be brought to the table of the full Team Coordinating Committee. After gathering the relevant information and discussing the case, the District Assistant Superintendent will determine the best path forward. Requests for special accommodations based on disabilities will primarily be handled through human resources and we will adjust the program as needed in full compliance with district policy and the law.