

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

District Leadership Team

Superintendent: Dr. Carol D. Birks

District Facilitator: Dr. Michele Sherban

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TEAM Coordinating Committee

Michele Sherban, EdD., DF, Supervisor Student Assessment & Learning

Lisa Mack, Director of Human Resources

Sequella Coleman, Principal

Kara Buontempo, Special Education Teacher

Robin Barna, TEAM Facilitator, TCC Chairperson, Master Mentor

David Cicarella, President of New Haven AFT

Heather O'Brien, Master Mentor, Literacy Coach

Gwendolyn Bright, High School Math Teacher

TCC Meeting Timeline

Communication to central office will be made to the District Administrative Council by the District Facilitator and TEAM Facilitator/Trainer, as needed.

Communication to building leadership will be made through emails as needed.

Communication to mentors will be made through Mentor Meetings and emails several times a semester as needed.

District's 3 year objectives

Goal: To support our District Improvement Plan Priority Goals by providing systematic support for mentors and beginning teachers in order to retain high quality teachers who demonstrate superior ability and insure the success of all students.

Beginning Teachers will:

Be provided with a two to four day orientation for all new teachers entering the district to include:

1. TEAM Orientation
2. Classroom Management
3. TEVAL
4. Effective planning, preparation and instruction
5. NHPS Handbook/Resources

Receive on-site professional development for new teachers in the data system and Schoolnet

Receive content specific professional development provided by all curriculum departments

Receive on-site building mentors and mentoring teams established by the TEAM facilitator and each principal within 10 days of hire

Receive workshops to support the beginning teachers and mentors for Module 5

Mentors

The TEAM facilitator/trainer will:

Ensure that all existing mentors in need of update training participate in the online update training before their certification deadline

Facilitate on-going recruitment of new mentors twice a year, in all areas with a focus on the content areas of Special Ed., Science, Social Studies, Math, World Languages, Bilingual Education, Music and Visual Arts

Hold in-district TEAM IST training in the fall and spring for up to 30 new mentors/cooperating teachers each session

Provide support to mentors yearly through mentor meetings and informational emails

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TEAM Funding Allocations:

Mentor stipends:

Data system:

Cooperating teacher:

Professional development:

Module 5

Facilitated by: Teacher Leader

When: At the beginning of the first year of teaching

Audience: Beginning teachers and their mentors

Completion: The TEAM facilitator will present Module 5 workshops in October and February (for those hired/certified mid-year) of

TEAM Mentors

Mentor selection criteria: Informational emails are sent to "All" listing district requirements for mentors/cooperating teachers, with applications attached for those interested in applying. Recommendations for prospective mentors are also solicited from principals and content area supervisors.

Prospective mentors complete an application and Professional Development Day forms with signatures from their principal/supervisor and two additional colleagues who recommend them for the position. Applications are also available to teachers under "Talent Office" on the district's website and on www.nhps.schoolnet.com.

The candidate's knowledge of the CCT, writing a personal growth action plan and use of data to reflect upon and improve professional practice is taken into consideration.

The candidate's recent successful completion of the TEAM program, experience with committee participation and leadership roles in school is taken into consideration.

All new and active mentors/cooperating teachers must maintain a teacher evaluation score of "effective" or better to be considered for mentee and/or student teacher assignment. Those who don't will be placed on an inactive list pending evaluative review by their administrator and recommendation for them to be able to resume these duties.

Are mentors assigned within 30 days: Yes

Mentor match criteria: Grade level,Content Area,Proximity,Needs,Other

Other match criteria: Mentors are matched first with mentees in the same building and then by grade level/content area.

Mentor training: Mentors are trained by in-district trainers (lead/master mentors) who have been trained and updated by the state

PD for mentors: Mentors are invited to attend yearly mentor meetings, TEAM Orientations, Module 5 workshops and Year 2 BT workshops run by the TEAM facilitator/trainer. They also receive frequent emails updating them with TEAM process information and district requirements that they and their mentees need to meet.

Monitoring of the meeting log: The TEAM facilitator/trainer has made a district Google Doc. form for each mentor to use to document the hours they support each of their BT(s) for the district's January and May modules. This form reflects the information originally required on the TEAM website. The DF also has access to these.

The TEAM facilitator monitors them on a monthly basis insuring that all meetings are being held and logged in a timely manner for each module.

Orientation

The TEAM facilitator/trainer provides for a 3.5 - 4 hour workshop during New Teacher Orientation in August before the start of the school year. She also provides for a 2 part 3.5 - 4 hour after school workshop for those unable to attend. These are held in September and again in January for mid-year hires/certifications.

The TEAM process is discussed in full along with district guidelines, rules, TEAM timelines and deadlines. The entire Module 1 process is reviewed with beginning teachers participating in choosing CCT indicators, writing Initial Summaries, Goals, and

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PGAPs. BTs also discuss how to use our district resource handbook for research, and how to collect and document different types of data to provide specific details and evidence. They look for specific details/evidence in each of the three criteria during Reflection Paper review of Module 1 papers. The district's process for submitting papers to the TEAM facilitator, who sends them out for in-district review, is thoroughly explained.

Most beginning teachers have already met their mentors and the mentor support process is again reviewed. BTs are informed about ongoing support from the TEAM facilitator through emails discussing the TEAM module process, district requirements and "helpful hints" for successful reflection paper completion.

Failure to meet TEAM Requirements

The consequences for not completing the TEAM process by the state deadline dates are explained during TEAM Orientation and again during Year 2 BT workshops. The TEAM facilitator monitors completion deadlines and reminders are sent to BTs in danger of not meeting their completion deadlines. (These have always been teachers new to our district, who for whatever reason, did not keep up with the TEAM program in previous districts or those with severe health problems.) The TEAM facilitator assists BTs with applying for state extensions if appropriate.

TEAM Module Progress Tracking

The TEAM facilitator monitors the number of modules completed by each beginning teacher and those remaining, at the beginning and middle of each school year, and when new teachers are hired.

The TEAM facilitator checks the deadlines listed in EDS and contacts the state for correction or clarification if the dates listed differ from those we have on record. Documentation can then be verified and/or corrected if needed.

All beginning teachers who were initially hired by New Haven Public Schools are on track for successful TEAM completion in a timely manner. Those who have had specific medical reasons for needing an extension, have completed the appropriate state forms with documentation and have received an extension.

The TEAM facilitator contacts the state for beginning teachers hired from another district, who will not be able to complete the TEAM process by their deadline and also meet the district's rules and regulations, to see if a compromise can be reached. If BTs did not receive adequate support in prior districts, they have been given extensions by the state. A couple have had to complete three modules with reflection papers in one school year, which is against district policy of only completing two such modules. The TEAM facilitator works with each beginning teacher on a case-by-case basis to ensure that they are able to comply with the state deadlines.

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

TEAM Reviewers

Reviewers are required to attend a state approved training.

Module review option: In-district Review

In-district review process

The TEAM facilitator/trainer will receive, monitor and save all reflection paper submissions to ensure that all district deadlines and requirements are met.

She will remove all identifying information from the reflection paper form she made, and replace it with an individual numerical code she's assigned to each BT. She will then send the paper out to a NHPS Reviewer who works in a different school building for review. This will ensure anonymity when the papers are reviewed.

The TEAM facilitator has set up a Google Doc form for reviewers to use to document the results for each paper they read. These are only accessible to the TEAM facilitator and the DF.

The TEAM facilitator sends out the feedback results to the BT and mentor. If successful, a module completion document is sent to the BT. If it's the BT's final module, the TEAM facilitator documents this through the state's EDS system.

If the paper is unsuccessful, the TEAM facilitator, who has been trained as a Regional Chief Reviewer, will read the paper and adjudicate the results. If successful, the completion feedback and documentation are sent.

If the paper is still unsuccessful, the BT receives feedback on the criteria that needs improvement and a two week timeline for re-submission is set. The BT will revise and resubmit the paper to the TEAM facilitator who will again review it for the criteria that were not previously met. NHPS allows for only two such re-submissions, so in the unlikely event that the BT is unsuccessful a

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second time, the TEAM facilitator will ask for a meeting with the BT and mentor to discuss the specific information/documentation that is still needed before the final re-submission is made.

Once all 5 modules have been completed, the TEAM facilitator documents this in EDS. A letter is also sent to each BT upon completion of the program explaining the next steps needed for them to apply for their provisional certification.

Dispute Resolution and Appeals

A. Steps in the procedure for dissolving mentor placements:

1. Concerns about an individual mentor, beginning teacher and/or mentor and beginning teacher matches should be placed in writing to the TEAM facilitator or DF.
2. The TEAM facilitator or DF will contact the building administrator, mentor and mentee to verify and legitimize concerns.
3. The DF, TEAM facilitator and building administrator will work to find a satisfactory solution and notify the parties concerned of the decision to dissolve placement or not.
4. If placement is dissolved, the building administrator works with the TEAM facilitator to assign another mentor. The DF will determine if each mentor qualifies for partial/entire mentor stipend.

B. Steps in procedure for removal for good cause of teacher from current mentor/cooperating teacher pool.

The DF and TEAM facilitator will decide upon the matter of "good cause" based upon the mentor not meeting the following standards of performance of mentors:

1. Maintain a NHPS evaluation grade of "effective" or better.
2. Guide mentees through the successful completion of the module process and provide them with the minimum required 10 hours of support per module.
3. Attend all required training, district/building meetings and PD workshops.
4. Use the district Google Doc mentor meeting log to document the required contact hours with each mentee so as to reflect that the meetings have taken place during the course of the 8-10 week module process. The summaries of the meetings are focused mainly on the respective module.
5. Demonstrate professional behavior reflecting support of the district's goals.

C. Requests for special accommodations or extensions due to health/family issues will be addressed by the DF and TEAM facilitator and decisions will be made within two weeks of receipt. "Special Circumstances" forms are available under "Talent" on the district's website www.nhps.net and on www.nhps.schoolnet.com.

D. All disputes between the beginning teacher and mentor will be addressed at the school or content area level first. If not resolved, then a written request for mediation will be submitted to the DF and TEAM facilitator explaining the problem. These will be addressed within two weeks and the BT and mentor will be notified of the outcome. Forms are available to teachers under "Talent" on the district's website www.nhps.net and on www.nhps.schoolnet.com.

E. Questions or concerns of beginning teachers about the mentoring module process or their PGAPs will be submitted to the TEAM facilitator by email or in writing and will be addressed within a day or two whenever possible. Forms are available to teachers under "Talent" on the district's website www.nhps.net and on www.nhps.schoolnet.com.

F. Concerns about reflection paper outcomes will be sent in writing to the TEAM facilitator or DF to be resolved. If needed they will be forwarded to the TCC to be addressed.

G. Reflection papers will be allowed to be resubmitted two times for a total of three submissions per paper for the module to be successfully completed. If they aren't successful after the third submission, then the module must be started again for the next semester. The TEAM facilitator will then work with the BT and mentor should this ever happen.