

10 Years of Service

In 2 Minutes

About Win Vitkowsky

Born 1984 in Yonkers, NY

To Polish & German Jewish mother
(Mary) Lithuanian & Slovenian father
(Vincent)

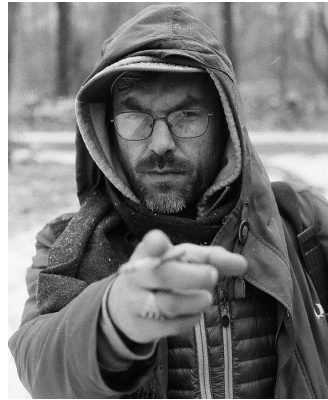
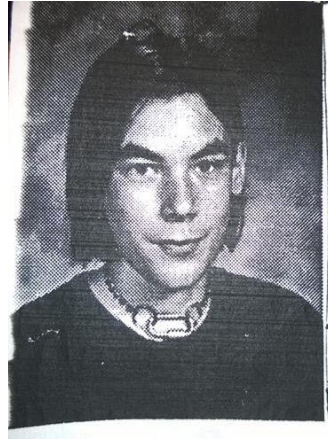
Graduated Greenwich High School
Class of 2002

Southern Conn. State University
2002-2006 (diploma 2016)

Journalism major with a concentrated
minor in Political Science.

Published Works

New Haven Independent (covered West
Rock redevelopment), New Haven
Advocate (labor and immigration),
freelance journalist, and AP election
stringer.



9th-11th grade: Planned to
join Marines or Air Force.

Career Goal: MTA

11th Grade: Contemporary
America course changed
perspective on American
intervention abroad, college
bound.

2010-2012

Student Affairs poll on what After-School programs 9th graders would participate in leads to Win Vitkowsky hired for after-school program.

- Graffiti Vandalism at school during this period was virtually nonexistent.
- Club created foundation for unit now used in 10th grade Core.



Students:

- Watched Style Wars a PBS documentary with a focus on New York City Subway Writers.
- Visit local sanctioned graffiti walls to examine expert work up close.
- Sketch & plot out space on a wall at school.
- At the end of the program, students paint a collaborative “Power” mural that stays up until the next round of students paint over it.

Journalism 2017-2020

- Summer Institute for HS Journalism Teachers (2017)
- *Hawk News* continued as an after-school club.
- Held regular “Press Conferences” with administrators, new staff, and journalism students.



2016 Journalism Club Field Trip to SCSU High School Journalism Day.

Senior Capstone SE 2013-2020

Supervised group of 8 seniors under leadership of Monique Frasier.

Students worked with City Seed Farmers market to promote SNAP benefit along Whaley Avenue at start of market season.

SURVEY OF LITERATURE

Supported Lambert's 9th Grade English course. Helped develop units used by 9th Grade Core.



2020-2021

SENIOR CAPSTONE

- Consistently held office hours during What You Need Wednesdays – popular sessions for seniors.
- High student graduation success rate, despite chronic absenteeism.
- Worked in person as well as remotely.

JOURNALISM



The screenshot shows the header of the Connecticut Health Investigative Team (C-HIT) website. The main title is "CONNECTICUT HEALTH INVESTIGATIVE TEAM" with a magnifying glass icon over the word "HEALTH". Below the header is a navigation menu with links: Veterans' Health, Environmental Health, Women's Health, Disparities, Fines & Sanctions, I-Team In-Depth, News Ticker, Data Mine, Students' Work, Podcast, and Health Q&A. The main article title is "Hispanic Heritage Zoom Assembly Disrupted" by Vanessa Maida, dated December 10, 2020. Below the title are social media sharing buttons for Facebook, Twitter, Email, Print, and More. The article text begins with "A virtual celebration for Hispanic Heritage Month was disrupted with a series of chats and music blaring as presenters attempted to speak."

- Students published works in Journalism for Conn. Health Investigative Team (C-HIT).

2021-2022

Senior Capstone students

MAP growth b/w Fall and Winter:

READING:

Projected RIT Growth Met: **166%**

LANGUAGE USAGE:

Projected RIT Growth Met: **324%**

Semester 1

Per. 1 Senior Capstone (Cafeteria)

Per. 2 Senior Capstone (Cafeteria)

Per. 3 Senior Capstone (Cafeteria)

Semester 2

Per. 1 Senior Capstone (HT 112)*

Projector bulb recently replaced.

Per. 2 Senior Capstone (HT 119)*

Per. 3 Senior Capstone (HT 119)

*Notice to replace bulb soon
8/28/2021

Notes from Culture & Climate Team post-PIP

“... During one circle’s meeting, students were sharing very positive things about the class structure, stating that they understood the material better in Win’s class than in other classes due to how the material was taught. Student’s also complimented Win as well on how supportive he was of them.

Students were very respectful of each other while in the circle and seemed very attentive to what was going on. Win did a great job leading the circle and validating the student’s feelings. Win and I have agreed to stay in touch with each other should other matters arise that he may need to consult about.”

–Aisha Mobley
Director of Culture and Climate

[READ FULL LETTER HERE](#)

2021-2022

Black History Semester 1

Student Feedback:

SEMESTER ONE:

Where did you have a **CHOICE** and **VOICE** in this class?

“got to pick from multiple assignments”

“Everyday”

“Some of our assessments were very open ended, and in terms of curriculum we were able to pick and choose what groups of people we wanted to learn about.”

“I think the assessments were very good, felt challenging and that I needed to pay attention but not too challenging where i'm stressing out about it.”

“He talked to the class and explained the work a lot so that everyone in the class can understand.”

“Can I be in your second class please mr”

“He's a great teacher, wish the class was still going to be taught because Black history is important.”

“I hope to be in the class again when we are doing the Latinx unit.”

Did this teacher challenge you and have high expectations of you?

84%

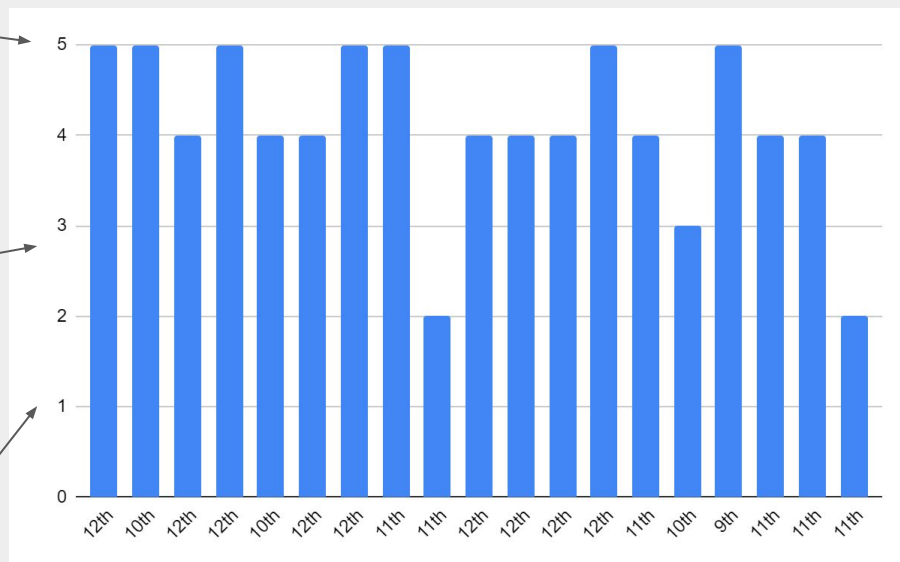
5/5 = Extremely challenging, extra high expectations.

4/4 = Challenging, very high Expectations.

3/3 = pretty challenging, reasonable expectations

2/2 = pretty challenging, reasonable expectations

1/1 = Not challenging, low expectations (0% of respondents)



- ❑ **DON'T** fire me.
- ❑ **DON'T** fire my colleagues.
- ❑ **KEEP** promises you made to staff.
- ❑ **NEGOTIATE** with our union in good faith.

Please.