

Monroe Public Schools TEAM District Support Plan - 2019-2022

District Leadership Team

Superintendent: Jack Zmary

District Facilitator: Sheila Casinelli

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TEAM Coordinating Committee

Sheila Casinelli, TEAM District Facilitator

Jeff Seymour, MEA President and 9-12 Social Studies Teacher

Caitlin Healy, Teacher, Association Representative Middle School

Joseph Kobza, Assistant Superintendent, Administrator

Anne Spoerndle, Master Mentor & Elementary Library Media Specialist

Jill Silvestro, Teacher, Association Representative Elementary School

TCC Meeting Timeline

Monroe Schools TCC will meet at least once per school year with Central Office Personnel, Principals, and Mentors.

District's 3 year objectives

Three-year objectives and supporting activities for TEAM. Our district will:

- A. Support the TEAM program by:
 - 1. Encouraging current mentors to schedule their update training
 - 2. Identifying and recruiting new mentors and sending them for training
 - 3. Teachers must be tenured and have had four years of experience in order to be considered mentors
- B. Develop new teacher goals and objectives related to district initiatives by:
 - 1. Developing a first year professional development schedule for new staff (e.g., effective teaching strategies, use of data in decision-making, aligning teaching with standards)
 - 2. Providing a feedback survey to monitor the effectiveness of the program
- C. Identify opportunities to enhance teacher recruitment by:
 - 1. Articulating hiring goals and objectives, including diversity needs
 - 2. Aligning recruitment policies to goals and objectives

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: Other Beginning teachers, mentors, all new staff to the district, Master Mentor, Union President, Superintendent/Assist

Completion: Beginning teachers will access the survey questions for Module Five through the TEAM website.

TEAM Mentors

Mentor selection criteria: The Monroe Public School District consists of five schools: three K-5 elementary; one grade 6-8 middle school with a STEM academy; and one 9-12 high school.

This year, we were able to hire a few new teachers as a result of retirements and resignations. The Monroe Public Schools will employ approximately 300 teachers. The district has teachers trained in or updated in TEAM with several more updating each summer/fall.

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Teachers will be invited and encouraged to participate in the mentor program based on years of experience, grade level, and specialty (e.g., reading, Spanish) and current training. Teachers who wish to become mentors will be required to attend the state-mandated three-day training. Previously trained mentors have been informed that they need to attend the update training as soon as possible, and no later than the end of September of the next school year. The District Facilitator and Master Mentor frequently update teachers about training opportunities, and the DF keeps a list of trained mentors.

The Secondary Instructional Leaders and the principals match mentors with BTs, based on their subject areas, grade level, and need. The district tries to make matches within schools, but at times, teachers in special areas may have a mentor from another building who is in their area (e.g., music) as well as a mentor within the building who is not matched by area, thus creating a mentoring team.

Teachers are encouraged to take advantage of district and regional training opportunities. The district plans to align some professional development days with specialized training for BTs and mentors.

The Monroe school district is interested in collaborating with nearby districts and with CES to update mentors and to provide PD opportunities.

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: Annually, the DF and Master Mentor meet with Beginning Teachers and Mentors to review the TEAM Manual and requirements. Other opportunities to attend workshops related to their modules is encouraged.

Monitoring of the meeting log: Using the TEAM website, the DF monitors mentoring hours.

Orientation

Annually at the end of September, the DF and Master Mentor meet with Beginning Teachers and Mentors to review the TEAM Manual and requirements.

Twice each year, the Master Mentor offers time to meet with Beginning teachers and mentors to review their module papers before submission.

At the end of the first year, the DF will hold the Module Five discussion and review TEAM expectations.

Failure to meet TEAM Requirements

At the meeting in the fall, Beginning Teachers and mentors are provided with an overview of the TEAM expectations.

Specifically:

If a teacher has not successfully completed all TEAM requirements prior to the established deadline date (see charts on p. 9 in the TEAM Manual), the teacher will not be able to renew his or her initial educator certificate and will no longer be certified to teach in CT public schools.

TEAM Module Progress Tracking

Year One BTs/Year Two BTs

All Year One BTs will complete their first Module by January 15 and their second Module by May 15 of the same school year. The Module 5 will be done spring of their first year.

All Year Two BTs will complete their fourth Module by January 15 and their fifth Module by May 15 of the same school year.

Teachers hired mid-year will work with the District TEAM Facilitator to adjust schedules accordingly.

The DF and Master Mentor will meet with Beginning teacher and Mentor to create a timeline for success. Weekly or bi-weekly meetings will be scheduled to ensure completion.

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.

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Module review option: Regional Review (RESC Collaborative)

Dispute Resolution and Appeals

A. Disputes concerning the mentoring module process, the PGAP or the mentor-BT relationships will be reported to the DF in writing. The DF will ask members of the TCC, as appropriate, to assist with mediation in an effort to resolve the concern. Actions that may be taken include, but are not limited to: a new mentor-BT assignment; discussing concerns with the department chair or principal; and referring the concern to the Superintendent.

B. Requests for special health related accommodations will be submitted to the DF in writing 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 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; information must be included about the evaluator's license or certification and area of specialization. Such documentation must include a:

- *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 the disability limits major life activities)

- *Current diagnosis; i.e., one completed within the last five years for learning disability, last six months for psychiatric disabilities/illnesses. These current requirements may be waived upon a showing of the continuing relevance of older documentation; and

- *Description of the specific accommodations requested and their specific relationship to the diagnosed disability or disabilities

Documentation must also include:

- *The type of accommodation(s) requested

- *A description of why these accommodations 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 5 years of employment