

# THE TEACHER EDUCATION AND MENTORING (TEAM) PROGRAM QUESTIONS AND ANSWERS 2013-2014

## FOR TEAM BEGINNING TEACHERS AND MENTORS

### WHAT IS THE TEAM PROGRAM?

Legislation passed in October 2009 (Section 10-145o of the Connecticut General Statutes) has established a teacher education and mentoring program for the purpose of providing support and professional growth to beginning teachers who work under the initial educator or interim initial educator certificates or 90-day certificate. Implementation of this program commenced with the school year beginning July 1, 2010. This program replaced the BEST Program.

### WHAT IS THE DESIGN OF THE TEAM PROGRAM?

TEAM is designed around five professional growth modules in order to provide a framework for support of new teachers. These five modules focus on the following domains of the Common Core of Teaching (CCT): Classroom Environment, Student Engagement and Commitment to Learning; Planning for Active Learning; Instruction for Active Learning; Assessment for Learning; and Professional Responsibilities and Teacher Leadership. The modules have been designed collaboratively by a group consisting of RESC staff, CSDE staff, union representatives and higher education representatives.

### HOW DO THE TEAM MENTORING MODULES PROVIDE A FRAMEWORK FOR SUPPORT?

Mentors and beginning teachers work together to establish the goal for each module. Beginning teachers begin the module process by identifying an area of professional growth using the CCT Performance Profile designed specifically for each module. As part of the process, mentors and beginning teachers focus on classroom practice – within the context of the teacher's own students, content area being taught, grade level, curriculum requirements and school and district goals. At the culmination of each module, a written reflection paper is submitted by the beginning teacher to a district or regional review committee to determine if the beginning teacher has successfully completed the module. Criteria defining successful completion and training to apply that criteria have been developed to assist the reviewers with consistent implementation of decisions. Please refer to the Beginning Teacher Manual for a description of the TEAM Module Process and the Module Guidelines.

### WHO IS REQUIRED TO PARTICIPATE IN TEAM?

**Category I:** All teachers holding an initial educator or interim initial educator certificate or 90-day certificate (full or part-time in a contracted position) in the following endorsement areas: *bilingual education, elementary education, English language arts, health, mathematics, science, social studies, special education, music, physical education, visual arts, world languages and teachers of English as a second language*, receive two years of mentorship and will be required to successfully complete all five modules in order to be eligible for the provisional educator certificate. Please refer to the *Participation Category Chart for a list of all endorsements for Category I in Appendix A of the Beginning Teacher Manual*.

**Category II:** All teachers holding an initial educator or interim initial educator certificate or 90-day certificate in the following endorsement areas: *business education, vocational agriculture, agriculture, home economics, technology education, partially sighted, hearing impaired, blind, marketing educator, occupational subjects in technical high schools, trade and industrial occupations in a comprehensive high school, health occupations – comprehensive high*

*school, health occupations – technical high schools and unique endorsements in dance, theater and Montessori*, receive one year of mentorship and are required to successfully complete two modules of their choice (*selected from modules 1-4*)\* to be eligible for the provisional educator certificate. *Please refer to the Participation Category Chart for a list of all endorsements for Category 2 in Appendix A of the Beginning Teacher Manual.*

**Note about Module 5:** Teachers participating in Category II are strongly encouraged to participate in the Module 5 District-facilitated conversations focused on professional responsibility. **However, although participation in Module 5 may be recommended by districts, Category II teachers are not required to do so as part of TEAM completion requirements and participation in these conversations will not count towards meeting one of their module requirements.**

**WHAT IS THE TIMELINE FOR BEGINNING TEACHER PARTICIPATION IN TEAM?**

*Category 1, Full Five Module Program:* It is expected that beginning teachers will complete the five module process in their first two years (two modules in year one and three modules in year two). However, beginning teachers will be given a full three years to complete the requirements of TEAM *from their “entry date”* (see below) in the program.

*Category 2, Two Module Program:* It is expected that the beginning teachers in this group will complete the two modules of their choice (selected from modules 1-4) and Module 5 in their first year. However, this group will be given a full two years to complete the requirements of TEAM *from their “entry date”* in the program as described above.

**WHAT ARE TEAM ENTRY DATES?**

TEAM registration begins with entry into the Department of Education Certified Staff File (ED 163) and the assignment of an “entry” date.

*Beginning teachers participating in TEAM will be assigned entry dates as follows:*

- **September 1** (for teachers hired and in a classroom on or before October 31); or
- **February 15** (for teachers hired and in a classroom anytime on or after November 1 and on or before February 14).
- Teachers hired and placed in a classroom on any date on or after February 15 will have an official entry date of **September 1** of the following school year.

*For Example:*

HIRE DATE	BEGINNING TEACHER PROGRAM ENTRY DATE
Between February 15, 2013, and October 31, 2013	<b>September 1, 2013</b>
Between November 1, 2013, and February 14, 2014	<b>February 15, 2014</b>
Between February 15, 2014, and October 31, 2014	<b>September 1, 2014</b>

## **WHY MUST BEGINNING TEACHERS ATTEND TO THE TIMELINES FOR TAM COMPLETION?**

Teachers who do not successfully complete all five modules by the end of three full years in TEAM for Category I teachers, and two modules within two full years for Category II teachers, and who do not receive an approved extension of time, will not be eligible for an extension of their initial educator certificate and will not be eligible to advance to the provisional certificate. In such case, in order to earn eligibility for the reissuance of the initial educator certificate, the teacher would need to fulfill the requirements of intervening study and experience (Sec. 10-145f) as approved by the State Board of Education.

### **Clarification of these consequences:**

- The consequence of not meeting timelines for TEAM completion, results in the loss of the teacher's initial educator certificate and ineligibility for the provisional or professional educator certificate.
- To regain eligibility for the reissuance of the initial educator certificate, the teacher must fulfill the requirements of intervening study and experience which may include:
  1. A designated number of clinical experiences hours or a long term substitute position.
  2. A structured response reflection paper relative to Professional Responsibilities.
  3. A structured interview with CSDE or TEAM RESC staff.
- In addition, teachers must take and meet standards on any tests (Praxis II, Foundations of Reading, etc.) currently required for a teacher's endorsement area, that were not required at the time of the issuance of the teacher's original certificate.

## **DO TEACHERS WORKING UNDER DURATIONAL SHORTAGE AREA PERMITS (DSAPS), RESIDENT TEACHING CERTIFICATES OR ADJUNCT ARTS INSTRUCTOR PERMITS PARTICIPATE IN TEAM?**

Teachers working under these certificates have not fully completed requirements for the initial certificate. For this reason, these teachers will not participate in TEAM until the initial educator, interim initial educator certificate or 90-day certificate is issued. Although not required by TEAM, mentorship of these teachers is encouraged. However, these mentors will not be considered part of the TEAM Program for the purpose of receiving stipends.

## **DO LONG-TERM SUBSTITUTES PARTICIPATE IN TEAM?**

Participation in TEAM requires that the teacher hold an initial, interim initial or 90-day certificate. If a teacher holds one of these certificates and is in a long-term position (taking over someone else's classroom) for a **full 10 months**, then this teacher will be required to participate in TEAM. If the duration of the long-term substitute position is less than ten months, the teacher will not be eligible to participate in TEAM. Staff file records must be accurate and *reflect the duration* of the long-term assignment.

## **WHAT IS THE MODULE WORKSPACE?**

TEAM is a web-based program. The Module Workspace is located on [www.ctteam.org](http://www.ctteam.org) and has been designed to provide complete online access to all components of the module process. Within the module workspace, beginning teachers will have their own "dashboard." The dashboard will provide online access to allow the completion of each module. Components of

the dashboard for beginning teachers include: the CCT Performance Profile, the Professional Growth Action Plan (PGAP), the beginning teacher and mentor meeting log and the personal journal for the beginning teacher. Mentors will have their own dashboards in order to follow the progress of their mentees and to interact with their mentees during the process.

*How do beginning teachers and mentors access the Module Workspace?*

*All beginning teacher participants and mentors must sign-up on [www.ctteam.org](http://www.ctteam.org).*

*Please refer to Appendix G of the Beginning Teacher Manual for directions to sign-up.*

## **WHAT RESOURCES ARE AVAILABLE ON [WWW.CTTEAM.ORG](http://WWW.CTTEAM.ORG)?**

Click on “Teachers and Mentors” or “Module Resources” to find:

- ❖ A ten-minute Orientation to TEAM Video
- ❖ The TEAM Module Process Guidelines
- ❖ Reflection Paper Feedback and Criteria
- ❖ Sample PGAPs, performance profiles, meeting logs, personal journals and reflection papers
- ❖ Connecticut’s Common Core of Teaching

## **WHAT IS THE TWO-YEAR BEGINNING TEACHER SUPPORT PLAN AND WHEN SHOULD IT BE SUBMITTED?**

*The Two-Year Beginning Teacher Support Plan for Category 1 Participants is a brief outline of a teacher’s anticipated schedule of participation in the program. Teachers who are beginning a plan for the full-five module program in 2013-14 school year, should complete this plan and have it signed by their mentor and then submitted to their TEAM district facilitator within one month of the teacher’s entry date in the classroom. Note that this form requests your TEAM “Entry Date.” Teachers will find their “Entry Date” on the registration letter to be given to them by their district facilitator. **The Two-Year Support Plan form can be located in Appendix C of the Beginning Teacher Manual.***

## **WHAT IS THE ONE-YEAR BEGINNING TEACHER SUPPORT PLAN AND WHEN SHOULD IT BE SUBMITTED?**

*The One-Year Beginning Teacher Support Plan for Category 2 Participants is a brief outline of a teacher’s anticipated schedule of participation in the program. Teachers who are beginning a plan for the two-module program in 2013-14 school year, should complete this plan and have it signed by their mentor and then submitted to their TEAM district facilitator within one month of the teacher’s entry date in the classroom. Teachers will find their “Entry Date” on the registration letter to be given to them by their district facilitator. **The One-Year Support Plan form can be located in Appendix C of the Beginning Teacher Manual.***

**This Q&A is a supplement to the Beginning Teacher Manual. For more details regarding the program and your participation, please refer to the manual.**

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