

TEAM PROGRAM MANUAL
for BEGINNING TEACHERS
2013-2014



TEAM

Connecticut State Department of Education
Bureau of Educator Standards and Certification
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TEACHER EDUCATION AND MENTORING (TEAM) PROGRAM

BEGINNING TEACHER MANUAL
2013-2014



Contents

Introduction

Chapter 1 Requirements of the TEAM Program

- Section A: Participation in the TEAM Program
- Section B: Registration in the TEAM Program
- Section C: Requirements of the TEAM Program
- Section D: Code of Professional Responsibility
- Section E: Rights of Beginning Teachers Participating in the TEAM Program
- Section F: Responsibilities of Beginning Teachers Participating in the TEAM Program

Chapter 2 Support for Beginning Teachers

- Section A: District-Based Support for Beginning Teachers
- Section B: State-Based Support for Beginning Teachers

Chapter 3 TEAM Program Professional Growth Modules

- Section A: TEAM Program Professional Growth Modules
- Section B: TEAM Program Module Workspace and Dashboard
- Section C: The Reflection Paper
- Section D: Additional TEAM Program Online (Web-Based) Resources
- Section E: TEAM Program Contacts and Resources

INTRODUCTION

Legislation passed in October 2009 (Section 10-145o of the Connecticut General Statutes) has established the Teacher Education And Mentoring (TEAM) Program. Implementation of the program began with the school year commencing July 1, 2010.

The mission of the TEAM Program is to promote excellence, equity and high achievement for Connecticut students by engaging teachers in purposeful exploration of professional practice through guided support and personal reflection.

The TEAM Program is an induction program for beginning teachers that includes mentorship and professional development. Beginning teachers participating in the program will be assigned a mentor to guide them while they progress through the program. Beginning teachers are required to complete up to five professional growth modules focused on the following domains of the *Connecticut's Common Core of Teaching (CCT) Rubric for Effective Teaching*: (1) classroom environment; (2) planning; (3) instruction; (4) assessment; and (5) professional responsibility. Mentors and beginning teachers will work together to establish the focus of each module based on a CCT performance profile. At the culmination of each module, a written reflection paper will be submitted by the beginning teacher to a district or regional review committee to determine if the beginning teacher has successfully completed the module. Beginning teachers must successfully complete TEAM Program requirements to be eligible for a provisional educator certificate.

This beginning teacher manual for 2013-2014 will:

- provide beginning teachers with critical information related to the TEAM Program;
- describe the rights and responsibilities of beginning teachers participating in the program; and
- outline the support and resources available to beginning teachers participating in the program.

CHAPTER 1: REQUIREMENTS OF THE TEAM PROGRAM

This chapter will assist beginning teachers in understanding:

- TEAM Program requirements, including the specific requirements for beginning teachers, based on their teaching assignments and certification endorsement area;
- who to contact for assistance; and
- the rights and responsibilities of beginning teachers.

Section A: Participation in the TEAM Program

Who must participate in the TEAM Program?

Beginning teachers who:

- are teaching under an initial educator certificate, interim initial educator certificate, or a 90-day certificate in a subject area applicable to TEAM (**please refer to TEAM Participation Categories in Appendix A**);
- are employed in a Connecticut public school, charter school or an approved private special education facility; and
- are employed full time or part time, provided they are teaching under a valid certificate in a contracted position and in a content area that is compliant with their certificate or in a full ten month duration long-term substitute position.

Note: Holding a valid educator certificate is a statutory requirement for employment as a teacher in a Connecticut public school, charter school or state-approved private special education facility and participation in the TEAM Program. A beginning teacher must hold a valid teaching certificate with an endorsement that is compliant with their teaching assignment to be eligible to participate in the TEAM Program.

Who is not eligible to participate in the TEAM Program?

Beginning teachers who:

- hold and are working under a ***durational shortage area permit (DSAP)***, ***resident teaching certificate***, or an ***adjunct arts instructor permit***, and have not fully completed requirements for the initial certificate;
- are employed as an ***itinerant substitute teacher*** (even if working under an initial educator certificate, interim initial educator, or a 90-day certificate);
- are employed as a ***“tutor” or “teaching assistant,”*** as they are not considered to be teaching under their certificate; and
- are teaching under an initial educator certificate, interim initial educator certificate, or a 90-day certificate in a subject area that is not compliant with their endorsement or applicable to the TEAM Program.

Section B: Registration in the TEAM Program

Team registration will begin with entry into the Certified Staff File (ED 163) and assignment of a TEAM “entry date” (see below). It is the responsibility of each school district to enter information about their teachers into the ED 163 each year. Beginning teachers who hold certificates and endorsements appropriate to the TEAM Program will be identified as TEAM participants. Once identified, teachers will receive a TEAM Program registration letter from their District Facilitator. Registration will occur on an annual basis until a beginning teacher completes program requirements or exceeds the timeframe allowed to complete program requirements.

Each school district, charter school or state approved private special education facility is required to appoint a TEAM Program District Facilitator to manage the implementation of the program. Early in the school year, beginning teachers will be contacted by their District Facilitators who will provide them with a brief program orientation and information regarding their assigned mentors.

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	September 1, 2013
Between November 1, 2013, and February 14, 2014	February 15, 2014
Between February 15, 2014, and October 31, 2014	September 1, 2014

Section C: Requirements of the TEAM Program

Categories of Participation in TEAM:

There are two categories of participation in TEAM—a participation category is assigned based on a teacher’s teaching assignment and endorsement area as outlined below:

1. ***Category I:*** Participation in the full five-module (two-year) program is required for teachers certified in the following endorsement areas:

bilingual education, elementary education, English language arts, health, mathematics, music, physical education, science, social studies, special education, teachers of English as a second language, visual arts and world languages

2. **Category II:** Participation in the two-module (one-year) program is required for teachers certified in the following endorsement areas:

agriculture and vocational agriculture, blind, business education, health occupations—comprehensive high school, health occupations—technical high schools, hearing impaired, home economics, marketing educator, occupational subjects in technical high schools, partially sighted, technology education, trade and industrial occupations in a comprehensive high school, and unique subject area endorsements in dance, theater or Montessori

A chart entitled “TEAM Participation Categories by Certification Codes” can be found in Appendix A.

Timelines for Beginning Teachers Participating in the TEAM Program

1. Beginning teachers participating in **Category I** are required to receive mentorship for two years and expected to successfully complete five modules to fulfill program requirements. It is expected that beginning teachers will complete the five module process in two years. However, beginning teachers will be given a full three years to complete the requirements of **TEAM from their “entry date”** in the program (see section B). Please note that districts are not obligated to provide mentorship to a beginning teacher in Category 1 who is in their third year of participation in the program if a full two years of mentorship has been provided and funded by the state.

Beginning teachers participating in **Category II** are required to receive mentorship for one year and expected to successfully complete two modules (***selected from modules 1-4***).* It is expected that beginning teachers complete the two module process and module 5 in one year. However, beginning teachers will be given a full two years to complete the requirements of **TEAM from their “entry date”** in the program. Please note that districts are not obligated to provide mentorship to a beginning teacher in Category 2 who is in their second year of participation in the program if a full year of mentorship has already been provided and funded.

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.**

2. Support Plan Timeline Form

Beginning teachers are required to complete and submit to their district facilitators a *TEAM Two-Year Beginning Teacher Support Plan Timeline for Category 1 Participants* or a *TEAM One-*

Year Beginning Teacher Support Plan Timeline for Category 2 Participants as appropriate. The plan is an intended timeline for the completion of TEAM Program requirements. The TEAM Coordinating Committee (or a designee of the committee) is responsible for the review and approval of each beginning teacher's individualized plan. **Reference Appendices B and C for "Beginning Teacher Support Plan Timeline" forms.**

Section D: Code of Professional Responsibility

All teachers licensed in the state of Connecticut are held to the *Code of Professional Responsibility for Teachers (Sec.10-145d-400a)* of the State Certification Regulations). All teaching documented in a TEAM Program professional growth module must reflect professional and ethical conduct. ***The electronic submission of a TEAM reflection paper by a beginning teacher attests to the teacher's confirmation of the authenticity of the paper.*** Any detection of a breach of ethical conduct, such as plagiarism, will be reported to the district superintendent and may result in revocation of a teacher's teaching certificate.

Section E: Rights of Beginning Teachers Participating in the TEAM Program

The successful induction of new teachers into the profession, as well as meeting requirements for ongoing teacher certification, requires a sharing of responsibilities among local school districts, the State Department of Education and the beginning teacher.

The rights of beginning teachers include:

- ***District-based support:*** provision of an orientation to the TEAM Program and assignment of a certified TEAM-trained mentor, with the anticipation that the assigned mentor will provide a minimum of 10 hours of support for each professional growth module completed.
- ***State-based and RESC-based support:*** provision of web-based tools, on-line resources and communications to enable beginning teachers and their mentors to successfully complete program requirements.
- ***Application for an extension of the time allowed for the completion of the TEAM Program:*** a teacher who is unable to complete TEAM Program requirements within the allotted time period (a maximum of three years for teachers participating in Category #1 and a maximum of two years for teachers participating in Category #2) may petition the CSDE TEAM Program Review Committee for an extension, with the support of their school district and the submission of appropriate documentation (e.g., a leave of absence, medical condition or other extenuating circumstance). The CSDE TEAM Program Review Committee will evaluate each request received. Beginning teachers and district facilitators will be notified in writing of the approval or denial of requests submitted.
- ***Application for an exemption from the TEAM Program:*** the professional growth module process is individually suited to the context of a teacher's assignment, grade level and students. Therefore, the CSDE anticipates that most teachers will be able to participate in the program. However, a teacher who has a unique teaching assignment—that they believe prevents them from successfully completing TEAM Program requirements—may petition the CSDE TEAM Program Review Committee for an exemption from the program with the

support of their school district and the submission of appropriate documentation. The CSDE TEAM Program Review Committee will evaluate each exemption request received. Beginning teachers and their district facilitators will be notified in writing of the approval or denial of requests submitted.

- ***Portability of module completion:*** a teacher who began the TEAM Program in one district and successfully completed one or more modules—but who has not yet successfully completed all modules before transferring to another district—will be able to “bank” modules successfully completed and will only need to complete any modules not yet successfully completed in the new district. However, beginning teachers will not be given extended time beyond the period of time allotted for the completion of the program (a maximum of three years for participants in Category #1 and two years for participants in Category #2) unless a beginning teacher experiences a lapse in employment or extenuating circumstances that would result in an extension of time allowed for the completion of the program.
- ***Separation of TEAM Program results and employment decisions:*** TEAM Program legislation states that “local and regional Boards of Education shall not consider a teacher’s completion of the TEAM Program as a factor in its decision to continue a teacher’s employment in the district.” TEAM Program activities should be aligned with district and school goals and, therefore, aligned with the district’s teacher evaluation plan, considering the balance of both district initiatives and the professional growth needs of the beginning teacher. However, the successful completion of a beginning teacher’s reflection paper(s) or other work completed as part of the TEAM modules must not have any impact on or be a factor in a district’s decision to continue or terminate employment. Conversely, a beginning teacher cannot use a successful completion of modules to argue against a non-renewal decision by the district.
- ***Prior completion of a Connecticut teacher induction program:*** a teacher who previously completed BEST Program requirements (either through the Connecticut Competency Instrument [CCI], portfolio assessment, or was waived from the portfolio assessment) will retain their completion status and will not be required to participate in the TEAM Program.

Note: If a teacher has completed a program in the past under a subject area endorsement that does not cross-endorse to a TEAM Program area (i.e., if past participation was under a trades-related endorsement), then the beginning teacher must participate in TEAM if working under an initial subject area certificate applicable to the TEAM Program. However, if someone met standards under an academic subject area certificate previously and then obtains a trades certificate, the individual would not be required to complete TEAM.

Section F: Responsibilities of Beginning Teachers Participating in the TEAM Program

The successful induction of new teachers into the profession, as well as meeting requirements for ongoing teacher certification, requires a sharing of responsibilities among local school districts, the State Department of Education and the beginning teacher.

Responsibilities of beginning teachers include:

- ***Beginning teachers must hold a valid Connecticut teaching certificate with an endorsement that is appropriate for their teaching assignment.*** If you are employed as a teacher but do not hold a valid certificate and/or endorsement for your teaching assignment, you will not be eligible for participation in the TEAM Program and this service will not count towards eligibility for the Provisional Educator Certificate. Furthermore, you may be at risk of losing credited service towards retirement.
- ***Beginning teachers should know their District Facilitator.*** The District Facilitator is responsible for coordinating the implementation of the TEAM Program within each school district. A list of TEAM Program District Facilitators is available on the TEAM website (www.ctteam.org).
- ***Beginning teachers must know their program status and requirements*** (specific to their endorsement area) to successfully complete the TEAM Program within the allotted timeframe, as well as the consequences of nonparticipation or failure to meet program requirements.
- ***Beginning teachers should use the resources provided by the CSDE and their school district*** to strengthen their knowledge of instructional strategies and students as learners, as well as prepare for TEAM requirements.
- ***Beginning teachers must attend to the timelines for TEAM 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 reissuance of the initial educator certificate, the teacher must fulfill the requirements of intervening study and experience which includes:**
 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 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.**

Where do I go for help?

Your first point of contact for problems or issues related to the TEAM Program is the District Facilitator. You should contact your District Facilitator if you have not been assigned a mentor or you are not receiving the assistance needed from your mentor. If needed, you may also contact your principal, as he or she is also responsible for ensuring that you receive the support needed to enable you to successfully complete TEAM Program requirements.

Each school district is required to develop a ***TEAM Program Three-Year Support Plan for Teachers and Mentors***. The plan must include a procedure for addressing any problems or issues that arise between a beginning teacher and their mentor and, if warranted, a plan for dissolving a mentor placement. District support plans may be viewed online at www.ctteam.org.

If after contacting both your District Facilitator and principal you are still not receiving the support needed to complete the TEAM Program, you may contact the CSDE at (860) 713-6820 for further assistance.

CHAPTER 2: SUPPORT FOR BEGINNING TEACHERS

This chapter describes the support component of the TEAM Program by outlining its goals and the kinds of support available to beginning teachers.

Section A: District-Based Support for Beginning Teachers

It is the responsibility of the school district to provide a mentor to each beginning teacher who is required to participate in the TEAM Program. A mentor is an accomplished teacher who has been selected by the school district and has completed TEAM Program Support Teacher training. This individual is responsible for providing guidance to the beginning teacher as he or she progresses through the TEAM Program requirements. The mentor is trained to provide instructional support to the beginning teacher, as well as to identify additional resources needed to ensure that the teacher develops competency in his or her teaching.

A mentor is trained to guide and support a beginning teacher as he or she progresses through each TEAM Program professional growth module. Specifically, a mentor will work with his or her beginning teacher as he or she proceeds through the module process to: (1) identify a need or opportunity for professional growth; (2) develop a professional growth action plan; (3) implement the action plan and apply new learning; and (4) reflect and document new learning and impact on students. Beginning teachers and their mentors must use the electronic tools available on the TEAM Program website (www.ctteam.org) to complete each professional growth module.

Mentors are expected to work with their mentee a minimum of 10 hours per module as they progress through each professional growth module. Other activities that a mentor and mentee may engage include participation in a TEAM orientation session, professional development activities offered in-district or at a Regional Education Service Center, or regularly scheduled school staff meetings.

Section B: State-Based Support for Beginning Teachers

A website (www.ctteam.org) has been developed to assist beginning teachers as they progress through the TEAM Program. The resources and tools available on the website will enable beginning teachers to:

- receive communications related to program requirements, updates, policies and procedures;
- access resource documents (e.g., ***Connecticut's Common Core of Teaching (CCT) Rubric for Effective Teaching***, guidelines for completing a professional growth module, and suggested articles and resources for each module);
- reference sample modules that include beginning teacher journals, beginning teacher/mentor meeting logs, performance profiles, professional growth action plans, and sample reflection papers; and
- access tools needed to electronically plan, develop and submit each professional growth module.

CHAPTER 3: TEAM PROGRAM PROFESSIONAL GROWTH MODULES

This chapter describes the process for the development and submission of a TEAM Program Professional Growth Module.

Section A: TEAM Program Professional Growth Modules

The TEAM Program is designed around five professional growth modules in order to provide a framework of support for new teachers. The five modules focus on five of the six domains of *Connecticut's Common Core of Teaching (CCT) Rubric for Effective Teaching* (which may be accessed online under module resources on www.ctteam.org):

Module 1: Classroom Environment, Student Engagement and Commitment to Learning (CCT Domain 2)

Module 2: Planning for Active Learning (CCT Domain 3)

Module 3: Instruction for Active Learning (CCT Domain 4)

Module 4: Assessment for Learning (CCT Domain 5)

***Module 5:** Professional Responsibilities (CCT Domain 6)

The professional growth module process is a teacher-directed process in which teachers:

- develop new learning;
- use their new learning to improve their teaching; and
- demonstrate how the changes in their teaching have a positive impact on students.

The TEAM module process includes the following four steps:

1. Identify a Need or Opportunity for Professional Growth
2. Develop a Professional Growth Action Plan
3. Implement Plan to Develop and Apply New Learning
4. Reflect and Document the Module Process in a Reflection Paper

Please refer to *Appendix D* for the TEAM Module Process wheel.

Throughout the module process, teachers reflect on and document their learning and examples/evidence of student outcomes in personal journals. At the culmination of the module process, teachers draw on these reflections and use examples/evidence to create a reflection paper that documents each of these four steps. The *2013-2014 TEAM Module Guidelines* provide a detailed overview of each step. The *TEAM Module Guidelines* can be found in *Appendix E* and is also available online (see web-based resources, p. 14).

Module 5: Professional Responsibility

Module 5 focuses on the *Code of Professional Conduct*. Because the context of this module is very different from the first four modules which are primarily classroom centered, the requirements and activities for module 5 are different. By design, this module will serve to educate new teachers about their professional responsibility in regard to: (1) expectations for ethical and moral integrity; and 2) making connections beyond the classroom to the larger school/district educational community and to the community of student families. To fulfill Module 5 requirements, teachers must engage in district-facilitated conversations that focus on ethical and professional dilemmas for teachers.

Section B: The TEAM Module Workspace and Dashboard

The home base for all work in the module process is situated online in a personal “dashboard.” A screen shot of a Beginning Teacher “Dashboard” can be found in ***Appendix F***.

All documentation of the module process and the submission of a reflection paper must be completed using the web-based tools and resources available on the TEAM Program website (www.ctteam.org).

1. Sign-up for the TEAM Workspace

To enable a beginning teacher to participate in the TEAM Program, he or she must sign-up as a *NEW USER* on the program website (www.ctteam.org) – please refer to instructions for sign-up in ***Appendix G***. Once a teacher has created a user account, the system will verify that the teacher is listed as active in the Certified Staff File (ED 163), teaching under an endorsement code appropriate to TEAM, and that his or her teaching assignment is compliant with his or her endorsement.

Upon district assignment of a TEAM trained mentor, the teacher will be able to access the *Module Workspace* and will be given a personal dashboard in order to begin to work on a Professional Growth Module with his or her mentor. Mentors will also establish a personal workspace on the program website that will enable them to communicate and work with their mentees as they progress through each professional growth module.

2. The Beginning Teacher Dashboard:

Components of the ***Beginning Teacher Dashboard*** include the following resources and tools:

- a personal journal to keep notes regarding a teacher’s progress through each module;
- a *beginning teacher/mentor meeting log* maintained by the mentor to keep track of all beginning teacher/mentor meetings—including date, time of meeting, focus and summary of the meeting, and

- ***Connecticut’s Common Core of Teaching (CCT) Rubric for Effective Teaching Performance Profile*** for each module that will allow for a focused beginning teacher/mentor discussion in order to develop a professional growth plan related to each module;
- access to components that will allow the teacher to create a Professional Growth Action Plan (PGAP). These components include a statement of a teacher’s goal related to the CCT and anticipated impact on student performance. It will also include a plan for activities to support the goal and the anticipated timeline for module completion (recommend 8-10 weeks);
- a workspace for drafting the reflection paper and for the electronic submission of the completed paper; and
- a message board where important messages from a teacher’s mentor or the TEAM Program will be posted.

3. *The Mentor Dashboard*

Components of the ***Mentor Dashboard*** include the following resources and tools:

- a *personal* mentor journal to keep notes regarding support activities;
- a mentor/beginning teacher meeting log to confirm agreement regarding the date, time and focus of the interactions; and
- the ability to *view* the beginning teacher’s performance profile, professional growth action plan and reflection paper.

Certain components of these dashboards are private and may be viewed only by the beginning teacher or only by the mentor. Other components may be viewed by both the mentor and beginning teacher. However, parts of a teacher’s Professional Growth Action Plan (PGAP) have shared accessibility by others in the district.

Note: the CSDE may view any component of a teacher’s workspace located on the ctteam.org website. ***Please refer to the “Access to Documentation” chart in Appendix H.***

Section C: The Reflection Paper

Beginning teachers will culminate their professional growth action plan activities for each module in a reflection paper consisting of no more than 3,000 words. Each reflection paper will be reviewed by a CSDE trained reviewer to determine if it meets the established completion standard.

Review of Reflection Paper: Districts may elect to use either an in-district review option or a regional review option.

- **In-district review option:** Districts may elect to review the reflection papers submitted by their own beginning teachers or form a consortium with other districts to share the review of papers in an alternate “in-district” option.
- **Regional review option:** In a regional review process, beginning teachers will submit their reflection papers to a Regional Education Service Center (RESA) pool of trained reviewers. Districts that elect to participate in a regional review group will be required to have an adequate number of district educators trained to review reflection papers. The number of reviewers that need to be trained will be proportionate to the numbers of beginning teachers participating in the program.

A paper that meets the established completion standard will be deemed successful and a paper that does not meet the established completion standard will be deemed unsuccessful. A beginning teacher who submits a reflection paper that is deemed unsuccessful will receive feedback and have the opportunity to revisit the module process with his or her mentor and revise his or her reflection paper as needed prior to a second submission. Reflection Paper Feedback and Criteria can be accessed on www.ctteam.org.

Section D: Additional TEAM Program Online (Web-Based) Resources
Available on www.ctteam.org.

The TEAM Program website has been established for multiple purposes:

1. **Information/Communication:** The home page provides program participants and their mentors with program documents and prompt and timely communications from the State Department of Education and RESAs.
2. **Registration:** The home page of the website provides beginning teachers and their mentors with a link to a list of professional development opportunities (*PD Registration*) and the ability to register for a selected course.
3. **Professional Growth Module Workspace (as described in Section B):** Access to the web-based tools and resources that allow for the completion of the professional growth module process and communication with mentors, district facilitators and administrators.
4. **Professional Growth Module Resources, including sample:**
 - ❖ performance profiles;
 - ❖ PGAPs;
 - ❖ meeting logs;
 - ❖ journals; and
 - ❖ reflection papers.

Other informational resources and documents include:

- ❖ A ten-minute Orientation to TEAM video;
- ❖ An Introduction to TEAM and the Module Process PowerPoint;
- ❖ The TEAM Module Process Guidelines;
- ❖ Reflection Paper Feedback and Criteria;
- ❖ *Connecticut's Common Core of Teaching (CCT) for Effective Teaching*; and
- ❖ A Q&A to supplement the Beginning Teacher Manual.

Section E: TEAM Program Contacts and Resources

Connecticut State Department of Education (CSDE) Bureau of Educator Effectiveness and Professional Learning

- **TEAM Program Office:** Individuals may contact the TEAM Program Office at 860-713-6820 (between the hours of 8:00 a.m. and 4:30 p.m.) or via email at ctteam@ct.gov with questions regarding program participation status, program requirements or to report a change in teaching assignment and/or employment.
- **Certification Office:** Individuals may contact the Certification Office at 860-713-6969 (Monday, Tuesday, Thursday and Friday between the hours of 12:00 p.m. and 4:00 p.m.) or via email at www.teacher.cert@ct.gov with questions regarding their certification or the application process. In addition, the online Connecticut Educator Certification System (CECS) may be accessed at www.ct.gov/sde/cert. Users may create an account and log-in.

Regional Educational Service Centers (RESCs)

- **EASTCONN RESC** serves as the central administrator for the TEAM Program, including professional development sessions and monitoring the program website. EASTCONN can be reached via a toll-free number at 888-531-9910 or via email using the TEAM Program website (select *Contact* from the menu at the top of the page to access the *TEAM Help Request System*).
- **ACES, CES, CREC, Education Connection and LEARN Regional Education RESCs** have TEAM Program liaisons that administer professional development sessions and assist districts in the implementation of the program.

Please refer to Appendix I for TEAM Program contacts at the CSDE and the Regional Education Service Centers (RESCs), and Appendix J for a RESC map.

**TEAM PARTICIPATION CATEGORIES
BY CERTIFICATION CODES**

<p style="text-align: center;"><u>Category 1</u> TEACHERS CERTIFIED AND TEACHING UNDER THE ENDORSEMENTS BELOW WILL PARTICIPATE IN THE FULL FIVE-MODULE PROGRAM</p>	<p style="text-align: center;"><u>Category 2</u> TEACHERS CERTIFIED AND TEACHING UNDER THE ENDORSEMENTS BELOW WILL PARTICIPATE IN THE TWO-MODULE PROGRAM</p>	<p style="text-align: center;">TEAM Program NOT available ENDORSEMENT AREAS NOT PARTICIPATING IN THE TEAM PROGRAM</p>
<ul style="list-style-type: none"> ➤ English (#015) ➤ Mathematics (#029) ➤ Biology (#030) ➤ Chemistry (#031) ➤ Physics (#032) ➤ Earth Science (#033) ➤ General Science (#034) ➤ Health (#043) ➤ Special Education (#065,165, 265) ➤ Elementary (#001, 002, 003, 004 005, 006, 008, 013, 112, 113) ➤ Middle School 4-8 (#006, 215, 226, 229, 230, 231, 232, 233, 234, 235) ➤ History/Social Studies (#025, 026) ➤ Art (#042) ➤ Music (#049) ➤ Physical Education (#044) ➤ Bilingual Education (#009, 902, 915, 926, 929, 930, 931, 932, 933, 934, 966, 967, 968, 969, 970, 971, 972, 973, 974) ➤ World Languages (#018, 019, 020, 021, 022, 023, 024, 101) ➤ Teaching English to Speakers of Other Languages [TESOL] (#111) 	<ul style="list-style-type: none"> ➤ Business Education (#010) ➤ Vocational Agriculture (#041) ➤ Agriculture (#040) ➤ Home Economics (#045) ➤ Technology Education (#047) ➤ Partially Sighted (#055) ➤ Hearing Impaired (#057) ➤ Blind (#059) ➤ Teacher-Coord. Marketing Educator (#089) ➤ Occupational Subj. in Technical High Schools (#090) ➤ Trade and Industrial Occupations in Comprehensive H.S. (#098) ➤ Health Occupations – Comp. High School (#103) ➤ Health Occupations in a Technical High School (#109) ➤ Unique endorsements in dance, theater, and Montessori (#110) 	<ul style="list-style-type: none"> ➤ Driver Education (#035) ➤ Speech and Language Pathologist (#061) ➤ School Library Media Specialist (#062) ➤ School Counselor (#068) ➤ School Psychologist (#070) ➤ School Social Worker (#071) ➤ School Nurse-Teacher (#072) ➤ School Dental Hygienist-Teacher (#073) ➤ Vocational Technical Administrator (#082) ➤ School Business Administrator (#085) ➤ English to Non-English Speaking Adults (#088) ➤ Intermediate Administrator/Supervisor (#092) ➤ Superintendent of Schools (#093) ➤ Reading and Lang. Arts Consultant (#097) ➤ Remedial Reading / Remedial Language Arts (#102) ➤ Teacher Coordinator Co-op Work Edu/Diversified Occup. (#104) ➤ Department Chairperson (#105) ➤ #106 H.S Credit Diploma Program ➤ Ext. Diploma Prog. Non-credit Mandated Prog. (#107) ➤ Practical Nurse Education Instruction (#108)

Revised December 2011

TEAM BEGINNING TEACHER SUPPORT PLAN TIMELINE FOR CATEGORY 1 PARTICIPANTS

Name of Beginning Teacher: _____

School/District: _____

Subject Area(s)/Grade level(s): _____

Name of Mentor: _____

Anticipated timeline of participation:

TEAM "Entry Date: September 1, 20____ or February 15, 20____

Module(s) that will be completed in the 2013-2014 school year: _____

Module(s) that will be completed in the 2014-15 school year: _____

Please indicate below if it is anticipated that a third year will be needed due to any extenuating circumstances, such as a planned leave of absence (i.e., maternity leave, planned medical leave, mid-year hire, etc.).

Signature of Beginning Teacher

Date

Signature of Mentor

Date

Please submit this plan to your TEAM District Facilitator within one month of your entry date in the classroom.

Revised August 2013

TEAM BEGINNING TEACHER SUPPORT PLAN TIMELINE FOR CATEGORY 2 PARTICIPANTS

Name of Beginning Teacher: _____

School/District: _____

Subject Area(s)/Grade level(s): _____

Name of Mentor: _____

Anticipated timeline of participation:

TEAM "Entry Date: September 1, 20____ or February 15, 20____

Module(s) that will be completed in the 2013-14 school year: _____

Please indicate below if it is anticipated that a second year will be needed due to any extenuating circumstances, such as a planned leave of absence (i.e., maternity leave, planned medical leave, mid-year hire, etc.).

Signature of Beginning Teacher

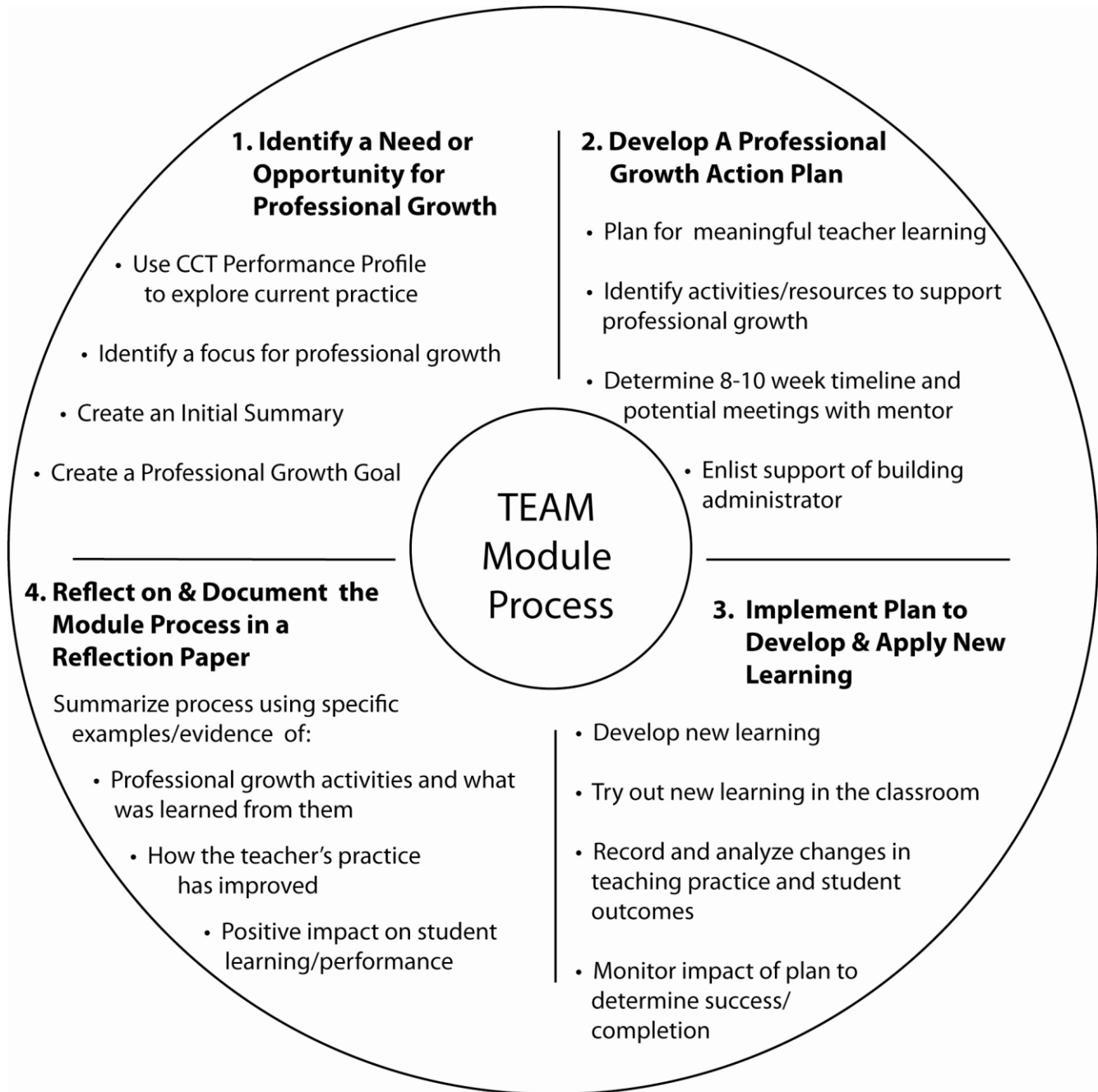
Date

Signature of Mentor

Date

Please submit this plan to your TEAM District Facilitator within one month of your entry date in the classroom.

Revised August 2013





2013-2014 TEAM Module Guidelines 5-23-13

The TEAM Module Guidelines provide an overview of a teacher-directed professional growth process in which teachers:

- *develop new learning,*
- *use their new learning to improve their teaching and*
- *demonstrate how the changes in their teaching have a positive impact on students.*

Throughout the module, teachers reflect on and document their learning and examples/evidence of student outcomes in personal journals. At the culmination of the module process, teachers draw on these reflections using examples/evidence to create a reflection paper that documents each of the following steps.

Step #1: Identify a Need or Opportunity for Professional Growth

- A. Explore the language of the module-specific *CCT Performance Profile* indicators and descriptors of practice. Discuss words and phrases needing clarification and/or definition. Identify how the profile descriptors change to reflect more effective practice as you move across the profile continuum. Share examples of the teacher's classroom practice related to individual descriptors.
- B. Identify one indicator that the beginning teacher sees as especially relevant to her/his classroom practice. Explore the indicator in greater depth to identify and discuss what is currently happening in one classroom or across a number of classes related to this indicator. Record specific examples/evidence that focus on both the teacher's practice and student performance (who, what, when, why, how often) in the "Notes" section of the *CCT Performance Profile*. This conversation may take place over more than one meeting since the beginning teacher may need time to gather specific examples/evidence.
- C. Synthesize and build on the recorded notes for the chosen indicator to create a brief *Initial Summary* that the teacher will reference when creating the final reflection paper to demonstrate growth. The *Initial Summary* should
 - describe, with specific examples, what the teacher is doing at the start of the module related to the chosen indicator and
 - describe, with specific examples, what students are doing at the start of the module related to the chosen indicator.

- D. Create and record a *Professional Growth Goal* that
- describes what the teacher wants to learn that will address an immediate and relevant teacher learning opportunity or need and lead to improved teaching practice;
 - describes the anticipated positive impact on students;
 - connects to the chosen *CCT Performance Profile* Indicator; and
 - is achievable within an 8-10 week timeframe.
- E. Use the *Beginning Teacher/Mentor Meeting Log* to record the date, time and focus of each meeting.

New: Beginning with the 2012-13 school year, the mentor is being asked to record all meetings in the mentor log and send the log entry to the beginning teacher for verification.

- F. Use *My Personal Journal* to document detailed information and examples related to the module work on an ongoing basis.

Step #2: Develop a Professional Growth Action Plan (PGAP)

- A. Identify specific activities in which the teacher will engage to develop her/his new learning and record them in the *Teacher Learning Activities and Resources* section.
- B. Identify resources to support the teacher learning activities and record them in the *Teacher Learning Activities and Resources* section.
- C. Complete *Anticipated Timeline for Module Completion* and *Proposed Meeting Dates*.
- D. Review the *Professional Growth Action Plan (PGAP)* and notify the building administrator through www.ctteam.org to prompt her/him to review the plan and the requested resources.
- E. Communicate with the building administrator about the completed *Professional Growth Action Plan (PGAP)*. The administrator will discuss school and/or district resources that may be available to support the beginning teacher and sign-off electronically on the *PGAP* on www.ctteam.org. Note: Administrator sign-off on the *PGAP* indicates that s/he will work with the beginning teacher and mentor to support the plan. It is not a guarantee that requested resources will be provided.
- F. Continue to record appropriate information in the *Beginning Teacher/Mentor Meeting Log* and *My Personal Journal*; refer to Step 1, Sections E & F.

Step #3: Implement Plan to Develop and Apply New Learning

- A. Record the teacher learning activities and reflect on what the teacher learned from them in *My Personal Journal*.

- B. Discuss how new learning will be used to improve practice and positively impact student learning.
- C. Try out new learning in the classroom. Record changes in the teacher's practice and impact on students in *My Personal Journal*. Use the *CCT Performance Profile* to periodically analyze impact on practice and students to determine progress towards the goal. Record specific examples/evidence in *My Personal Journal*.
- D. Compare current examples/evidence to the Initial Summary to determine if evidence supports continuation or modification of the module activities. Record reflections, evidence and decisions in *My Personal Journal*.
- E. Document the focus of the beginning teacher and mentor interactions in the *Beginning Teacher/Mentor Meeting Log*.

Note: Mentors record their own personal reflections and ongoing work with the beginning teacher in *My Personal Journal*.

Step #4: Document New Learning, Impact on Practice and Impact on Students

- A. Reflect on the module process: the development of new learning, its impact on practice and the outcomes for students. Create a **Reflection Paper** (no more than 3,000 words) that documents professional growth. The reflection paper should include:
 - a description of what the teacher did to develop new learning;
 - an explanation of what the teacher learned from the learning activities and resources;
 - specific examples/evidence of how the teacher used new learning to improve teaching practice;
 - specific examples/evidence of what impact the changes in teaching practice had on students; and
 - a comparison of the changes in teaching practice and positive outcomes for students to what was described in the *Initial Summary*.
- B. Share draft(s) of the reflection paper with the mentor for feedback. When the paper is in final draft, the mentor will “sign-off” electronically and return the paper to the beginning teacher. (Note: Mentor sign-off indicates that the reflection paper is consistent with on-going work.)
- C. Submit the reflection paper on www.ctteam.org.
- D. Once a reflection paper is reviewed, the beginning teacher will receive a message on her/his [www.ctteam](http://www.ctteam.org) message board that results are available.

Beginning Teacher Dashboard

Beginning Teacher Dashboard

Quick Links

- [My Personal Journal](#)
- [My Beginning Teacher Mentor Meeting Log](#)
- **[My Module Center](#)**
- [Review District Support Plan](#)
- [My Profile](#)
- [My Professional Development Registration](#)
- [TEAM Connections Message Archive](#)
- [Module Resources](#)

My TEAM Participation Data

- My Entry Date: 2/15/2012
- **5 Modules Required**
- My Expected Completion 2/15/2015

BT Message Board

Today's Date: August 16, 2012

Last Activity: Mentor Meeting Log June 10, 2012

[Reflection Paper Results Available](#)

- [Updates](#)
- [Certification Guidelines 2011-12](#)

Contact Center

District Facilitator:

School Administrator:

Mentor:

Module Progress

Select Module. Click for PGAP

Meeting Log Summary

This School Year. Click to View

Navigation icons: left arrow, 1, right arrow, progress bar (5 segments), document icon, vertical bars, Last 6/1/12 22:00 / 22:00

How to Sign-Up on CTTEAM.org: Beginning Teachers, Mentors, School Administrators and Other Educators

Note to DFs: Based on your official appointment, an account will be created for you and you will receive an email with login instructions.

To create a *USER* account on ctteam.org you will need the following before you start:

- ✓ A valid email address – this is the address that *ctteam* will use for communications with you;
- ✓ Your Educator Identification Number. This is the **10- digit** number issued by the Connecticut State Department of Education, Bureau of Educator Standards and Certification. There are several places you can find this number:
 - It is printed on your teaching certificate (if issued since March 2009)
 - Your Human Resources Office should have it on file
 - You may log into the [Connecticut Educator Certification System \(C.E.C.S.\)](#)

Visit <http://ctteam.org> and click on *Workspace Log In*. Follow the prompts.

Click the “New User” link. This will open the Sign-up form.

- Enter your name.
- Enter your email (please double check for errors).
- Select your employing district (some teachers are “out-placed” by their employing district, please do not select your assigned district).
- Select your school from the list (out-placed teachers should select “Other”).
- Enter your Educator Identification Number (EIN).
- Enter a password that you will remember. A password may contain only letters and numbers.
- Confirm your password. We suggest you write it down and keep it in a safe place.
- Select a *Subscription* to TEAM Connections, the monthly newsletter with general information. There are editions tailored for *Beginning Teachers, Mentors, School Administrators and Other Educators*.
- Click Save.
- You will get a confirmation on your computer screen (we suggest that you print this page) and in email. If the email does not arrive, follow the problem solving hints on the printed screen confirmation.

Our system will check to see that information your district has provided agrees with the information you provided regarding your role, your district and school. If any part is not correct, your use of the *ctteam.org Workspace* will be limited. Please contact your District Facilitator, or the *ctteam Help Desk*, regarding errors.

When you log in, a customized Dashboard will open with access to those features you will need.

Access to Documentation

Private	Confidential	Shared
Only the creator of the document has access	Only beginning teachers and mentors have access	In addition to beginning teachers and mentors, <u>principals</u> , district facilitators and their designees have access
<ul style="list-style-type: none"> • BT Journal • Mentor Journal 	<ul style="list-style-type: none"> • CCT Profile • Module Reflection Paper <p>Note: When completed, the reflection paper will be shared with the district or regional review coordinator and the reviewer.</p>	<ul style="list-style-type: none"> • Professional Growth Action Plan <ul style="list-style-type: none"> - Goal - Anticipated Impact - Brainstormed List - Learning Activities/Resources - Anticipated Timeline - Proposed Meeting Dates • Beginning Teacher/ Mentor Meeting Log

Teacher Education And Mentoring (TEAM) Program

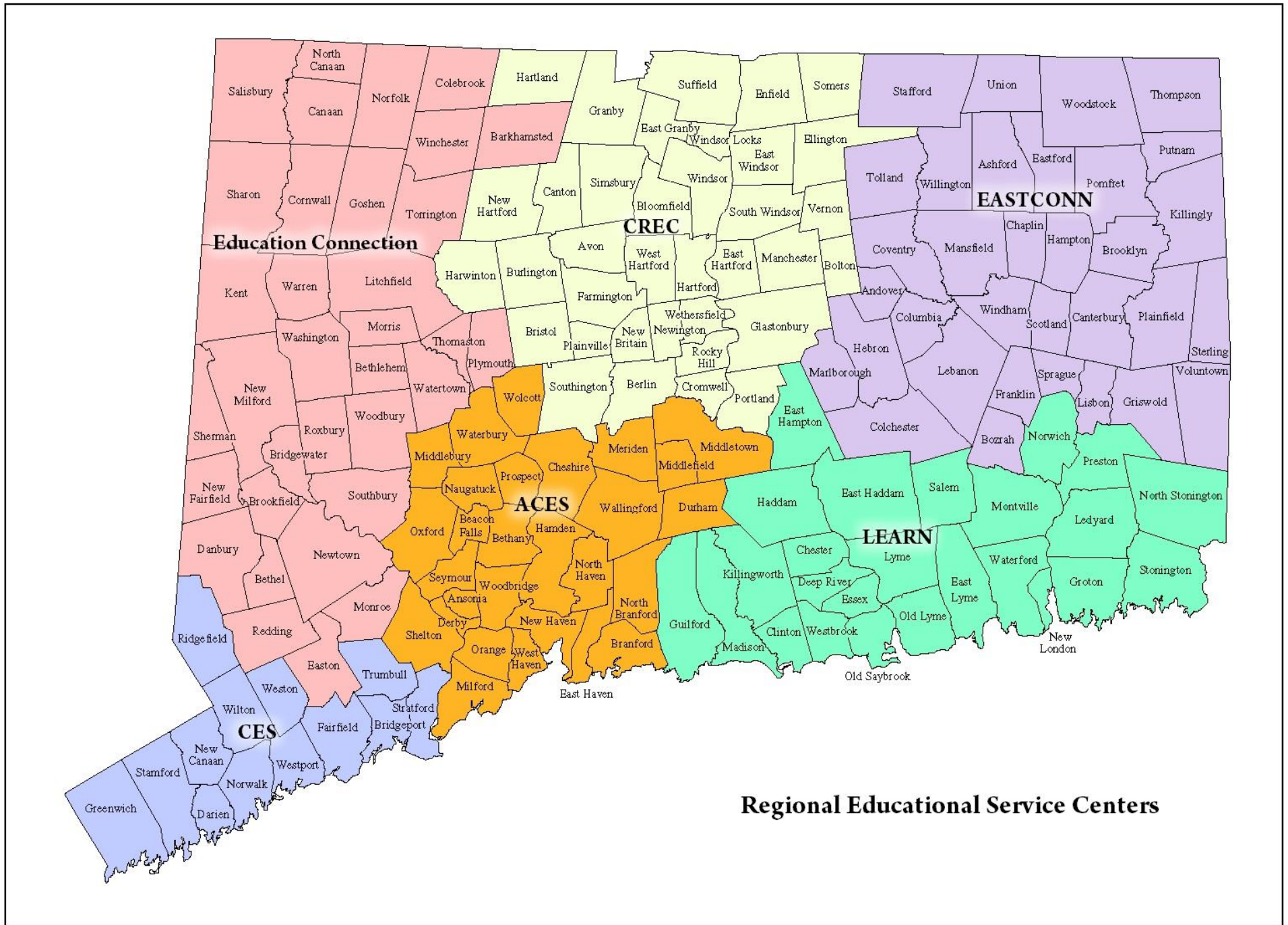
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Regional Educational Service Centers