



TEAM

Teacher Education And Mentoring Program

www.ctteam.org

Program Manual 2015-16

**For Beginning Teachers, District Facilitators,
Administrators and Mentors**



CONNECTICUT STATE DEPARTMENT OF EDUCATION

State of Connecticut

Dannel P. Malloy, Governor

State Board of Education

Allan B. Taylor, Chairperson
Theresa Hopkins-Staten, Vice Chairperson
Erin D. Benham
Dr. Gregory W. Gray (Ex Officio)
Terry H. Jones
Estela Lopez
Maria I. Mojica
Robert Trefry (Ex Officio)
Joseph J. Vrabely, Jr.
Stephen P. Wright
Michael Caminear, Student
Megan Foell, Student

Commissioner of Education

Dr. Dianna R. Wentzell

The Connecticut State Department of Education is committed to a policy of equal opportunity/ affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2071
Levy.Gillespie@ct.gov

Teacher Education and Mentoring (TEAM) Program

TEAM Program Guidelines for Beginning Teachers, District Facilitators, Administrators and Mentors 2015-16

Contents

Appendices	ii
Introduction.....	iii
1. Participation Requirements and Timelines.....	1
A. Participation in the TEAM Program.....	1
B. Beginning Teacher Participation/Responsibilities	2
C. Registration in TEAM.....	4
2. Guidelines for Beginning Teachers and Mentors.....	5
A. Code of Professional Responsibility	5
B. Rights of Beginning Teachers in the TEAM Program.....	5
C. Responsibilities of Beginning Teachers Participating in the TEAM Program.....	7
D. District-Based Support for Beginning Teachers	9
E. State-Based Support for Beginning Teachers.....	9
F. TEAM Program Professional Growth Modules.....	10
G. The TEAM Module Workspace and Dashboard.....	11
H. The Reflection Paper.....	12
I. Additional Resources Available on www.cteam.org	13
J. TEAM Program Contacts and Resources	14
3. Program Guidelines for District Facilitators, Administrators and Mentors	15
A. District Roles and Responsibilities.....	15
B. Mentors' and Cooperating Teachers' Roles and Responsibilities.....	18
C. CSDE/RESC Roles and Responsibilities	21
D. Related Policy Guidelines.....	24

Appendices

- Appendix A** TEAM Participation Categories by Certification Code 27
- Appendix B** TEAM Module Process Wheel 28
- Appendix C** 2015-16 TEAM Module Guidelines 29
- Appendix D** Beginning Teacher Dashboard 32
- Appendix E** How to Sign-up on ctteam.org..... 33
- Appendix F** Access to Documentation 34
- Appendix G** CSDE/RESC Program Contacts 35
- Appendix H** RESC Map 36
- Appendix I** TEAM District Facilitator Responsibilities 37
- Appendix J** The TEAM Coordinating Committee (TCC) Guidelines 38
- Appendix K** Beginning Teacher Support Plan Timeline Forms 43
- Appendix L** Accommodations for Candidates with Disabilities 45

Introduction

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.

Section 10-145o of the Connecticut General Statutes, was passed in October 2009 and called for the establishment of “a teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules” for beginning teachers, to commence with the school year beginning July 1, 2010.

A statutorily defined committee including Connecticut State Department of Education (CSDE) staff, representatives of the six Regional Educational Service Centers (RESCs), representatives from higher education and teacher unions was established to meet once a month during the developmental year (2009-10) to design the professional growth modules and to establish the requirements for module design, their completion and review.

Beginning teachers participating in the program are assigned a mentor to guide them while they progress through the program. Beginning teachers are required to complete up to five professional growth modules. These five modules provide a learning process focused on the following domains of the Common Core of Teaching (CCT) 2010: classroom environment, planning, instruction, assessment and professional responsibility. Mentors and beginning teachers work together to establish the focus for each module based on a CCT performance profile. 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. Beginning teachers must successfully complete TEAM Program requirements to be eligible for a provisional educator certificate.

I. Participation Requirements and Timelines

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 in a content area that is compliant with their certificate, or in a full 10-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. 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; OR
- 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.

B. BEGINNING TEACHER PARTICIPATION/RESPONSIBILITIES

TEAM Participation Categories

The TEAM Program is required for all teachers who work under an initial educator certificate, interim initial educator certificate or 90-day certificate and are employed in either a full- or part-time position in a fully contracted position or as a long-term substitute in a full 10-month assignment, as defined below.

Category I: Participation in the five module (two-year) program is required for teachers certified in the following endorsement areas: elementary education, English language arts, health, mathematics, science, social studies, special education, bilingual education, music, physical education, art, world languages and teachers of English Learners. (See endorsement area chart in Appendix A.)

Category II: Participation in the two module (one-year) program is required for teachers 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 in a comprehensive high school, health occupations in a technical high school and unique endorsements in dance, theater and Montessori. (See endorsement area chart in Appendix A.)

Category II participants select any two professional growth modules from modules 1-4

Timelines for Beginning Teacher Participation

1. For teachers participating in Category I, legislation calls for the successful completion of two modules in the beginning teacher's first year and three modules in the beginning teacher's second year of participation in TEAM, except as otherwise provided by the Commissioner of Education. The **expected completion date** is two years from entry date into the program. A third year is available should unforeseen circumstances prevent successful completion in two years.
2. For teachers participating in Category II, legislation calls for the successful completion of two modules (selected from modules 1-4) in the beginning teacher's first year of participation in TEAM, except as otherwise provided by the Commissioner of Education. The expected completion date is one year from entry date into the program. A second year is available should unforeseen circumstances prevent successful completion in one year.
3. **IMPORTANT:** Teachers who are approaching their **deadline date** and still have a reflection paper(s) to submit have a window for submission where there is no longer the opportunity for revision:

For September 1 program deadlines: August 18 through September 1.

For February 15 program deadlines: February 1 through February 15

Reflection paper results received for papers submitted within this window of time are final.

Note about Module 5 for Category II Teachers: 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 required 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 toward meeting one of their two module requirements.

Timelines for participation will be monitored as follows:

- Beginning teacher participation will begin upon entry into the Educator Data System (EDS) and an entry date is assigned.
- The beginning teacher and mentor will create a user account to access their dashboards and received communications.
- The district will match the beginning teacher with a team-trained mentor.
- The district will monitor their teachers’ participation in TEAM to ensure compliance.

Entry dates will be either:

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.

Hire Date	Beginning Teacher Program Entry Date
Between February 15, 2015, and October 31, 2015	September 1, 2015
Between November 1, 2015, and February 14, 2016	February 15, 1016
Between February 15, 2016, and October 31, 2016	September 1, 2016

The CSDE will monitor the districts’ adherence to these timelines by reviewing registration dates twice yearly to highlight anyone who has gone beyond or is close to the two or three years of participation limit, as appropriate and dependent upon category. Districts will then be notified and asked to contact the teacher to see if any extenuating circumstances exist that prevented completion within their allotted timeframe.

If all required modules have not been successfully completed by the deadline date, and extenuating circumstances exist that have delayed fulfillment of this requirement, the beginning teacher must apply to the CSDE for approval of an extension of time. The school district will need to support any request for an extension of time beyond the beginning teacher’s deadline date.

Please Note: Beginning teachers must attend to the expected completion date displayed on their dashboard.

Requests for an extension of time should be submitted to the CSDE prior to the end of the second or third year of participation (dependent upon Category and based on entry date) in TEAM. Upon receipt by the CSDE of such request — including third party supporting documentation provided by a professional attesting to the circumstances — and the signature of the supporting district, the request will be reviewed and a determination made. If approved, the beginning teacher will be granted additional time as appropriate to complete 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 having all required reflection papers reviewed as successful **prior to the established deadline date** will result in the inability of a teacher to renew his or her 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 will include:

- successful completion of an online course on professional responsibilities for educators;
- engagement in a long-term substitute position for 40 full-time days in one position (in a public or private school in Connecticut or out-of-state) in a grade and content area appropriate to the certificate that the candidate wishes to have reissued; or
- 250 volunteer hours in one school (in a public or private school in Connecticut or out-of-state) in a grade and content area appropriate to the certificate that the candidate wishes to have re-issued;
- a structured response reflection paper relative to Professional Responsibilities: and
- a structured interview with CSDE or TEAM RESC staff.

In addition, teachers must take and meet standards on any new or regenerated 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.

C. REGISTRATION IN TEAM

1. Registration in TEAM will begin with entry of a teacher holding an initial educator, interim initial educator or 90-day certificate into the state EDS. The District Facilitator (DF) will activate this process by ensuring that the district's EDS contact has the names of all teachers that need to be entered into the EDS, including continuing and new hires. The EDS will then identify all teachers who hold one of the certificates named above in any of the endorsements required by TEAM. Once identified, beginning teacher names will appear on the DF's dashboard. The district will issue a registration letter, indicating an "entry" date and expected completion date to each of the beginning teachers. Districts must ensure that each beginning teacher receives this letter via paper mail or electronically.

II. Guidelines for Beginning Teachers and Mentors

A. 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 CSDE action against a teacher's teaching certificate, up to and including revocation.

B. RIGHTS OF BEGINNING TEACHERS 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 CSDE and the beginning teacher.

The rights of beginning teachers include:

- a. **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.
- b. **State-based and RESC-based support:** Provision of web-based tools, online resources and communications to enable beginning teachers and their mentors to successfully complete program requirements.
- c. **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 I and a maximum of two years for teachers participating in Category II) 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 (DFs) will be notified in writing of the approval or denial of requests submitted.

- d. **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 DFs will be notified in writing of the approval or denial of requests submitted.
- e. **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.
- f. **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.

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 (e.g., 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.*

**C. 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 CSDE and the beginning teacher.

Responsibilities of beginning teachers include:

- a. 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 toward retirement.
- b. Beginning teachers should know their District Facilitator (DF). The DF is responsible for coordinating the implementation of the TEAM Program within each school district. A list of TEAM Program DFs is available on the TEAM website (www.ctteam.org).
- c. 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 non-participation or failure to meet program requirements.
- d. 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.
- e. Beginning teachers must attend to the timelines for TEAM completion:

Teachers who do not successfully complete 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.

- f. The CSDE recommends that all reflection papers be submitted by May 15, to ensure timely review and feedback. Papers submitted after May 15, cannot be guaranteed to receive review and feedback prior to a September 1, completion date. These dates are especially critical for teachers nearing their deadline date for TEAM Program completion.

IMPORTANT: Teachers who are approaching their **deadline date** and still have a reflection paper(s) to submit have a window for submission where there is no longer the opportunity for revision:

For **September 1** program deadlines: August 18 through September 1.

For **February 15** program deadlines: February 1 through February 15

Reflection paper results received for papers submitted within this window of time are final.

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 educator certificate. To regain eligibility for reissuance of the initial educator certificate, the teacher must make the request to the CSDE and fulfill the requirements of intervening study and experience, which includes:

Study:

An online course to examine the professional responsibilities of educators, as approved by the CSDE, and a reflection paper focused on Domain Six of the Common Core of Teaching: Professional Responsibility and Teacher Leadership. Guidelines for the study and paper will be provided by the CSDE.

Experience:

- 1) A long-term substitute position for 40 full-time consecutive working days in one position (in a public or private school in Connecticut) in a grade and content area appropriate to the certificate that the candidate wishes to have reissued;
- or**
- 2) 250 volunteer hours within one year in one school (in a public or private school in Connecticut) in a grade and content area appropriate to the certificate that the candidate wishes to have reissued;
- and**
- 3) Documentation by the district/school in which the individual completes substitute teaching or volunteer experience that the person's performance is effective.

Final Interview:

Upon attestation of successful teaching by the employing board of education or board of education providing for a teaching experience and successful completion of study as described above, an interview will be required with a CSDE TEAM Consultant or TEAM RESC representative prior to recommendation for reissuance of the initial educator certificate.

In addition, teachers must take and meet standards on any new or regenerated 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.

D. 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 in include participation in a TEAM orientation session, professional development activities offered in-district or at a RESC, or regularly scheduled school staff meetings.

E. STATE-BASED SUPPORT FOR BEGINNING TEACHERS

A website (www.ctteam.org) is available 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., CCT Performance Profiles, 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.

F. 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 (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 (PGAP)
3. Implement plan to develop and apply new learning
4. Reflect and document the module process in a reflection paper

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 2015-16 TEAM Module Guidelines provide a detailed overview of each step. The TEAM Module Guidelines can be found in Appendix C and are also available online.

Module 5: Professional Responsibility

Module 5 focuses on the Code of Professional Responsibility. The context of this module is very different from the first four modules, which are primarily classroom centered. 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, and complete an online questionnaire, available on their dashboard.

G. 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 D. 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).

a. Sign-up for the TEAM Workspace

To enable a beginning teacher to participate in the TEAM Program, he or she must create a user account on the program website (www.ctteam.org) — please refer to instructions for creating a user account in Appendix E. Once a teacher has created a user account, the system will verify that the teacher is listed as active in the EDS, 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 create a user account to 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.

b. 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 beginning teacher/mentor meetings — including date, time of meeting, focus and summary of the meeting;
- Connecticut’s CCT Performance Profile for each module that will allow for a focused beginning teacher/mentor discussion in order to develop a PGAP related to each module;
- Access to components that will allow the teacher to create a PGAP. These components include a statement of a teacher’s goal related to the CCT Performance Profile 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

C. 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 record the date, time and focus of the interactions; and
- The ability to view the beginning teacher’s performance profile, PGAP and reflection paper.

Important: Mentors are expected to log all hours of support provided to the mentor. The DF will monitor time logged to determine appropriate mentor stipend.

Certain components of the 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 PGAP have shared accessibility with 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 F.*

H. 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.

Districts may elect to use either an in-district review option or a regional review option.

1. **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.
2. **Regional review option:** In a regional review process, beginning teachers will electronically submit their reflection papers to a pool of trained reviewers. Districts that elect to participate in regional review 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 and the number of reflection papers beginning teachers will submit. Each reviewer is expected to minimally review five papers, but no more than 20.

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 subsequent submission. Reflection Paper Feedback and Criteria can be accessed on www.ctteam.org.

I. ADDITIONAL TEAM PROGRAM ONLINE 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 CSDE and RESCs.
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, DFs and administrators.
4. **Professional Growth Module Resources, including samples of :**
 - performance profiles;
 - PGAPs;
 - meeting logs;
 - journals; and
 - reflection papers.

Other informational resources and documents include:

- an "Introduction to TEAM and the Module Process" PowerPoint;
- the TEAM Module Process Guidelines;
- reflection paper feedback and criteria;
- Connecticut's CCT Performance Profiles; and
- Q&A supplement.

Where do Beginning Teachers go for help?

Beginning teachers' first point of contact for problems or issues related to the TEAM Program is the DF. Teachers should contact their DF if they have not been assigned a mentor or are not receiving the assistance needed from their mentor. If needed, they may also contact their principal, as he or she is also responsible for ensuring that beginning teachers receive the support needed to enable them 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.

J. TEAM PROGRAM CONTACTS AND RESOURCES

Connecticut State Department of Education (CSDE) Bureau of Educator Standards and Certification

- **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 Service Centers (RESCs)** have TEAM Program liaisons that administer professional development sessions and assist districts in the implementation of the program.

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

III. Program Guidelines for District Facilitators, Administrators and Mentors

A. DISTRICT ROLES AND RESPONSIBILITIES

a. Appointment of a District Facilitator (DF)

Early in each school year, the superintendent will be asked to appoint the individual who will be responsible for the facilitation of TEAM in the district. This individual must be a certified teacher or administrator in the district who will function as liaison between the CSDE, the district, the beginning teachers and mentors regarding requirements of the TEAM program. A fact sheet containing overview of DF responsibilities is contained in appendix I.

b. Appointment of a TEAM Coordinating Committee (TCC)

The TCC is a district committee that oversees, plans, implements and monitors the district's TEAM Program. The guidelines outlining the appointment of TCC members and their responsibilities are contained in Appendix J.

c. Development and Implementation of a Three-Year District Support Plan

Each district must develop and implement a three-year plan to provide support for beginning teachers and mentors. This will include, but not be limited to, the development of a TCC, the recruitment and training of mentors and reviewers, a plan for the review of module reflection papers, and budget and resources that will enable teachers to successfully complete the required modules. If a district's plan is more than three years old, it must be reviewed and updated by the TCC. To edit the plan, click on "Edit Support Plan" under quick links on the DF dashboard.

d. Allocation of Mentor Stipends

Each district must oversee the allocation of mentor stipends received from the state to be included as part of the mentor's total earnings. To ensure appropriate allocation of these funds, districts must monitor mentor/beginning teacher logs to confirm that the minimal requirements of mentorship have been met. The CSDE reserves the right to monitor mentor logs to ensure that appropriate hours of support are provided and that funds are allocated accordingly. Districts that do not verify the accuracy of the Mentor Stipend Report (distributed in February/ March) may delay payment or risk non-payment of mentor stipends.

e. Oversee Submission of Beginning Teachers' Support Timeline

Ensure receipt and submission of all beginning teachers' support plan timelines at the beginning of their first year. Updates/changes can be made as needed. A sample template for two-year (Category I) and a one-year (Category II) plan(s) is contained in Appendix K.

f. Selection of a Process for the Review of Module Reflection Papers

Beginning teachers will culminate their professional growth action plan activities for each module with a reflection paper of no more than 3,000 words. Papers will be reviewed to determine if they have successfully met a completion standard, as established by the CSDE, through training. Districts may elect to use either an in-district review option or a regional review option. The selection of this process does not need to be permanent. A district may elect to use an in-district process one year and may move to participate in a regional review process the following year. However, if the district elects to change its review process, the CSDE must be notified. **Review options are:**

1. **Regional review option:** In a regional review process, beginning teachers will submit their papers to a regional pool of trained reviewers. Districts that elect to participate in a regional review group will be required to have a number of district educators trained to review reflection papers (the number of reviewers in a district that need to be trained will be proportionate to the numbers of beginning teachers in a district that are participating in the program). Upon submission, each reflection paper will be entered into a queue to be picked up by a trained reviewer. In the regional review option, papers may be submitted at any time and will be reviewed within two to four weeks; however, timely review of papers is not guaranteed during the summer months.
Therefore, CSDE strongly recommends May 15, as a deadline for submission of paper for September 1, completers. See page 3 for submission timeline for teachers approaching their September 1 or February 15 deadline date.
2. **In-district review option:** Districts may elect to review the reflection on 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. In such case, the following options exist for the composition of a review committee:
 - the full TCC can serve as the review committee;
 - a subset of the TCC can serve as the review committee; or
 - others (certified professionals not serving on the TCC).

Districts electing the in-district review option must identify a process (to be included in their three-year support plans) for:

- ensuring all reviewers are CSDE trained;
- assigning papers for review;
- establishing and monitoring timelines for submission and result of review;
- ensuring a secondary review of papers that do not meet successful completion standard (optional); and
- assuring confidentiality.

Consortium review clarification: Two or more districts may form a consortium and share the review of each other's reflection papers. This is considered a form of "in-district" review as the districts involved must work out a way to share papers with partner districts, establish timelines for review and confidentiality issues. Ultimately, each district must be responsible for reporting completion/non-completion of reflection papers through their respective DF dashboards. EASTCONN/CSDE cannot track the dissemination of these papers.

Training of reviewers: Whether electing to use the regional or in-district model, all reviewers must participate in an initial training for the review of module reflection papers. Trainings are developed by the CSDE in conjunction with RESC staff and delivered in the summer/fall of each year. Reviewers must participate in an online or in-person reviewer update training in order to continue to review reflection papers.

g. Reflection Paper Outcomes

The results of the reflection paper reviews (successfully complete/not complete) are entered into the TEAM data system. A beginning teacher is required to satisfactorily complete all five modules (if in Category I) or two modules (if in Category II). As teachers complete TEAM, their names will be reflected on their district's TEAM complete list as "pending" verification. This will prompt an email to the superintendent requesting that the superintendent "verify" the names of the teachers who have met this requirement. Through this "verification" process, the completion status of teachers will be conveyed to the CSDE certification database from the TEAM database system. This notification to the CSDE confirms the teacher's eligibility to apply for the provisional educator certificate, but does not alleviate the requirement for the beginning teacher to file an application in a timely manner before the expiration date on his/her initial certificate.

h. Completion and Submission of TEAM Mentor/Beginning Teacher Annual Activity Report

TEAM legislation requests that districts "submit an annual report on mentor-teacher activities to the district coordinating committee for review and approval." The annual activity report is a culminating report and is not part of the three-year support plan, but informs future plans. Guidance will be provided by the TEAM Program to assist districts in completing a report for the 2015-16 year.

i. District Policy for Special Accommodations for Disabilities

Individuals with diagnosed disabilities may need to request special accommodations to successfully complete TEAM. Districts must be committed to providing reasonable accommodations that are appropriate, given the purpose of the TEAM Program. Because the TEAM Program is designed to provide support and professional growth and is contextualized within a teacher's assignment, grade level and students, any special accommodations normally provided to the teacher will remain in place for employment purposes. However, should the nature of the professional growth process prompt a beginning teacher participant to seek out special accommodations based on disabilities, then the teacher needs to submit a request to his or her district. Each district must have a written policy to address accommodation requests based on disabilities. The CSDE will provide districts with guidance regarding a process for reviewing such requests as approved by the Office of Civil Rights, for those districts that may not already have such a policy in place. Guidelines are attached in Appendix L.

B. MENTORS' AND COOPERATING TEACHERS' ROLES AND RESPONSIBILITIES

b. The Process for Recruitment of Prospective Mentors and Cooperating Teachers

Each district must develop a process for the recruitment and selection of prospective mentors and cooperating teachers. The following are guidelines for such a process and criteria for their selection.

Individuals who are employed by a board of education and apply to become mentors shall present evidence to the district committee of:

- a provisional or professional educator certificate and a minimum of three years of teaching experience, including at least one year of experience in the district in which they are presently employed.

Prospective mentors should demonstrate:

- effective teaching practice as defined in the Connecticut CCT;
- ability to work cooperatively as a team member to aid the professional growth of a beginning teacher;
- professional commitment to improving the induction of beginning teachers into the teaching profession;
- ability to relate effectively to adult learners;
- ability to be reflective and articulate about the craft of teaching; and
- such other criteria as may be deemed necessary by the district committee.

In addition, retired certified teachers may also serve as mentors, provided they successfully complete a TEAM Initial Support Teacher training and provide evidence of the qualities listed above.

c. Mentor Training Requirements

TEAM Training: All mentors must be TEAM trained and updated every three years. A mentor may be assigned to a beginning teacher without having completed a TEAM training, but must register for and participate in such training within 30 days of assignment. Trained mentors may also serve as cooperating teachers.

Mentors who are not TEAM trained will not receive a state-issued mentor stipend. As of the 2015-16 school year, mentors and cooperating teachers who were previously trained in BEST but have not yet been TEAM trained must take the full three-day TEAM Initial Support Teacher training (IST).

Mentors and cooperating teachers who change employment from one board of education to another, and who are approved through the selection process of the board of education in which they are newly employed, shall not be required to repeat initial training as a result of the employment change.

A description of mentor trainings follows:

1. **Initial Support Teacher Training (IST):** This is a three-day training for individuals selected by their districts to serve in the role of mentor or cooperating teacher. The training engages participants in an exploration of teaching standards and coaching strategies to help novices develop new learning, reflect on and improve their teaching practices and promote positive outcomes for students. Mentors support beginning teachers through TEAM modules in their first two years of teaching and cooperating teachers host student teachers.
2. **Mentor Update Training:** This is a three and a half-hour training for mentors who have previously participated in a TEAM IST training or TEAM Mentor Update training. Legislation requires that mentors be updated every three years. As a result, mentors who participated in a TEAM Initial Support teacher or a TEAM Mentor Update training during the 2010-11 school year must attend a Mentor Update session prior to serving in the role of mentor or cooperating teacher during the 2015-16 school year.

d. Mentor Responsibilities

1. Each mentor is required to provide a minimum of 50 contact hours to each beginning teacher over the course of the five-module program or 20 hours for the two-module program. This reflects an expectation of providing approximately 10 hours of support per module.
2. Mentors must attend appropriate trainings — initial and update as described above — in order to be able to guide their mentees through the professional growth module process.
3. Each mentor may be assigned two beginning teachers, but no more than three beginning teachers (except in certain approved circumstances).

e. Payment of Mentor Stipends

The CSDE is responsible for distributing state funding to local and regional school districts for the payment of mentor stipends. Districts are responsible for the distribution of funds to be included in a person's total earnings for purposes of retirement. Distribution of funds to districts is based on the following:

1. Each mentor is required to provide a minimum of 50 contact hours over a two-year period to a beginning teacher who is required to complete the full five module process and 20 contact hours over a one-year period to a beginning teacher who is required to complete two modules. It is expected that a mentor will provide approximately 10 contact hours per module.
2. Mentors are eligible for an annual stipend up to \$500 for each beginning teacher to whom they provide mentorship for the majority of a school year (assigned to a beginning teacher with a September 1, entry date) provided that the district has confirmed that the minimal requirements of mentorship have been met.
3. Mentors who are assigned to a beginning teacher with a February 15, entry date will be eligible for a \$250 stipend as long as a sufficient number of mentoring hours has been provided and that the district has confirmed that the minimal requirements of mentorship have been met.
4. A sum equal to the amount of \$500 times the number of beginning teachers served by a mentor for the majority of a school year (assigned to a beginning teacher with a September 1, entry date), and a sum equal to the amount of \$250 times the number of beginning teachers served by a mentor for part of the school year (assigned to a beginning teacher with a February 15, entry date) will be the total mentor stipend for a given school year.
5. District responsibility is to monitor the web-based mentor/beginning teacher logs to confirm that mentorship is taking place prior to allocating funds for payment. Mentors who do not fulfill obligations for mentoring hours should not be allocated full payment by the district. Districts must review and verify the mentor stipend report. Payment should not exceed that earned by a mentor in the district.
6. The maximum amount of support money that may be paid out from state funds for the support of one beginning teacher to complete the full five-module program (Category I) is \$1,000 (equivalent to two \$500 annual payments).
7. The maximum amount of support money that may be paid out from state funds for the support of one beginning teacher in the two-module program (Category II) is \$500 (equivalent to one \$500 annual payment).

8. **Note:** No state funds are provided for Category I BT's mentoring during year three or for Category II BT's during year two. Districts may call CSDE to determine what mentor stipends have been paid out to date for a potential hire.
9. **Note:** There is no "supplement/supplant" requirement for state dollars. If a collective bargaining agreement already exists in a district to provide a stipend to mentors, the district is NOT obligated to pay the \$500 above what they have in the collective bargaining agreement. For example, if a district now pays \$750, it could choose to continue to pay the \$750, using the state funds towards this payment or to fulfill other budget needs in regard to supporting new teachers. Or, the district could choose to pay the full \$1,250 to the mentor (representing the \$750 plus the \$500 from the state funds). However, each mentor must be minimally paid \$500 annually from state funds for a full year of mentorship to each beginning teacher (as confirmed by mentor logs).
10. **Note:** Mentors may be assigned to two beginning teachers. However, in certain extenuating circumstances, a mentor may be assigned to three beginning teachers. Mentors who are assigned to more than three teachers without CSDE approval, may not be paid for additional mentee assignments.

C. CSDE/RESC ROLES AND RESPONSIBILITIES

a. Data System

The CSDE, in consultation with EASTCONN, is responsible for the development and management of a data system to document which teachers have successfully completed the professional growth modules and that mentors have been accountable for providing support.

Local and regional school districts will also have access to this web-based system. The system includes templates for:

1. **Writing and updating each district's three-year support plan:**
A template for the writing and editing of a district's three-year support plan is available on the DF's dashboard. Districts complete the plan online so that it is available to the CSDE. To edit, the DF clicks on "Edit District Support Plan" under "Quick Links" on the DF dashboard.

2. A progress monitoring function:

A system to monitor progress has been implemented to record each teacher's completion of their assigned number of professional growth modules and for the submission of written reflection papers. Highlights of system components include a "Beginning Teacher Dashboard" which will allow a teacher to track their progress through the professional growth modules.

- Components of the dashboard minimally include:
 - a personal journal to keep notes regarding a teacher's progress through each module;
 - a mentor meeting log to keep track of all beginning teacher/mentor meetings — including dates, time of meeting, focus and summary of the meeting;
 - a CCT Performance Profile for each module (based on the Common Core of Teaching) that will allow for a focused beginning teacher/mentor discussion in order to develop a PGAP related to each module;
 - a Professional Growth Action Plan (PGAP) which will 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 (recommended 8-10 weeks); and
 - a tab for the drafting of the reflection paper and for the electronic submission of such paper.
- A "Mentor Dashboard" is also available for assigned mentors. Components of the dashboard include:
 - a mentor journal to keep notes regarding support activities;
 - mentor/beginning teacher meeting log to record the date, time and focus of the interactions; and
 - the beginning teacher's reflection paper.

3. **The data system provides links to online resources related to the five modules.**

Accordingly, the TEAM website (www.ctteam.org) is designed to provide:

- access to the mentoring module workspaces described above;
- registration for professional development workshops and trainings;
- resources (articles, books, websites) to support professional growth; and
- communications via email to beginning teachers, mentors, DFs and administrators.

b. Development of Training and Professional Development

The CSDE, in conjunction with EASTCONN and the RESC Alliance, develops and delivers the following trainings:

1. **Initial Support Training:** A three-day Initial Support Teacher (IST) Initial Support and teacher training to qualify district-selected individuals who have not been previously trained, to serve as mentors and cooperating teachers.
2. **Mentor Update Training:** A 3½-hour training for mentors who have previously participated in a TEAM IST or TEAM Mentor Update Training. ***(Update training is required every three years and is offered both in-person and online.)***
3. **TCC Training:** A half-day training to guide district TCC members, including teachers, administrators and DFs in supporting TEAM participants and managing and administering the TEAM Program Guidelines in the district (appendix C).
4. **Reflection Paper Reviewer Trainings:** An annual training to qualify and update educators selected by their districts to review module reflection papers. ***(Annual update training is required and is offered both in-person and online.)***
5. **Administrator Trainings:** Available upon request, to familiarize building administrators with the TEAM Program, their role in the program, and how the program can align with and promote district initiatives.
6. **Online tutorials** and professional development workshops.

c. Institutions of Higher Education

The CSDE and the RESCs will work with the Connecticut teacher preparation programs to ensure that there is alignment between the TEAM professional growth module process and the state approved pre-service teacher preparation programs. This will include the training of cooperating teachers to work with teacher preparation candidates during student teaching and internships.

d. Monitoring of District Implementation

The CSDE has the responsibility to monitor district fidelity to the program. This process may include random district audits and observations and may include, but not be limited to, visits to individual districts to speak with the DF, mentors, members of the TCC and beginning teachers, and the monitoring of:

- district three-year support plans;
- mentor logs to ensure adherence to mentoring requirements;
- beginning teachers' workspace entries (excluding the beginning teacher's CCT profile and personal journal).
- mentor teachers' workspace entries (excluding the mentor's personal journal);
- beginning teacher timelines for participation; and progress through the 3-year timeline (or 2-year);
- mentor stipend payments; and
- district annual reports.

e. Outside Evaluation

The CSDE will seek an outside evaluation of the Teacher Education and Mentoring Program every three to five years. This will include, but not be limited to:

- securing an objective outside evaluator;
- monitoring the work of the outside evaluator;
- assisting the outside evaluator in gaining access to program materials and data; and
- responding to all inquiries from the outside evaluator regarding program development and implementation.

D. RELATED POLICY GUIDELINES

a. Separation of TEAM Program Results and Employment Decisions

The TEAM 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."

1. **Clarification for districts:** TEAM Program activities can be aligned with district and school goals and, therefore, aligned with the district's teacher evaluation and support 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 of the beginning teacher. Nonrenewal must be based on alternative criteria.

2. **Clarification for beginning teachers:** Conversely, a beginning teacher cannot use the successful completion of modules to argue against a nonrenewal decision by the district.

b. Portability of Module Completion

Teachers who begin TEAM in one district and successfully complete one or more modules, but who have 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 outstanding modules in the new district. However, beginning teachers will not be given extended time beyond their two-year or three-year period to complete program requirements in the new district, unless extenuating circumstances are documented and approved or there has been an interruption in employment.

c. Exemptions from the TEAM Program

Because the professional growth module process is individually suited to the context of a teacher’s assignment, grade level and students, the CSDE anticipates that all teachers will be able to participate. However, a process is available to allow for a teacher to apply for consideration of an exemption in unique situations. Exemption applications will be reviewed by an appointed CSDE TEAM Review Committee to determine if a full or partial exemption is warranted.

d. Past Beginning Teacher Program Completion Status

If a teacher has completed BEST (either through the Connecticut Competency Instrument [CCI] or portfolio assessment or has been waived) at any time, that completion status remains in effect.

e. Participation of Unique Endorsements

The unique endorsement is issued for specialized areas for which we do not have an actual endorsement. Teachers who hold the #110 unique endorsement for Montessori, dance, and theater will participate in Category II of the TEAM Program.

f. Dual District Employment

If a beginning teacher is hired by two districts, only one district needs to provide a mentor. The district where they spend most of the full-time equivalent (FTE) should provide the mentor. If there is a 50/50 split in time, the beginning teacher may choose the district in which he/she will participate and that district will assign the mentor.

g. Administrator Sign-off

The administrator given authorization to sign-off on a beginning teacher’s plan must hold the 092 certificate.

Teachers Who Do Not Participate in TEAM:

1. **Long-Term Substitutes working under Initial Certificates:** Teachers who hold an initial educator, interim initial educator or 90-day certificate who are in long-term substitute positions as a replacement for someone on leave will participate in TEAM only if they are in a full 10-month position. These teachers participate whether or not they hold a contract but must be in a full 10-month position. Long-term substitutes who are in positions for the duration of nine months or less are not eligible to participate in TEAM. Identification for TEAM is made based on district entries into the EDS. Therefore, long-term substitute assignments and the duration of the assignment must be entered accurately into the EDS.
2. **Durational Shortage Area Permits (DSAPs), Resident Teaching Certificates or Adjunct Arts Instructor Permits:** Teachers working under these permits/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 or 90-day certificate has been issued.
3. **Tutors:** Individuals whose teaching assignments are determined to be that of “tutors” or “teaching assistants” based on Section 10-145d-401 of the Connecticut General Statutes (which defines the responsibilities of a “teacher”) are not considered to be teaching under their certificates (even if they hold one) and are not entered into the state EDS and do not participate in TEAM.

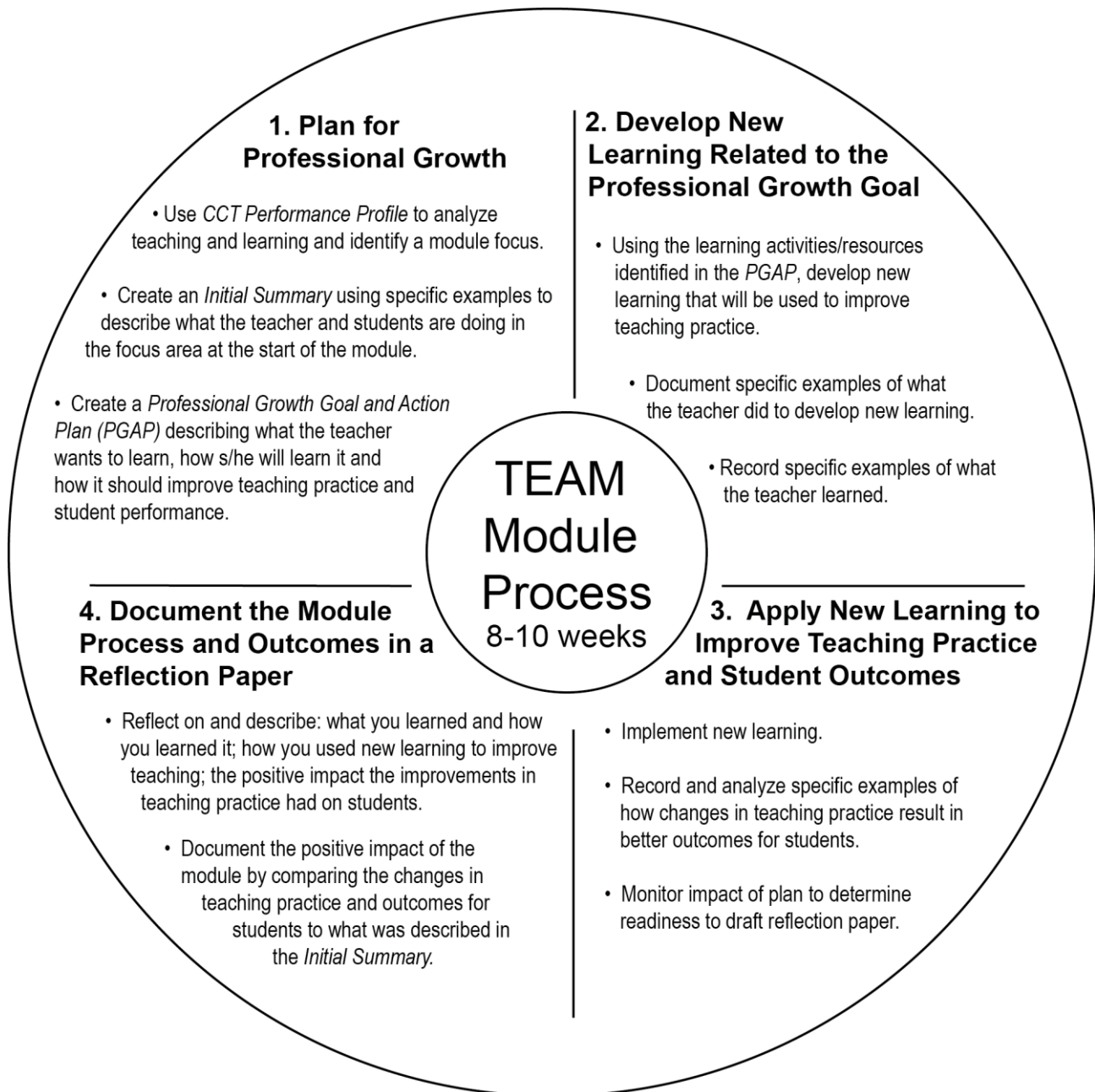
Although not required by TEAM, mentorship of these individuals is encouraged. However, these mentors will not be considered part of the TEAM Program for the purpose of receiving stipends.

4. **In School Suspension (ISS):** The ISS coordinator is a position that does not require certification. Therefore, as of July 1, 2010, certified individuals serving in a position of ISS coordinator will not be considered to be teaching under their certificate or eligible to earn Teachers’ Retirement Board (TRB) credit or serve to advance their certification. As a result, teachers holding initial educator certificates who are ISS coordinators will not be eligible to participate in TEAM.
5. **Adult Education Endorsement #106:** Teachers who work in a high school credit program under the #106 endorsement do not participate in TEAM.

The Department reserves the right to incorporate changes to this document as the TEAM Program evolves. These updates will be reviewed every three to five years to coincide with an outside evaluation of the program.

Team Participation Categories by Certification Codes

<p>Category I Teachers certified and teaching under the endorsements below will participate in the Full Five-Module Program</p>	<p>Category II Teachers certified and teaching under the endorsements below will participate in the Two-Module Program</p>	<p>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, 305) > 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-Coordinator 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 6. 	<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) > H.S Credit Diploma Program (#106) > Ext. Diploma Prog. Non-credit Mandated Prog. (#107) > Practical Nurse Education Instruction (#108)



2015 – 2016 TEAM Module Guidelines

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, beginning teachers, with the support of their mentors, reflect on and use electronic journals to document examples and evidence of their new learning and the impact it has on their practice and their students. They then draw on these reflections and the examples/evidence they have recorded to create a reflection paper that documents the module process and outcomes. The TEAM Guidelines describe the steps that beginning teachers take as they complete each TEAM module.

Step #1: Plan for Professional Growth

- A. **Explore the module-specific *CCT Performance Profile* and select one indicator as a module focus.**
- Review the module-specific Performance Profile, clarifying the meaning of the descriptors and the expectations for each of the indicators.
 - Identify one indicator as a focus for the module.
 - Record specific examples/evidence related to the chosen indicator that describe both the teacher's practice and student performance at the start of the module in the "Notes" section of the *CCT Performance Profile*.
- B. **Create a brief *Initial Summary* for the selected indicator.**
- Synthesize/build on the examples/evidence from the "Notes" section of the *CCT Performance Profile* to describe in more detail what the beginning teacher and the students are doing at the start of the module related to the chosen indicator. (Consider who is doing what, when, how often, for what reason, with what level of success.)
 - Consider how the *Initial Summary* will provide the "baseline data" that will be used to determine teacher and student growth by the end of the module.
- C. **Create a *Professional Growth Goal*.**
- Develop a goal that is achievable within an 8-10 week timeframe and describes:
 - what the beginning teacher wants to learn in order to improve teaching practice.
 - the anticipated positive impact on students.
- D. **Create a *Professional Growth Action Plan (PGAP)*.**
- Create a PGAP that:
 - Includes specific activities for the beginning teacher to develop her/his new learning and record them in the *Teacher Learning Activities and Resources* section.
 - Identifies resources to support the beginning teacher learning activities and record them in the *Teacher Learning Activities and Resources* section.
 - Determine and record the *Anticipated Timeline for Module Completion* and *Proposed Meeting Dates*.

- E. **Share the Professional Growth Action Plan (PGAP) with the building administrator.**
- Discuss with the building administrator what direct resources may be available to support the beginning teacher's PGAP activities.
 - Secure administrator sign-off on the PGAP. Note: Administrator sign-off on the PGAP indicates the 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. **Verify meetings in the *Beginning Teacher/Mentor Meeting Log*.**
- Record and verify the date, time and focus of each beginning teacher/mentor meeting throughout the module. Meeting log entries are made by the mentor and sent to the beginning teacher for verification. Meeting log entries are used to document the ongoing support that the mentor provides to the beginning teacher.

Step #2: Develop New Learning Related to a Professional Growth Goal

- A. **Engage in and record the new learning activities.**
- Explore a range of potential activities such as reading professional articles or a relevant section/chapter of a book, watching an instructional video, observing colleagues, engaging in academic conversation with colleagues, etc.
- B. **Reflect on and record what was learned from the activities.**
- C. **Identify specific changes that the beginning teacher will make in her/his practice.**
- Consider how the new learning will be used to improve teaching practice and how this should impact student performance.

Step #3: Apply New Learning to Improve Teaching Practice and Student Outcomes

- A. **Try out new learning in the classroom and document changes in practice.**
- Record specific examples/evidence of changes in the beginning teacher's practice. (What is the teacher doing differently as a result of the new learning?)
- B. **Analyze how student performance has improved as a result of changes in teaching practice.**
- Record specific examples of improvements in student performance. (What are the students doing now that they were unable to do at the start of the module)?
 - Determine the cause and effect connections between teaching practice and student performance.
- C. **Compare examples/evidence of changes in teaching practice and student outcomes to the *Initial Summary*.**
- Determine if the goal has been met and the beginning teacher is ready to begin the reflection paper.
 - Record reflections, evidence and decisions in *My Personal Journal*.

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

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

Reflect on the module process.

- A. Consider how the development of new learning led to improvements in teaching practice and how the improvements in teaching practice led to positive outcomes for students. its impact on practice and the outcomes for students.
- B. **Create a Reflection Paper.**
 - Document the module process and outcomes in a reflection paper of no more than 3,000 words. 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.
- C. **Share draft(s) of the reflection paper with the mentor for feedback and sign-off.**
 - Send drafts of the reflection paper to the mentor for feedback. The mentor will Sign-off” electronically on the final draft and return the paper to the beginning teacher for submission. (Note: Mentor sign-off indicates that the reflection paper is consistent with on-going work).
- D. **Submit the reflection paper on www.ctteam.org.**

Note: Once a reflection paper is reviewed, the beginning teacher will receive a message on her/his message board that results are available.
- E. 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.

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

[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



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:

1. A valid email address—this is the address that *ctteam* will use for communications with you;
2. 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://www.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 login, a customized Dashboard will open with access to those features you will need.

Access to Documentation

Private	Confidential	Shared
<p>Only the creator of the document has access</p>	<p>Only beginning teachers and mentors have access</p>	<p>In addition to beginning teachers and mentors, <u>principals</u>, DFs and their designees have access</p>
<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

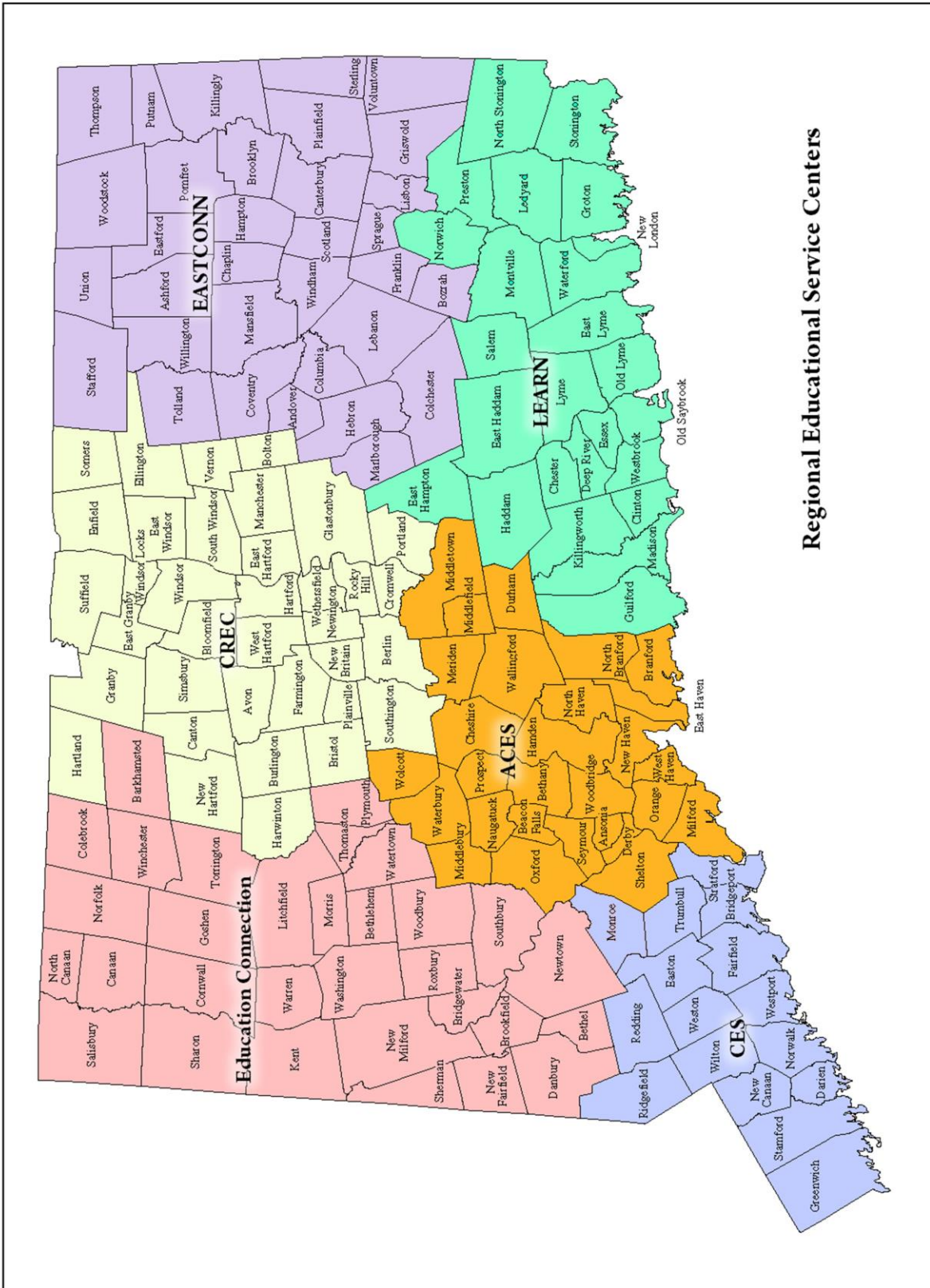
CSDE—TEAM Program

Unit Telephone Number: 860-713-6820

Claudine Primack Program Manager	860-713-6826	claudine.primack@ct.gov
Jane Gionfrido Program Consultant	860-713-6812	jane.gionfrido@ct.gov
Gady Weiner Data Manager	860-713-6836	gady.weiner@ct.gov
Shannon Marimón Division Director	860-713-6816	shannon.marimon@ct.gov

RESC – TEAM Program

Patricia Hart Cole ACES	203-407-4454	phart@aces.org
Lyn Nevins, CES	203-365-8858	nevinsl@ces.k212.ct.us
Tamara Gloster, CREC	860-509-3786	tgloster@crec.org
Nancy Celentano, EASTCONN	860-455-1507	ncelentano@eastconn.org
Erin Powers-Bigler, EASTCONN	860-455-1559	epowers-bigler@eastconn.org
Carly Weiland-Quiros, EDUCATION CONNECTION	860-567-0863	quiros@educationconnection.org
Ellen Dalton, LEARN	860-434-4800 x344	edalton@learn.k12.ct.us



Regional Educational Service Centers

TEAM DISTRICT FACILITATOR (DF) RESPONSIBILITIES

The TEAM DF's responsibilities to the TEAM Program are detailed below:

Implementation of the TEAM Program within a School District

The TEAM DF assists in the implementation of the TEAM Program by:

1. participating on a local coordinating committee to guide the activities of the TEAM program;
2. participating in the development of the district's TEAM support plan, including a plan for the allocation of district resources as needed, along with the other members of the local coordinating committee;
3. orienting beginning teachers and their mentors or support team to the TEAM Program; and
4. informing administrators about the TEAM Program and their role in placing beginning teachers with mentors, and in ensuring that the support plan is implemented in their schools.

Placement and Registration of Mentors or Support Teams with Beginning Teachers

The TEAM DF monitors the placement and registration of mentors with beginning teachers by:

1. ensuring that appropriate data related to the registration of beginning teachers in the TEAM Program is entered through the EDS verifying that data is accurate with respect to: teaching assignment, grade level, school and duration of employment for long-term substitutes; identification of mentor; and
2. updating information regarding beginning teachers/mentor placements for purposes of allocating TEAM mentor fund payments to the district.

Recruitment and Selection of Mentor Teachers

The TEAM DF ensures that recruitment and selection procedures are in place by:

1. working with administrators and the TCC to ensure that it fulfills its responsibilities in selecting mentor teachers;
2. recruiting district personnel to be support teachers to ensure that there are adequate numbers of mentors within the district; and
3. sharing support training registration information to selected candidates.

The TEAM Coordinating Committee (TCC) Guidelines

The TCC is a district's committee that oversees, plans, implements and monitors the district's TEAM Program. A fair and equitable process for selecting TCC members shall be established by the superintendent in collaboration with the bargaining units representing certified employees and the board of education.

Composition of Committee

A minimum* of four certified professional employees including representation from, but not limited to, the TEAM DF, a trained mentor teacher, an administrator and "representatives of the exclusive bargaining representative for certified employees, based on district size." Any additional members shall be representative of the elementary, middle and secondary school levels, as applicable, with consideration being given to the number of beginning teachers hired and the numbers of mentors needed to support them. The CSDE recommends that the district coordinating committee adopt written procedures regarding its composition which may include, but not be limited to, the rotation of committee members and the term for each member.

**The minimum number of committee members may be adjusted for private special education facilities and charter schools, acknowledging that they may have small faculties and no bargaining unit representation.*

Once formed, the TCC is responsible for:

DEVELOPING

- a. a three-year plan for supporting teachers. A template for putting together a district support plan is available on www.ctteam.org, to provide guidelines for its development and submission.
- b. an annual budget to support the activities of the three-year plan. This budget will need to include consideration of time and opportunities for beginning teachers and mentors to meet, for individuals to serve on the TCC and/or review committees, and for substitute coverage necessary to allow for classroom observations or the release of teachers to attend trainings.

RECRUITING

- c. new mentors for TEAM training and pairing them with beginning teachers (preferably content/grade level/school building matches).
- d. previously trained BEST mentors and ensuring that they attend a TEAM update training. Mentors who are not TEAM trained may not support a beginning teacher. TEAM training opportunities will be scheduled yearly. Please reference TEAM Program Guidelines (p. 10) for mentor training requirements and the TEAM website for training schedules.

- e. Mentors may be assigned to a beginning teacher without having taken update training but must register and participate in an update training within 30 days of assignment.

NOTE

- *Both newly trained and previously trained mentors must continue to be updated every three years.*
- *Mentors who are not TEAM trained will not receive a state issued mentor stipend.*

Guidelines for a Process and Criteria for the Selection of Mentor Teachers

Individuals who are employed by a board of education and apply to become mentors shall present evidence to the district committee of:

- a provisional or professional educator certificate and a minimum of three years of teaching experience, including at least one year of experience in the district in which they are presently employed.

Prospective mentors should demonstrate:

- effective teaching practice as defined in the CCT;
- ability to work cooperatively as a team member to aid the professional growth of a beginning teacher;
- professional commitment to improving the induction of beginning teachers into the teaching profession;
- ability to relate effectively to adult learners;
- ability to be reflective and articulate about the craft of teaching; and
- such other criteria as may be deemed necessary by the district committee.

In addition, retired certified teachers may also serve as mentors, provided they successfully complete a TEAM mentor training program and reflect evidence of the qualities listed above.

It is required that guidelines or procedures for dissolving mentor placements and removal of teachers for good cause from the eligible pool of mentors and/or cooperating teachers be established as part of a district's three year support plan.

DISTRICT PROGRAM OVERSIGHT

Districts must ensure:

- that mentors work with beginning teachers to complete the CCT Performance Proficiency to establish the goals and priorities of each beginning teacher's individualized mentoring plan.
- the review and approval of the beginning teacher's individualized, two-year support plan. The two-year plan is an intended timeline for completion of the program. A sample template for the two-year plan is provided to guide its completion. Note that this template is only a guide and may be customized to your district's needs.
- the organization of mentoring opportunities by grade level or content area and school building. To the extent possible, mentoring matches should be contained within the same school building and at the elementary level, be at the same or close grade level and, at the middle or high school level, be a subject area match.
- the submission of an annual activity report on mentor-teacher activities prepared by the DF to the superintendent for review and approval. The activity report will be used to inform support plans and the allocation of financial support for the following year and may be accessed by the CSDE as part of its auditing process.
- "the coordination (alignment) of the TEAM Program and the teacher evaluation and supervision program provided they are kept separate." TEAM legislation indicates that the local and regional board of education shall not consider a teacher's completion of the teacher education and mentoring program as a factor in its decision to continue a teacher's employment in the district. This means that the TEAM Program activities can 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 or non-successful completion of a beginning teacher's reflection paper(s) or any other activities completed as part of the TEAM process must not have any impact on or be a factor in a district's decision to continue or terminate employment of the beginning teacher. Non-renewal must be based on alternative criteria.

ACCOUNTABILITY

Mentor Stipends: The TCC must oversee the receipt of state money for mentor payments and ensure its proper dissemination to mentors as confirmed by the state's online data system. Each mentor is required to provide a minimum of 50 contact hours to each beginning teacher in Category I (five module program) over two years, and 20 hours to a beginning teacher in Category II (two module program) over one year, with the expectation of 10 contact hours per module. Mentors will receive a \$500 annual stipend for each beginning teacher to whom they provide mentorship for the majority of a school year (assigned to a beginning teacher with a September 1, entry date*).

Mentors who are assigned to a beginning teacher with a February 15, entry date* will be eligible for a \$250 stipend.

A sum equal to the amount of \$500 times the number of beginning teachers served by a mentor for the majority of a school year (assigned to a beginning teacher with a September 1, entry date), and a sum equal to the amount of \$250 times the number of beginning teachers served by a mentor for part of the school year (assigned to a beginning teacher with a February 15, entry date) will be issued to the district.

The maximum amount of support money that may be paid out for the support of one beginning teacher to complete the full five module program (Category I) is \$1,000 (equivalent to two \$500 annual payments). A teacher in this category may take three years, if necessary, to complete the five modules, but no additional state funds will be made available for the third year if the maximum allotment of \$1,000 has been previously paid out for this teacher.

The maximum amount of support money that may be paid out for the support of one beginning teacher in the two module program (Category II) is \$500 (equivalent to one \$500 annual payment). A teacher in this category may take two years, if necessary, to complete the five modules, but no additional state funds will be made available for the second year if the maximum allotment of \$500 has been previously paid out for this teacher.

The legislation states that stipends must be included in a person's total earnings for purposes of retirement. As a result, a process must be put in place in each district in order to issue these earnings to mentors as part of their employment checks.

Note: *There is no "supplement/supplant" language for state dollars. If a collective bargaining agreement already exists in a district to provide a stipend to mentors, the district is NOT obligated to pay the \$500 above what they have in the collective bargaining agreement. For example, if a district now pays \$750, it could choose to continue to pay the \$750, using the state funds towards this payment or to fulfill other budget needs in regard to supporting new teachers. Or the district could choose to pay the full \$1,250 to the mentor (representing the \$750 plus the \$500 from the state funds). However, each mentor must be minimally paid \$500 annually for a full year of mentorship to each beginning teacher. Note that mentors may be assigned to two beginning teachers, except that in certain circumstances, a mentor may be assigned to three beginning teachers.*

***A description of entry dates is attached to this document**

Communication: The TCC is accountable for communicating regularly with beginning teachers, mentors and administrators about training opportunities, workshops and support group work as made available by either the state or district. To assist in this, the TCC must ensure that all beginning teachers and mentors are subscribed to the TEAM communications website:

www.ctteam.org: Notification will be sent to the DF when the website is set up to accept subscriptions for communications by beginning teachers and others.

Options for the review of reflection papers: The TCC must review professional growth reflection papers or assign the review of reflection papers to a subset of the district TCC or to a regional review committee. If a regional review option is selected, the TCC must assign member(s) of the TCC or others to participate on the regional review committee proportionate to the number of beginning teachers and papers anticipated. Districts may also elect to collaborate with other districts to form a consortium for the review of reflection papers. Any person participating on a district, regional or district consortium review committee must participate in training specific to this purpose.

Documentation of professional growth module completion: The TCC will verify the successful completion of the professional growth modules by their beginning teachers (based on the results of district or regional review) and confirm this to the superintendent so that the superintendent can attest to the CSDE that the teacher successfully completed TEAM requirements.

Audits by the SDE: The SDE has been charged with monitoring district implementation of the TEAM Program to ensure fidelity to the program's plan and goals. This may include random district audits and observations by state personnel.

Other TCC responsibilities

Registration of beginning teachers in TEAM: In planning the oversight of the TEAM Program in a district, the TCC must be aware of all teachers in the district that are required to be in the program and must ensure their registration. TEAM is required for all teachers who hold the initial educator certificate, interim initial educator certificate or 90-day certificate. Participation in TEAM begins with entry into the EDS and assignment to a mentor. This is a district responsibility that will result in TEAM registration. Therefore, the TEAM DF must activate this process by ensuring that the district's EDS contact has the names of all teachers (both continuing and new hires) that need to be entered into the EDS. The staff file will then identify all teachers who hold one of the certificates named above in any of the endorsements required by TEAM (please refer to Chart #1, Participation Categories by Certification Codes). This will result in the registration of the beginning teacher in the TEAM Program. The district will be able to access a report from the staff file that will identify all teachers that require participation. However, the CSDE will no longer be responsible for generating registration letters to beginning teachers. The district will issue a registration letter to each of its beginning teachers. Districts must ensure that beginning teachers receive this letter via paper mail or electronically.

Legislation: Note that the full legislation mandating the TEAM Program can be found at: <http://www.cga.ct.gov/2009/ACT/PA/2009PA-00006-R00SB-02053SS3-PA.htm>, Sections 37-39.

Feedback/suggestions regarding these guidelines are welcomed. Please send any feedback you may have to Jane Gionfrido at jane.gionfrido@ct.gov.

**TEAM TWO-YEAR BEGINNING TEACHER SUPPORT PLAN TIMELINE
FOR CATEGORY I PARTICIPANTS**

Name of Beginning Teacher: _____

School/District: _____

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

Name of Mentor: _____

Anticipated timeline of participation:

Entry date in classroom: _____

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

First TEAM participation year: _____

Module(s) that will be completed during the 2015-16 school year:

Module(s) that will be completed during the 2016-17 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 DF within one month of your entry date in the classroom.

**TEAM TWO-YEAR BEGINNING TEACHER SUPPORT PLAN TIMELINE
FOR CATEGORY II PARTICIPANTS**

Name of Beginning Teacher: _____

School/District: _____

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

Name of Mentor: _____

Anticipated timeline of participation:

Entry date in classroom: _____

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

TEAM participation year: _____

Module(s) that will be completed during the 2014-15 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 DF within one month of your entry date in the classroom

TEAM Program
Proposed Guidelines for
Accommodations for Candidates with Disabilities

Individuals with diagnosed disabilities (recognized under the Americans with Disabilities Act [ADA]) may need to request special accommodations to successfully complete the TEAM Program. (*Name of School District*) is committed to providing reasonable accommodations that are appropriate, given the purpose of the TEAM Program, and do not impose an undue burden upon the school district.

Timelines for Requesting Accommodations:

The *Application for Accommodations* form, along with complete supporting documentation, must be submitted (*insert date or time frame*) in order to be considered. Each request will be reviewed on a case-by-case basis. Candidates will be notified of the results of reviews within (*insert time frame*).

Criteria for Supporting Documentation must be dated, typed or printed on official letterhead and be signed by a physician, clinician or certified evaluator qualified to make the diagnosis (include information about 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 does the disability limit major life activities);
- current diagnosis — i.e., completed within the last five years for learning disability, last six months for psychiatric disabilities, or within the last six months for physical disabilities/illnesses (these currency requirements may be waived upon a showing of the continuing relevance of older documentation); and
- description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities.

Please complete the *Application for Accommodations* form and return, along with supporting documentation, to: (*insert name of person and contact information*).

If you have questions please contact (*insert name of person and contact information*).

Revised June 2012

Proposed Guidelines
*Application for Accommodations for Candidates with Disabilities
 to Successfully Complete the TEAM Program*

Name _____

School Name _____

Module for which accommodations are being requested _____

Day Phone Number (voice/TTY) and/or Cell Number _____

Fax Number _____ Email Address _____

Type of accommodation(s) requested: _____

Nature of your disability: _____

Date for first diagnosis of disability: _____ Month _____ Year

Date of most recent evaluation: _____ Month _____ Year

Have you received accommodations within the past five years in your employment _____ Yes ___ No

If yes, please list the accommodations received:

Verification Statement to be signed by Applicant

I attest to the fact that the information recorded on this application is true, and if this application (and supporting documentation) is not sufficient, I agree to provide any additional information or documentation requested in order to evaluate my request for accommodations. If I am requesting to use any assistive device(s), I am familiar with their use.

I understand that all information that is necessary to process this application must be available to (*insert District name*) no later than (*insert date*) to provide time to evaluate and process my request for accommodations. I acknowledge that (*insert District name*) reserves the right to make final determination as to whether any requested accommodation is warranted and appropriate.

I further understand that (*insert District name*) reserves the right to withhold or cancel the results of my Module completion if it is subsequently determined that, in (*insert District name*)’s judgment, any information presented in this application or supporting documentation is either questionable, inaccurate, or used to obtain accommodations that are not necessary.

 Signature of Applicant

 Date

Please submit this request (*insert date or time frame*). Your request will be reviewed by the TEAM Review Committee and a written decision will be provided to the applicant within (*insert date or time frame*).*

***Please attach supporting documentation to this application.**