



TEAM

Teacher Education And Mentoring Program

www.ctteam.org

PROGRAM MANUAL 2016–17

For Beginning Teachers, District Facilitators,
Administrators and Mentors



Connecticut State Department of Education

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Section 1: Introduction to TEAM

A. TEAM Mission and Goals

Connecticut has long understood the importance of supporting beginning teachers in their first years of teaching. The TEAM program was established to help school districts to provide the induction and mentoring support that new educators need to be successful. According to the New Teacher Center's 2016 Review of State Policies on New Educator Induction, Connecticut is one of only three states nationwide that meets the most important criteria for a high-quality system of new teacher support. The report states that, "Research demonstrates that comprehensive, multi-year induction programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, provide a stronger return on states' and school districts' investment, and improve student learning."¹

Connecticut recognizes that learning to teach is a developmental process that begins during preservice and continues throughout a teacher's career. In their first years in the profession, beginning teachers face the challenge of translating theory from teacher preparation programs into practice. Beginning teachers are novices working toward proficiency. They bring diverse academic, social, and cultural experiences to their classrooms, and must develop their skills, knowledge, and understandings to become highly effective professionals. As they learn more about themselves, their students, their schools, and their communities, they are able to advance their developing practice to higher levels of expertise. Becoming a highly effective teacher requires a lifelong commitment to continuous professional learning.

In order to help beginning teachers successfully transition from preparation to the role of professional educators, section 10-145o of the Connecticut General Statutes was passed in October 2009 and called for the establishment of "a teacher education and mentoring (TEAM) program that includes guided teacher support and coaching and the completion of instructional modules" for beginning teachers.

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

The goals of the TEAM Program are to:

- Provide all beginning teachers with the support they need to develop as effective educators;
- Ease the beginning teacher's transition into the teaching profession in order to retain effective teachers;
- Develop teachers who are reflective practitioners, able to critically assess their practice against CT's teaching standards, and are committed to continuous professional learning;
- Cultivate an understanding of the professional responsibilities of an educator;
- Foster collaborative learning communities for all educators; and
- Provide excellent teachers the opportunity to develop as educational leaders.

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 depending on their certification endorsement. These five modules provide a learning process focused on the following domains of the Connecticut Common Core of Teaching (CCT) 2010:

- Classroom environment,
- Planning,
- Instruction,
- Assessment, and
- Professional responsibility.

¹ New Teacher Center's 2016 Review of State Policies on New Educator Induction

B. TEAM Program Overview

The TEAM Program is designed around five professional growth modules that 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 can also be accessed online at www.ctteam.org under module resources.

Module 1: Classroom Environment, Student Engagement and Commitment to Learning aligns with the *CCT Domain 2*

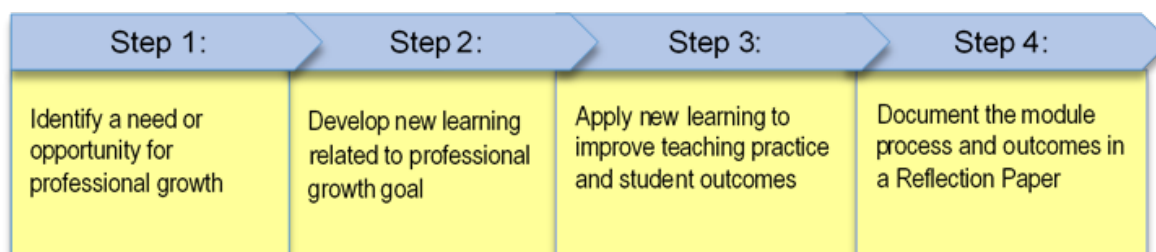
Module 2: Planning for Active Learning aligns with the *CCT Domain 3*

Module 3: Instruction for Active Learning aligns with the *CCT Domain 4*

Module 4: Assessment for Learning aligns with the *CCT Domain 5*

Module 5: Professional Responsibilities aligns with the *CCT Domain 6*

The TEAM Program Module Process



Through each of the steps of the module process, teachers use a personal journals to reflect on and record specific examples/evidence of their new learning, the impact on their practice, and positive outcomes for students. 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 2016-17 TEAM Module Guidelines provide a detailed overview of each step. The TEAM Module Guidelines can be found in [Appendix C](#) and are also available on the TEAM website.

A trained reviewer reads each reflection paper to determine if the beginning teacher has successfully met all of the criteria to complete the module. Beginning teachers must successfully complete TEAM Program requirements to be eligible for a provisional educator certificate.

Reflection Paper Outcomes

After reflection papers are reviewed by trained reviewers, 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 (Category I) or two modules (Category II). As teachers complete TEAM, their names are reflected on their district's TEAM complete list as "pending" verification. This prompts 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 is 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. **To avoid a lapse in certification, it is highly recommended that teachers submit their applications for certification prior to the expiration of their certificate, even if they have not completed TEAM.**

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 and 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. A reflection paper is not required for Module 5.

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.

The Coordination of the TEAM Program and Teacher Evaluation and Professional Learning

TEAM legislation indicates that "the local and regional board of education shall coordinate the TEAM Program and teacher evaluation and professional learning... as long a teacher's completion of TEAM is not consider as a factor in its decision to continue a teacher's employment in the district."

While TEAM cannot be considered for evaluation purposes, evaluation can inform a beginning teacher's work in TEAM. A teacher's work in the module process should be connected to the day-to-day work of the teacher and the teachers' students. Feedback from evaluation observations can provide the teacher with a specific focus area for TEAM module work. Additionally, a beginning teacher's Student Learning Goals/Objectives can inform the specific areas where a teacher may want to develop new learning. 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.

C. Eligibility for Participation in TEAM

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 in compliance with his or her teaching assignment to be eligible to participate in the TEAM Program. Legislation requires eligible beginning teachers to participate in TEAM.

Teachers who are eligible to participate in the TEAM Program are:

- Teaching under an initial educator certificate, interim initial educator certificate, or a 90-day certificate in a subject area applicable to TEAM, as long as the teacher will remain in the same position for the entire year. Please refer to TEAM Participation Categories by Endorsement Codes in [Appendix B](#);

- Employed in a Connecticut public school, charter school or an approved private special education facility; and
- Employed full-time or part-time, provided they are teaching under a valid certificate in a content area that is in compliance with their certificate, or in a full 10-month duration, long-term substitute position in a content area that is in compliance with their certificate (i.e. the teacher must be in the same position for the full 10 months).

Teachers who are NOT eligible to participate in the TEAM Program:

- Hold and are working under a durational shortage area permit (DSAP) *unless the teacher holds an initial teaching certificate in the same content area for which the teacher is pursuing bilingual certification* (e.g. a teacher has a DSAP for bilingual mathematics and holds an initial certification in mathematics #029);
- Hold and are working under a 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 an ISS coordinator, which is a position that does not require certification. Therefore, 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 certificates who are ISS coordinators will not be eligible to participate in TEAM;
- Are working under an elementary initial certificate in a Birth to Age 3 (endorsement # 113) program. These teachers generally are working in homes with children and their families and therefore, are not required to participate in the TEAM program;
- Are working under the Adult Education #106 in a high school credit program endorsement will not be eligible participate in TEAM;
- 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.

Exemption from TEAM Requirements

Beginning on July 15, 2015, legislation was passed that may allow a teacher to be exempt from TEAM if the teacher has served successfully for two or more years in the past **10 years either in an out-of-state public school** under a certificate at least equivalent to Connecticut's initial educator certificate or in a **Connecticut approved nonpublic school**; the employing district/school must verify **successful service on the ED126 form**, which must be signed by the superintendent of schools in the employing district or head of the Connecticut approved nonpublic school and submitted to CSDE. Decisions regarding exemptions from TEAM are made by the certification bureau at the time the teacher applies for his or her certification and submits the ED126 form. If approved, the exemption from TEAM will be indicated on the teacher's certificate, and the teacher will not be listed on the DF's dashboard. **Note:** Please direct all questions regarding exemptions to the certification office 860-713-6969.

Categories for TEAM Participation

Teachers who are required to participate in the TEAM Program based on their eligibility fall into two categories based on their endorsement area 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 (*excluding birth-age 3 programs*), middle school, English language arts, health, mathematics, science, social studies, special education, bilingual education, music, physical education, art, world languages, remedial reading/remedial language arts, and teachers of English Learners. (See TEAM Participation Categories by Endorsement Codes in [Appendix B.](#))

For teachers participating in **Category I**, the legislation calls for the successful completion of five modules: two modules in the teacher's first year and three modules in the teacher's second year of participation in TEAM, except as otherwise provided by the Commissioner of Education. The **expected completion date** (see chart on p.7) is two years from the entry date in the program. This date is displayed on the teacher's dashboard. However, a third year is available should unforeseen circumstances prevent successful completion in two years. The **deadline for completion** (see chart on p.7) is three years from the entry date and is the date by which a teacher is required to have successfully completed all TEAM requirements. The **deadline date for completion** is displayed on the District Facilitator's (DF) dashboard.

A maximum stipend of \$1000, paid at the rate of \$500 annually is provided for each beginning teacher in Category I. If the maximum stipend has been paid during the first two years, no additional funding will be available for a third year. Mentors are expected to provide a minimum of ten hours of mentorship per module for an approximate total of fifty hours over two years. Stipends should not be paid if the number of hours does not meet the minimum requirement.

Category II: **Participation in the two module* (one-year) program is required for teachers in the following endorsement area:** school library media specialist, business education, vocational agriculture, agriculture, home economics, technology education, partially sighted, hearing impaired, blind, teacher-coordinator marketing educator, occupational subjects in technical high schools, trade and industrial occupations in comprehensive high schools, health occupations in a comprehensive high school, health occupation in a technical high school, and unique endorsements in dance, theater, and Montessori. (See endorsement area chart in [Appendix B.](#))

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

Teachers participating in **Category II** are strongly encouraged to participate in the Module 5 district-facilitated conversations focused on professional responsibility. 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 their two module requirement.

For teachers participating in **Category II**, the 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** (chart on p.8) is one year from the entry date into the program. This date is displayed on the teacher’s dashboard. A second year is available should unforeseen circumstances prevent successful completion in one year. The **deadline for completion** (see chart on p.8) is two years from the entry date and is the date by which a teacher is required to have successfully completed all TEAM requirements. The **deadline date for completion** is displayed on the District Facilitator’s (DF) dashboard.

A maximum stipend of \$500 is provided for each beginning teacher in Category II. If the maximum stipend has been paid during the first year, no additional funding will be available for a second year. Mentors are expected to provide approximately ten hours of mentorship per module for a total of twenty hours over one year. Stipends should not be paid if the number of hours does not meet the minimum requirement.

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.

D. Registration in TEAM

Teachers who are required to participate in TEAM are identified through the state Educator Data System (EDS). The district’s EDS contact must enter the names of all educators, including continuing and new hires, who are employed both full-time and part-time. EDS will then identify all teachers who hold an initial educator, interim initial educator, or 90-day certificate 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 to each of the beginning teachers, indicating an “**entry date***” and an “**expected completion date**” (see the chart on p. 8). Districts must ensure that each beginning teacher receives this letter via paper mail or electronically. A mentor **must** be assigned to all beginning teachers at the start of the school year or as soon as possible upon hire. It is strongly encouraged that mentors be matched and assigned to a beginning teacher within 30 days of the beginning teacher’s hire date. The district is responsible for ensuring that all beginning teachers are assigned a mentor.

***Entry dates will be assigned as follows:**

September 1, will be the entry date for teachers hired and in a classroom on or before October 31;

February 15, will be the entry date 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.

E. Timelines – Beginning Teacher Entry Dates and Completion Dates

Category I (Five Modules) Entry Dates and Completion Dates			
Hire Date	Entry Date	Expected Completion Date	Deadline (optional third year if needed)
Between February 15, 2016, and October 31, 2016	September 1, 2016	September 1, 2018	September 1, 2019
Between November 1, 2016, and February 14, 2017	February 15, 2017	February 15, 2019	February 15, 2020
Between February 15, 2017, and October 31, 2017	September 1, 2017	September 1, 2019	September 1, 2020

Category II (Two Modules) Entry Dates and Completion Dates			
Hire Date	Entry Date	Expected Completion Date	Deadline (optional second year if needed)
Between February 15, 2016, and October 31, 2016	September 1, 2016	September 1, 2017	September 1, 2018
Between November 1, 2016, and February 14, 2017	February 15, 2017	February 15, 2018	February 15, 2019
Between February 15, 2017, and October 31, 2017	September 1, 2017	September 1, 2018	September 1, 2019

The CSDE will monitor the district’s 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 year participation limit, dependent upon category. Teachers will be notified six months and again at three months prior to their deadline. The DF will also be notified. The DF will check with the teacher to see if there are any extenuating circumstances that prevented completion within the allotted timeframe. District facilitators should also be monitoring each teacher’s participation via the DF dashboard to identify teachers who may be approaching their deadlines and offer assistance in complete TEAM requirements prior to their deadlines.

F. Waivers and Extensions

At times, there may be circumstances that prevent a teacher from completing TEAM requirements or completing them by the deadline date. Depending upon the circumstances, a waiver or an extension of time may be granted. The chart below provides a general guide for the conditions and process of requesting any change to the timeline or requirements of TEAM. Below the chart, each of these circumstances is explained in more detail.

Type	Conditions	Duration	How/When	Issued By
Waivers	BT has a <u>unique teaching assignment</u> that may not allow for the completion of one or more components of the TEAM	One year (must reapply for a second year)	DF initiates at request of BT at the beginning of the academic year or upon hire	TEAM Program Review Committee
Extensions	<u>Extenuating circumstances</u> prevent BT from completing TEAM Program requirements within three years	Depends on situation Determined on a case-by-case basis.	DF initiates at request of BT in the third year (Category I) or second year (Category II)	TEAM Program Review Committee

Application for a Waiver from TEAM Requirements

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 ask their DF to request the CSDE TEAM Program Review Committee to grant a one year waiver from the program, with the submission of appropriate documentation (see [Appendix O](#) for a Request for a Waiver form). The CSDE TEAM Program Review Committee will evaluate each waiver request received. Beginning teachers and their DFs will be notified in writing of the approval or denial of the request.

For teachers in **Category I** (see [Appendix B](#)), a one year waiver would apply to two modules. If the circumstances of the teacher’s assignment remain the same in the second year, the teacher would apply for a waiver from two modules for an additional year. All teachers who are granted a waiver are required to complete Module 5. At the end of the two years and the after the completion of Module 5, the teacher will have successfully completed all TEAM requirements.

For teachers in **Category II** (see [Appendix B](#)), a one year waiver would apply to two modules. All teachers who are granted a waiver are required to complete Module 5. At the end of the year, the teacher will have successfully completed all TEAM requirements.

Application for an Extension of a Deadline to Complete TEAM Requirements

A teacher who is unable to successfully 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) must ask the DF to initiate a request to the CSDE TEAM Program Review Committee for an extension of the deadline (see [Appendix N](#) for a Request for an Extension form).

Upon receipt of such request – including third party supporting documentation (e.g., a leave of absence approval, medical documentation etc.) – and the signatures of the principal, mentor, and DF, the CSDE TEAM Program Review Committee will evaluate the request. If approved, the beginning teacher will be granted additional time as appropriate to complete TEAM requirements. Beginning teachers and DFs will be notified in writing of the approval or denial of request. **Please note:** Beginning teachers must attend to the expected completion date displayed on their dashboard.

Timeline for Requesting an Extension

Requests for an extension of a deadline can only be made in the third year for a teacher participating in Category I or in the second year for a teacher participating in Category II. See the chart below for the timeline for requesting an extension of a deadline:

Category I (Five Module Requirement)		
Requests Can Only be Made in Year 3		
Entry Date	Deadline Date	Request Period
February 15, 2014	February 15, 2017	February 1, 2016 through December 15, 2016
September 1, 2014	September 1, 2017	September 1, 2016 through June 1, 2017
February 15, 2015	February 15, 2018	February 1, 2017 through December 15, 2017
September 1, 2015	September 1, 2018	September 1, 2017 through June 1, 2018

Category II (Two Module Requirement)		
Requests Can Only be Made in Year 2		
Entry Date	Deadline Date	Request Period
February 15, 2015	February 15, 2017	February 1, 2016 through December 15, 2016
September 1, 2015	September 1, 2017	September 1, 2016 through June 1, 2017
February 15, 2015	February 15, 2017	February 1, 2016 through December 15, 2016
September 1, 2016	September 1, 2018	September 1, 2017 through June 1, 2018

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.

Consequences for Not Completing TEAM Requirements

If a teacher has not successfully completed all TEAM requirements **prior to the established deadline date** (see charts on p 8), the teacher will not be able to renew his or her initial educator certificate and will no longer be certified to teach in CT public schools.

Intervening Study and Work Experience:

To regain eligibility for the reissuance of the initial educator certificate, the teacher must fulfill the requirements of intervening study and experience, which include:

- Successful completion of a state approved 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
- An interview with CSDE 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.

Section 2: TEAM Program Guidelines for Districts, TEAM Coordinating Committees, and District Facilitators

TEAM is designed to be a district-base program, supported by the CSDE, to ensure beginning teachers are provided with the induction and mentoring support they need to be successful, to accelerate their professional growth, and to reduce the rate of new teacher attrition.

A. District Roles

TEAM Coordinating Committee (TCC)

Legislation requires districts to form a local or regional TEAM coordinating committee or committees (TCC) to oversee, plan, implement, and monitor the district's TEAM Program under the direction of the DF. A fact sheet containing an overview of TCC responsibilities is contained in [Appendix J](#).

The TEAM Coordinating Committee must include a minimum of four certified professional employees including representation from, but not limited to, the DF, a trained mentor teacher, an administrator, and "representatives of the exclusive bargaining representative for certified employees, based on district size." 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. 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 TCC 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.

District Facilitator (DF)

This individual must be a certified teacher or administrator in the district who will lead the TEAM Coordinating Committee and function as liaison between the CSDE, the district, the beginning teachers, and the mentors regarding requirements of the TEAM program. 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. A fact sheet containing an overview of DF responsibilities is contained in [Appendix I](#).

School Administrator

The school administrator plays a critical role in the TEAM process. As an instructional leader, the administrator is a valuable resource for the teacher. When the beginning teacher submits his or her Profession Growth Action Plan (PGAP) to the administrator, it is suggested that the administrator meet with the teacher to discuss the PGAP. This is an excellent opportunity to engage in a learning focused conversation to help the teacher make connections between TEAM, teacher evaluation, and professional learning. The administrator's insights from observations and knowledge of the teacher's student learning goals/objectives can inform the discussion and the administrator can identify additional resources to support the teacher's individual professional learning needs.

Prior to meeting with the teacher, the administrator should review the goal and the activities in the PGAP. The administrator's sign-off is not an approval of the PGAP, but it is an agreement that he or she will support the activities or resources requested. The administrator should determine if the district and the school can support the identified professional learning activities (e.g. provision of substitute coverage for the mentor to observe the beginning teacher or the teacher to observe the mentor or another teacher, attendance a professional learning workshop, etc.) or help the teacher to find alternative activities or resources for those that cannot be supported.

Administrators should not sign-off on multiple PGAPs at one time. Teachers are expected to engage in an 8-10 week module process for each module. The submission and subsequent sign-off of multiple PGAPs does not support the intent of the program, nor does it communicate the importance of on-going professional learning.

Local and Regional Boards of Education/Superintendent

The local and regional board of education and superintendent is responsible for ensuring that the district is implementing the TEAM Program with fidelity.

The superintendent must appoint a DF annually. The superintendent is also required to verify the completion of the TEAM Program requirements for all teachers in the district. As teachers complete TEAM, their names are reflected on their district's TEAM complete list as "pending" verification. This prompts 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 is conveyed to the CSDE certification system. This notification to the CSDE confirms the teacher's eligibility to apply for the provisional educator certificate.

Beginning Teachers

Beginning teachers are teachers who are working under an initial educator certificate, interim initial educator certificate, or a 90-day certificate in an endorsement area applicable to TEAM. Legislation calls for the successful completion of five modules for teachers in Category I and two modules for teachers in Category II.

Mentors

Mentors are experienced and accomplished teachers who have been selected by the school district and have completed the TEAM Program Initial Support Teacher Training. Every beginning teacher eligible to participate in TEAM must be assigned a mentor. The mentor is responsible for providing guidance to the beginning teacher throughout the year by helping her or him manage routine tasks, problems or challenges, and complete the TEAM program requirements.

Reflection Paper Reviewers

Reflection paper reviewers are educators are selected by the district to review beginning teacher reflection papers. 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 reviewer update training annually in order to continue to review reflection papers. The TCC establishes the district criteria for selection of reviewers.

B. District Program Oversight and Accountability

District Facilitator and TEAM Coordinating Committee Responsibilities

The DF's role is critical to the success of the TEAM Program. The DF is responsible for coordinating the implementation of the TEAM program for the district in collaboration with the TCC. Together they are responsible for ensuring that beginning teachers are supported throughout their first years of teaching. The DF and the TCC should establish regular meeting times throughout the year to oversee TEAM implementation.

TEAM is a professional learning model and should be considered a part of a district's high-quality professional learning system. As such, the TCC should collaborate with the district Professional Development and Evaluation Committee (PDEC) to support the professional learning of beginning teachers.

In order to ensure that teachers are progressing through the modules and receiving the support necessary to complete TEAM requirements, the DF and TCC should monitor the implementation of the three-year district TEAM support plan, including but not limited to the following:

- Registration of teachers in the state EDS system so that eligible teachers are properly identified to participate in TEAM;
- Assignment of mentors to beginning teachers within 30 days of hire;
- Completion of mentor /beginning teacher meeting logs, to confirming that beginning teachers and their mentors are meeting as required; and
- Adherence to established timelines for module completion.

Three-Year District TEAM Support Plan

Each district must develop and implement a three-year TEAM support plan to provide support for beginning teachers and mentors. The plan must include, but not be limited to, the development and management of a TCC, the recruitment and training of mentors and reviewers, a plan for the review of module reflection papers, a 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, the DF should click on "Edit Support Plan" under quick links on the DF dashboard.

Beginning Teachers' Support Timeline

Each district must ensure submission and receipt of all beginning teachers' two-year support plan timelines at the beginning of their first year. The plan is an intended timeline for completion of the program. Updates/changes can be made as needed. A sample template for two-year (Category I) and one-year (Category II) plan(s) is contained in [Appendix K](#).

Recruitment of Prospective Mentors and Cooperating Teachers

Each district must develop a process for the recruitment and selection of prospective mentors and cooperating teachers. Individuals who are employed by a board of education and apply to become mentors/cooperating teachers must possess a provisional or professional educator certificate and have 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/cooperating teachers should demonstrate:

- Effective teaching practice as defined in the Connecticut CCT;
- The ability to work cooperatively as a team member to aid the professional growth of a beginning teacher;
- A professional commitment to improving the induction of beginning teachers into the teaching profession;
- The ability to listen and communicate effectively with others;
- The ability to relate effectively to adult learners;
- The ability to be reflective and articulate about the craft of teaching; and
- Such other criteria as may be deemed necessary by the TCC.

Retired certified teachers may also serve as mentors, provided they have successfully completed a TEAM Initial Support Teacher training or Mentor Update Training (online) and provide evidence of the qualities listed above.

Mentor/Cooperating Teacher Training Requirements

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

Mentors who are not TEAM-trained will not be eligible to receive state-issued mentor stipends.

Mentor/Cooperating Teacher Training Requirements	
Initial Support Teacher Training (IST)	Mentor Update Training (online)
<p>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 beginning teachers develop new learning, reflect on and improve their teaching practices, and promote positive outcomes for students.</p> <p>NOTE: Mentors support beginning teachers through TEAM modules in their first two years of teaching and cooperating teachers host student teachers.</p>	<p>This is a three and half-hour online training for mentors and cooperating teachers who have previously participated in a TEAM IST Training.</p> <p>NOTE: A district can bring groups of mentors together to complete the online training together to provide an opportunity to engage in conversations about the material. Contact CSDE or the local RESC for more information.</p>

Assignment of Mentors

The district must assign a TEAM trained mentor to all beginning teachers required to participate in TEAM. The CSDE strongly encourages districts to assign a mentor within the first 30 days of hire. The assigned mentor will provide a minimum of 50 hours of mentor support with the expectation of approximately 10 hours of support for each professional growth module completed.

If a beginning teacher is hired by two districts, only one district needs to provide a mentor. The district where the teacher spends 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.

Payment of Mentor Stipends

Each district TCC must oversee the allocation of mentor stipends received from the state to be included as part of the mentor’s total earnings for purposes of retirement. To ensure appropriate allocation of these

funds, districts must monitor mentor/beginning teacher meeting 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 March/April) may delay payment or risk non-payment of mentor stipends. The CSDE may audit Mentor Payment Reports and make adjustments as warranted.

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 five-module process and a minimum of 20 contact hours over a one-year period to a beginning teacher who is required to complete the two-module process. It is expected that a mentor will provide approximately 10 contact hours per module. Mentors who do not fulfill obligations for mentoring hours will not receive full payment from the district. *A DF may reduce a stipend if the number of hours provided to a beginning teacher is significantly less than the expected number.*

Mentors who are assigned to a beginning teacher with a September 1 entry date are eligible for an annual stipend up to \$500 for each beginning teacher to whom they provide mentorship, provided that the district has confirmed that the minimal requirements of mentorship have been met. *A DF may reduce the stipend amount to \$250 if significantly less than 20 hours of support were provided, or \$0 if significantly less than 10 hours of support were provided.*

Mentors who are assigned to a beginning teacher with a February 15 entry date will be eligible for a \$250 stipend for each beginning teacher to whom they provide mentorship, provided that the district has confirmed that the minimal requirements of mentorship have been met. *A DF may reduce the stipend amount to \$0, if significantly fewer than 10 hours of support were provided.*

It is important that mentors log their mentoring hours as they occur. Once the payment report has been verified and stipends have been issued, there is no opportunity to issue any additional stipends. All payments are final.

Districts Facilitator Verification of Stipend Report

The DF must review and verify the mentor stipend report prior to the state issuing any money to the district. The maximum amount of support money that may be paid out from state funds for the support of one beginning teacher to complete the five-module program (Category I) is \$1,000 (equivalent to two \$500 annual payments).

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.

IMPORTANT:

If the total stipend (\$1000) for a teacher in Category I has been paid and a third year is needed, or the total stipend (\$500) for a teacher in Category II has been paid and a second year is needed, no additional stipend reimbursement will be paid by the state. Districts may contact the CSDE to determine what mentor stipends have been previously paid out to date for a potential hire.

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).

Mentors may be assigned to **two** beginning teachers. However, in certain extenuating circumstances, a mentor may be assigned to three beginning teachers. If a district assigns a mentor to more than three teachers without CSDE approval, no stipend reimbursement will be provided for the additional mentee(s) assignment.

Selection of a Process for the Review of Module Reflection Papers

Beginning teachers will write a reflection paper of no more than 3,000 words for each module (1-4). Papers will be reviewed to determine if they have successfully met a completion standard, as established by the CSDE. 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 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 as follows:

- 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 the regional review option 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 number of beginning teachers in the district who are participating in the program). Upon submission, reflection papers are generally reviewed within two to four weeks. Timely review of papers is not guaranteed during the summer months.
- 2. IN-DISTRICT REVIEW OPTION:** Districts may elect to review the reflection papers submitted by their own beginning teachers. 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).
- 3. CONSORTIUM - IN-DISTRICT REVIEW OPTION:** This is considered a form of “in-district” review. Two or more districts may form a consortium and share the review of each other’s reflection papers. The districts involved must work out a way to share papers with partner districts, establish timelines for review, provide feedback, and address confidentiality issues. Ultimately, each district must be responsible for reporting completion/non-completion of reflection papers through their respective DF dashboards.

Districts electing to participate in either of the in-district review options 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;
- Communicating the results of the review to the teachers;
- Ensuring a secondary review of papers that do not meet successful completion standard (optional);

- Ensuring the results of the review into the TEAM system; and
- Assuring confidentiality.

Selection and Training of Reviewers

Whether electing to use the regional or in-district model, districts must develop the criteria for the selection of reviewers and ensure that all new reviewers participate in an Initial Reviewer Training. The trainings are developed by the CSDE in conjunction with RESC staff and delivered in the fall/winter of each year. Reviewers must participate in an online Reviewer Update Training annually to maintain eligibility to review reflection papers.

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 (Category I) or two modules (Category II). As teachers complete TEAM, their names are reflected on their district's TEAM complete list as "pending" verification. This prompts 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 is conveyed to the CSDE certification system. This notification to the CSDE confirms the teacher's eligibility to apply for the provisional educator certificate. To apply for a provisional educator certificate, the teacher must complete and submit forms [ED 170](#) and [ED 126](#). **To avoid a lapse in certification, it is highly recommended that teachers submit their applications for provisional certification prior to the expiration of their initial certificate, even if they have not yet completed TEAM.**

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

According to TEAM legislation, districts will submit an annual report on mentor-teacher activities to the superintendent for review and approval.

Communication with Program Participants

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.

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 support 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. However, should the nature of the professional growth process prompt a beginning teacher participant to seek out special TEAM accommodations based on disabilities, then the teacher must 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 request 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](#).

Section 3: TEAM Guidelines for Beginning Teachers and Mentors

A. Rights of Beginning Teachers in the TEAM Program

The successful induction of new teachers into the profession, requires the sharing of responsibilities among the local school district, the CSDE, and the beginning teacher. The beginning teacher has the right to the following:

TCC/DF Support

All districts must form a local or regional TEAM coordinating committee (TCC) with representatives of the exclusive bargaining representative for certified employees chosen pursuant to CT General Statute: Section 10-153b, based on district size, to guide the activities outlined in the district's three-year TEAM support plan. The superintendent of the district must annually appoint/reappoint a District Facilitator who, with the TCC, oversees the implementation of the TEAM program in the district. District TEAM support plans may be viewed online at www.ctteam.org. For more details on the three-year plan, see the [Development and Implementation of a Three-Year District Support Plan](#) Section

Mentorship

All beginning teachers required to participate in TEAM must be assigned a certified TEAM-trained mentor. The CSDE strongly encourages districts to assign a mentor within the first 30 days of hire. The assigned mentor will provide minimum of 50 hours of mentor support with the expectation of approximately of 10 hours of support for each professional growth module.

TEAM Orientation

The district will provide an orientation to the TEAM Program to familiarize teachers with the requirements for TEAM that include, but are not limited to, the following: an overview of the TEAM Program requirements, an introduction to the TEAM web-based tools and online resources, a review of the district's three-year TEAM support plan, instructions for creating a user account on www.ctteam.org, timelines for TEAM completion, including any district specific requirements, and a schedule for district-based support.

Administrator Support

Administrators are a key support for beginning teachers. They are instructional leaders who can help beginning teachers grow professionally. Through their observations of the teacher's practice, administrators can provide feedback and offer strategies to help teachers improve their practice. Teachers should reach out to their administrators for guidance and support in identifying professional learning opportunities within the district that can build the teacher's new learning.

Separation of TEAM Program Results and Employment Decisions

While TEAM Program legislation states that "local and regional Boards of Education shall coordinate the teacher education and mentoring program and teacher evaluation and professional learning, ... a teacher's completion of the TEAM Program should not be considered as a factor in its decision to continue a teacher's employment in the district." TEAM Program activities should be aligned with district, school, and educator goals.

State-based and RESC-based Support

The CSDE in collaboration with the RESC Alliance, provides beginning teachers with the web-based tools and online resources that enable them to communicate with their mentors and successfully complete TEAM program requirements.

Access to Module Completion Records

A beginning teacher's record of completed TEAM modules will be maintained for a period of ten years*. 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 only need to complete the modules not yet successfully completed.

B. Responsibilities of Beginning Teachers Participating in the TEAM Program

All teachers have a professional responsibility to know and meet all requirements necessary to maintain their CT teaching certification. TEAM is a requirement for continued certification. It is critical that teachers who are required to complete TEAM do so within the designated timeframe. Teachers who do not successfully complete TEAM requirements by their completion deadline date, will not be able to renew their certification or continue to teach in CT public schools.

Beginning teachers must:

- Hold a valid Connecticut teaching certificate with an endorsement that is appropriate for their teaching assignment. If a teacher does not hold a valid certificate and/or endorsement for his or her teaching assignment, the teacher will not be eligible for participation in the TEAM Program, and this service will not count towards eligibility for the Provisional Educator Certificate. Furthermore, the teacher may be at risk of losing credited service toward retirement;
- 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);
- Know their expected completion date and deadline date, as well as the requirements (specific to their endorsement area) to successfully complete the TEAM Program within the allotted timeframe;
- Submit their reflection papers in a timely fashion. The CSDE recommends that teachers submit all reflection papers by May 15, to ensure timely review and feedback prior to the summer break. This date is especially critical for teachers nearing their deadline date for TEAM Program completion; and
- Know the consequences of non-participation and failure to meet program requirements.

Teachers who are approaching their deadline date and must still submit a reflection paper(s) have a window for submission where they will no longer be able to revise and resubmit unsuccessful reflection papers:

- Teachers with a September 1 program deadline will not be able to revise and resubmit unsuccessful reflection papers that are submitted after August 18.

- Teachers with a February 15 program deadline will not be able to revise and resubmit unsuccessful reflection papers that are submitted after February 1 through February 15.

Consequence for Not Completing TEAM Requirements

Category I teachers who do not successfully complete five modules by the end of their third and Category II teachers who do not successfully complete two modules by their second year 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.

The consequence of not meeting requirements for TEAM completion results in the loss of the teacher's initial educator certificate. To regain eligibility for reissuance of the initial educator certificate, the teacher must submit a request to the CSDE and fulfill the requirements of intervening study and experience, which includes:

Intervening Study:

A state-approved 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.

Work 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 (ED 126 Form) by the district/school in which the individual completes substitute teaching or volunteer experience that the person's performance is effective.

Final Interview:

Upon receipt of documentation for the work experience, a transcript indicating successful completion of study as described above, and a reflection paper that addresses the specific requirements as described above, the CSDE will schedule an in-person interview with the candidate prior to making a recommendation for reissuance of the initial educator certificate.

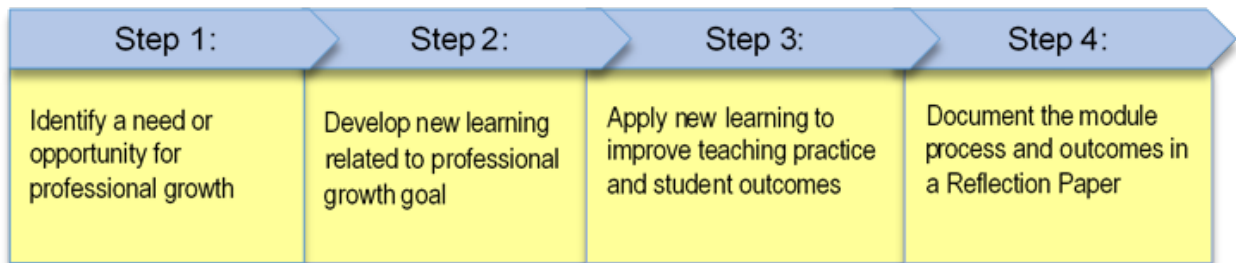
In addition, teachers must take and meet standards on any new or regenerated tests (Praxis II, Foundations of Reading, etc.) currently required for a teacher's endorsement area, that were not required at the time of the issuance of the teacher's original certificate.

C. Mentorship

The mentor assigned to the beginning by the district is an experience and accomplished teacher who has been selected by the school district and has completed the TEAM Program Initial Support Teacher Training. The mentor is a coach who can provide the beginning teacher with support and encouragement during the induction phase of his or her career. The mentor is trained to help beginning teachers learn how to manage the day-to-day tasks, address challenges and brainstorm solutions, reflect on their teaching to identify areas for growth, and identify resources needed to develop and refine their teaching skills.

The mentor is responsible for providing guidance in completing TEAM Program requirements and can provide insight on teaching practice through classroom observations, provide feedback on instruction and lesson planning, facilitate collaboration with other colleagues, co-plan lessons with the beginning teacher, help connect evaluation feedback with TEAM goals and professional learning as the beginning teacher develops new learning and applies best practices in the classroom and in the school learning community to ensure student success.

The mentor works with his or her beginning teacher as he or she proceeds through the TEAM module process:



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.

D. Mentor and Cooperating Teacher Roles and Responsibilities

Mentor Responsibilities

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 a minimum 20 hours for the two-module program. This reflects an expectation of providing approximately 10 hours of support per module. It is the mentor's responsibility to document all mentoring hours in the mentor/beginning teacher mentor log. The DF will monitor the mentor/beginning teacher log.

Mentors and cooperating teachers must attend appropriate initial and update trainings in order to be able to guide and support their mentees' or student teachers' professional growth.

Each mentor may be assigned two beginning teachers, but no more than three beginning teachers (except in certain approved circumstances).

Cooperating Teacher Responsibilities

Cooperating teachers are given the responsibility of helping their student teacher develop a sense of confidence and skills necessary to successfully begin a teaching career. They share their classrooms and students with the student teacher and provide opportunities for the student teacher to practice the skills and develop the knowledge necessary to become a teacher. The cooperating teacher is responsible for being a professional role model. The student teacher's preparing institution and the cooperating teacher's district will establish the specific requirements for the student teaching placement. The cooperating teacher will work with the university supervisor to ensure the student teacher is supported throughout the

placement. The CSDE and RESC Alliance have developed additional resources for cooperating teachers that can be found on the TEAM website.

E. The TEAM Module Workspace, Dashboard, and Tools

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 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, mentor /beginning teacher 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.

The TEAM Program website has been established for multiple purposes:

- Information/Communication – The Website provides program participants and their mentors with program documents and prompt and timely communications from the CSDE.
- Registration – The website provides beginning teachers and their mentors with a link to a list of professional learning opportunities (PD Registration) and the ability to register for a selected course.
- Professional Growth Module Workspace – Provides 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.
 - *Professional Growth Module Resources, including samples of:*
 - Performance profiles
 - PGAPs
 - Meeting logs
 - Journals
 - Reflection papers
 - *Additional resources and documents include:*
 - The TEAM Module Process Guidelines;
 - Reflection paper criteria and feedback
 - Connecticut’s CCT Performance Profiles; and
 - Q&A supplement

The home base for all work in the module process is situated online in a personal “dashboard.” A screenshot of a Beginning Teacher “dashboard” can be found in [Appendix E](#). 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).

Sign-up for the TEAM Workspace

Beginning teachers participating in the TEAM Program 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 Educator Data System (EDS), teaching under an endorsement code appropriate to TEAM, and that his or her teaching assignment is in compliance 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 work on a professional growth module with his or her mentor. Mentors also must 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.

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 mentor/beginning teacher meeting log maintained by the mentor to record 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;
- An editable form that allows the teacher to create a PGAP, by entering the teacher’s goal statement related to the *CCT Performance Profile*, the learning activities and resources the teacher plans to engage in to support the goal, the anticipated timeline for module completion (recommend 8-10 weeks), and proposed meeting dates for the teacher and mentor. Once completed, the teacher can electronically submit the PGAP to his or her administrator;
- 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.

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.

Mentors are expected to log all hours of support provided to the beginning teacher. The DF will monitor time logged to determine the appropriate mentor stipend. **Please Note:** The DF may not be able to approve a stipend for the mentorship of a teacher if the mentoring hours have not been properly logged. Once the payment report is finalized, it cannot be changed. It is crucial that mentors log their hours of support as they occur.

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 such as the administrator. For detailed information about the permissions and access levels please see [Appendix H](#).

F. The Reflection Paper

Beginning teachers will document their module activities and outcomes 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. Refer to your district's three-year plan or contact your DF to determine which review option your district has selected.

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 are available on the TEAM website.](#)

For districts participating in the regional review option, any reflection paper that is deemed unsuccessful will be sent for a second read to a Chief Reviewer, who is a trained reviewer and participates in additional training and ongoing calibration activities throughout the year. If the Chief Reviewer finds evidence that meets all of the established completion criteria, the unsuccessful rating will be overturned. If the unsuccessful review is confirmed, the teacher 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 re-submission. When the teacher resubmits the paper, it will go back to the Chief Reviewer for review. In the situation where a teacher may be unsuccessful for a second time, the Chief Reviewer will offer the teacher and the teacher's mentor the opportunity for a phone conference to discuss the paper and make suggestions to assist the teacher in making revisions that will meet the established completion standards.

Districts who participate in the in-district review option, should have a similar process to ensure that the results of the review are fair and valid. Please refer to your district's TEAM support plan.

G. TEAM Program Contacts and Resources

Where do Beginning Teachers go for help?

Beginning teachers' first point of contact for problems or issues related to the TEAM Program is their 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.

The district TEAM three-year support plan must include a procedure for addressing any problems or issues that arise between a beginning teacher and his or her mentor and, if warranted, a plan for dissolving a mentor placement. TEAM District support plans may be viewed online at www.ctteam.org.

Connecticut State Department of Education (CSDE) Bureau of Educator Effectiveness

Individuals may contact the TEAM Program Office at 860-713-6820 (between 8 a.m. and 4:00 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.

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 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 serves as the data system administrator for the TEAM Program, including professional development registration and mentor stipend payments. Questions regarding access to the TEAM dashboard or features should be directed to EASTCONN 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).

RESCs can provide technical assistance to support districts. RESCs may be able to provide more customized in-district support for a fee. Please contact your local RESC for additional information – see [Appendix A](#) for the CSDE and the Regional Education Service Centers (RESCs), and [Appendix G](#) for a RESC map.

Section 4 - CSDE/RESC Responsibilities

A. Data System

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

DF Dashboard

The DF dashboard includes the following features:

- A template for the writing and editing of a district's three-year TEAM support plan is available on the DF's dashboard. DFs 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.
- A progress monitoring function that allows the DF to monitor progress of all of the beginning teachers in the district. A tracker feature displays that status of completion for each module and the submission of written reflection papers. Additionally, the beginning teacher dashboard allows a teacher to track their own progress through the professional growth modules.
- A list of all mentors in the district and their training status. The DF can electronically match beginning teachers with mentors from the dashboard.

Beginning Teacher Dashboard

The Beginning Teacher dashboard includes the following features:

- A personal journal to keep notes regarding a teacher's progress through each module;
- A mentor/beginning teacher meeting log to keep track of all mentor and beginning teacher meetings – including dates, times of meetings, focus and summary of the meetings;
- 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 includes a statement of a teacher's goal related to the CCT and anticipated impact on student performance. It also includes a plan for activities to support the goal and the anticipated timeline for module completion (recommended 8-10 weeks); and
- The ability to compose and submit the reflection paper and to review mentor and reviewer feedback.

Mentor Dashboard

The Mentor dashboard includes the following features:

- 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.

Website Links

The data system provides links to online resources:

- Registration for professional development workshops and trainings;
- Resources (articles, books, website) to support professional growth; and
- Communications via email to beginning teachers, mentors, administrators, reviewers, DFs and members of the TCC

B. TEAM Trainings and Professional Development

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

- **Initial Support Teacher Training:** A three-day training that qualifies district-selected individuals to serve as mentors and cooperating teachers. In order to register, teachers will need to get a special registration code from their DF.
- **Mentor Update Training:** An online training for mentors and cooperating teachers who have previously participated in a TEAM IST Training. (Update training is required every three years.)
- **Reflection Paper Reviewer Trainings:** A one day training that allows educators selected by their district to review module reflection papers. Teachers will need to get a special registration code from their DF.
- **Reflection Paper Reviewer Update Training:** An online training for previously trained reflection paper reviewers to update their status. Reviewers must complete the online update annually.
- **Administrator Training:** 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.
- **New District Facilitator Online Training:** The CSDE will provide an orientation for newly appointed DFs to introduce them to the role and responsibilities and assist them in preparing for their new position. Additional support training may be available from your local RESC*.

*Please contact your local RESC for details and information about any related fees.

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. CSDE Monitoring of District Implementation

The CSDE has the responsibility to ensure that district implementation of the TEAM Program is aligned with the TEAM Program's goals and the district's three year support plan. This process will include a district survey in the fall to be completed by the District Facilitator and an exit survey for beginning

teachers upon completion of their TEAM requirements. It may also include, but not be limited to, focus groups, random district audits and observations, visits to individual districts to speak with the DF, mentors, TCC members, administrators, and beginning teachers, and the monitoring of the following:

- 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 3-year timeline (or 2-year);
- Mentor Stipend Payment Report; 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.

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.

APPENDIX A - Contacts and Technical Assistance

For questions about TEAM, please contact the CSDE:

TEAM Program Phone Number: 860-713-6820
 Email: ctteam@ct.gov

CSDE Contacts		
Claudine Primack Program Manager	860-713-6826	claudine.primack@ct.gov
Gady Weiner Data Manager	860-713-6836	gady.weiner@ct.gov
Shannon Marimón Division Director	860-713-6816	shannon.marimon@ct.gov

For questions regarding technical assistance, please contact Michael Mahony at 860-455-1537 or at mmahony@eastconn.org

For questions regarding training, please contact your local RESC:

RESC TEAM Program Contacts		
Patricia Hart-Cole, ACES	203-407-4454	phart@aces.org
Lyn Nevins, CES	203-365-8858	nevinsl@ces.k12.ct.us
Tamara Gloster, CREC	860-509-3786	tgloster@crec.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 Ext. 344	edalton@learn.k12.ct.us

APPENDIX B - Team Participation Categories by Endorsement Codes

Please Note the Recent Changes to Categories I and II:

Educators holding the *Reading and Language Arts Consultant* (#097) and *Remedial Reading/Remedial Language Arts* (#102), endorsements at the initial certification level, are now included in Category I. Educators holding a *School Library Media Specialist* (#062) endorsement at the initial certification level are now included in Category II.

Category I	Category II	TEAM Program NOT required
Teachers certified and teaching under the endorsements below will participate in the Five-Module Program	Teachers certified and teaching under the endorsements below will participate in the Two-Module Program	Endorsement areas NOT participating in the TEAM program
<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 excludes birth to age 3, 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) > Reading and Lang. Arts Consultant (#097) > Remedial Reading/Remedial Language Arts (#102) 	<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 > School Library Media Specialist (#062) 	<ul style="list-style-type: none"> > Driver Education (#035) > Speech and Language Pathologist (#061) > 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) > 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)

APPENDIX C - TEAM Module Process Diagram

TEAM Module Process Suggested Duration: 8 – 10 Weeks

Step 1. Plan for Professional Growth

- Use CCT Performance Profile to analyze teaching and learning and identify a module focus.
- Create an Initial Summary using specific examples to describe what the teacher and students are doing in the focus area at the start of the module.
- Create a Professional Growth Goal and Action Plan (PGAP) describing what the teacher wants to learn, how she/he will learn it and how it should improve teaching practice and student performance.



Step 2. Develop New Learning Related to the Professional Growth Goal

- Using the learning activities/resources identified in the PGAP, develop new learning that will be used to improve teaching practice.
- Document specific examples of what the teacher did to develop new learning.
- Record specific examples of what the teacher learned



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

- Implement new learning.
- Record and analyze specific examples of how changes in teaching practice result in better outcomes for students.
- Monitor impact of plan to determine readiness to draft reflection paper.



Step 4. Document the Module Process and Outcomes in a Reflection Paper

- Reflect on and describe: what you learned and how you learned it; how you used new learning to improve teaching; the positive impact the improvements in teaching practice had on students.
- Document the positive impact of the module by comparing the changes in teaching practice and outcomes for students to what was described in the Initial Summary.

APPENDIX D - TEAM Module Guidelines for 2016-2017

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 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 CCT Performance Profile, clarifying the meaning of the descriptors and the expectations for each of the indicators.
 - Identify an 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, and 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 describe the following:
 - What the beginning teacher wants to learn in order to improve teaching practice and
 - The anticipated positive impact on students.
- D. **Create a Professional Growth Action Plan (PGAP).**
 - Create a PGAP and record Teacher Learning Activities and Resources that include the following:
 - Specific activities for the beginning teacher to develop her/his new learning and
 - Resources to support the beginning teacher learning activities.

- 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 that she/he will work with the beginning teacher and mentor to support the plan. It is not a guarantee that requested resources will be provided.
- Note:** Administrators should not sign-off on more than one PGAP for an individual teacher within a four week period.
- 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 and to verify stipends.

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.**
Describe what was learned from selected activities and resources and/or thinking more deeply about practice.
- 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 Related to a Professional Growth Goal

- A. Try out new learning in the classroom and document change 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

A. Reflect on the module process.

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.

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.

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

E. Review reflection paper results.

Once a reflection paper is reviewed, the beginning teacher will receive a message on her/his www.ctteam.org message board that results are available.

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

Before you create your account you will need the following:

- **A valid email address** – this is the address that cteam.org will use for communications with you; this email address will also be your username and will be used to log into the TEAM Workspace;
- **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.)

To create a user account on cteam.org:

1. Visit the TEAM website (<http://www.ctteam.org>) and click “Login” button
2. Click the “Create Account” link. This will open the “Create Account” form.
3. Enter your EIN. The system will retrieve your assignment and certification information and will build your profile based on the information in those systems
4. Enter a password
5. Confirm your password
6. Click the “Create Account” button
7. Based on your assignment and certification information the dashboard that matches your role will be displayed

Note: If you see the Pending Role message, please check with your District Facilitator to make certain that the assignment information in the Educator Data System (EDS) is up to date, or use the “Contact Support” link at the bottom to request assistance.

Note to Newly Appointed DFs: You will need a user account to allow the Superintendent to appoint you and have the DF role assigned to your account. Once the Superintendent has approved the appointment, workspace will display a District Facilitator Dashboard.

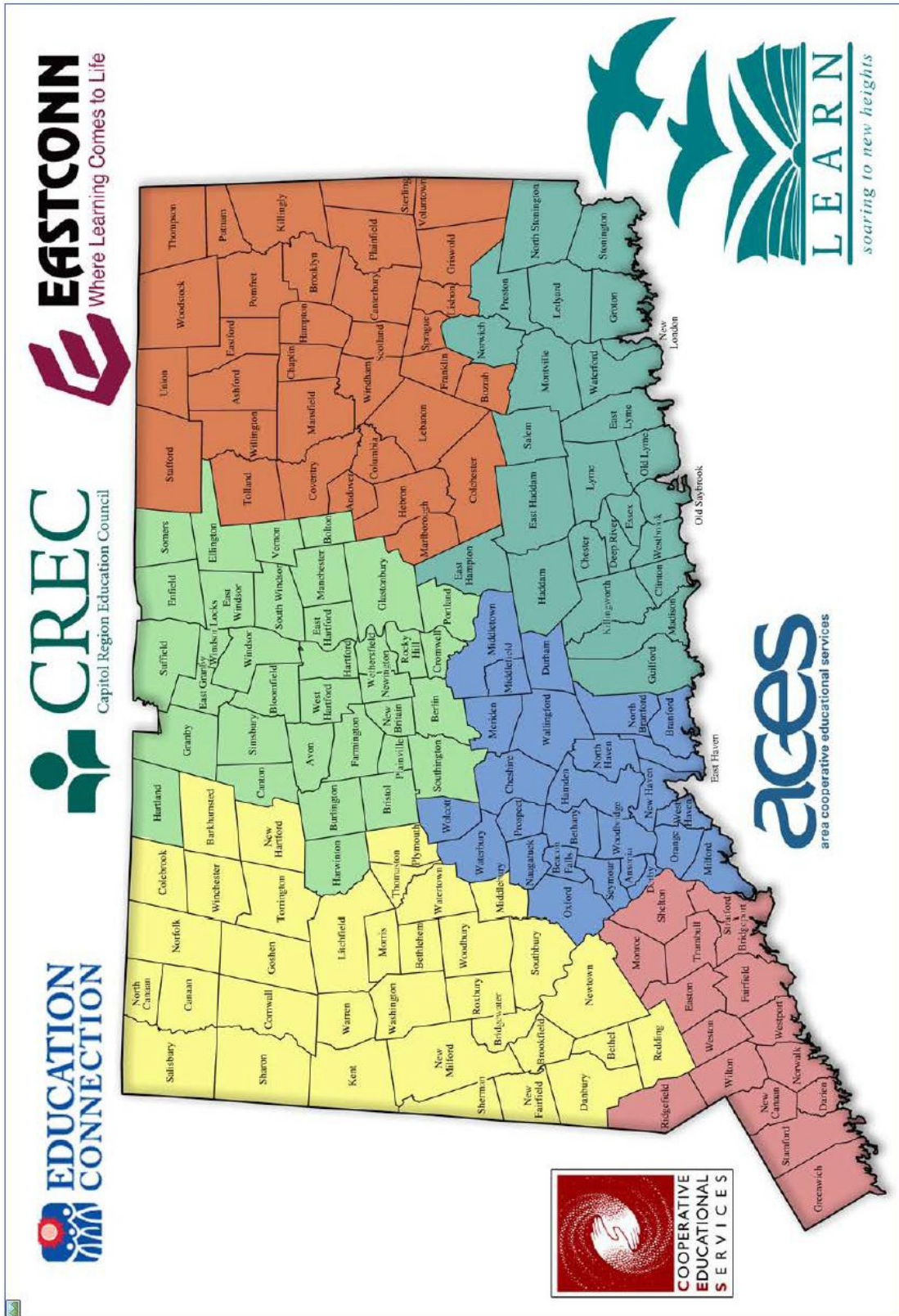
APPENDIX F - Beginning Teacher Dashboard

The screenshot displays the TEAM Beginning Teacher Dashboard. At the top, there is a navigation bar with links for Dashboard, Module Center, Personal Journal, and Mentor Meeting Log. The main content area is divided into several sections:

- WELCOME:** A section with the heading "WELCOME" and a placeholder for the teacher's name: "Welcome [TEACHER NAME]!".
- TEAM PARTICIPATION:** A section titled "Your TEAM Requirements" with the heading "Your Mentor is [MENTOR NAME]". It includes the text: "Your Entry Date is September 1, 2016", "You are required to complete 5 Modules", and "Your Expected Completion Date is September 1, 2018".
- MODULE PROGRESS:** A section titled "Your TEAM Module Progress" with the heading "You have completed 1 of 5 modules required". It features a progress bar chart with five modules:
 - Module 1: Completed (green bar)
 - Module 2: Some Work (yellow bar)
 - Module 3: No Activity (empty bar)
 - Module 4: No Activity (empty bar)
 - Module 5: No Activity (empty bar)
- SYSTEM ANNOUNCEMENTS:** A section titled "SYSTEM ANNOUNCEMENTS" with the text "No Announcements at this time.".
- CONTACT CENTER:** A section titled "Important TEAM Contacts" with three email links:
 - Email your District Facilitator (District Facilitator)
 - Email your School Administrator (Principal/Pa)
 - Email your Mentor ([MENTOR NAME])
- NOTIFICATIONS:** A section titled "NOTIFICATIONS" with the text "No Notifications".

At the bottom of the dashboard, there is a footer with the text: "2015 © Connecticut State Department of Education | Contact Support | Home | TEAM Website".

APPENDIX G - RESC Map



APPENDIX H - Documentation Access and Permission Types

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

APPENDIX I - TEAM District Facilitator (DF) Responsibilities

The TEAM DF's Responsibilities to the TEAM Program At-A-Glance

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

1. Facilitates the 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 EDS – verifying that data is accurate with respect to teaching assignment, grade level, school, and duration of employment for long-term substitutes;
2. Ensuring mentors are assigned to beginning teachers; and
3. 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.

APPENDIX J - TEAM Coordinating Committee (TCC) Responsibilities At-A-Glance

The TCC is a district 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.

The TCC is responsible for:

Developing the District's Three-year TEAM Support Plan

A template for developing a district support plan as well as guidelines for its development and submission is available on www.ctteam.org. The plan should include, but not be limited to the following:

1. 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.
2. Guidelines for a process and criteria for the recruitment and selection of mentor teachers.
3. 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.

Monitoring and Overseeing the Implementation of TEAM

The TCC, in collaboration with the District Facilitator (DF) must ensure that:

1. Beginning teachers are registered in TEAM and all beginning teachers receive registration letters from the district.
2. To the extent possible, mentoring matches are made within the same school building and at the elementary level, be at the same or close to the same grade level and, at the middle or high school level, be a subject area match.
3. Beginning teachers' individualized, two-year support plans are submitted and approved. 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 the district's specific needs.
4. Mentors provide beginning teachers with approximately ten hours of support per module and work with the beginning teachers throughout the module from the initial completion of the CCT Performance Profile through the submission of a reflection paper.
5. The annual activity report on Mentor-beginning teacher activities is prepared and sent to the superintendent for review and approval. The activity report should be used to inform district support plans and the allocation of financial support for the following year. The district support plans may be accessed by the CSDE as part of its auditing process.

6. TEAM Program and the teacher evaluation and support program are coordinated, provided they are kept separate.
7. The Mentor Stipend Report submitted by the district to the CSDE requests appropriate payment based on the number of mentoring hours logged by each mentor. Upon receipt of funding from the CSDE, the TCC must oversee its proper dissemination to mentors. 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.
8. There is ongoing communication with beginning teachers, mentors, and administrators about training opportunities, workshops and support group work as made available by either the state or district.
9. The district selects a reflection paper review option, i.e., regional review, in-district review or consortium review. (See "Selection of a Process for the Review of Module Reflection Papers, TEAM Program Manual, p. 18)
10. Beginning Teachers are successfully completing professional growth modules in a timely manner.

NOTE: The CSDE has the responsibility to ensure that district implementation of the TEAM program is aligned to the program's plan and goals. This process will include a district survey in the fall to be completed by the District Facilitator and a survey for beginning teachers upon completion of their TEAM requirements. It may also include, but not be limited to, focus groups, random district audits and observations, visits to individual districts to speak with the DF, mentors, TCC members, administrators, and beginning teachers.

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.

APPENDIX K - Beginning Teacher Support Plan Timeline Form

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 2016-17 school year:

Module(s) that will be completed during the 2017-18 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 ONE-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__

First TEAM participation year: _____

Module(s) that will be completed during the 2016-17 school year:

Module(s) that will be completed during the 2017-18 school year (only for a Feb. 15 entry date):

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

APPENDIX L - 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*).

APPENDIX M - Accommodations for Candidates with Disabilities

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.**

APPENDIX N - Request for an Extension of a Beginning Teacher's TEAM Program Deadline Date for the 2016-17 School Year

All requests for an extension of time must be submitted by the District Facilitator (DF).

If a beginning teacher is believed to have extenuating circumstances that will prevent her or him from completing TEAM Program requirements within the allotted time frame, DFs are asked to submit a request for an extension of the TEAM Program deadline date on behalf of the teacher.

Please note that a request for an extension of time for teachers who have an entry date of September 1 can only be made between September 1 and June 1 in the third year of participation in TEAM for teachers in Category I and in the second year for teachers in Category II. For teachers with an entry date of February 15, requests for an extension can only be made between February 15 and December 15.

To request an extension, please have the teacher complete the attached form and provide any supporting documentation. The mentor and the principal will need to sign the form verifying the accuracy of the information provided and agreeing to support the request for the extension of time. The teacher should return the signed and completed form and any supporting documentation to the DF. The DF will need to sign the form verifying that the superintendent is aware of and supports the request of an extension of time for the teacher. The DF should submit the completed form and supporting documentation to the TEAM Program Review Committee.

Upon receipt of the request for an extension, the TEAM Program Review Committee will carefully review the request and accompanying documentation. The decision of the TEAM Program Review Committee will be sent to the District Facilitator and the teacher within 30 days of receipt of the form.

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

If you have any questions regarding the extension request process, please contact Claudine Primack, TEAM Program Manager, via email at claudine.primack@ct.gov or by phone at 860-713-6826. Thank you.

Request for an Extension of a Beginning Teacher's TEAM Program Deadline Date for the 2016-17 School Year

The following is to be completed by the beginning teacher requesting an extension:		
Teacher's Name:	Educator Identification Number (EIN):	
School:	School District/LEA:	
Email:	School Phone:	
TEAM Start Date:	TEAM Deadline:	
Describe the extenuating circumstances that will prevent you from completing TEAM Program requirements within the allotted timeframe. Be sure to attach documentation to support your request.		
Name of Teacher (printed)	Teacher's Signature	Date
<i>By signing above, you are attesting to the accuracy of the information provided.</i>		
Name of Mentor (printed)	Mentor's Signature	Date
<i>By signing above, you are attesting to the accuracy of the information provided and are supporting the request for the extension of the deadline for this teacher to complete TEAM Program requirements.</i>		
Name of Principal/Director (printed)	Principal's or Director's Signature	Date
<i>By signing above, you are attesting to the accuracy of the information provided and are supporting the request for the extension of the deadline for this teacher to complete TEAM Program requirements.</i>		

Please complete the top part of this form and return it with supporting documentation to your District Facilitator.

To be completed by the District Facilitator:		
Name of District Facilitator (printed)	District Facilitator's Signature	Date
<i>By signing above, you are confirming that you have notified the superintendent of the teacher's need for an extension and agree that the information provided is accurate. You also agree that both you and the superintendent support the request for the extension of the deadline for this teacher to complete TEAM Program requirements.</i>		

Please submit this form and documentation to:

Claudine Primack
TEAM Review Committee
Connecticut State Department of Education
Box 2219 – Room 257
Hartford, CT 06145-2219
Phone: (860) 713-6812
FAX: (860) 713-7028

To be completed by the TEAM Review Committee:

TEAM Review Committee Decision	
<input type="checkbox"/> Approved	The TEAM Deadline Date has been extended to:
<input type="checkbox"/> Not Approved	The request for an extension has not been approved for the following reason(s):
<i>Signature TEAM Program Manager:</i>	
<i>Date:</i>	

APPENDIX O - Waiver Request from TEAM Program requirements for the 2016-17 school year

All requests for waivers must be submitted by the District Facilitator (DF).

If a beginning teacher is believed to have a unique teaching assignment that will prevent her or him from completing TEAM Program requirements, DFs are asked to submit a Request for a Waiver on behalf of the teacher.

To request a waiver, please complete the attached form. The principal or supervisor will need to sign the form verifying the accuracy of the information provided and agreeing to support the request for a waiver. The DF will need to sign the form verifying that the superintendent is aware of and supports the request for a waiver from TEAM program requirements. The DF should submit the completed form to the TEAM Program Review Committee.

Upon receipt of the request for waiver, the TEAM Program Review Committee will carefully review the request. The decision of the TEAM Program Review Committee will be sent to the District Facilitator and the teacher within 30 days of receipt of the form. All teachers who are granted a waiver are required to complete Module 5.

***Note:** Waivers are granted for a one year period. If approved, the teacher will be waived for the 2016-17 school year. For teachers who continue serving in a unique position in 2018-19 and are in Category I (two year, five-module program), a request for a waiver for a second year must be made in 2018-19. For teachers in Category II (one year, two-module program) the requirement for TEAM is one year participation and the completion of Module 5. At the end of the 2016-17 school year, all TEAM requirements will be considered met. There is no need to request an additional waiver.*

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

If you have any questions regarding the waiver request process, please contact Claudine Primack, TEAM Program Manager, via email at claudine.primack@ct.gov or by phone at 860-713-6826. Thank you.

Waiver Request from TEAM Program Requirements for the 2016-17 School Year		
Teacher's Name:	Educator Identification Number (EIN):	
School:	School District/LEA:	
Email:	School Phone:	
TEAM Start Date:	TEAM Deadline:	
Describe the unique teaching assignment that will prevent the teacher from completing TEAM Program requirements:		
Name of Principal/Director (printed)	Principal's or Director's Signature	Date
<i>By signing above, you are attesting to the accuracy of the information provided and are supporting the request for the extension of the deadline for this teacher to complete TEAM Program requirements.</i>		
Name of District Facilitator (printed)	District Facilitator's Signature	Date
<i>By signing above, you are confirming that you have notified the superintendent of the teacher's need for a waiver and agree that the information provided is accurate. You also agree that both you and the superintendent support the request for the waiver of TEAM Program requirements.</i>		