

TEAM PROGRAM MANUAL
for BEGINNING TEACHERS
2012-2013



TEAM

Connecticut State Department of Education
Bureau of Educator Standards and Certification
P.O. Box 2219
Hartford, Connecticut 06145

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TEACHER EDUCATION AND MENTORING (TEAM) PROGRAM

BEGINNING TEACHER MANUAL
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TEAM

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INTRODUCTION

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

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

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

This beginning teacher manual for 2012-2013 will:

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



CHAPTER 1: REQUIREMENTS OF THE TEAM PROGRAM

This chapter will assist beginning teachers in understanding:

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

Section A: Participation in the TEAM Program

Who must participate in the TEAM Program?

Beginning teachers who:

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

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

Who is not eligible to participate in the TEAM Program?

Beginning teachers who:

- hold and are working under a ***durational shortage area permit (DSAP)***, resident teaching certificate, or an adjunct arts instructor permit, and have not fully completed requirements for the initial certificate;
- are employed as an ***itinerant*** substitute teacher (even if working under an initial educator certificate, interim initial educator, or a 90-day certificate);
- are ***long-term substitutes working under initial certificates:*** teachers who hold an initial educator, interim initial educator or 90-day certificate who are in long-term substitute positions as a replacement for someone on leave will participate ***in TEAM only if they are in a full 10 month position.*** These teachers participate whether or not they hold a contract but ***must be in a full 10 month position.*** Long-term substitutes who are in positions for the duration of nine months or less do not participate in TEAM. Identification for TEAM is

made based on district entries into the Certified Staff File (ED 163). Therefore, long-term substitute assignments and the duration of the assignment must be entered accurately into the staff file.

- are employed as a **“tutor” or “teaching assistant,”** as they are not considered to be teaching under their certificate; and
- are teaching under an initial educator certificate, interim initial educator certificate, or a 90-day certificate in a subject area that is not compliant with their endorsement or applicable to the TEAM Program.

Section B: Registration in the TEAM Program

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

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

Beginning teachers participating in TEAM will be assigned Entry Dates as follows:

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

For Example:

HIRE DATE	BEGINNING TEACHER PROGRAM ENTRY DATE
Between February 15, 2012, and October 31, 2012	September 1, 2012
Between November 1, 2012, and February 14, 2013	February 15, 2013
Between February 15, 2013, and October 31, 2013	September 1, 2013

Section C: Requirements of the TEAM Program

Categories of Participation in TEAM:

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

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

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

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

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

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

Timelines for Beginning Teachers Participating in the TEAM Program

1. Beginning teachers participating in ***Category I*** are required to receive mentorship for two years and are expected to successfully complete five modules to fulfill program requirements. It is expected that beginning teachers will complete the five-module process in two years. However, beginning teachers will be given a full three years to complete the requirements of TEAM from their “entry date” in the program (see Section B). (Example: Entry Date: September 1, 2012. Deadline for completion date: September 1, 2015). However, please note that districts are not obligated to provide mentorship to a beginning teacher in Category I who is in their third year of participation in the program if a full two years of mentorship has already been provided and funded by the state. ***A beginning teacher in Category I who does not successfully complete program requirements at the end of his or her third year of participation will not be eligible for the provisional educator certificate or reissuance of their initial educator certificate. 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.***
2. Beginning teachers participating in ***Category II*** are required to receive mentorship for one year and expected to successfully complete two modules (***selected from Modules 1-4***). It is expected that beginning teachers complete the two-module process in one year. However, beginning teachers will be given a full two years to complete the requirements of TEAM

from their “entry date” in the program. Please note that districts are not obligated to provide mentorship to a beginning teacher in Category II who is in their second year of participation in the program if a full year of mentorship has already been provided and funded by the state. ***A beginning teacher in Category II who does not successfully complete program requirements at the end of his or her second year of participation will not be eligible for the provisional educator certificate or the reissuance of their initial educator certificate. 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.***

Support Plan Timeline Form

Beginning teachers are required to complete and submit to their district facilitators a *TEAM Two-Year Beginning Teacher Support Plan Timeline for Category I Participants* or a *TEAM One-Year Beginning Teacher Support Plan Timeline for Category II Participants* as appropriate. The plan is an intended timeline for the completion of TEAM Program requirements. The TEAM Coordinating Committee (or a designee of the committee) is responsible for the review and approval of each beginning teacher’s individualized plan. ***Reference Appendices B and C for “Beginning Teacher Support Plan Timeline” forms.***

Section D: Exceptions to the Timelines and TEAM Program Requirements for Beginning Teachers Transitioning from the BEST Program to the TEAM Program

Transition from Beginning Educator Support and Training (BEST) to TEAM

To phase-in TEAM in its first year of implementation in 2010-11, adjustments were made to required module completion for those teachers who began a beginning teacher program during BEST years or first began teaching in 2009-10, when TEAM was under development and not yet in implementation. These “*transitional cohorts*” have been labeled as Groups 1 and 2. Eligibility for Groups 1 and 2 is determined by when the teacher first began teaching. The phase-in of module requirements is described below for the following two cohorts:

- ***Group #1:*** Teachers who began in BEST and did not complete the program as of July 1, 2009, and taught during the 2009-10 school year are required to complete only one module of their choice ***selected from Modules 1-4***. Successful completion of this one module fulfills their TEAM requirement. A subset of this group includes those that were in BEST—but did not teach in 2009-10. These teachers are allowed a two-module requirement (***selected from Modules 1-4***) and successful completion of two modules will fulfill their TEAM requirement.
- ***Group #2:*** Teachers who began teaching in 2009-10 and had not yet participated in a beginning educator program as of July 1, 2009, are required to successfully complete only two modules (***selected from Modules 1-4***). Successful completion of two modules will fulfill their TEAM requirement.

Related Policy for Transitional Groups: *The 2012-13 school year is the last year that a teacher can qualify for a transitional cohort and a reduced module requirement based on teaching history as follows.*

- Any teacher represented in **Group #1** (previously registered in BEST and taught in 2009-10), and *who was not rehired or not teaching in the 2010-11 or 2011-12 school years*, will be allowed to carry forth the program requirement to complete only *one* module for one more year – meaning that if he or she returns to teaching in 2012-13, he or she will only need to complete one module to fulfill TEAM requirements. Anyone returning in 2013-14 or after would be required to complete the full five-module process.

For the subset of Group #1: Any teacher who was previously registered in BEST and *who was not rehired or not teaching in the 2009-10 or 2010-11 or 2011-12 school years*, will be allowed to carry forth the program requirement to complete only two modules for one more year – meaning that if he or she returns to teaching in 2012-13, he or she will only need to complete two modules to fulfill TEAM requirements. Anyone returning in 2013-14 or after would be required to complete the full five-module process

- Any teacher represented in **Group #2** (teachers who began teaching in the 2009-10 school year and have no previous registration in BEST), and *who were not rehired or not teaching in the 2010-11 or 2011-12 school years*, will be allowed to carry forth the program requirement to complete only *two* modules for one more year– meaning that if he or she returns to teaching in 2012-13 he or she will only need to complete two modules to fulfill TEAM requirements. Anyone returning in 2013-14 or after would be required to complete the full five-module process.

Section E: Code of Professional Responsibility

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

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

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

The rights of beginning teachers include:

- ***District-based support:*** provision of an orientation to the TEAM Program and assignment of a certified TEAM-trained mentor, with the anticipation that the assigned mentor will provide a minimum of 10 hours of support for each professional growth module completed.
- ***State-based and RESC-based support:*** provision of web-based tools, on-line resources and communications to enable beginning teachers and their mentors to successfully complete program requirements.
- ***Application for an extension of the time allowed for the completion of the TEAM Program:*** a teacher who is unable to complete TEAM Program requirements within the allotted time period (a maximum of three years for teachers participating in Category I and a maximum of two years for teachers participating in Category II) may petition the CSDE TEAM Program Review Committee for an extension, with the support of their school district and the submission of appropriate documentation (e.g., a leave of absence, medical condition or other extenuating circumstance). The CSDE TEAM Program Review Committee will evaluate each request received. Beginning teachers and district facilitators will be notified in writing of the approval or denial of requests submitted.
- ***Application for an exemption from the TEAM Program:*** the professional growth module process is individually suited to the context of a teacher's assignment, grade level and students. Therefore, the CSDE anticipates that most teachers will be able to participate in the program. However, a teacher who has a unique teaching assignment—that they believe prevents them from successfully completing TEAM Program requirements—may petition the CSDE TEAM Program Review Committee for a full or partial exemption from the program with the support of their school district and the submission of appropriate documentation. The CSDE TEAM Program Review Committee will evaluate each exemption request received. Beginning teachers and their district facilitators will be notified in writing of the approval or denial of requests submitted.
- ***Portability of module completion:*** a teacher who began the TEAM Program in one district and successfully completed one or more modules—but who has not yet successfully completed all modules before transferring to another district—will be able to “bank” modules successfully completed and will only need to complete any modules not yet successfully completed in the new district. However, beginning teachers will not be given extended time beyond the period of time allotted for the completion of the program (a maximum of three years for participants in Category I and two years for participants in Category II) unless a beginning teacher experiences a lapse in employment or extenuating circumstances that would result in an extension of time allowed for the completion of the program.
- ***Separation of TEAM Program results and employment decisions:*** TEAM Program legislation states that “local and regional Boards of Education shall not consider a teacher’s completion of the TEAM Program as a factor in its decision to continue a teacher’s employment in the district.” TEAM Program activities should be aligned with district and

school goals and, therefore, aligned with the district's teacher evaluation plan, considering the balance of both district initiatives and the professional growth needs of the beginning teacher. However, the successful completion of a beginning teacher's reflection paper(s) or other work completed as part of the TEAM modules must not have any impact on or be a factor in a district's decision to continue or terminate employment. Conversely, a beginning teacher cannot use the successful completion of modules to argue against a non-renewal decision by the district.

- ***Prior completion of a Connecticut teacher induction program:*** a teacher who previously completed BEST Program requirements (either through the Connecticut Competency Instrument [CCI], portfolio assessment, or was waived from the portfolio assessment) will retain their completion status and will not be required to participate in the TEAM Program.

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

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

Responsibilities of beginning teachers include:

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

Where do I go for help?

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

Each school district is required to develop a ***TEAM Program Three-Year Support Plan for Teachers and Mentors***. The plan must include a procedure for addressing any problems or issues that arise between a beginning teacher and their mentor and, if warranted, a plan for dissolving a mentor placement. Your district's support plan is accessible through your ctteam.org dashboard. Click on "Review District Support Plan" under Quick Links.

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

CHAPTER 2: SUPPORT FOR BEGINNING TEACHERS

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

Section A: District-Based Support for Beginning Teachers

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

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

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

Section B: State-Based Support for Beginning Teachers

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

- receive communications related to program requirements, updates, policies and procedures;
- access resource documents (e.g., *2010 Common Core of Teaching Foundational Skills*, guidelines for completing a professional growth module, and suggested articles and resources for each module);
- reference sample modules that include beginning teacher journals, beginning teacher/mentor meeting logs, performance profiles, professional growth action plans, and sample reflection papers; and
- access tools needed to electronically plan, develop and submit each professional growth module.

CHAPTER 3: TEAM PROGRAM PROFESSIONAL GROWTH MODULES

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

Section A: TEAM Program Professional Growth Modules

The TEAM Program is designed around five professional growth modules in order to provide a framework of support for new teachers. The five modules focus on five of the six domains of the ***2010 Common Core of Teaching (CCT) Foundational Skills (which may be accessed online under module resources on www.ctteam.org)***:

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

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

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

Module 4: Assessment for Learning (CCT Domain 5)

***Module 5:** Professional Responsibilities and Teacher Leadership (CCT Domain 6)

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

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

The TEAM module process includes the following four steps:

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

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

Throughout the module process, teachers reflect on and document their learning and examples/evidence of student outcomes in personal journals. At the culmination of the module process, teachers draw on these reflections and use examples/evidence to create a reflection paper that documents each of these four steps. The 2012-2013 *TEAM Module Guidelines* provides a detailed overview of each step. The *TEAM Module Guidelines* can be found in *Appendix E* and is also available online.

Important Information Regarding Module 5 for 2012-13 and 2013-14

Phase I: District-Facilitated Conversation of Ethical and Professional Dilemmas for Teachers

Phase II: Professionalism, Collaboration and Leadership

Module 5 focuses on domain #6 of the Common Core of Teaching (CCT). Feedback from districts confirm that Phase I, which engages teachers in district facilitated conversations concerning ethical dilemmas that educators face, has been well received. However, the full scope of domain #6 addresses professionalism, collaboration and leadership. As a result, we realize that further development of Module 5/Phase II requires us to explore and develop a deeper understanding of what leadership, collaboration and professional responsibility is, how they interconnect, and what our expectations are for beginning teachers as they develop as professionals.

The TEAM Program will use the 2012-13 school year to define this further and to *create a pilot group of beginning teachers from the following cohort:*

Beginning teachers in the Category I, five-module group who hold the September 1, 2012, and February 15, 2013, entry dates.

As pilot teachers, this group will participate as follows:

2012-13:

Engage in Module 5/Phase I District Facilitated Conversation on Ethical Dilemmas
Districts will notify teachers of the scheduling of this conversation.

2013-14:

In the second year of the pilot, participants may be asked to explore how they integrate elements of professionalism, collaboration and/or leadership into their work as educators. Responses to this will be considered “pilot” and will signal full completion of Module 5. Their responses will help us in evaluating and developing this component of Module 5 and will provide authentic samples that will be shared as resources for beginning teachers, mentors and districts.

***Important Exceptions to Module 5 Pilot Participation:**

1. Beginning teachers in Category II cannot participate in the Module 5 pilot for 2012-13. Because this Category is designed primarily as a one-year program, this group cannot participate in the Module 5 Pilot which spans two years. In addition, this group cannot count participation in the Module 5 district facilitated conversation of Ethical and Professional Dilemmas for Teachers (Module 5/Phase I Pilot) towards fulfilling one of the two modules required. Although participation in this conversation with colleagues is considered a very valuable experience and may be recommended by districts, it constitutes only one part of

Module 5 and, therefore, does not fulfill a module requirement for this cohort. Therefore, Category II teachers select two modules of their choice *from Modules 1-4*.

2. Teachers in Transitional Groups 1 and 2 (see Chapter I, Section D) are not required to complete all five modules and are also ineligible for the Module 5 pilot and may not count the Phase I/Module 5 district-facilitated conversation as fulfilling a module requirement. Therefore, teachers in these groups must select modules of their choice *from Modules 1-4*.

Section B: The TEAM Module Workspace and Dashboard

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

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

1. Sign-up for the TEAM Workspace

To enable a beginning teacher to participate in the TEAM Program, he or she must sign-up as a *USER* on the program website (www.ctteam.org) – please refer to instructions for sign-up in *Appendix G*. Once a teacher has created a user account, the system will verify that the teacher is listed as active in the Certified Staff File (ED 163), teaching under an endorsement code appropriate to TEAM, and that his or her teaching assignment is compatible with his or her endorsement. Upon district assignment of a TEAM trained mentor, the teacher will be able to access the *Module Workspace* and will be given a personal dashboard in order to begin to work on a Professional Growth Module with his or her mentor. Mentors will also establish a personal workspace on the program website that will enable them to communicate and work with their mentees as they progress through each professional growth module.

2. The Beginning Teacher Dashboard:

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

- a *personal* journal to keep notes regarding a teacher’s progress through each module;
- a *beginning teacher/mentor meeting log* to keep track of all beginning teacher/mentor meetings—including dates, time of meeting, focus and summary of the meeting. New: Beginning with the 2012-13 school year, the mentor will record all meetings in the beginning teacher/mentor meeting log and send each log entry to the beginning teacher for verification. (Previously, entries were made by the beginning teacher.);
- a *Connecticut Common Core of Teaching (CCT) Performance Profile* for each module that will allow for a focused beginning teacher/mentor discussion in order to develop a professional growth plan related to each module;
- access to components that will allow the teacher to create a Professional Growth Action Plan (PGAP). These components include a statement of a teacher’s goal related to the CCT and anticipated impact on student performance. It will also include a plan for

activities to support the goal and the anticipated timeline for module completion (recommend 8-10 weeks);

- a workspace for drafting the reflection paper and for the electronic submission of the completed paper; and
- a message board where important messages from a teacher's mentor or the TEAM Program will be posted.

3. *The Mentor Dashboard*

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

- a *personal* mentor journal to keep notes regarding support activities;
- a mentor/beginning teacher meeting log to enter the date, time and focus of the interactions. **New:** beginning with the 2012-13 school year, the mentor will record all meetings in the beginning teacher/mentor meeting log and send each log entry to the beginning teacher for verification. (Previously, entries were made by the beginning teacher.); and
- the ability to *view* the beginning teacher's performance profile, professional growth action plan and reflection paper.

Certain components of these dashboards are private and may be viewed only by the beginning teacher or only by the mentor. Other components may be viewed by both the mentor and beginning teacher. However, parts of a teacher's Professional Growth Action Plan (PGAP) have shared accessibility by others in the district. Note: the CSDE may view any component of a teacher's workspace located on the cteam.org website. ***Please refer to the "Access to Documentation" chart in Appendix H.***

Section C: The Reflection Paper

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

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

- **In-district review option:** Districts may elect to review the reflection papers submitted by their own beginning teachers or form a consortium with other districts to share the review of papers in an alternate "in-district" option.
- **Regional review option:** In a regional review process, beginning teachers will submit their reflection papers to a state-wide pool of trained reviewers. Districts that elect to participate in a regional review group will be required to have an adequate number of district educators trained to review reflection papers. The number of reviewers that need

to be trained will be proportionate to the numbers of beginning teachers participating in the program.

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

Reflection Paper Feedback and Criteria can be accessed on www.ctteam.org, see online resources in Section D, below.

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

The TEAM Program website has been established for multiple purposes:

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

Other informational resources and documents include:

- ❖ A ten-minute Orientation to TEAM video;
- ❖ The TEAM Module Process Guidelines;
- ❖ Reflection Paper Feedback and Criteria;
- ❖ Connecticut's Common Core of Teaching;
- ❖ Sample PGAPs, completed performance profiles, meeting logs, personal journals and reflection papers; and
- ❖ A Q&A to supplement this Beginning Teacher Manual.

Section E: TEAM Program Contacts and Resources

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

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

Regional Educational Service Centers (RESCs)

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

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

**TEAM PARTICIPATION CATEGORIES
BY CERTIFICATION CODES**

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

Revised December 2011

TEAM BEGINNING TEACHER SUPPORT PLAN TIMELINE FOR CATEGORY I PARTICIPANTS

Name of Beginning Teacher: _____

School/District: _____

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

Name of Mentor: _____

Anticipated timeline of participation:

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

Module(s) that will be completed in the 2012-2013 school year: _____

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

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

Signature of Beginning Teacher

Date

Signature of Mentor

Date

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

Revised August 2012

TEAM 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:

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

Module(s) that will be completed in the 2012-13 school year: _____

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

Signature of Beginning Teacher

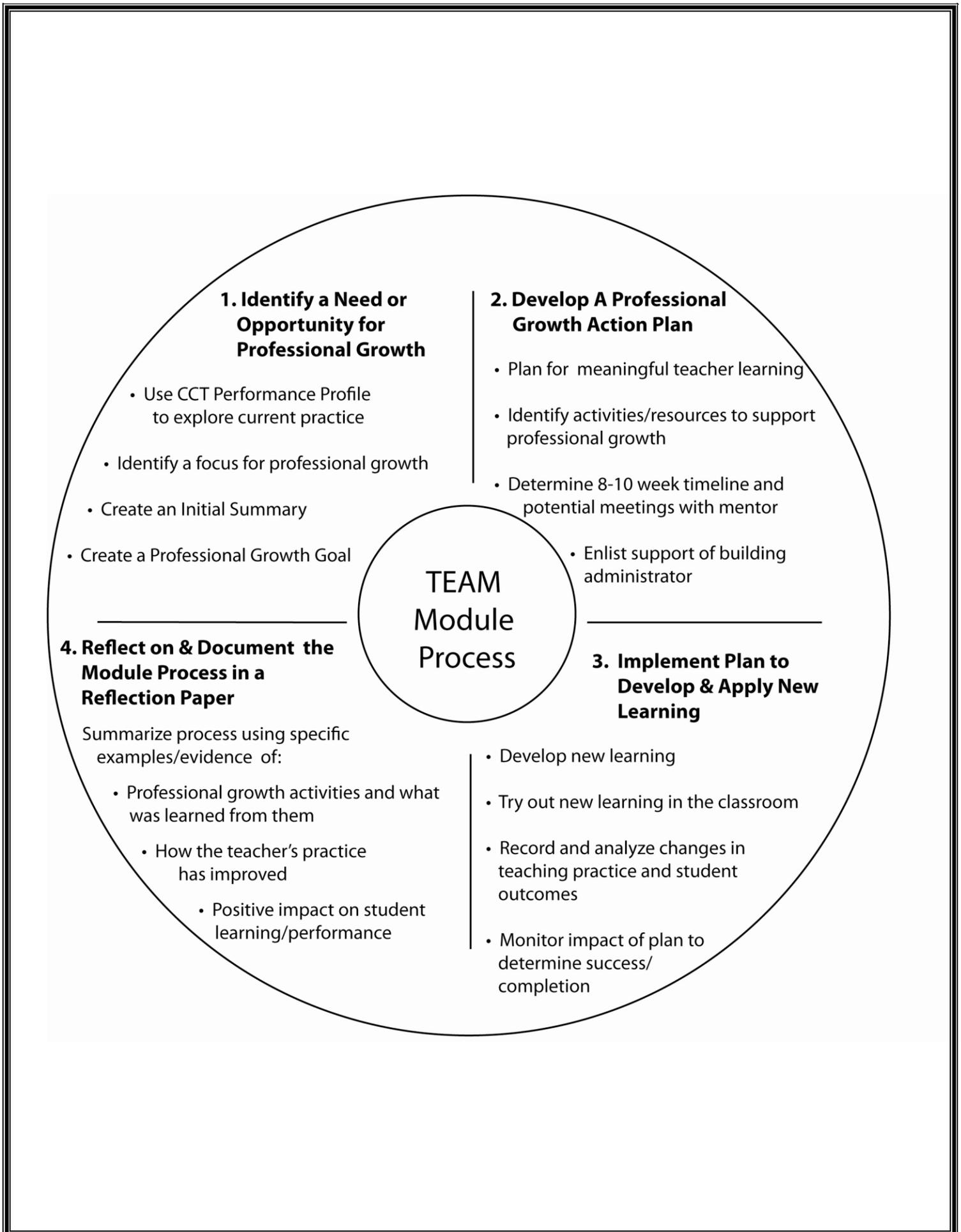
Date

Signature of Mentor

Date

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

Revised August 2012





2012-2013 TEAM Module Guidelines

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

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

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

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

- A. Explore the language of the module-specific *Common Core of Teaching (CCT) Performance Profile* indicators and descriptors of practice. Discuss words and phrases needing clarification and/or definition. Identify how the profile descriptors change to reflect more effective practice as you move across the profile continuum. Share examples of the teacher's classroom practice related to individual descriptors.
- B. Identify one indicator that the beginning teacher sees as especially relevant to her/his classroom practice. Explore the indicator in greater depth to identify and discuss what is currently happening in one classroom or across a number of classes related to this indicator. Record specific examples/evidence that focus on both the teacher's practice and student performance (who, what, when, why, how often) in the *Notes* section of the *CCT Performance Profile*. This conversation may take place over more than one meeting since the beginning teacher may need time to gather specific examples/evidence.
- C. Synthesize and build on the recorded notes for the chosen indicator to create a brief *Initial Summary* that the teacher will reference when creating the final reflection paper to demonstrate growth. The *Initial Summary* should:
 - describe, with specific examples, what the teacher is doing at the start of the module related to the chosen indicator; and
 - describe, with specific examples, what students are doing at the start of the module related to the chosen indicator.
- D. Create and record a *Professional Growth Goal* that:
 - describes what the teacher wants to learn that will address an immediate and relevant teacher learning opportunity or need and lead to improved teaching practice;
 - describes the anticipated positive impact on students;
 - connects to the chosen *CCT Performance Profile* Indicator; and
 - is achievable within an 8-10 week timeframe.

- E. Use the *Beginning Teacher/Mentor Meeting Log* to record the date, time and focus of each meeting.
New: Beginning with the 2012-13 school year, the mentor is being asked to record all meetings in the mentor log and send the log entry to the beginning teacher for verification.
- F. Use *My Personal Journal* to document detailed information and examples related to the module work on an ongoing basis.

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

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

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

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

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

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

Beginning Teacher Dashboard

Beginning Teacher Dashboard

Quick Links

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

My TEAM Participation Data

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

BT Message Board

Today's Date: August 16, 2012

Last Activity: Mentor Meeting Log June 10, 2012

[Reflection Paper Results Available](#)

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

Contact Center

District Facilitator:

School Administrator:

Mentor:

Module Progress

Select Module. Click for PGAP



Meeting Log Summary

This School Year. Click to View



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

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

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

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

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

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

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

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

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

Access to Documentation

Private	Confidential	Shared
<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>, district facilitators 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

Teacher Education And Mentoring (TEAM) Program

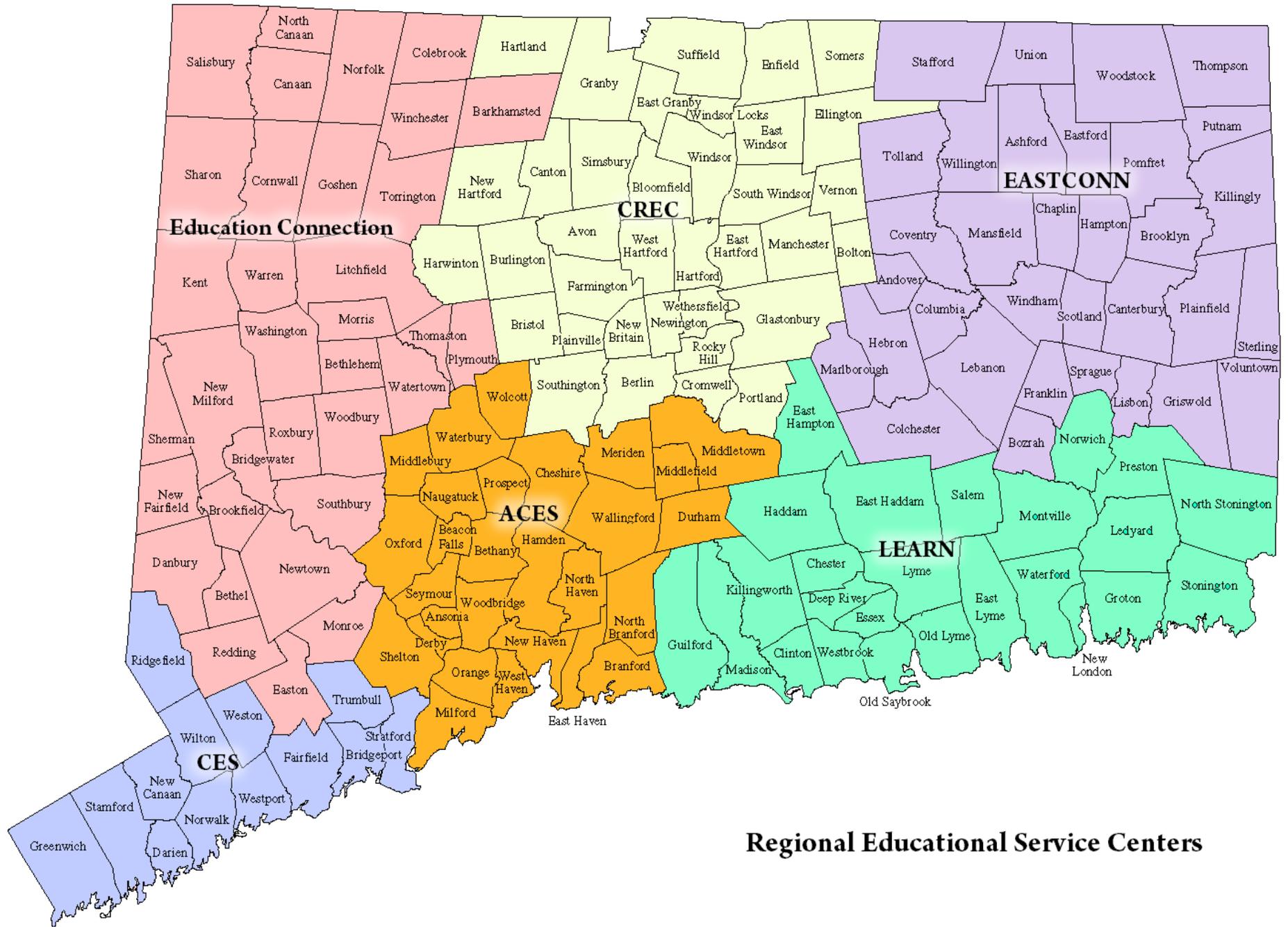
CSDE—TEAM Program Contacts

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Gady Weiner, Data Manager	860-713-6836	gady.weiner@ct.gov
Nancy Pugliese, Bureau Chief	860-713-6709	nancy.pugliese@ct.gov

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Marta Diez, CREC	860-509-6312	mdiez@crec.org
Nancy Celentano, EASTCONN	860-455-1507	ncelentano@eastconn.org
Grace Levin, EASTCONN	860-455-1531	glevin@eastconn.org
Laura Patterson, EDUCATION CONNECTION	203-791-1904 Ext. 103	patterson@educationconnection.org
Ellen Dalton, LEARN	860-434-4890 Ext. 344	edalton@learn.k12.ct.us



Regional Educational Service Centers