

THE TEACHER EDUCATION AND MENTORING (TEAM) PROGRAM GUIDELINES 2012-2013

INTRODUCTION

Legislation passed in October 2009 (Public Act No. 09-6, codified as CGS Section 10-145o) called for the establishment of “a teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules” for beginning teachers, to commence with the school year beginning July 1, 2010.

The Teacher Education And Mentoring (TEAM) Program is designed around five professional growth modules, in order to provide a framework for the support of new teachers. These five modules provide a learning process focused on the following domains of the Common Core of Teaching (CCT): classroom environment, planning, instruction, assessment and professional responsibility.

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

I. BEGINNING TEACHER PARTICIPATION/RESPONSIBILITIES

A. TEAM Participation Categories

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

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

elementary education, English language arts, health, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language. (See endorsement area chart in **Appendix A.**)

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

business education, vocational agriculture, agriculture, home economics, technology education, partially sighted, hearing impaired, blind, marketing educator, occupational subjects in technical high schools, trade and industrial occupations in a comprehensive high school, health occupations (comprehensive high school, health occupations) and technical high schools and unique endorsements in dance, theater and Montessori. (See endorsement area chart in **Appendix A.**)

* For the 2012-13 school year, Category II participants may select any **two** professional growth modules, **from modules 1-4.**

Module 5: Although Category II teachers are encouraged to participate in the Module 5/Phase I district-facilitated conversation on professional responsibility, they are not required to do so and participation in this conversation will not count towards meeting one of their module requirements. In addition, teachers in this category will not participate in the pilot of Module 5/Phase II as the pilot runs for two years (2012-14) and most teachers in Category II will complete their requirements within one year. (For more information on the pilot, please refer to the Q&A accompanying these Guidelines and Module Resources for Module 5 on www.ctteam.org).

B. Timelines for Beginning Teacher Participation

1. For teachers participating in Category I, legislation calls for the completion of two modules in the beginning teacher’s first year and three modules in the beginning teacher’s second year, except as otherwise provided by the Commissioner of Education.*
2. For teachers participating in Category II, legislation calls for the successful completion of one year of mentorship and two modules, except as otherwise provided by the Commissioner of Education.*

* Although designed as a two-year program for Category I, policy for the beginning educator program in the past has provided the teacher with a full three years to complete program requirements (aligned to the length of a three-year initial educator certificate). This will apply to TEAM as well. Category II teachers will be provided with a full two years for program completion. Therefore, timelines for participation will be monitored as follows:

- a. Beginning teacher participation will begin upon entry into the Certified Staff File ED163 (Staff File) and assignment to a mentor.
- b. Districts will monitor their teachers’ participation in TEAM to ensure compliance to three years for Category I teachers and two years for Category II teachers, from the “entry” date assigned.

Entry dates will be either:

- **September 1** (for teachers hired and in a classroom on or before October 31); or
- **February 15** (for teachers hired and in a classroom anytime on or after November 1 and on or before February 14).

Teachers hired and placed in a classroom on any date on or after February 15 will have an official entry date of September 1 of the following school year.

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

- c. The CSDE will monitor the districts' adherence to these timelines by reviewing registration dates twice yearly to highlight anyone who has gone beyond or is close to the two or three years of participation limit, as appropriate dependent upon Category. Districts will then be notified and asked to contact the teacher to see if any extenuating circumstances exist that prevented completion within their allotted timeframe.
- d. At the end of the second or third year, if all required modules have not been successfully completed and extenuating circumstances exist that have delayed fulfillment of this requirement, a process will be in place to request an extension of time based on such extenuating circumstances as: maternity leave, illness, personal crisis, etc.
- e. Requests for an extension of time should be submitted to the CSDE prior to the end of the second or third year of participation (dependent upon Category and based on entry date) in TEAM.
- f. Upon receipt by the CSDE of such request—including third party supporting documentation provided by a professional attesting to the circumstances—and the signature of the supporting district, the request will be reviewed and a determination made. If approved, the beginning teacher will be granted one additional school year to complete TEAM requirements.
- g. Teachers who do not successfully complete all five modules by the end of three full years in TEAM for Category I teachers and 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 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.

Note: These timelines are applicable only to teachers during the time they are employed as teachers in a Connecticut public school as reflected in the state's Certified Staff File. TEAM participation timelines stop during any unemployed period.

C. Registration in TEAM

Registration in TEAM will begin with entry of a teacher holding an initial educator, interim initial educator or 90-day certificate into the Certified Staff File (ED163). The district facilitator will activate this process by ensuring that the district's Staff File contact has the names of all teachers that need to be entered into the ED 163, including continuing and new hires. The ED 163 will then identify all teachers who hold one of the certificates named above in any of the endorsements required by TEAM. Once identified, beginning teacher names will appear on the District Facilitator's dashboard. The district will issue a registration letter, indicating an "entry" date to each of the beginning teachers. Districts must ensure that each beginning teacher receives this letter via paper mail or electronically.

D. 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.
- **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 described above.*

- Any teacher represented in **Group #1** above (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, 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** above (teachers who began teaching in the 2009-10 school year and have no previous registration in BEST), 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 *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.

II. DISTRICT ROLES AND RESPONSIBILITIES

A. Appointment of a District Facilitator (DF)

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

B. Appointment of a TEAM Coordinating Committee (TCC)

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

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

Each district must develop and implement a three-year plan to provide support for beginning teachers and mentors. This will include, but not be limited to, the development of a TCC, the recruitment and training of mentors and reviewers, a plan for the review of module reflection papers, and budget and resources that will enable teachers to successfully complete the required professional growth plans. The template for the support plan for 2012-13 has been updated and will be made available for DFs on www.ctteam.org.

D. Allocation of Mentor Stipends

Each district must oversee the allocation of mentor stipends received from the state to be included as part of the mentor's total earnings. To ensure appropriate allocation of these funds, districts must monitor mentor/beginning teacher logs to confirm that the minimal requirements of mentorship have been met. The SDE reserves the right to monitor mentor logs to ensure that appropriate hours of support are provided and that funds are allocated accordingly. (Refer to Payment of Mentor Stipends in *Section III.D.*)

E. Oversee Submission of Beginning Teachers' Support Timeline

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

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

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

- 1. Regional review option:** In a regional review process, beginning teachers will submit their papers to a regional pool of trained reviewers. Districts that select to participate in a regional review group will be required to have a number of district educators trained to review reflection papers (the number of reviewers that need to be trained will be proportionate to the numbers of beginning teachers participating in the program). Upon submission, each reflection paper will be entered into a queue to be picked up by a trained reviewer. In the regional review option, papers may be submitted at any time and will be reviewed within two to four weeks.
- 2. 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. In such case, the following options exist for the composition of a review committee:
 - a.** the full TCC can serve as the review committee;
 - b.** a subset of the TCC can serve as the review committee; or

- c. others (certified professionals not serving on the TCC).

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

- a. assigning papers for review;
- b. establishing and monitoring timelines for submission and result of review;
- c. the secondary review of papers that do not meet successful completion standard (optional); and
- d. assuring confidentiality.

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

Note: The training of reviewers: Whether electing to use the regional or in-district model, all reviewers must participate in a training for the review of module reflection papers. Trainings will be developed by the CSDE in conjunction with RESC staff and delivered in the summer/fall of each year. Reviewers must participate in an update training yearly in order to continue to review reflection papers.

G. Reflection Paper Outcomes

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

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

TEAM legislation requests that districts "submit an annual report on mentor-teacher activities to the district coordinating committee for review and approval." The annual activity report is a culminating report and is not part of the three-year support plan, but informs future plans. Each year, the TEAM Program intends to survey all TEAM constituents as part of its efforts to evaluate the program as a whole and so that districts may use the data to inform and supplement their annual reports. For the 2011-12 school year, the TEAM survey will be conducted by an outside evaluator in the fall of 2012. Each district will receive a district-specific compilation of survey responses. However, as it is anticipated that this data will not be available to districts until mid-year 2012-13, annual reports for 2011-12 can be compiled from district records and supplemented by the survey data when received.

I. District Policy for Special Accommodations for Disabilities

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

III. MENTORS' AND COOPERATING TEACHERS' ROLES AND RESPONSIBILITIES

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

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

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

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

Prospective mentors should demonstrate:

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

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

B. Mentor Training Requirements

TEAM Training: All mentors must be TEAM trained either through the full three-day Initial Support Teacher training or through an update training designed for those teachers originally trained as mentors through the BEST Program. Previously trained BEST mentors must attend a one-day "BEST to TEAM" training (see #1 below) in order to be eligible to

accept a mentoring role in the TEAM Program. Mentors 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. Mentors who are not TEAM trained will not receive a state-issued mentor stipend. Teachers who have been previously trained through the BEST Program and who want to serve as a cooperating teacher can also participate in the BEST to TEAM training (see below). However, an exception will be made to allow previously trained *cooperating teachers* to take on a student teaching assignment in the fall of 2012 and spring of 2013 without having first completed TEAM training. However, all subsequent cooperating teacher/student teacher placements must be with a cooperating teacher who has participated in a TEAM Update or BEST to TEAM training or has been first trained through TEAM Initial Support Teacher training.

A description of mentor trainings follow:

1. **BEST to TEAM Mentor Training:** This is a one-day training to enable previously trained BEST mentors and cooperating teachers to transition to the TEAM Program. One training per RESC will take place in the fall 2012. *This is the final opportunity* for previously trained BEST mentors and cooperating teachers to update their status as a TEAM support teacher by attending a one-day training. After 2012-13, BEST trained mentors and cooperating teachers who have not been updated to TEAM will need to attend a three-day TEAM Initial Support Teacher training in order to serve as a TEAM mentor or cooperating teacher.
2. **Initial Support Teacher Training:** This three-day training for prospective mentors and cooperating teachers is available for individuals selected by their district to serve in the role of mentor or cooperating teacher. The training engages participants in the TEAM module process and how to guide beginning teachers through successful completion of the five mentoring modules. In addition, participants are prepared to host a student teacher while developing effective coaching strategies.
3. **Mentor Update Training:** This is a three-hour training for mentors who have previously participated in a TEAM Initial Support Teacher training or TEAM Mentor Update training. Legislation requires that mentors be updated every three years. That means that mentors who were TEAM updated during the 2009-10 school year are required to attend a TEAM Mentor Update session during the 2012-13 school year in order to serve in the role of mentor during this school year.
4. **Both Newly Trained and Previously Trained:** Support teachers must participate in an update training every three years. (see *Mentor Update Training* above).
5. **Employment Change:** Mentors and cooperating teachers who change employment from one board of education to another, and who are approved through the selection process of the board of education in which they are newly employed, shall not be required to repeat initial training as a result of the employment change.

C. Mentor Responsibilities

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

The State Board of Education shall protect and save harmless, in accordance with the provisions of section 10-235 of the Connecticut General Statutes, any mentor while serving in such capacity.

D. Payment of Mentor Stipends

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

1. Each mentor is required to provide a minimum of 50 contact hours over a two year period to a beginning teacher who is required to complete the full five module process and 20 contact hours over a one year period to a beginning teacher who is required to complete two modules. It is expected that a mentor will provide approximately 10 contact hours per module.
2. Mentors are eligible for an annual stipend up to \$500 for each beginning teacher to whom they provide mentorship for the majority of a school year (assigned to a beginning teacher with a September 1 entry date) provided that the district has confirmed that the minimal requirements of mentorship have been met.
3. Mentors who are assigned to a beginning teacher with a February 15 entry date will be eligible for a \$250 stipend as long as a sufficient number of mentoring hours has been provided and that the district has confirmed that the minimal requirements of mentorship have been met.
4. A sum equal to the amount of \$500 times the number of beginning teachers served by a mentor for the majority of a school year (assigned to a beginning teacher with a September 1 entry date), and a sum equal to the amount of \$250 times the number of beginning teachers served by a mentor for part of the school year (assigned to a beginning teacher with a February 15 entry date or a beginning teacher participating in transitional Group #1), will be issued directly to the district.
5. District responsibility is to monitor the web-based mentor/beginning teacher logs to confirm that mentorship is taking place prior to allocating funds for payment. Mentors who do not fulfill obligations for mentoring hours should not be allocated full payment

by the district. Partial payment may be allocated and remaining funds may be rolled over to the following year for support of the same beginning teacher.

6. The maximum amount of support money that may be paid out from state funds for the support of one beginning teacher to complete the full five-module program (Category I) is \$1,000 (equivalent to two \$500 annual payments).
7. The maximum amount of support money that may be paid out from state funds for the support of one beginning teacher in the two-module program (Category II) is \$500 (equivalent to one \$500 annual payment).
8. **Note:** 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 chose 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).
9. **Note:** Mentors may be assigned to two beginning teachers. However, in certain extenuating circumstances, a mentor may be assigned to **three** beginning teachers. Mentors who are assigned to more than three teachers without SDE approval, may not be paid for additional mentee assignments.

IV. CSDE/RESC ROLES AND RESPONSIBILITIES

A. Data System

The CSDE, in consultation with EASTCONN, is responsible for the development and management of a data system to document which teachers have successfully completed the professional growth modules and that mentors have been accountable for providing support. Local and regional school districts will also have access to this web-based system. The system includes templates for:

1. Writing and updating each district’s three-year support plan:
A template for the writing and editing of a district’s three-year support plan is available on the district facilitator’s dashboard. Districts complete the plan online so that it is available to the CSDE. The support plan template has been updated for the 2012-13 year. As most support plans have been in place for the three years since TEAM’s first year, it is important that the support plan be updated accordingly. To edit, the district facilitator clicks on “Edit District Support Plan” under “Quick Links” on the DF dashboard.
2. A progress monitoring function to record each teacher’s completion of each of the five professional growth modules and for the submission of written reflection papers.
Highlights of system components include:
 - a. a “Beginning Teacher Dashboard” which will allow a teacher to track progress through the five professional growth modules. Components of the dashboard minimally include:

- a personal journal to keep notes regarding a teacher’s progress through each module;
 - a mentor meeting log to keep track of all beginning teacher/mentor meetings—including dates, time of meeting, focus and summary of the meeting;
 - a CCT Performance Profile for each module (based on the Common Core of Teaching) that will allow for a focused beginning teacher/mentor discussion in order to develop a professional growth plan related to each module;
 - a Professional Growth Action Plan (PGAP) which will include a statement of a teacher’s goal related to the CCT and anticipated impact on student performance. It will also include a plan for activities to support the goal and the anticipated timeline for module completion (recommended 8-10 weeks); and
 - a tab for the drafting of the reflection paper and for the electronic submission of such paper.
- b.** a “Mentor Dashboard.” Components of the dashboard will include:
- a mentor journal to keep notes regarding support activities;
 - mentor/beginning teacher meeting log to record the date, time and focus of the interactions; and
 - the beginning teacher’s reflection paper.
- c.** A process for allowing access to administrators, DFs and other designees of the district to a beginning teacher’s:
- beginning teacher/mentor meeting log; and
 - PGAP, and requires building administrator approval of PGAP.
- d.** A process which requires superintendents to enter beginning teacher completion information which will notify the CSDE that the teacher is eligible to apply for a provisional educator certificate.
- 3.** The data system provides links to on-line resources related to the five modules. Accordingly, the TEAM website (www.ctteam.org) is designed to provide:
- access to the mentoring module workspace described above;
 - registration for professional development workshops and trainings;
 - resources (articles, books, websites) to support professional growth; and
 - communications via email to beginning teachers, mentors, DFs and administrators.

B. Development of Training and Professional Development

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

- 1.** A one-day mentor update to orient previously trained mentors to the TEAM professional growth module process. Mentors who do not participate in this training cannot serve as TEAM mentors and will not be eligible for a state-issued mentor stipend (see description of mentor training in Section III.B).
- 2.** A three-day Initial Support Teacher training to qualify district-selected individuals who have not been previously trained, to serve as mentors and cooperating teachers.
- 3.** TCC training to guide district team, administrators and DFs in designing, managing and administering the TEAM Program Guidelines for the TCC (**Appendix C**).
- 4.** Reflection paper review training to qualify educators selected by the district to review module reflection papers.

5. Administrator trainings to familiarize building administrators with the TEAM Program, their role in the program, and how the program can align with and promote district initiatives.
6. Online tutorials and professional development workshops.

C. Institutions of Higher Education

The CSDE and the RESCs will work with the Connecticut teacher preparation programs to ensure that there is alignment between the TEAM professional growth module process and the National Council for Accreditation of Teacher Education (NCATE) approved preservice teacher preparation programs. This will include the training of cooperating teachers to work with teacher preparation candidates during student teaching and internships.

D. Monitoring of District Implementation

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

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

E. Outside Evaluation

The CSDE will oversee 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.

V. RELATED POLICY GUIDELINES

A. Separation of TEAM Program Results and Employment Decisions

The TEAM legislation states that "local and regional Boards of Education shall not consider a teacher's completion of the teacher education and mentoring program as a factor in its decision to continue a teacher's employment in the district."

1. Clarification for districts: TEAM Program activities can be aligned with district and school goals and, therefore, aligned with the district's teacher evaluation plan, considering the balance of both district initiatives and the professional growth needs of the beginning teacher. However, the successful completion of a beginning teacher's reflection paper(s) or other work completed as part of the TEAM modules must not have

any impact on or be a factor in a district's decision to continue or terminate employment of the beginning teacher. Nonrenewal must be based on alternative criteria.

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

B. Portability of Module Completion

Teachers who begin TEAM in one district and successfully complete one or more modules, but who have not yet successfully completed all modules before transferring to another district, will be able to "bank" modules successfully completed and will only need to complete any outstanding modules in the new district. However, beginning teachers will not be given extended time beyond their two year or three-year period to complete program requirements in the new district, unless extenuating circumstances are documented and approved.

C. Exemptions from the TEAM Program

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

D. Past Beginning Teacher Program Completion Status

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

E. Past BEST Support Only Group:

For teachers who were in the BEST "Support Only" group: if a teacher in this group worked under a Durational Shortage Area Permit (DSAP) and had a BEST registration letter and then taught under an initial for 2009-10, the teacher is eligible for the one module requirement.

F. Participation of Unique Endorsements:

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

G. Dual District Employment

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

H. Unified School District (USD) #3 Participation

USD #3 teachers must participate in TEAM because they hold the required certification. However, if it is thought that the teaching assignment does not allow the teacher to participate, this will be considered through the exemption process.

I. Administrator Sign-off

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

J. Further Clarifications Regarding TEAM Participation

Teachers Who Do Not Participate in TEAM:

- 1. Long-Term Substitutes working under Initial Certificates:** Teachers who hold an initial educator, interim initial educator or 90-day certificate who are in long-term substitute positions as a replacement for someone on leave will participate *in TEAM only if they are in a full 10-month position*. *These teachers participate whether or not they hold a contract but must be in a full 10-month position*. *Long-term substitutes who are in positions for the duration of nine months or less are not eligible to participate in TEAM*. *Identification for TEAM is made based on district entries into the staff file (ED 163)*. *Therefore, long-term substitute assignments and the duration of the assignment must be entered accurately into the Certified Staff File*.
- 2. Durational Shortage Area Permits (DSAPs), Resident Teaching Certificates or Adjunct Arts Instructor Permits:** Teachers working under these permits/certificates have not fully completed requirements for the initial certificate. For this reason, these teachers will not participate in TEAM until the initial educator or interim initial educator or 90-day certificate has been issued.
- 3. Tutors:** Individuals whose teaching assignments are determined to be that of "tutors" or "teaching assistants" based on Section 10-145d-401 of the Connecticut General Statutes (which defines the responsibilities of a "teacher") are not considered to be teaching under their certificates (even if they hold one) and are not entered into the state Certified Staff File (ED 163) and do not participate in TEAM.
Although not required by TEAM, mentorship of these individuals is encouraged. However, these mentors will not be considered part of the TEAM Program for the purpose of receiving stipends.
- 4. In School Suspension:** The ISS coordinator is a position that does not require certification. Therefore, as of July 1, 2010, certified individuals serving in a position of ISS coordinator will not be considered to be teaching under their certificate or eligible to earn Teachers' Retirement Board (TRB) credit or serve to advance their certification. As a result, teachers holding initial educator certificates who are ISS coordinators will not be eligible to participate in TEAM.
- 5. Adult Education Endorsement #106:** Teachers who work in a high school credit program under the #106 endorsement do not participate in TEAM.

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

**TEAM PARTICIPATION CATEGORIES
BY CERTIFICATION CODES**

<p align="center">Category I TEACHERS CERTIFIED AND TEACHING UNDER THE ENDORSEMENTS BELOW WILL PARTICIPATE IN THE FULL FIVE-MODULE PROGRAM</p>	<p align="center">Category II TEACHERS CERTIFIED AND TEACHING UNDER THE ENDORSEMENTS BELOW WILL PARTICIPATE IN THE TWO-MODULE PROGRAM</p>	<p align="center">TEAM Program NOT available Certification 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) ➤ 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) ➤ Health Occupations Technical High Schools (#109)

TEAM DISTRICT FACILITATOR (DF) RESPONSIBILITIES

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

Implementation of the TEAM Program within a School District

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

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

Placement and Registration of Mentors or Support Teams with Beginning Teachers

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

1. ensuring that appropriate data related to the registration of beginning teachers in the TEAM Program is entered through the Certified Staff File (ED 163) verifying that data is accurate with respect to:
 - teaching assignment, grade level, school and duration of employment for long-term substitutes;
 - identification of mentor; and
2. updating information regarding beginning teachers/mentor placements for purposes of allocating TEAM mentor fund payments to the district.

Recruitment and Selection of Mentor Teachers

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

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

The TEAM Coordinating Committee (TCC) Guidelines

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

Composition of Committee

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

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

Once formed, the TCC is responsible for:

DEVELOPING

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

RECRUITING

- New mentors for TEAM training and pairing them with beginning teachers (preferably content/grade level/school building matches).
- Previously trained BEST mentors and ensuring that they attend a TEAM update training. Mentors who are not TEAM trained may not support a beginning teacher. TEAM training opportunities will be scheduled yearly. Please reference TEAM Program Guidelines (p. 7) for mentor training requirements and the TEAM website for training schedules.
- Mentors may be assigned to a beginning teacher without having taken update training but must register and participate in an update training within 30 days of assignment.

NOTE

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

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

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

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

Prospective mentors should demonstrate:

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

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

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

PROGRAM OVERSIGHT TO ENSURE

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

activities completed as part of the TEAM process must not have any impact on or be a factor in a district's decision to continue or terminate employment of the beginning teacher. Non-renewal must be based on alternative criteria.

ACCOUNTABILITY

- **Mentor Stipends:** The TCC must oversee the receipt of state money for mentor payments and ensure its proper dissemination to mentors as confirmed by the state's online data system.
 - Each mentor is required to provide a minimum of 50 contact hours to each beginning teacher in Category I (5 module program) over two years, and 20 hours to a beginning teacher in Category II (2 module program) over one year, with the expectation of 10 contact hours per module.
 - Mentors will receive a \$500 annual stipend for each beginning teacher to whom they provide mentorship for the majority of a school year (assigned to a beginning teacher with a September 1 entry date*).
 - Mentors who are assigned to a beginning teacher with a February 15 entry date* will be eligible for a \$250 stipend.
 - A sum equal to the amount of \$500 times the number of beginning teachers served by a mentor for the majority of a school year (assigned to a beginning teacher with a September 1 entry date), and a sum equal to the amount of \$250 times the number of beginning teachers served by a mentor for part of the school year (assigned to a beginning teacher with a February 15 entry date or a beginning teacher participating in transitional Group #1) will be issued to the district.
 - The maximum amount of support money that may be paid out for the support of one beginning teacher to complete the full five module program (Category I) is \$1,000 (equivalent to two \$500 annual payments). A teacher in this category may take three years, if necessary, to complete the five modules, but no additional state funds will be made available for the third year if the maximum allotment of \$1,000 has been previously paid out for this teacher.
 - The maximum amount of support money that may be paid out for the support of one beginning teacher in the two module program (Category II) is \$500 (equivalent to one \$500 annual payment). A teacher in this category may take two years, if necessary, to complete the five modules, but no additional state funds will be made available for the second year if the maximum allotment of \$500 has been previously paid out for this teacher.
 - The legislation states that stipends must be included in a person's total earnings for purposes of retirement. As a result, a process must be put in place in each district in order to issue these earnings to mentors as part of their employment checks.
 - **Note:** There is no "supplement/supplant" language for state dollars. If a collective bargaining agreement already exists in a district to provide a stipend to mentors, the district is NOT obligated to pay the \$500 above what they have in the collective bargaining agreement. For example, if a district now pays \$750, it could choose to continue to pay the \$750, using the state funds towards this payment or to fulfill other budget needs in regard to supporting new teachers. Or the district could choose to pay the full \$1,250 to the mentor (representing the \$750 plus the \$500 from the state funds). However, each mentor must be minimally paid \$500 annually for a full year of mentorship to each beginning teacher. Note that mentors may be assigned to two beginning teachers, except that in certain circumstances, a mentor may be assigned to three beginning teachers.

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

- **Communication:** The TCC is accountable for communicating regularly with beginning teachers, mentors and administrators about training opportunities, workshops and support group work as made available by either the state or district. To assist in this, the TCC must ensure that all beginning teachers and mentors are subscribed to the TEAM communications website:
- www.ctteam.org. Notification will be sent to the DF when the website is set up to accept subscriptions for communications by beginning teachers and others.

- **Options for the review of reflection papers:** The TCC must review professional growth reflection papers or assign the review of reflection papers to a subset of the district TCC or to a regional review committee. If a regional review option is selected, the TCC must assign member(s) of the TCC or others to participate on the regional review committee proportionate to the number of beginning teachers and papers anticipated. Districts may also elect to collaborate with other districts to form a consortium for the review of reflection papers. Any person participating on a district, regional or district consortium review committee must participate in training specific to this purpose.
- **Documentation of professional growth module completion:** The TCC will verify the successful completion of the professional growth modules by their beginning teachers (based on the results of district or regional review) and confirm this to the superintendent so that the superintendent can attest to the CSDE that the teacher successfully completed TEAM requirements.
- **Audits by the SDE:** The SDE has been charged with monitoring district implementation of the TEAM Program to ensure fidelity to the program's plan and goals. This may include random district audits and observations by state personnel.

Other TCC responsibilities:

Registration of beginning teachers in TEAM:

In planning the oversight of the TEAM Program in a district, the TCC must be aware of all teachers in the district that are required to be in the program and must ensure their registration. TEAM is required for all teachers who hold the initial educator certificate, interim initial educator certificate or 90-day certificate. Participation in TEAM begins with entry into the ED163 (Staff File) and assignment to a mentor. This is a district responsibility that will result in TEAM registration. Therefore, the TEAM DF must activate this process by ensuring that the district's ED 163 contact has the names of all teachers (both continuing and new hires) that need to be entered into the ED 163. The Staff File will then identify all teachers who hold one of the certificates named above in any of the endorsements required by TEAM (please refer to Chart #1, Participation Categories by Certification Codes). This will result in the registration of the beginning teacher in the TEAM Program. The district will be able to access a report from the Staff File that will identify all teachers that require participation. *However*, the SDE will no longer be responsible for generating registration letters to beginning teachers. The district will issue a registration letter to each of its beginning teachers. Districts must ensure that beginning teachers receive this letter via paper mail or electronically.

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

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

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

Name of Beginning Teacher: _____

School/District: _____

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

Name of Mentor: _____

Anticipated timeline of participation:

Entry date in classroom: _____

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

First TEAM participation year: _____

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

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

**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:

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 2012-13 school year:

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

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

Signature of Beginning Teacher

Date

Signature of Mentor

Date

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

TEAM Program
Proposed Guidelines for
Accommodations for Candidates with Disabilities

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

Timelines for Requesting Accommodations:

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

Criteria for Supporting Documentation must be dated, typed or printed on official letterhead and be signed by a physician, clinician or certified evaluator qualified to make the diagnosis (include information about license or certification and area of specialization). Such documentation must include a:

- clear statement of the diagnosed disability or disabilities;
- description of the evaluation tests or techniques used;
- description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities);
- current diagnosis—i.e., completed within the last five years for learning disability, last six months for psychiatric disabilities, or within the last six months for physical disabilities/illnesses (these currency requirements may be waived upon a showing of the continuing relevance of older documentation); and
- description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities.

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

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

Proposed Guidelines for an

*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: _____

Describe why the(se) accommodation(s) are necessary: _____

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.**