



# TEAM

Teacher Education And Mentoring Program

## PROGRAM MANUAL 2018–19

For Beginning Teachers, District Facilitators,  
Administrators and Mentors



Connecticut State Department of Education

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**SECTION 1: Introduction to TEAM**

## A. TEAM Mission and Goals

Connecticut has long understood the importance of supporting beginning teachers in their first years of teaching. The TEAM program was established to help school districts provide the induction and mentoring support that new educators need to become effective. Research suggests that when new teachers have strong support from mentors, colleagues, and school administrators, they are more likely to remain in their school district, increase their effectiveness, and improve student learning.

According to the New Teacher Center’s 2016 Review of State Policies on New Educator Induction, Connecticut is one of only three states nationwide that meets the most important criteria for a high-quality system of new teacher support. The report states that, “Research demonstrates that comprehensive, multi-year induction programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, provide a stronger return on states’ and school districts’ investment, and improve student learning.”<sup>1</sup>

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

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

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

**The goals of the TEAM Program are to:**

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

Beginning teachers participating in the program are assigned a mentor to guide them while they progress through the program. Beginning teachers are required to complete up to five professional growth modules depending on their certification endorsement. These five modules provide a learning process focused on the following domains of the Connecticut Common Core of Teaching (CCT) 2010:

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<sup>1</sup> New Teacher Center’s 2016 *Review of State Policies on New Educator Induction*

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

## B. TEAM Program Overview

The TEAM Program is designed around five professional growth modules that provide a framework of support for new teachers. The five modules focus on five of the six domains of [Connecticut’s Common Core of Teaching](#), which can also be accessed online at [www.ctteam.org](http://www.ctteam.org) under module resources.

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

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

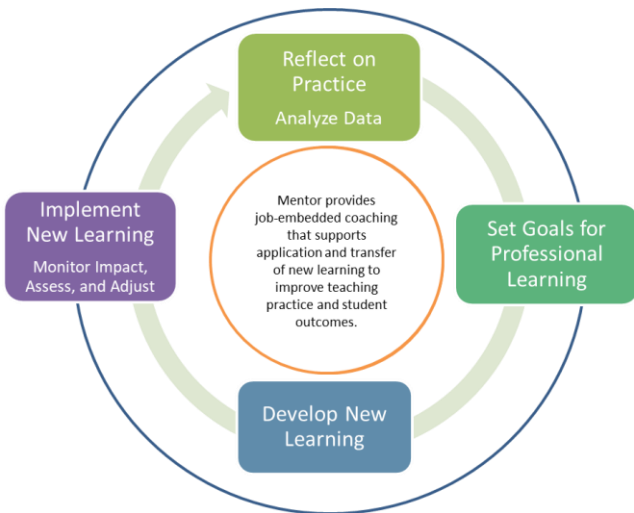
**Module 3:** Instruction for Active Learning aligns with the *CCT Domain 4*

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

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

## C. The TEAM Program Process of Continuous Professional Growth

Process of Continuous Professional Growth



TEAM Module Process of Continuous Growth



The TEAM program is designed as a process of continuous professional growth. A process that teachers will use throughout their entire teaching career. The two diagrams above illustrate how a process of continuous professional growth and the module process are directly aligned.

The process begins with the beginning teacher and mentor collaboratively analyzing the teacher’s practice using a variety of data sources related to students’ learning needs and the teacher’s pedagogical practices to determine a focus area for professional learning. In the next stage, the teacher is focused on the critical question: *What do I need to learn to improve my practice and student outcomes?* This stage ensures that new learning is intentional and tied directly to the most relevant needs of the teacher and students to



achieve the desired outcomes. The teacher sets a professional growth goal and develops a professional growth action plan (PGAP), which is shared with the administrator.

Next, the teacher engages in developing new learning to acquire and develop new practices, or to refine, expand, or extend existing practices that build on content knowledge and pedagogical skills around the selected focus area. There are many resources available to assist teachers in selecting the appropriate learning. Among the many options, the teacher may seek information resources for study, or turn not only to the mentor but to other colleagues in the district for expertise. An instructional coach in the building or district, perhaps even a coach on their team, may be able to provide mini lessons on using particular strategies. The teacher may need to turn to outside sources for expertise if the knowledge isn't available in the building or district. Whether to an online network or a technical assistance provider with a specialty focus, the teacher's new learning may take many forms at this stage, as they engage as active participants throughout the process.

Next, the teacher applies the new learning within the classroom. Through ongoing collaboration with the mentor, the teacher evaluates the impact of the new professional learning on their practice and student learning. Throughout the process, the teacher and mentor continue to collaborate to assess and adjust subsequent instruction or additional professional learning as needed.

In the final step of the process, the teacher completes either a reflection paper of a project to demonstrate what was learned, the impact on the teacher's practice and outcomes for students.

**PLEASE NOTE:** In 2009, a broad group of stakeholders, per Connecticut state statute, developed the module process for TEAM. The process was designed to guide teachers through four steps to assist them in developing a professional growth plan, which culminated in writing a reflection paper. However, in 2017, the CSDE made changes to the requirements as a result of state budgetary issues. As a result, a broad group of stakeholders was convened to revise the module process to reflect the different options of module completion – Reflection Paper or Project. The module process has been replaced by the Process of Continuous Professional Growth. The committee believes this model more accurately represents the purpose of the TEAM Program and reflects the process that teachers will engage in throughout their careers.

Districts may require teachers to submit Reflection Papers or a Project as evidence of module completion. The district should work with their TEAM Coordinating Committee (TCC) to determine whether teachers will demonstrate completion of a module by submitting a Reflection Paper or a Project. If the TCC chooses to have teachers submit a Project as evidence of module completion, they should clearly describe what the requirements and the process by which it will be reviewed using the established criteria – *development of new learning, impact on practice, and impact on student outcomes.*

Teachers are encouraged to reflect on and document specific examples/evidence of their new learning, the impact on their practice, and positive outcomes for students. At the culmination of the module cycle, teachers can draw on these reflections and use examples/evidence to create a Reflection Paper or Project addressing the specific criteria – *development of new learning, impact on practice, and impact on student outcomes.*

A trained reviewer will review the Reflection Paper or Project to determine if the beginning teacher has successfully met all of the criteria to complete the module. If the Reflection Paper or Project does not successfully meet the criteria, the reviewer will provide feedback so the teacher can revise and resubmit the Reflection Paper or Project. Beginning teachers must successfully complete all TEAM Program requirements to be eligible for a provisional educator certificate.

## D. Module Outcomes

A beginning teacher is required to successfully complete all five modules (Category I) or two modules (Category II). Per statute, a teacher's successful completion of all TEAM requirements must be verified by the superintendent or designee. Once verified the results are entered into the Education State Data System (EDS), they are conveyed to the CSDE certification database. This confirms the teacher's eligibility to apply for the provisional educator certificate.

**To avoid a lapse in certification, it is highly recommended that teachers submit their applications for certification prior to the expiration of their certificate, even if they have not completed TEAM.**

In 2018-19, District Facilitators will be assigned a role in EDS. Through EDS they will be able to see the list of beginning teachers, in their district, who are required to participate in TEAM, along with the entry and deadline date for each teacher. The superintendent or designee will enter TEAM completions in EDS.

## E. Module 5: Professional Responsibility

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

For districts not participating in the RESC Collaborative, the district TCC may decide how to document the teacher's completion of module 5.

All teachers licensed in the state of Connecticut must uphold 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 submission of a TEAM reflection paper or a project by a beginning teacher attests to the teacher's confirmation that the work is that of the teacher. Any detection of a breach of ethical conduct, such as plagiarism, will be reported to the district superintendent and may result in CSDE action against a teacher's certification, up to and including revocation.

## F. The Coordination of the TEAM Program and Teacher Evaluation and Professional Learning

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

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

teacher's modules 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.

## G. Eligibility for Participation in TEAM

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

Beginning in September 2018, EDS will include TEAM data. Beginning teachers who are required to participate in TEAM will be identified in EDS along with their entry and deadline dates.

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

- Teaching under an initial educator certificate or an interim initial educator certificate in a subject area applicable to TEAM, as long as the teacher will remain in the same position for the entire year. Please refer to TEAM Participation Categories by Endorsement Codes in [Appendix B](#);
- Employed in a Connecticut public school, charter school or an approved private special education facility; and
- Employed full-time or part-time, provided they are teaching under a valid certificate in a content area that meets compliance with their certificate, or in a full 10-month duration, long-term substitute position in a content area that meets compliance with their certificate (i.e. the teacher must be in the same position for the full 10 months).

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

- Hold and are working under a durational shortage area permit (DSAP) *unless the teacher holds an initial teaching certificate in the same content area for which the teacher is pursuing bilingual certification* (e.g. a teacher has a DSAP for bilingual mathematics and holds an initial certification in mathematics #029);
- Hold and are working under a resident teaching certificate, or an adjunct arts instructor permit, and have not fully completed requirements for the initial certificate;
- Hold and are working under a temporary 90-day certificate;
- Teachers working under a Resident Educator Certificate;
- Are employed as an itinerant substitute teacher, even if working under an initial educator certificate, or an interim initial educator;
- Are employed as an ISS coordinator, which is a position that does not require certification. Therefore, certified individuals serving in a position of ISS coordinator will not be considered to be teaching under their certificate or eligible to earn Teachers' Retirement Board (TRB)

credit or serve to advance their certification. As a result, teachers holding initial certificates who are ISS coordinators will not be eligible to participate in TEAM;

- Are working under an elementary initial certificate in a **Birth to Age 3** (endorsement # 112 or 113) program. These teachers generally are working in homes with children and their families and therefore, are not required to participate in the TEAM program;
- Are working under the Adult Education #106 in a high school credit program endorsement will not be eligible participate in TEAM;
- Are employed as a “tutor” or “teaching assistant,” as they are not considered to be teaching under their certificate; OR
- Are teaching under an initial educator certificate, or an interim initial educator certificate in a subject area that is not compliant with their endorsement or applicable to the TEAM Program.

## H. Exemption from TEAM Requirements

Beginning on July 1, 2016, legislation was passed that may allow a teacher to be exempt from TEAM if the teacher has served successfully for two or more years in the past **10 years either in an out-of-state public school** under a certificate at least equivalent to Connecticut’s initial educator certificate or in a **Connecticut approved nonpublic school**; the employing district/school must verify **successful service on the ED126 form**, which must be signed by the superintendent of schools in the employing district or head of the Connecticut approved nonpublic school and submitted to CSDE. Decisions regarding exemptions from TEAM are made by the certification bureau at the time the teacher applies for his or her certification and submits the ED126 form. If all requirements are met, including all post-preparation assessments, the teacher will be issued a provisional certification and the teacher will not be listed on the DF’s dashboard. **Note:** Please direct all questions regarding exemptions to the Certification Office 860-713-6969.

## I. Categories for TEAM Participation

Teachers who are required to participate in the TEAM Program based on their eligibility fall into two categories based on their endorsement area as defined below:

**Category I:** **Participation in the five module (two-year) program is required for teachers certified in the following endorsement areas:** elementary education (*excluding birth-age 3 programs*), middle school, English language arts, health, mathematics, science, social studies, special education, bilingual education, music, physical education, art, world languages, remedial reading/remedial language arts, and teachers of English Learners. (See TEAM Participation Categories by Endorsement Codes in [Appendix B.](#))

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

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

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

Teachers participating in **Category II** are strongly encouraged to participate in the Module 5 district-facilitated conversations focused on professional responsibility. Although participation in Module 5 may be required by districts, Category II teachers are not required to do so as part of TEAM completion requirements and participation in these conversations will **not** count toward meeting their two module requirement.

For teachers participating in **Category II**, the legislation calls for the successful completion of two modules (selected from modules 1 – 4) in the beginning teacher’s first year of participation in TEAM, except as otherwise provided by the Commissioner of Education. The **expected completion date** (chart on p.8) is one year from the entry date into the program. A second year is available should unforeseen circumstances prevent successful completion in one year. The **deadline for completion** (see chart on p.8) is two years from the entry date and is the date by which a teacher is required to have successfully completed all TEAM requirements. The **deadline date for completion** is displayed in EDS.

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

## **J. Registration in TEAM**

Teachers who are required to participate in TEAM are identified through the state Educator Data System (EDS). The district’s EDS contact must enter the names of all educators, including continuing and new hires, who are employed both full-time and part-time. EDS will then identify all teachers who hold an initial educator or an interim initial educator certificate in any of the endorsements required by TEAM. The list of teachers who are required to participate in TEAM will be listed for each district in EDS.

Please note that the endorsement is not the only criteria for participating in TEAM. TEAM category varies based on the teacher’s **classroom assignment**. The category for a teacher that holds multiple endorsements is based on the primary teaching assignment. For example, a teacher that holds an Elementary endorsement and a Library Media Specialist endorsement and serves in a Library Media Specialist position, is assigned to **Category II** and is required to complete 2 modules.

Once identified, beginning teacher names will appear in EDS. The district will issue a registration letter to each of the beginning teachers, indicating an “**entry date\***” and an “**expected completion date**” (see the chart on p. 8). Districts must ensure that each beginning teacher receives this letter via paper mail or electronically. A mentor **must** be assigned to all beginning teachers at the start of the school year or as soon as possible upon hire. It is strongly encouraged that mentors be matched and assigned to a beginning teacher within 30 days of the beginning teacher’s hire date. The district is responsible for ensuring that all beginning teachers are assigned a mentor.

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

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

**February 15**, will be the entry date for teachers hired and in a classroom anytime on or after November 1, and on or before February 14.

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

**K. Timelines – Beginning Teacher Entry Dates and Completion Dates**

<b>Category I (Five Modules) Entry Dates and Completion Dates</b>			
<b>Hire Date</b>	<b>Entry Date</b>	<b>Expected Completion Date</b>	<b>Deadline (optional third year if needed)</b>
Between February 15, 2018, and October 31, 2018	September 1, 2018	September 1, 2020	September 1, 2021
Between November 1, 2018, and February 14, 2019	February 15, 2019	February 15, 2021	February 15, 2022
Between February 15, 2019, and October 31, 2019	September 1, 2019	September 1, 2021	September 1, 2022

<b>Category II (Two Modules) Entry Dates and Completion Dates</b>			
<b>Hire Date</b>	<b>Entry Date</b>	<b>Expected Completion Date</b>	<b>Deadline (optional second year if needed)</b>
Between February 15, 2018, and October 31, 2018	September 1, 2018	September 1, 2019	September 1, 2020
Between November 1, 2018, and February 14, 2019	February 15, 2019	February 15, 2020	February 15, 2021
Between February 15, 2019, and October 31, 2019	September 1, 2019	September 1, 2020	September 1, 2021

The CSDE will monitor the district’s adherence to these timelines by reviewing registration dates twice yearly to highlight anyone who has gone beyond or is close to the two or three year participation limit, dependent upon category. Teachers will be notified six months and again at three months prior to their deadline. The DF will also be notified. The DF will check with the teacher to see if there are any extenuating circumstances that prevented completion within the allotted timeframe. District facilitators should also be monitoring each teacher’s participation to identify teachers who may be approaching their deadlines and offer assistance in completing TEAM requirements prior to their deadlines.

## L. Waivers and Extensions

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

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

## M. Application for a Waiver from TEAM Requirements

The cycle of continuous professional growth module process is individually suited to the context of a teacher’s assignment, grade level, and students. Therefore, the CSDE anticipates that most teachers will



be able to participate in the program. However, a teacher who has a unique teaching assignment that they believe prevents them from successfully completing TEAM Program requirements may ask their DF to request the CSDE TEAM Program Review Committee to grant a one year waiver from the program, with the submission of appropriate documentation (see [Appendix L](#) for a Request for a Waiver form). The CSDE TEAM Program Review Committee will evaluate each waiver request received. Beginning teachers and their DFs will be notified in writing of the approval or denial of the request.

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

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

## **N. Application for an Extension of a Deadline to Complete TEAM Requirements**

A beginning teacher cannot request an extension of their deadline without the approval of the superintendent. All requests must be submitted by the DF or the superintendent.

A teacher who is unable to successfully complete TEAM Program requirements within the allotted time period (a maximum of three years for teachers participating in Category I and a maximum of two years for teachers participating in Category II) must ask the DF to initiate a request to the CSDE TEAM Program Review Committee for an extension of the deadline (see [Appendix K](#) for a Request for an Extension form).

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

## **O. Timeline for Requesting an Extension**

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



<b>Category I (Five Module Requirement)</b> <b>Requests Can Only be Made in Year 3</b>		
Entry Date	Deadline Date	Request Period
February 15, 2016	February 15, 2019	February 1, 2018 through December 15, 2018
September 1, 2016	September 1, 2019	September 1, 2018 through June 1, 2019
February 15, 2017	February 15, 2020	February 1, 2019 through December 15, 2019
September 1, 2017	September 1, 2020	September 1, 2019 through June 1, 2020

<b>Category II (Two Module Requirement)</b> <b>Requests Can Only be Made in Year 2</b>		
Entry Date	Deadline Date	Request Period
February 15, 2017	February 15, 2019	February 1, 2018 through December 15, 2018
September 1, 2017	September 1, 2019	September 1, 2018 through June 1, 2019
February 15, 2018	February 15, 2020	February 1, 2019 through December 15, 2019
September 1, 2018	September 1, 2020	September 1, 2019 through June 1, 2020

Beginning teachers must comply with the timelines for TEAM completion! Teachers who do not successfully complete all five modules by the end of three years in TEAM for Category I teachers, and two modules within two years for Category II teachers, and who do not receive an approved extension of time, will not be eligible for an extension of their initial educator certificate and will not be eligible to advance to the provisional certificate. In such case, in order to earn eligibility for the reissuance of the initial educator certificate, the teacher would need to fulfill the requirements of intervening study and experience (Sec. 10-145f) as approved by the State Board of Education.

**P. Consequences for Not Completing TEAM Requirements**

If a teacher has not successfully completed all TEAM requirements **prior to the established deadline date** (see charts on p. 9), the teacher will not be able to renew his or her initial educator certificate and will no longer be certified to teach in CT public schools.

**Q. Intervening Study and Work Experience:**

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

- Successful completion of a state approved course on professional responsibilities for educators;
- Engagement in a long-term substitute position for 40 full-time days in one position (in a public or private school in Connecticut or out-of-state) in a grade and content area appropriate to the certificate that the candidate wishes to have reissued; or

- 250 volunteer hours in one school (in a public or private school in Connecticut or out-of-state) in a grade and content area appropriate to the certificate that the candidate wishes to have re-issued;
- A structured response reflection paper relative to professional responsibilities; and
- An interview with CSDE staff.

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

## **SECTION 2: TEAM Program Guidelines for Districts, TEAM Coordinating Committees, and District Facilitators**

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

## A. District Roles

### **TEAM Coordinating Committee (TCC)**

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

The TCC must include a minimum of four certified professional employees including representation from, but not limited to, the DF, a trained mentor teacher, an administrator, and "representatives of the exclusive bargaining representative for certified employees, based on district size." The minimum number of committee members may be adjusted for private special education facilities and charter schools, acknowledging that they may have small faculties and no bargaining unit representation. Any additional members shall be representative of the elementary, middle and secondary school levels, as applicable, with consideration being given to the number of beginning teachers hired and the numbers of mentors needed to support them. The CSDE recommends that the district TCC adopt written procedures regarding its composition which may include, but not be limited to, the rotation of committee members and the term for each member.

### **District Facilitator (DF)**

The DF must be appointed annually by the superintendent. The role of DF must be assigned in the State Data System (EDS).

This individual must be a certified teacher or administrator in the district who will lead the TEAM Coordinating Committee and function as liaison between the CSDE, the district, the beginning teachers, and the mentors regarding requirements of the TEAM program. Early in each school year, the superintendent will be asked to appoint the individual who will be responsible for the facilitation of TEAM in the district. A fact sheet containing an overview of DF responsibilities is included in [Appendix E](#).

### **School Administrator**

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

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

attendance a professional learning workshop, etc.) or help the teacher to find alternative activities or resources for those that cannot be supported.

### **Local and Regional Boards of Education/Superintendent**

Districts that do not participate in the EASTCONN managed TEAM Collaborative, must enter TEAM completions into EDS beginning in September 2018. The TCC or DF will notify the superintendent that a teacher has completed TEAM requirements. The superintendent will direct the appropriate person to enter the completion information into EDS.

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

The superintendent must appoint a DF annually. The superintendent is required to verify the completion of the TEAM Program requirements for all teachers in the district. As teachers complete TEAM, the superintendent will receive notification of completion and verify that the teacher has successfully completed all TEAM requirement. District subscribing to the EASTCONN managed TEAM Collaborative will be notified via the dashboard.

Through this “verification” process, the completion status of teachers is conveyed to the CSDE certification system. This notification to the CSDE confirms the teacher’s eligibility to apply for the provisional educator certificate.

### **Beginning Teachers**

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

### **Mentors**

Mentors are experienced and accomplished teachers who have been carefully selected by the school district and have completed the TEAM Program Initial Support Teacher Training. Every beginning teacher eligible to participate in TEAM must be assigned a mentor. The mentor is responsible for providing guidance to the beginning teacher throughout the year by helping her or him manage routine tasks, problems or challenges, and complete the TEAM program requirements. Mentors are required to provide a minimum of 50 mentoring hours over the course of two years.

### **Reviewers**

Districts that are members of the TEAM Collaborative will continue to have access to the regional review process and will need to ensure that their reviewers are trained annually.

Reflection paper reviewers are educators are selected by the district to review beginning teacher reflection papers. Reviewers must participate in an initial training for the review of module reflection papers. Trainings are developed by the CSDE in conjunction with RESC staff and delivered in the summer/fall of each year. Reviewers must participate in an online reviewer update training annually in order to continue to review reflection papers. The TCC establishes the district criteria for selection of reviewers.

Districts that require a Project at the end of each module, must ensure that they have a process for training reviewers. The process should be established by the TCC and clearly explained in the district's three-year mentoring plan.

## **B. District Program Oversight and Accountability**

### **District Facilitator and TEAM Coordinating Committee Responsibilities**

Historically, the DF has served as the leader of the TCC and has functioned as liaison between the Connecticut State Department of Education (CSDE), the district, the superintendent, administrators, beginning teachers, and mentors regarding requirements of the TEAM program.

The TCC is responsible for ensuring that beginning teachers are supported throughout their first years of teaching. The TCC should establish regular meeting times throughout the year to oversee TEAM implementation.

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

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

- Registration of teachers in the state EDS system so that eligible teachers are properly identified to participate in TEAM;
- Assignment of mentors to beginning teachers within 30 days of hire;
- Confirming that beginning teachers and their mentors are meeting as required;
- Adherence to established timelines for module completion; and
- Ensuring TEAM completions are entered in EDS.

### **Three-Year District TEAM Support Plan**

Each district must develop and implement a three-year TEAM support plan to provide support for beginning teachers and mentors. The TEAM Program first launched in 2010 and district developed their first three-year Teacher Education and Mentoring Plan. Districts, in collaboration with the TCC, must review and update their plan every three years. In alignment with that timeframe, districts plans are due to be revised in 2018-19.

### **Three Year Plan Revision Cycle:**

Based on the first year TEAM was implemented (2010), the following schedule represents a tentative three-year cycle for plan revisions. Some districts may have established a different schedule for plan updates.
2010 – 2013 Three-Year Teacher Education and Mentoring Plan
2013 – 2016 Three-Year Teacher Education and Mentoring Plan
2016 – 2018 Three-Year Teacher Education and Mentoring Plan
2018 – 2021 Three-Year Teacher Education and Mentoring Plan

The plan must include, but not be limited to, the development and management of a TCC, the recruitment and training of mentors and reviewers, a description how teachers will document the completion of each module – either a Reflection Paper or a Project – a plan for the review of Reflection Papers or Projects, a budget, and resources that will enable teachers to successfully complete the required modules. Specific instructions for plan revision will be provided by the CSDE in the fall 2018.

### **Beginning Teachers’ Support Timeline**

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

### **Recruitment of Prospective Mentors and Cooperating Teachers**

Each district must develop a process for the recruitment and selection of prospective mentors and cooperating teachers. Individuals who are employed by a board of education and apply to become mentors/cooperating teachers must possess a provisional or professional educator certificate and have a minimum of three years of teaching experience, including at least one year of experience in the district in which they are presently employed. Prospective mentors/cooperating teachers should demonstrate:

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

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

**Mentor/Cooperating Teacher Training Requirements**

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

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

<b>Mentor/Cooperating Teacher Training Requirements</b>	
<b>Initial Support Teacher Training (IST)</b>	<b>Mentor Update Training (online)</b>
<i>Training for Mentors and Cooperating Teachers</i>	
<p>This is a training for individuals selected by their districts to serve in the role of mentor and/or cooperating teacher. The training engages participants in an exploration of teaching standards and coaching strategies to help beginning teachers develop new learning, reflect on and improve their teaching practices, and promote positive outcomes for students.</p> <p><b>NOTE:</b> Mentors support beginning teachers through TEAM modules in their first two years of teaching and cooperating teachers host student teachers.</p>	<p>This is an online training for mentors and cooperating teachers who have previously participated in a TEAM IST Training.</p> <p><b>NOTE:</b> A district can bring groups of mentors together to complete the online training together to provide an opportunity to engage in conversations about the material. Contact CSDE or the local RESC for more information.</p>

**Assignment of Mentors**

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

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

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

**Payment of Mentor Stipends**

Mentors shall receive a minimum of a five-hundred-dollar annual stipend for each beginning teacher assigned to such mentor **from the local or regional board of education** for participation in the teacher education and mentoring program. Such stipend shall be included in a person's total earnings for purposes of retirement.



Each mentor is required to provide a minimum of 50 contact hours over a two-year period to a beginning teacher who is required to complete the five-module process and a minimum of 20 contact hours over a one-year period to a beginning teacher who is required to complete the two-module process. It is expected that a mentor will provide approximately 10 contact hours per module. Mentors who do not fulfill obligations for mentoring hours may not be eligible to receive full payment from the district. *A DF may reduce a stipend if the number of hours provided to a beginning teacher is significantly less than the expected number.*

### **Selection of a Process for the Review of Module Completion**

Districts, in collaboration with their TEAM Coordinating Committee (TCC) may decide to require **a Reflection Paper or a Project** to demonstrate completion of each instructional module. The selection of this process does not need to be permanent. A district may elect to use Reflection Papers one year and Projects the following year. However, if the district elects to alter the requirement, they must update their three-year mentoring plan.

**For districts that require a Project:** A clear description of the Project and the review process must be included in the district's three-year mentoring plan. Projects must be reviewed to determine if they successfully meet the established criteria – *development of new learning, impact on practice, and impact on student outcomes.*

**For districts that require Reflection Papers:** Beginning teachers will write a Reflection Paper of no more than 3,000 words for each module (1-4). Papers will be reviewed to determine if they successfully meet the established criteria – *development of new learning, impact on practice, and impact on student outcomes.* Districts may elect to use either an in-district review option or a regional review option. The selection of this process does not need to be permanent. A district may elect to use an in-district process one-year and participate in a regional review process the following year.

Review options are as follows:

1. **REGIONAL REFLECTION PAPER REVIEW OPTION:** In a regional review process, beginning teachers will submit their papers to a regional pool of reviewers trained to review reflection papers. Districts that elect to participate in the regional review option will be required to have a number of district educators trained to review reflection papers (the number of reviewers in a district that need to be trained will be proportionate to the number of beginning teachers in the district who are participating in the program). Upon submission, reflection papers are generally reviewed within two to four weeks. Timely review of papers is not guaranteed during the summer months.
2. **IN-DISTRICT REVIEW OPTION (REFLECTION PAPERS OR PROJECTS):** Districts may elect to review the reflection papers or projects submitted by their own beginning teachers. In such case, the following options exist for the composition of a review committee:
  - The full TCC can serve as the review committee;
  - A subset of the TCC can serve as the review committee; or
  - Others (certified professionals not serving on the TCC).
3. **CONSORTIUM - IN-DISTRICT REVIEW OPTION (REFLECTION PAPERS OR PROJECTS):** This is considered a form of “in-district” review. Two or more districts may form a consortium and share the review of each other's reflection papers or projects. The districts involved must work out a way to share papers or projects with partner districts, establish

timelines for review, provide feedback, and address confidentiality issues. Ultimately, each district must be responsible for reporting completion/non-completion of modules.

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

- Ensuring all reviewers are trained;
- Assigning papers or projects for review;
- Establishing and monitoring timelines for submission;
- Communicating the results of the review to the teachers;
- Ensuring a secondary review of papers or projects that do not meet successful completion standard (optional);
- Ensuring the results of the review are documented; and
- Assuring confidentiality.

### **Selection and Training of Reviewers**

Whether electing to use the regional or in-district model, districts must develop the criteria for the selection of reviewers and ensure that all new reviewers participate in an Initial Reviewer Training. Reviewers must be updated regularly to maintain eligibility to review Reflection Papers or Projects.

### **Module Outcomes**

A beginning teacher is required to satisfactorily complete all five modules (Category I) or two modules (Category II). To apply for a provisional educator certificate, the teacher must complete and submit forms [ED 170](#) and [ED 126](#). **To avoid a lapse in certification, it is highly recommended that teachers submit their applications for provisional certification prior to the expiration of their initial certificate, even if they have not yet completed TEAM.**

### **Communication with Program Participants**

The TCC is accountable for communicating regularly with beginning teachers, mentors, and administrators about training opportunities, workshops, and support group work as made available by either the district or state.

### **District Policy for Special Accommodations for Disabilities**

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

## **SECTION 3: TEAM Guidelines for Beginning Teachers and Mentors**

## **A. Rights of Beginning Teachers in the TEAM Program**

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

### **TCC**

All districts must form a local or regional TEAM coordinating committee (TCC) with representatives of the exclusive bargaining representative for certified employees chosen pursuant to CT General Statute: Section 10-153b, based on district size, to guide the activities outlined in the district's three-year TEAM support plan.

### **A TEAM Trained Mentor**

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

### **Orientation to the TEAM Program**

The DF must provide an orientation to the TEAM Program. To familiarize teachers with the requirements for TEAM the orientation should include, but not be limited to, the following: an overview of the TEAM Program requirements, an introduction to TEAM, a review of the district's three-year TEAM support plan, timelines for TEAM completion, including any district specific requirements, and a schedule for district-based support.

### **Administrator Support**

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

### **Separation of TEAM Program Results and Employment Decisions**

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

## **State-based and RESC-based Support**

The CSDE established and administers the teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules aligned with the principles of teaching approved by the State Board of Education. The CSDE provides district support to assist with implementation of district teacher education and mentoring plans. The CSDE issues provisional certification to teachers who have satisfactorily completed the program.

The RESC Alliance has been committed to supporting districts and their teachers in implementing the TEAM program. Currently, the RESC Alliance is charging a fee for continued support. Please contact your local RESC for more information about costs for technical assistance and training. [The RESC Alliance provides web-based tools and online resources through a subscription fee.](#)

## **Access to Module Completion Records**

A beginning teacher's record of completed TEAM modules will be maintained for a period of ten years. A teacher who began the TEAM Program in one district and successfully completed one or more modules, but who has not yet successfully completed all modules before transferring to another district, will only need to complete the modules not yet successfully completed. Teachers

## **Results of Module Completion**

Teachers have a professional responsibility to ensure they meet all certification requirements, including the completion of all TEAM requirements. If a teacher transfers from one district to another, the teacher may be asked to provide proof of which modules have been completed. If the district subscribes to the TEAM dashboard, teachers may print out their results from each module. If the district does not subscribe to the TEAM dashboard, the DF must provide teachers with a copy of the results of each module completion. The teacher should print a copy of the results for their own records.

## **B. Responsibilities of Beginning Teachers Participating in the TEAM Program**

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

### **Beginning teachers must:**

- Hold a valid Connecticut teaching certificate with an endorsement that is appropriate for their teaching assignment. If a teacher does not hold a valid certificate and/or endorsement for his or her teaching assignment, the teacher will not be eligible for participation in the TEAM Program, and this service will not count towards eligibility for the Provisional Educator Certificate. Furthermore, the teacher may be at risk of losing credited service toward retirement;
- Know their TEAM Coordinating Committee and District Facilitator (DF) who is responsible for coordinating the implementation of the TEAM Program within each school district;

- Know their expected completion date and deadline date, as well as the requirements (specific to their endorsement area) and their district’s specific requirements to successfully complete the TEAM Program within the allotted timeframe;
- Know the consequences of non-participation and failure to meet program requirements.
- Maintain their own record of the modules completed. It is recommended that teachers print out their results if they are using the dashboard. *Districts that do not subscribe to the dashboard should issue a paper copy of module results to teachers for their records.*

### C. Consequence for Not Completing TEAM Requirements

Teachers who do not successfully complete (Category I - five modules by the end of their third and Category II - two modules by their second year), and who do not receive an approved [extension of time](#), will not be eligible for an extension of their initial educator certificate. They will not be eligible to renew their initial certification or advance to the provisional certificate. In such case, in order to earn eligibility for the reissuance of the initial educator certificate, the teacher would need to fulfill the requirements of intervening study and experience (CT State Regulations 10-145 k-j) as approved by the State Board of Education.

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

#### **Intervening Study:**

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

#### **Work Experience:**

1. A long-term substitute position for 40 full-time consecutive working days in one position (in a public or private school in Connecticut) in a grade and content area appropriate to the certificate that the candidate wishes to have reissued;
- or**
2. 250 volunteer hours within one year in one school (in a public or private school in Connecticut) in a grade and content area appropriate to the certificate that the candidate wishes to have reissued;
- and**
3. Documentation (ED 126 Form) by the district/school in which the individual completes substitute teaching or volunteer experience that the person’s performance is effective.

#### **Final Interview:**

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

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

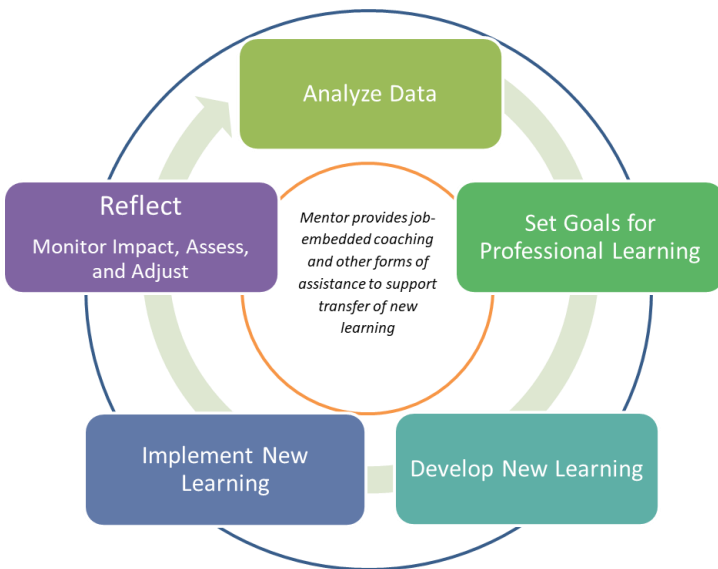
## D. Mentorship

Teachers who hold a provisional or higher certification, have three years teaching experience, one in their district are eligible to serve as a mentor. Districts establish additional criteria such as experience as an accomplished teacher. Once selected, they must complete the TEAM Program Initial Support Teacher Training. The mentor is a coach who can provide beginning teacher with instructional support and encouragement during the induction phase of his or her career. The mentor is trained to help beginning teachers learn how to manage the day-to-day tasks, address challenges and brainstorm solutions, reflect on their teaching to identify areas for growth, and identify resources needed to develop and refine their teaching skills.

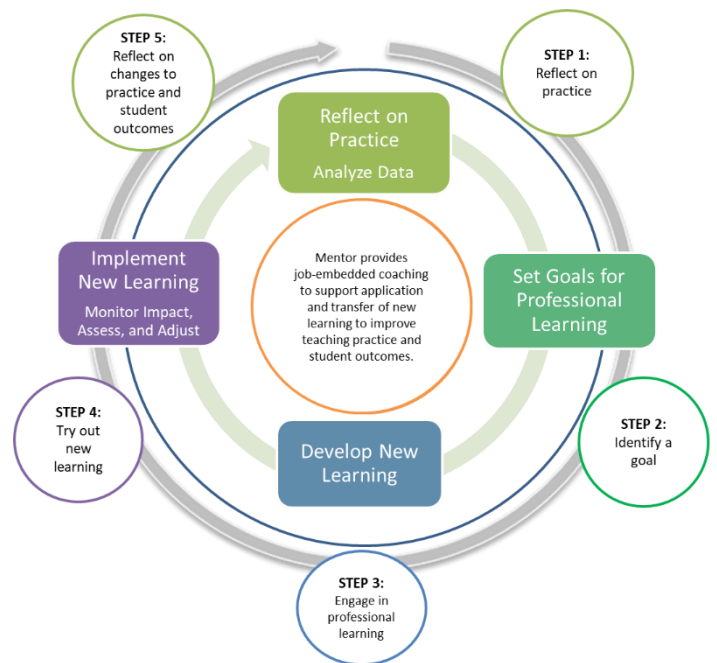
The mentor also provides guidance to assist teachers in completing TEAM Program requirements and can provide insight on teaching practice through classroom observations, feedback on instruction and lesson planning, facilitate collaboration with other colleagues, co-plan lessons with the beginning teacher,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

The mentor works with his or her beginning teacher as he or she proceeds through the TEAM Program Process of Continuous Improvement:

Process of Continuous Professional Growth



TEAM Module Process of Continuous Growth



## E. Mentor and Cooperating Teacher Roles and Responsibilities

### Mentor Responsibilities

Each mentor is required to provide a minimum of 50 contact hours to each beginning teacher over the course of the five-module program or a minimum 20 hours for the two-module program. This reflects an expectation of providing approximately 10 hours of support per module. It is the mentor's responsibility to document all mentoring hours. The DF may monitor the mentor/beginning teacher log to ensure that the appropriate number of mentoring hours has been provided.

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

## F. The TEAM Module Workspace, Dashboard, and Tools

**NOTE:** The TEAM module workspace and dashboard is available only through subscription. Please contact EASTCONN for more information.

The [SDE website](#) is available to assist beginning teachers as they progress through the TEAM Program. The resources and tools available on the website will enable teachers to:

- View information related to program requirements, updates, policies, procedures and available training sessions;
- Access resource documents (e.g., CCT Performance Profiles, guidelines for completing a professional growth module, and suggested articles and resources for each module);
- Reference sample modules that include beginning teacher journals, mentor /beginning teacher meeting logs, performance profiles, professional growth action plans, and sample reflection papers. *District requiring a project, should provide sample projects for their teachers.*
- **The CSDE provides resources on our website to support TEAM implementation:**
  - *Professional Growth Module Resources, including samples of:*
    - Performance profiles
    - PGAPs
    - Meeting logs
    - Journals
    - Sample Reflection papers (*districts that require projects, should provide samples for their teachers*)
  - *Additional resources and documents include:*
    - The TEAM Module Process of Continuous Growth Guidelines;
    - Reflection paper or Project criteria and feedback statements
    - Connecticut's CCT Performance Profiles; and
    - Fact Sheet and FAQs

## G. TEAM Program Contacts and Resources

### **Where do Beginning Teachers go for help?**

Beginning teachers' first point of contact for problems or issues related to the TEAM Program is their District Facilitator and their TEAM Coordinating Committee (TCC). Teachers should contact their DF if they have not been assigned a mentor or are not receiving the assistance needed from their assigned mentor. If needed, they may also contact their principal, as he or she is also responsible for ensuring that



beginning teachers receive the support needed to enable them to successfully complete TEAM Program requirements.

The district TEAM three-year support plan must include a procedure for addressing any problems or issues that arise between a beginning teacher and his or her mentor and, if warranted, a plan for dissolving a mentor placement.

## **H. Connecticut State Department of Education (CSDE) Bureau of Educator Effectiveness**

Individuals may contact the TEAM Program Office at 860-713-6820 (between 8 a.m. and 4:00 p.m.) or via email at [ctteam@ct.gov](mailto:ctteam@ct.gov) with questions regarding program participation status, program requirements, or to report a change in teaching assignment and/or employment.

Individuals may contact the Certification Office at 860-713-6969 (Monday, Tuesday, Thursday and Friday between the hours of 12:00 p.m. and 4:00 p.m.) or via email at [teacher.cert@ct.gov](mailto: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](http://www.ct.gov/sde/cert). Users may create an account and log-in.

## **I. Regional Educational Service Centers (RESCs)**

EASTCONN serves as the data system administrator. Questions regarding subscription fees to the TEAM Collaborative and access to the TEAM dashboard or features should be directed to EASTCONN via a toll-free number at 888-531-9910.

RESCs offer technical assistance and more customized in-district support. Please be aware that the RESCs may charge a fee for these services. Please contact your local RESC for additional information. Please see [Appendix E](#) for a RESC map.

## **SECTION 4 - CSDE Responsibilities**

## A. TEAM Trainings and Professional Development

The CSDE and other key stakeholders develop and deliver the following trainings:

- **Initial Support Teacher Training:** *This training can be delivered by any CSDE approve trainer.*
- **Mentor Update Training:** *This training can be delivered by any CSDE approve trainer.*
- **Reviewer Trainings:** *Delivered by RESCs or in-district trainers*
- **Reviewer Update Training:** *Delivered by RESCs or in-district trainers*
- **Administrator Training:** Available upon request, to familiarize building administrators with the TEAM Program, their role in the program, and how the program can align with and promote district initiatives.
- **District Facilitator Webinar:** *Designed for new DFs to orient them to their role-delivered by the CSDE*

**Please Note: Trainings and technical assistance offered by the RESCs may require a fee. Please contact your local RESC for details and information about any related fees.**

## B. Institutions of Higher Education

The CSDE and the RESCs work with the Connecticut teacher preparation programs to ensure that there is alignment between the TEAM process of continuous growth modules and the state approved pre-service teacher preparation programs. This will include the training of cooperating teachers to work with teacher preparation candidates during student teaching and clinical field experiences, as well as developing an understanding of edTPA and using results to inform professional growth.

## C. CSDE Monitoring of District Implementation

The CSDE has the responsibility to ensure that district implementation of the TEAM Program is aligned with the TEAM Program's goals and the district's three year support plan.

## D. Outside Evaluation

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

- Securing an objective outside evaluator;
- Monitoring the work of the outside evaluator;
- Assisting the outside evaluator in gaining access to program materials and data; and

- Responding to all inquiries from the outside evaluator regarding program development and implementation.

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

## APPENDIX A - Contacts and Technical Assistance

**For questions about TEAM, please contact the CSDE:**

TEAM Program Phone Number: 860-713-6820  
Email: [ctteam@ct.gov](mailto:ctteam@ct.gov)

<b>CSDE Contacts</b>		
<b>Claudine Primack</b> <b>Program Manager</b>	860-713-6826	<a href="mailto:claudine.primack@ct.gov">claudine.primack@ct.gov</a>
<b>Gady Weiner</b> <b>Data Manager</b>	860-713-6836	<a href="mailto:gady.weiner@ct.gov">gady.weiner@ct.gov</a>

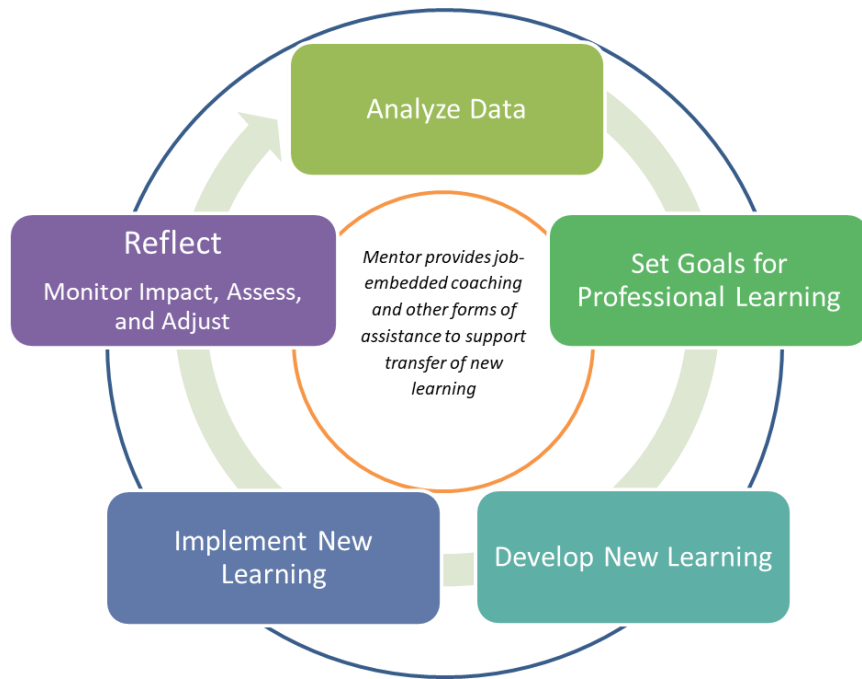
**For questions regarding assistance with the TEAM Dashboard, please contact Michael Mahony at 860-455-1537 or at [mmahony@eastconn.org](mailto:mmahony@eastconn.org)**

**For questions regarding trainings offered by the RESCs please contact your local RESC.**

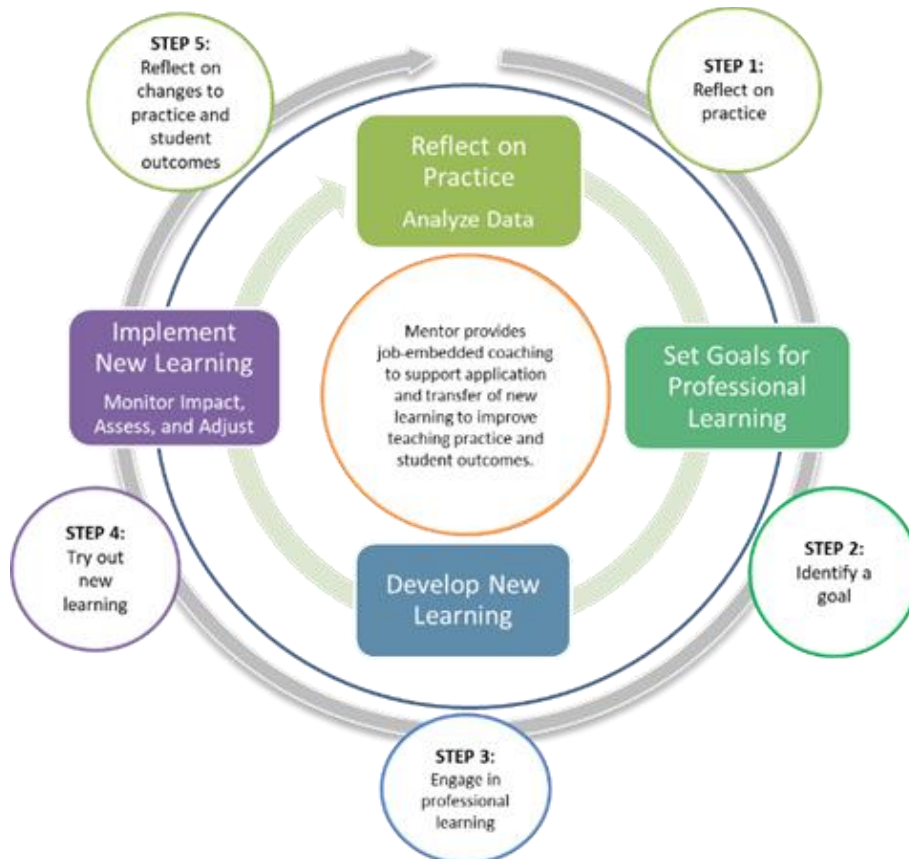
## APPENDIX B - Team Participation Categories by Endorsement Codes

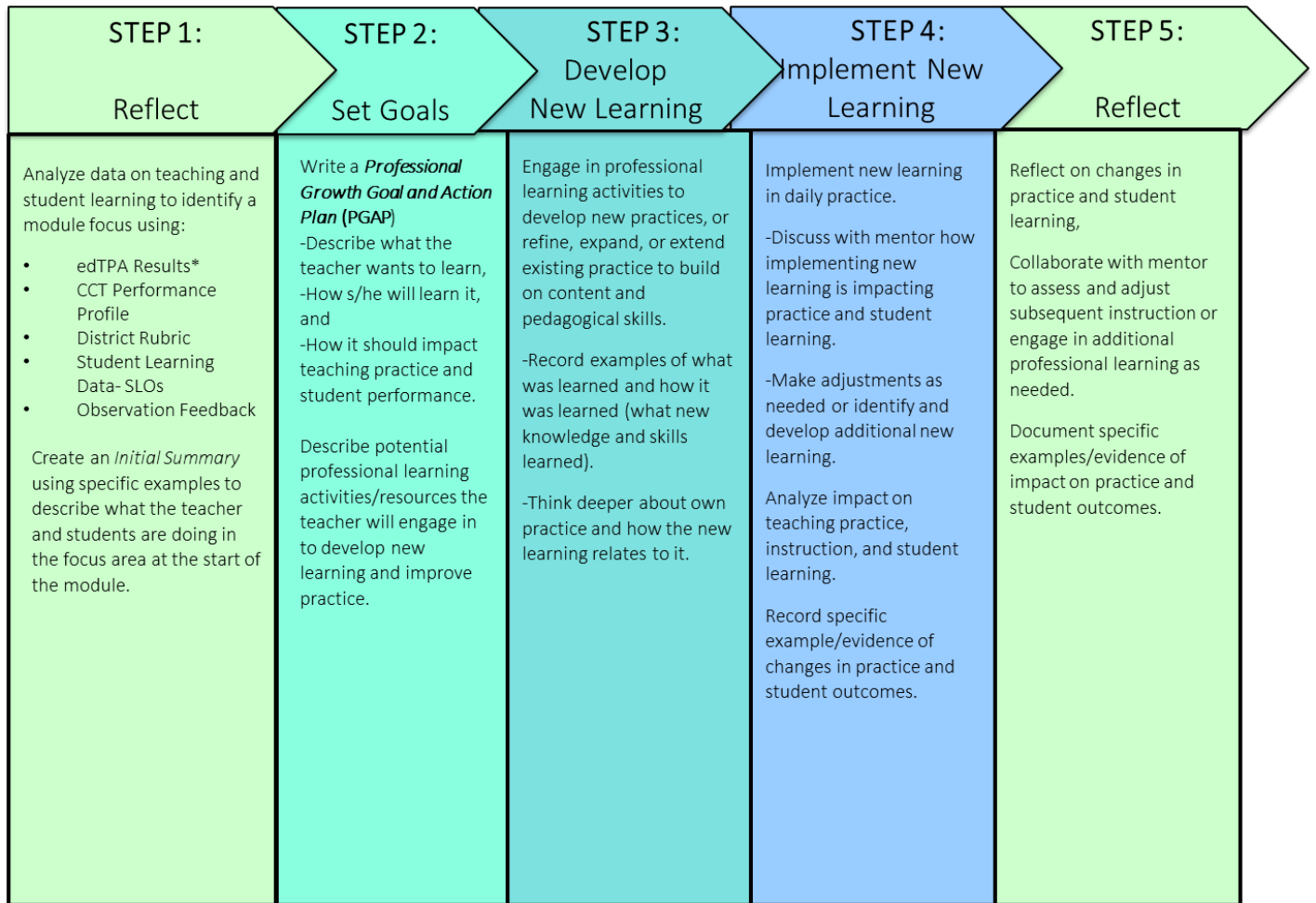
Category I	Category II	TEAM Program NOT required
Teachers certified and teaching under the endorsements below will participate in the <b>Five-Module Program</b>	Teachers certified and teaching under the endorsements below will participate in the <b>Two-Module Program</b>	Endorsement areas <b>NOT participating</b> in the TEAM program
<ul style="list-style-type: none"> <li>&gt; English (#015)</li> <li>&gt; History/Social Studies (#026)</li> <li>&gt; Mathematics (#029)</li> <li>&gt; Biology (#030)</li> <li>&gt; Chemistry (#031)</li> <li>&gt; Physics (#032)</li> <li>&gt; Earth Science (#033)</li> <li>&gt; General Science (#034)</li> <li>&gt; Art (#042)</li> <li>&gt; Health (#043)</li> <li>&gt; Special Education (#165, 265)</li> <li>&gt; Elementary (#013, 112 &amp; 113 - <i>excludes birth to age 3-</i>, 305)</li> <li>&gt; Middle School 4-8 (#215, 226, 229, 230, 231, 232, 233, 234, 235)</li> <li>&gt; Music (#049)</li> <li>&gt; Physical Education (#044)</li> <li>&gt; Bilingual Education (#902, 915, 926, 929, 930, 931, 932, 933, 934, 966, 967, 968, 969, 970, 971, 972, 973, 974)</li> <li>&gt; World Languages (#018, 019, 020, 021, 022, 023, 024, 101,317)</li> <li>&gt; Remedial Reading/Remedial Language Arts (#102)</li> <li>&gt; Teaching English to Speakers of Other Languages [TESOL] (#111)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Business Education (#010)</li> <li>&gt; Agriculture (#040)</li> <li>&gt; Vocational Agriculture (#041)</li> <li>&gt; Home Economics (#045)</li> <li>&gt; Technology Education (#047)</li> <li>&gt; Partially Sighted (#055)</li> <li>&gt; Hard of Hearing (#057)</li> <li>&gt; Blind (#059)</li> <li>&gt; School Library Media Specialist (#062)</li> <li>&gt; Teacher-Coordinator Marketing Educator (#089)</li> <li>&gt; Occupational Subj. in Technical High Schools (#090)</li> <li>&gt; Trade and Industrial Occupations in Comprehensive H.S. (#098)</li> <li>&gt; Health Occupations - Comp. High School (#103)</li> <li>&gt; Health Occupations in a Technical High School (#109)</li> <li>&gt; Unique endorsements in dance, theater, and Montessori (#110)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Driver Education (#035)</li> <li>&gt; Speech and Language Pathologist (#061)</li> <li>&gt; School Counselor (#068)</li> <li>&gt; School Psychologist (#070)</li> <li>&gt; School Social Worker (#071)</li> <li>&gt; School Nurse-Teacher (#072)</li> <li>&gt; Vocational Technical Administrator (#082)</li> <li>&gt; School Business Administrator (#085)</li> <li>&gt; English to Non-English Speaking Adults (#088)</li> <li>&gt; Intermediate Administrator/Supervisor (#092)</li> <li>&gt; Superintendent of Schools (#093)</li> <li>&gt; Reading and Lang. Arts Consultant (#097)</li> <li>&gt; Teacher Coordinator Co-op Work Edu/Diversified Occup. (#104)</li> <li>&gt; Department Chairperson (#105)</li> <li>&gt; H.S Credit Diploma Program (#106)</li> <li>&gt; Ext. Diploma Prog. Non-credit Mandated Prog. (#107)</li> <li>&gt; Practical Nurse Education Instruction (#108)</li> </ul>

## APPENDIX C – TEAM Modules: A Process of Continuous Professional Growth



### TEAM Modules: A Process of Continuous Professional Growth





**TEAM Modules: A Process of Continuous Professional Growth**



## APPENDIX D - TEAM Module Guidelines for 2018-2019

### TEAM Module Guidelines for 2018-2019

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

- Develop new learning;
- Use their new learning to improve their teaching; and
- Demonstrate how the changes in their teaching have a positive impact on students.

Throughout the module, beginning teachers, with the support of their mentors, engage in professional learning to develop and refine their practice; apply that learning and reflect on their new learning and the impact it has on their practice and their students. They then draw on these reflections to create a reflection paper or project that documents the learning on teacher practice and student outcomes. The TEAM Guidelines describe the steps that beginning teachers take as they complete each TEAM module.

In collaboration with the mentor teachers will engage in a professional growth process:

#### Step 1: Reflect on Practice -Analyze Data to Plan Professional Growth

##### A. Examine teaching practice, using various sources of data.

- Analyze data on teaching and student learning from a variety of sources – student work, observation feedback, edTPA results, or student learning outcomes/goals (SLOs) – to identify a specific area of focus.
- Review the module-specific CCT Performance Profile or district rubric, clarifying the meaning of the descriptors and the expectations for each of the indicators along the continuum, and select a level of performance on the continuum.
- Based on the analysis of data, identify a focus for the module.
- Record specific examples/evidence related to the chosen focus area that describe both the teacher’s practice and student performance at the start of the module (the *CCT Performance Profile* provides a “Notes” section for recording this information).

##### B. Create a brief *Initial Summary* for the selected indicator.

- Synthesize/build on the examples/evidence to describe in more detail what the beginning teacher and the students are doing at the start of the module related to the chosen indicator. (Consider who is doing what, when, how often, for what reason, and with what level of success.)
- Consider how the *Initial Summary* will provide the “baseline data” that will be used to determine teacher and student growth by the end of the module.

#### Step 2: Set a Professional Growth Goal

##### A. Set a Professional Growth Goal for the Module.

- Develop a goal that is achievable within an 8-10 week timeframe and describe the following:
  - What the beginning teacher wants to learn in order to improve teaching practice, and
  - The anticipated positive impact on students.

**B. Create a Professional Growth Action Plan (PGAP).**

- Create a PGAP and record Teacher Professional Learning Activities and Resources:
  - Explore a range of potential professional learning activities such as reading professional articles or a relevant section/chapter of a book, watching an instructional video, observing colleagues, engaging in academic conversation with colleagues, attend workshops, in-person or online courses, webinars, social media, use grade-level or subject-area team meetings, seek support from specialists, etc.
  - Record specific professional learning activities for the beginning teacher to develop her/his new learning and
  - Resources needed to support the beginning teacher’s professional learning activities.
- Determine and record the Anticipated Timeline for Module Completion and Proposed Meeting Dates.

**C. Share the Professional Growth Action Plan (PGAP) with the building administrator.**

- Discuss with the building administrator what direct resources may be available to support the beginning teacher’s PGAP activities.
- Secure administrator sign-off on the PGAP.

**Note:** Administrator sign-off on the PGAP indicates that she/he will work with the beginning teacher and mentor to support the plan. It is not a guarantee that requested resources will be provided.

**D. Verify meetings in the Beginning Teacher/Mentor Meeting Log.**

- It is important to keep a record of progress through the module. The mentor should keep a record and verify the date, time, and focus of each beginning teacher/mentor meeting throughout the module. Meeting log entries may be used to document the ongoing support that the mentor provides to the beginning teacher and to verify stipends.

### **Step 3: Develop New Learning Related to the Professional Growth Goal**

**A. Engage in and record the new learning activities.**

- Engage in the agreed upon professional learning activities identified in the PGAP to develop new practices, or refine, expand, or extend existing practice and to build on content and pedagogical skills.

**B. Reflect on and record what was learned from the activities.**

- Describe the selected activities and resources the teacher used to develop new learning. Describe the knowledge and skills learned from the selected activities and resources in relation to teacher’s current practice and thinking more deeply about own practice as a result of new learning.

**C. Identify specific changes that the beginning teacher will make in her/his practice.**

- Consider how the new learning will be used to improve teaching practice and how this should impact student performance.

## Step 4: Apply New Learning Related to a Professional Growth Goal

### A. Implement new learning in the classroom and document change in practice.

- Try out the new learning in the classroom. Record specific examples/evidence of changes in the beginning teacher's practice. What is the teacher doing differently as the result of the new learning? How is the teacher implementing the new learning?

### B. Analyze how student performance has improved because of changes in teaching practice.

- Discuss with mentor the impact on teaching practice and students' learning as the result of the changes. Make adjustments as needed or identify additional new learning needs.
- Record specific examples of improvements in student performance. *What are the students doing now that they were unable to do at the start of the module?*
- Analyze impact on teaching practice, instruction, and student learning. Determine the cause and effect connections between changes in teaching practice and student performance.

### C. Compare examples/evidence of changes in teaching practice and student outcomes to the Initial Summary.

- Determine if the goal has been met and the beginning teacher is ready to begin the reflection paper or project.

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

## Step 5: Document New Learning, Impact on Practice, and Impact on Students

(Districts that require a Project may have a different process for documenting the module. Please refer to your district plan. However, all reflection papers or projects must meet the same criteria for success).

### A. Reflect on the module process.

- Consider how the development of new learning led to improvements in teaching practice and how the improvements in teaching practice led to positive outcomes for students.

### B. Create a Reflection Paper or a Project based on your district's requirements.

- **Reflection Paper:** Document the module process and outcomes. The minimum requirements for a Project or Reflection Paper 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 related to own practice;
  - specific examples/evidence of how the teacher used new learning to improve teaching practice;
  - specific examples/evidence of what impact the changes in teaching practice had on students; and
  - a comparison of the changes in teaching practice and positive outcomes for students to what was described in the Initial Summary.

**C. Share draft(s) of the Reflection Paper or Project with the mentor for feedback and sign-off.**

- Mentor sign-off indicates that the Reflection Paper or Project is consistent with on-going work between the mentor and the teacher.

**D. For those districts participating in RESC Collaborative regional review- submit the Reflection Paper on <https://modules.ctteam.org>.**

**For districts that require a Project, submit the Project according to district requirements.**

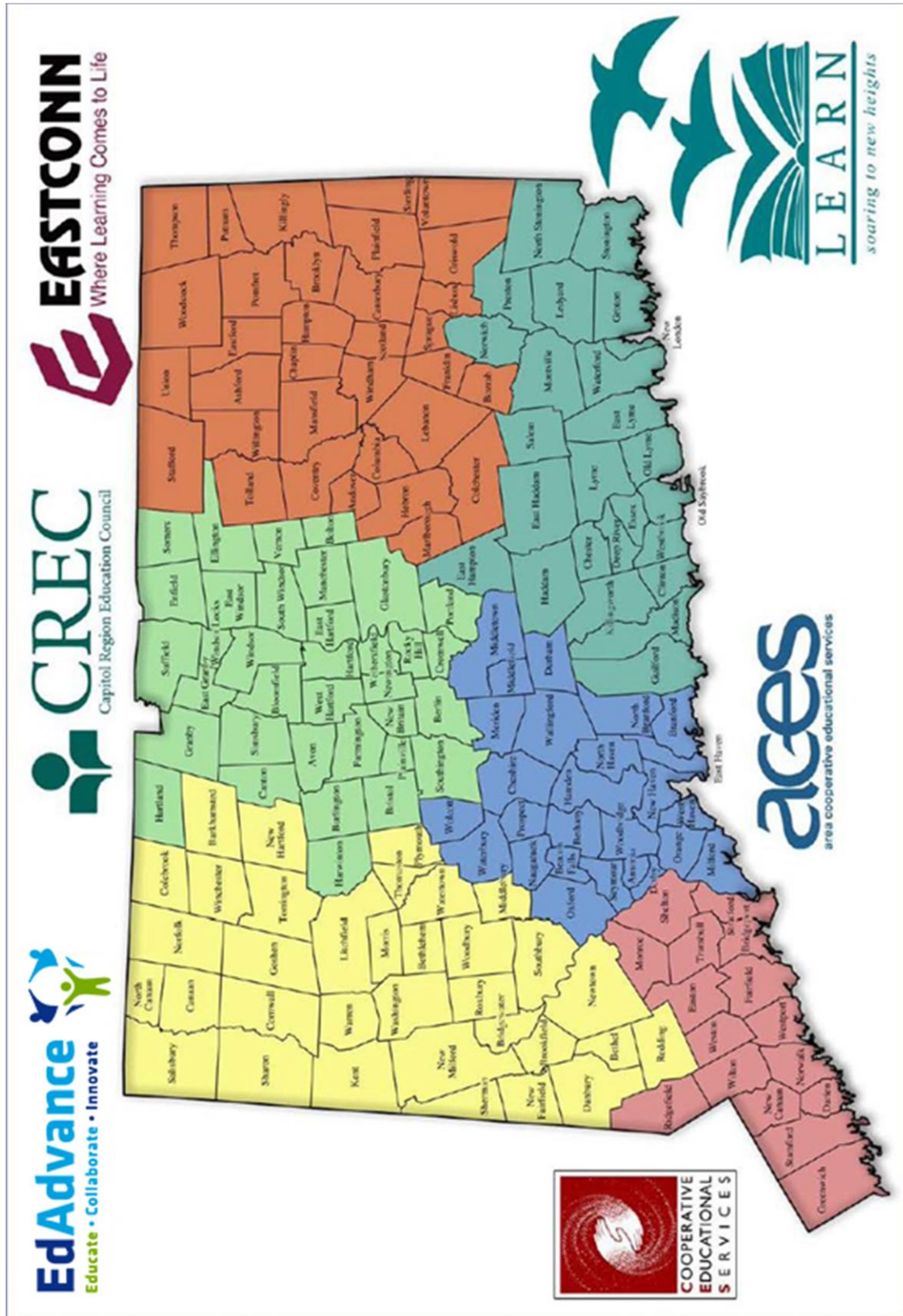
- Once a reflection paper has been reviewed through the regional review process, the beginning teacher will receive a message on her/his message board that results are available. In-district reviews will be conducted according to the district's planned process. Please refer to your district's Three-Year Teaching and Mentoring Plan.
- Projects will be reviewed according to the district's planned process and results will be communicated to the teacher. Please refer to your district's Three-Year Teaching and Mentoring Plan.

**E. Review reflection paper results.**

**Once a Reflection Paper or a Project is reviewed, the beginning teacher will receive results either on the TEAM dashboard or from the District Facilitator.**

**Please Note: All districts that use an in-district review process must provide a written copy of module results, signed by the DF, to the teacher for each module. Teachers should retain a copy of the results for their records. In the case where a teacher changes districts, the copy of results will serve as proof of individual module completion.**

# APPENDIX E - RESC Map



## **APPENDIX F - TEAM District Facilitator (DF) Responsibilities**

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

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

1. Facilitates the local coordinating committee to guide the activities of the TEAM program;
2. Participating in the development of the district's Three-year 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. Keeping administrators informed about the TEAM Program and their role in placing beginning teachers with mentors, and in ensuring that the support plan is implemented in their schools.

#### **Placement and Registration of Mentors or Support Teams with Beginning Teachers**

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

1. Ensuring that appropriate data related to the registration of beginning teachers in the TEAM Program is entered through EDS – verifying that data is accurate with respect to teaching assignment, grade level, school, and duration of employment for long-term substitutes and
2. Ensuring mentors are assigned to beginning teachers in a timely fashion.

#### **Recruitment and Selection of Mentor/Cooperating Teachers**

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

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



## **APPENDIX G - TEAM Coordinating Committee (TCC) Responsibilities At-A-Glance**

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

### **The TCC is responsible for:**

#### **Developing the District's Three-year TEAM Support Plan**

A template for developing a district support plan as well as guidelines for its development and submission is available on the CSDE website. Requirements and instructions for the development of the district's plan are provided on the CSDE website.

1. An annual budget to support the activities of the three-year plan. This budget will need to include consideration of time and opportunities for beginning teachers and mentors to meet, for individuals to serve on the TCC and/or review committees, and for substitute coverage necessary to allow for classroom observations or the release of teachers to attend trainings.
2. Guidelines for a process and criteria for the recruitment and selection of mentor teachers.
3. Guidelines or procedures for dissolving mentor placements and removal of teachers for good cause from the eligible pool of mentors and/or cooperating teachers be established as part of a district's three year support plan.
4. Description of how teachers in your district will demonstrate completion of each module.

#### **Monitoring and Overseeing the Implementation of TEAM**

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

1. Beginning teachers required to participate in TEAM receive registration letters from the district.
2. To the extent possible, mentoring matches are made within the same school building and at the elementary level, be at the same or close to the same grade level and, at the middle or high school level, be a subject area match.
3. Beginning teachers' individualized, two-year support plans are submitted and approved. The two-year plan is an intended timeline for completion of the program. A sample template for the two-year plan is provided to guide its completion. Note that this template is only a guide and may be customized to the district's specific needs.
4. Mentors provide beginning teachers with approximately ten hours of support per module and work with the beginning teachers throughout the module.
5. The annual activity report on Mentor-beginning teacher activities is prepared and sent to the superintendent for review and approval. The activity report should be used to inform district

support plans and the allocation of financial support for the following year. The district support plans may be accessed by the CSDE as part of its auditing process.

6. TEAM Program and the teacher evaluation and support program are coordinated, provided they are kept separate.
7. Mentors receive the stipend from the district as required by state statute. The legislation states that stipends must be included in a person's total earnings for purposes of retirement. As a result, a process must be put in place in each district in order to issue these earnings to mentors as part of their employment checks.
8. There is ongoing communication with beginning teachers, mentors, and administrators about training opportunities, workshops and support group work as made available by either the state or district.
9. The district selects a module review option, i.e., regional review, in-district review or consortium review. (See "Selection of a Process for the Review of Module Completion", p. 20).
10. Beginning Teachers are successfully completing professional growth modules in a timely manner to complete requirements by their deadline.

NOTE: The CSDE has the responsibility to ensure that district implementation of the TEAM program is aligned to the program's plan and goals.

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



# APPENDIX H - Beginning Teacher Support Plan Timeline Form

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

Name of Beginning Teacher: \_\_\_\_\_

School/District: \_\_\_\_\_

Subject Area(s)/Grade level(s): \_\_\_\_\_

Name of Mentor: \_\_\_\_\_

### Anticipated timeline of participation:

Entry date in classroom: \_\_\_\_\_

TEAM Entry Date: \_\_\_\_\_ September 1, 20\_\_ or February 15, 20\_\_

First TEAM participation year: \_\_\_\_\_

Module(s) that will be completed during the 2018-19 school year:

\_\_\_\_\_

Module(s) that will be completed during the 2019-20 school year:

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Beginning Teacher

Date

Signature of Mentor

Date

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

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

Name of Beginning Teacher: \_\_\_\_\_

School/District: \_\_\_\_\_

Subject Area(s)/Grade level(s): \_\_\_\_\_

Name of Mentor: \_\_\_\_\_

**Anticipated timeline of participation:**

Entry date in classroom: \_\_\_\_\_

TEAM Entry Date: \_\_\_\_\_ September 1, 20\_\_ or February 15, 20\_\_

First TEAM participation year: \_\_\_\_\_

Module(s) that will be completed during the 2018-19 school year:

\_\_\_\_\_

Module(s) that will be completed during the 2019-20 school year (only for a Feb. 15 entry date):

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of Beginning Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Mentor

\_\_\_\_\_  
Date

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

## APPENDIX I - Proposed Guidelines for Accommodations for Candidates with Disabilities

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

### **Timelines for Requesting Accommodations:**

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

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

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

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

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

## APPENDIX J - Accommodations for Candidates with Disabilities

### Application for Accommodations for Candidates with Disabilities to Successfully Complete the TEAM Program

Name \_\_\_\_\_

School Name \_\_\_\_\_

Module for which accommodations are being requested \_\_\_\_\_

Day Phone Number (voice/TTY) and/or Cell Number \_\_\_\_\_

Fax Number \_\_\_\_\_ Email Address \_\_\_\_\_

Type of accommodation(s) requested: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nature of your disability: \_\_\_\_\_

Date for first diagnosis of disability: \_\_\_\_\_ Month \_\_\_\_\_ Year

Date of most recent evaluation: \_\_\_\_\_ Month \_\_\_\_\_ Year

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

If yes, please list the accommodations received:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Verification Statement to be signed by Applicant

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

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

appropriate.

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

---

Signature of Applicant

Date

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

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

## **APPENDIX K - Request for an Extension of a Beginning Teacher's TEAM Program Deadline Date**

*All requests for an extension of time must be submitted by the District Facilitator (DF) with approval of the superintendent. The CSDE cannot accept a request directly from a teacher.*

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

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

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

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

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

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

**Request for an Extension of a Beginning Teacher’s TEAM Program Deadline Date**

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

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

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

**Please submit this form and documentation to:**

Claudine Primack  
TEAM Review Committee  
Connecticut State Department of Education  
Box 2219 – Suite 506  
Hartford, CT 06145-2219  
Phone: (860) 713-6812  
FAX: (860) 713-7028

**To be completed by the CSDE TEAM Review Committee:**

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



## **APPENDIX L - Waiver Request from TEAM Program Requirements**

*All requests for waivers must be submitted by the District Facilitator (DF). The CSDE cannot accept a request directly from a teacher.*

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

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

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

***Note:** Waivers are granted for a one year period. If approved, the teacher will be waived for the 2017-18 school year. For teachers who continue serving in a unique position in 2018-19 and are in Category I (two year, five-module program), a request for a waiver for a second year must be made in 2018-19. For teachers in Category II (one year, two-module program) the requirement for TEAM is one year participation and the completion of Module 5. At the end of the 2017-18 school year, all TEAM requirements will be considered met. There is no need to request an additional waiver.*

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

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

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