

# THE TEACHER EDUCATION AND MENTORING (TEAM) PROGRAM

## QUESTIONS AND ANSWERS 2016-2017



### WHAT IS THE TEAM PROGRAM?

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.

### WHAT IS THE DESIGN OF THE TEAM PROGRAM?

TEAM is designed around five professional growth modules in order to provide a framework for support of new teachers. These five modules focus on the following domains of the Common Core of Teaching (CCT): Classroom Environment; Student Engagement and Commitment to Learning; Planning for Active Learning; Instruction for Active Learning; Assessment for Learning; and Professional Responsibilities and Teacher Leadership. The modules have been designed collaboratively by a group consisting of Regional Education Service Center (RESC) staff, Connecticut State Department of Education (CSDE) staff, union representatives and higher education representatives.

### HOW DO THE TEAM MENTORING MODULES PROVIDE A FRAMEWORK FOR SUPPORT?

Mentors and beginning teachers work together to establish a goal for each module. Beginning teachers start the module process by identifying an area of professional growth using the Common Core of Teaching (CCT) Performance Profile designed specifically for each module. As part of the process, mentors and beginning teachers focus on classroom practice – within the context of the teacher’s own students, content area being taught, grade level, curriculum requirements and school and district goals. At the culmination of modules 1 through 4, a written reflection paper is submitted by the beginning teacher to a district or regional review committee to determine if the beginning teacher has successfully completed the module. Criteria defining successful completion and training to apply that criteria have been developed to assist the reviewers with consistent implementation decisions. *Refer to the TEAM Program Manual for Beginning Teachers, District Facilitators, Administrators and Mentors for a description of the TEAM Module Process and the Module Guidelines.*

### WHO IS REQUIRED TO PARTICIPATE IN CATEGORY I IN THE TEAM PROGRAM?

All teachers holding an initial educator or interim initial educator certificate or 90-day certificate (full or part-time in a ten month position) in the following endorsement areas: bilingual education, elementary education (*excluding birth to age 3*), English language arts, remedial reading/remedial language arts\*, health, mathematics, science, history/social studies, special education, music, physical education, visual arts, world languages, and teachers of English as a second language, receive two years of mentorship and will be required to successfully complete all five modules in order to be eligible for the provisional educator certificate. *Refer to the chart entitled TEAM Participation Categories by Certification Codes in Appendix A of the TEAM Program Manual for Beginning Teachers, District Facilitators, Administrators and Mentors.*

### WHO IS REQUIRED TO PARTICIPATE IN CATEGORY II IN THE TEAM PROGRAM?

All teachers holding an initial educator or interim initial educator certificate or 90-day certificate (full or part-time in a ten month position) in the following endorsement areas: library media specialist\*, business education, vocational agriculture, agriculture, home economics, technology education, partially sighted, hearing impaired, blind, marketing educator, occupational subjects in a technical high school, trade and industrial occupations in a comprehensive high school, health occupations in a technical high school, health occupations in a comprehensive high school and unique endorsements in dance, theater and Montessori, receive one year of mentorship and are required to successfully complete two modules of their choice (selected from modules 1-4) to be eligible for the provisional educator certificate.

\*Endorsement was added to TEAM beginning in the 2016-17 school year.

*While not required, teachers in this category are strongly encouraged to participate in the Module #5 district- facilitated conversations focused on professional responsibility. Refer to the chart entitled TEAM Participation Categories by Certification Codes in Appendix A of the TEAM Program Manual for Beginning Teachers, District Facilitators, Administrators and Mentors.*

### **DO TEACHERS WORKING UNDER DURATIONAL SHORTAGE AREA PERMITS (DSAPS), RESIDENT TEACHING CERTIFICATES OR ADJUNCT ARTS INSTRUCTOR PERMITS PARTICIPATE IN TEAM?**

Teachers working under these certificates have not fully completed requirements for the initial certificate. For this reason, these teachers will not participate in TEAM until the initial educator, interim initial educator certificate or 90-day certificate is issued. Although not required by TEAM Program guidelines, mentorship of these teachers is encouraged. However, these mentors will not be considered part of the TEAM Program for the purpose of receiving stipends.

### **DO LONG-TERM SUBSTITUTES PARTICIPATE IN TEAM?**

Participation in TEAM requires that the teacher hold an initial, interim initial or 90-day certificate. If a teacher holds one of these certificates and is in a long-term substitute assignment (taking over someone else's classroom) for a **full 10 months**, then this teacher will be required to participate in TEAM. If the duration of the long-term substitute position is less than ten months, the teacher will not be eligible to participate in TEAM. Teachers who are hired as substitutes in a district, but change assignments throughout the year, are not eligible to participate in TEAM. *Educator Data System (EDS) records must be accurate and reflect the duration of the long-term substitute assignment.*

### **WHAT IS THE TIMELINE FOR BEGINNING TEACHER PARTICIPATION IN TEAM?**

**Category 1, Full Five Module Program:** It is expected that beginning teachers in this group will complete the full five module process in their first two years of participation in the program (two modules in year one and three modules in year two). However, beginning teachers in this group will be given a full three years from their "entry date" in TEAM to complete program requirements.

**Category 2, Two Module Program:** It is expected that beginning teachers in this group will complete two modules of their choice (selected from modules 1-4) in their first year of participation in the program. However, beginning teachers in this group will be given a full two years from their "entry date" in TEAM to complete program requirements.

**Important notice to beginning teachers with a 2/15/2017 deadline date:** *Reflection papers can be submitted for review throughout the school year. However, please note that any paper submitted on February 1, 2017, through midnight February 15, 2017, will be reviewed but will not be returned to the beginning teacher with an opportunity for revision, if the reflection paper is deemed unsuccessful. The results received will be final.*

**Important notice to beginning teachers with a 9/1/2017 deadline date:** *Reflection papers can be submitted for review throughout the school year. However, please note that any paper submitted on August 18, 2017, through midnight September 1, 2017, will be reviewed but will not be returned to the beginning teacher with an opportunity for revision if the reflection paper is deemed unsuccessful. The results received will be final.*

\*\*The above submission windows apply for teachers at the end of their TEAM Program eligibility.

## WHAT ARE TEAM ENTRY DATES?

TEAM registration begins with entry into the State Department of Education Educator Data System (EDS) and the assignment of an “entry” date.

*Beginning teachers participating in TEAM will be assigned entry dates as follows:*

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

*For Example:*

<b>HIRE DATE</b>	<b>BEGINNING TEACHER PROGRAM ENTRY DATE</b>
Between February 15, 2016, and October 31, 2016	<b>September 1, 2016</b>
Between November 1, 2016, and February 14, 2017	<b>February 15, 2017</b>
Between February 15, 2017, and October 31, 2017	<b>September 1, 2017</b>

## WHAT IS DIFFERENT ABOUT MODULE 5: PROFESSIONAL RESPONSIBILITY AND TEACHER LEADERSHIP?

Module 5 focuses on domain #6 of the Common Core of Teaching (CCT): Professional Responsibilities and Teacher Leadership. Primarily, Module 5 invites participants to explore the Code of Professional Responsibilities for Educators. Beginning teachers engage in district-facilitated conversations that focus on ethical and professional dilemmas ranging from social media communication to professional attire. Once the facilitated discussion has occurred, the beginning teacher must complete an online questionnaire accessible via their TEAM dashboard to be deemed successfully complete with the module. The full scope of domain #6 addresses professionalism, collaboration and leadership.

## WHAT IS THE MODULE WORKSPACE?

TEAM is a web-based program. The Module Workspace is located on [www.ctteam.org](http://www.ctteam.org) and has been designed to provide complete online access to all components of the module process. Within the module workspace, beginning teachers will have their own “dashboard.” The dashboard will provide online access to allow the completion of each module. Components of the dashboard for beginning teachers include: the CCT Performance Profile, the Professional Growth Action Plan (PGAP), the beginning teacher and mentor meeting log and the personal journal for the beginning teacher. Mentors will have their own dashboards in order to follow the progress of their mentees and to interact with their mentees during the process.

### ✓ *How do beginning teachers and mentors access the Module Workspace?*

*All beginning teacher participants and mentors must sign-up on [www.ctteam.org](http://www.ctteam.org).*

*Refer to Appendix E of the TEAM Program Manual for Beginning Teachers, District Facilitators, Administrators and Mentors for directions about how to sign-up.*

## WHAT RESOURCES ARE AVAILABLE ON [WWW.CTTEAM.ORG](http://WWW.CTTEAM.ORG)?

Click on “Teachers and Mentors” or “Module Resources” to find:

- ✓ The TEAM Module Process Guidelines
- ✓ Reflection Paper Feedback and Criteria
- ✓ Sample PGAPs, performance profiles, meeting logs, personal journals and reflection papers
- ✓ Connecticut’s Common Core of Teaching and more...

## WHAT IS THE TWO-YEAR BEGINNING TEACHER SUPPORT PLAN AND WHEN SHOULD IT BE SUBMITTED?

*The Two-Year Beginning Teacher Support Plan for Category 1 Participants* is a brief outline of a teacher’s anticipated schedule of participation in the program. Teachers who are beginning a plan for the full-five module program in 2016-17 should complete this plan and have it signed by their mentors and then submitted to their TEAM district facilitator within one month of the teacher’s entry date in the classroom. Note that this form requests your TEAM “Entry Date.” **Teachers will find their “Entry Date” on the registration letter to be given to them by their district facilitator.** *The Two-Year Beginning Teacher Support Plan Timeline form for Category 1 Participants can be located in Appendix K of the TEAM Program Manual for Beginning Teachers, District Facilitators, Administrators and Mentors.*

## WHAT IS THE ONE-YEAR BEGINNING TEACHER SUPPORT PLAN TIMELINE FOR CATEGORY 2 PARTICIPANTS?

*The One-Year Beginning Teacher Support Plan for Category 2 Participants* is a brief outline of a teacher’s anticipated schedule of participation in the program. Teachers who are beginning a plan for the two- module program in 2016-17 should complete this plan and have it signed by their mentors and then submitted to their TEAM district facilitator within one month of the teacher’s entry date in the classroom. **Teachers will find their “Entry Date” on the registration letter to be given to them by their district facilitator.** *The One-Year Beginning Teacher Support Plan Timeline form for Category I Participants can be located in Appendix K of the TEAM Program Manual for Beginning Teachers, District Facilitators, Administrators and Mentors.*

## WHAT ARE THE CONSEQUENCES FOR FAILING TO SUCCESSFULLY COMPLETE THE TEAM PROGRAM WITHIN THE REQUIRED TIMEFRAME?

Beginning teachers with a five module requirement are expected to complete the program within two years from their entry date. There is a third year to allow for circumstances such as illness, maternity leave, family emergency, etc. Beginning teachers with a two module requirement are expected to complete the program within one year from their entry date but also have an additional year for circumstances such as illness, maternity leave, family emergency, etc. **Teachers who need to extend their deadline into the extra year, should make appropriate arrangements with their DF as funding for an additional year is not provided by the state.** In the event that there are extenuating circumstance, which can be documented, that prevent a teacher from completing TEAM requirements beyond the allotted time, the teacher should ask the DF to file a Request for an Extension of Time with the CSDE.

**PLEASE NOTE:** If a beginning teacher has been actively employed for the duration of their TEAM Program eligibility and did not successfully fulfilled their module requirements, they will not be able to renew their initial educator certificate or advance to the provisional educator certificate. Therefore, they will no longer be able to be employed as a certified Connecticut public educator. In order to have an initial educator certificate reissued, the teacher must pursue Intervening Study and Experience through the Connecticut State Department of Education.

## WHAT IS INTERVENING STUDY AND EXPERIENCE?

Teachers who have not successfully completed the TEAM Program can pursue a pathway back into the profession through Intervening Study and Experience for reissuance of an initial educator certificate.

### A. Conditions of Initial Educator Certificate Reissuance

Certification regulations 10-145d-427 (K and I) indicate that candidates may be eligible for the reissuance of the initial educator certificate under the following conditions:

- Candidates who are reissued an initial educator certificate must successfully complete the certification requirements that are in effect at the time of the reissuance; and
- Candidates for reissuance of the initial educator certificate must meet the requirements for demonstration of significant intervening study and experience in accordance with standards established by the State Board of Education

## **B. New Requirements for Intervening Study and**

### **Experience Study:**

- The teacher must enroll in ADM 509, *Ethical and Legal Issues for Educators*, an online course through University of Phoenix, or a comparable course of study as approved by the Connecticut State Department of Education (CSDE). This course provides the opportunity to examine and apply legal and ethical issues within the context of professional responsibilities. The course is six weeks in duration, fee based through the university and would fulfill the requirement for intervening study.
- Upon successful completion, a transcript must be submitted to the CSDE.
- The teacher must write and submit a reflection paper in response to guiding questions outlined by the CSDE related to Domain 6 of the Connecticut Common Core of Teaching: Professional Responsibility and Teacher Leadership and Connecticut's Code of Professional Responsibility for Teachers.

### **Experience:**

- 1) The teacher must secure and engage in a long-term substitute position for 40 full-time days in one position (in a public or private school) in a grade and content area appropriate to the certificate that the candidate wishes to have reissued; or
- 2) Volunteer for 250 hours in one school (in a public or private school) in a grade and content area appropriate to the certificate that the candidate wishes to have re-issued; and
- 3) Provide documentation from the district/school in which the individual completes substitute teaching or volunteer experience that the person's performance in the classroom is effective based upon each of the standards that comprises the CT Common Core of Teaching.

### **Final Interview:**

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

## **C. Requirements after Reissuance of the Initial Educator Certificate**

Once the initial educator certificate is issued and the teacher is employed under that certificate, the teacher must successfully complete all outstanding TEAM requirements to fulfill eligibility for advancement to the provisional educator certificate.