TEAM BEGINNING TEACHER PROGRAM GUIDE 2025-2026

TEAM
Teacher Education And Mentoring Program
Bridging the Journey from Preparation through Professional Practice

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INTRODUCTION

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.

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 TEAM program pairs every new classroom teacher with a trained mentor who provides support to beginning teachers through their first years of teaching.

A study of Connecticut's TEAM program conducted by the Regional Educational Laboratories (REL) in 2020 showed a strong correlation between TEAM completion and teacher retention. "The results suggest that teachers who completed more of the program requirements were more likely to stay in the same district and in the Connecticut public school system."

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

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

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

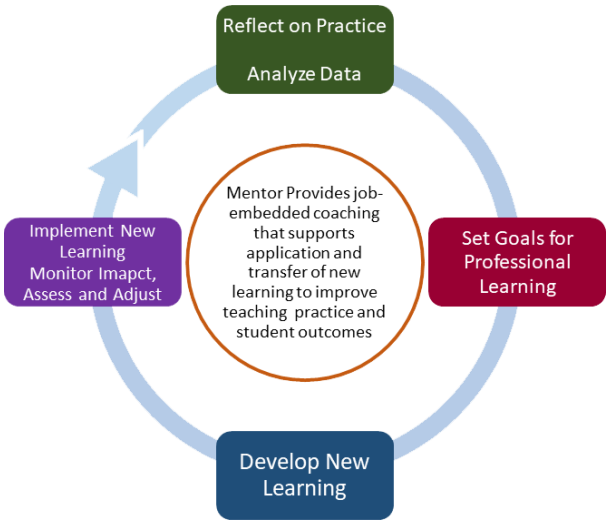
TEAM PARTICIPATION REQUIREMENTS

THE TEAM PROGRAM PROCESS OF CONTINUOUS PROFESSIONAL GROWTH

A cycle of continuous professional growth is an iterative process that deeply engages teachers in the work of analyzing student needs, assessing their knowledge and skills, attaining new learning to develop strategies to address weaknesses and strengths, implementing new strategies and practices, and reflecting on the impact of specific practices on student learning.

The TEAM Program is designed to be a Process of Continuous Professional Growth, a process that teachers will continue to use throughout their entire teaching career. The two diagrams below illustrate how a process of continuous professional growth and the TEAM module process are directly aligned.

Process of Continuous Professional Growth



TEAM Module Process

Certification and Assignment Requirements

The TEAM program is only required for teachers that hold an **initial certificate**, not authorizations or permits. The certificates that are required to participate in TEAM are as follows:

- Initial Certificate
- Interim Initial Certificate
- Non-renewable Interim Initial Certificate

Teachers who hold the Temporary 90-day Certificate, Durational Shortage Area Permit (DSAP) or Long-Term Substitute Authorization (less than 10 months) benefit from having an experienced teacher to support them, but they are **not** required to participate in TEAM.

The TEAM Program applies to Beginning Teachers that meet the following **assignment** criteria:

- Certified teachers assigned to a Connecticut public school, charter school or an approved private special education facility.

- Certified teachers who are employed full-time or part-time, provided they are teaching under a valid certificate in a content area that meets compliance with their certificate.
- Long-term substitutes in a 10-month 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).

Additional details on qualifying assignments are in Section 1.G. of the TEAM Program Manual.

Beginning Teachers must have an active EDS assignment and meet the above criteria certification and assignment criteria to access modules in the TEAM dashboard. Please contact the TEAM District Facilitator if you are unable to create a TEAM user account and/or do not have access to the TEAM modules.

PARTICIPATION

TEAM EXEMPTIONS FOR PRIOR EXPERIENCE

Teachers who have previous teaching experience out of state or at an approved private school may be exempt from TEAM only if the Bureau of Certification determines that the previous experience meets the requirements for a professional certificate.

See the TEAM Program Manual Section 1.H for more information on how teachers can apply for an exemption.

TEAM WAIVERS/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.

See the TEAM Program Manual Section 1.L-O for more information on how teachers can apply for a TEAM waiver or extension.

REQUIRED MODULES

The number of modules a Beginning Teacher (BT) is required to complete (2 or 5) is determined by their endorsement and teaching assignment. Those required to complete 2 modules must complete two of Modules 1-4. The district may require the BT to also complete Module 5 which consists of a district facilitated conversation on professional responsibility and completion of a survey in the TEAM dashboard.

PROFESSIONAL RESPONSIBILITY AND TEAM NON-COMPLETION

It is the professional responsibility of the beginning teacher to complete all requirements within the allotted time frame (see TEAM Dates). Beginning teachers must proactively connect with their TEAM District Facilitator if additional time is needed (see TEAM Program Manual Section 1.L-O on how teachers can apply for a TEAM waiver or extension).

If TEAM is not completed by the beginning teacher's deadline date, they will no longer be eligible to apply for a professional certificate and will need to complete the Intervening Study and Experience. This includes:

- A CSDE-approved online course that examines the professional responsibilities of educators (paid for by the beginning teacher);
- A reflection paper focused on Domain Six of the Common Core of Teaching: Professional Responsibility and Teacher Leadership;
- Continued employment in a district either under a DSAP or Long-Term Substitute position; and
- An interview with the CSDE TEAM Program Review Committee.

TEAM DATES

Once it has been determined that the Beginning Teacher is required to participate in TEAM, they are given an entry date, expected completion, and deadline date.

Entry dates are assigned as followed:

- *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.

Beginning Teachers **expected completion date** is the timeframe in which Beginning Teachers should be able to complete all TEAM program requirements.

- Beginning Teachers required to complete *two modules* are expected to complete within one year.
- Beginning Teachers required to complete *five modules* are expected to complete within two years.

An optional year is built into the program in case the Beginning Teacher is unable to complete by the expected completion date. The **deadline date** is the date that all TEAM program requirements must be met.

Below is an example of these dates for both categories of TEAM participation.

	Two Modules	Five Modules
Hire Date	Between February 15, 2025, and October 31, 2025	Between February 15, 2024, and October 31, 2024
Entry Date	September 1, 2025	September 1, 2025
Expected Completion Date	September 1, 2026	September 1, 2027
Deadline (optional year)	September 1, 2027	September 1, 2028

If a teacher has not completed all TEAM requirements successfully before the established deadline date, the teacher will no longer be eligible to renew their initial educator certificate and will no longer be certified to teach in CT public schools (Please see the Professional Responsibility and TEAM Non-Completion section and Section 1.P-Q of the TEAM Program Manual for more information).

DISTRICT EXPECTATIONS AND REQUIREMENTS

Districts may have specific expectations and requirements as part of their TEAM process. It is recommended that you follow up with your assigned Mentor and/or District Facilitator regarding district expectations and requirements prior to starting your modules.

- **Module Submission Dates** – Districts may set submission timeframes for TEAM modules to help with pacing and to allow for more time to make changes to reflection papers/projects in situations where revisions are needed.
- **Projects/Papers** – Districts can decide whether modules 1-4 can be submitted as a paper or a project. The criteria to evaluate a project is the same as a paper though the structure can vary by district. Projects may include a presentation or use of a district template for module submission.
- **Module 5** – For Beginning Teachers only required to complete 2 modules, the district may require the BT to also complete Module 5 which consists of a district facilitated conversation on professional responsibility and completion of a survey in the TEAM dashboard.

CSDE COMMUNICATIONS

The CSDE Talent Office communicates with Beginning Teachers through three channels:

- Resources posted to the TEAM website
- Messages on the TEAM dashboard
- Email (primarily use TEAM username)

Most documents on the TEAM website are updated on an annual basis and are replaced in late July/early August, prior to the beginning of the school year. These include the TEAM program manual and module guidelines.

USER ACCOUNT

User accounts are not automatically created. All users need to create an account on the TEAM dashboard. When a user account is created, based on the TEAM status, and the assignment data in EDS, the system will grant the user the appropriate role.

TEAM notifications and communications are sent to the email address used for the TEAM username including CSDE communications regarding approaching TEAM deadlines. It is recommended that users update their profile information at the start of each school year. See Create an Account and/or Profile sections for more information.

BEGINNING TEACHER USER ACCOUNTS

New Beginning Teachers will not be able to create a TEAM user account until their EDS district assignment data has been transferred to the TEAM dashboard (this data is transferred twice per week). District Facilitators are notified weekly of Beginning Teachers that are now linked to their district.

Beginning Teachers that have created an account, but do not have access to the TEAM modules or their current district is not listed on their dashboard should follow up with their TEAM District Facilitator regarding their EDS district assignment and/or TEAM participation requirements.

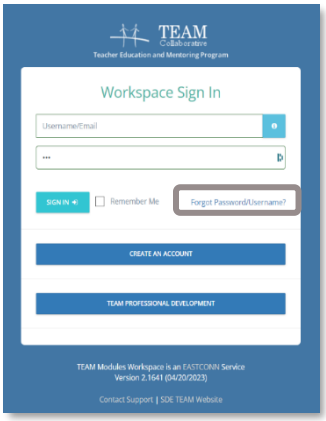
CREATE AN ACCOUNT

To create a TEAM user account, go to https://ctteam.org and click “Create an account”. You will need your EIN to create your TEAM account.

Please note that your TEAM user account will be linked to your school/district based on your district assignment in EDS and a new account does not need to be created upon switching to a new school/district.

FORGOT USERNAME/PASSWORD

Click on the “Forgot password/username?” on the sign-in page. Enter the email address used for your TEAM username. You will then have the option to send an email reset link or answer account challenge questions.



If it does not recognize your email address, click the “Forgot username” button. Enter your EIN and any possible last names your account may be under.

If you are still unable to access your account, you can contact your TEAM District Facilitator to reset your TEAM username and/or password or submit a ticket by clicking the “Contact Support” link at the bottom of the TEAM site page. Please include your EIN so we can locate your TEAM account.

PROFILE

Access your TEAM profile by clicking *My Profile* on the TEAM main menu or clicking your name at the top right of the screen then "Profile". View your current roles, district, and school information. Click "Edit Username/Password" to access the Profile menus.

PERSONAL INFO

You can edit your TEAM username and contact information at any time. Please note that your profile name is what will populate on your district's dashboard page. Please make sure to update your profile name with any name changes.

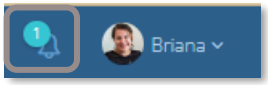
CHANGE PASSWORD

Click the "Change Password" tab to update your existing password. TEAM requires a minimum of 6 characters.

CHALLENGE QUESTIONS

Click the "Challenge Questions" tab to update or create challenge questions. Challenge questions allow you to access your TEAM account if you forget your password and/or are unable to receive emails at your current TEAM username email address.

USER NOTIFICATIONS



TEAM users may receive email and/or system notifications regarding the TEAM dashboard. You can view system notifications by clicking on the bell icon. Email notifications are sent to the TEAM username email address. If you are using a school email address and are not receiving TEAM email notifications, please contact your school's IT staff to ensure that productsupport@eastconn.org is not being blocked.

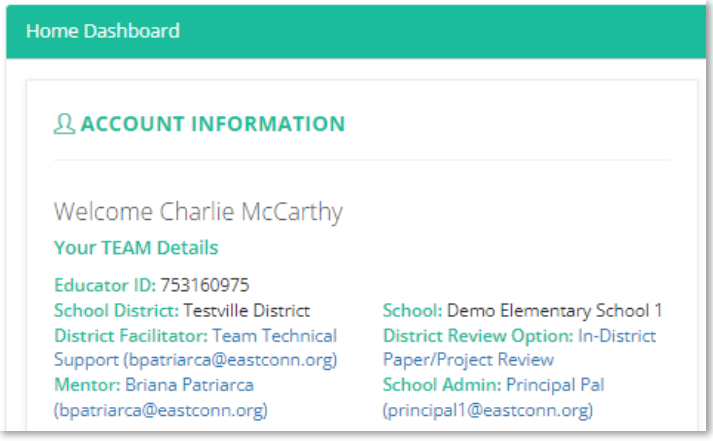
TEAM DASHBOARD

You can access your dashboard at any time by clicking on the TEAM logo at the top left of the page or clicking *Dashboard* on the TEAM main menu.

ACCOUNT INFORMATION

The following information is listed on the Account Information tile:

- **Educator Identification Number (EIN), school and district information** are based on the district assignment information received from EDS. The system retains the last district worked until a new district assignment has been entered and transferred from EDS.
- **TEAM District Facilitator** is the primary TEAM District



Facilitator associated with your current district in TEAM. This role is manually updated by TEAM Technical Support and therefore there may be a delay in updates to this assignment being reflected in the dashboard.

- **District Review Option** identifies your current TEAM district's review option. There are three review options available to districts. Click on the review option to learn more about your district's selected review option.
- **Mentor and School Admin** are the currently assigned mentor and school administrator in the TEAM dashboard. Mentor and admin matches are done by the TEAM District Facilitator. There is typically a delay in these matches being added/updated for new Beginning Teachers and those that have moved to a new district.
- Certain **Dashboard Resources** may be posted in the blue "Dashboard Resources" box under the Account Information tile. See the Dashboard Resources section on how to view all dashboard resources.
- A red box will appear with a **deadline notice** for Beginning Teachers within six months of their TEAM deadline date. This notice includes important information regarding submission timeframes for allow for potential revisions and resubmissions for unsuccessful modules.

TEAM SYSTEM MESSAGES

TEAM system messages can be accessed on the TEAM dashboard and/or via the TEAM main menu and contains announcements from CSDE and TEAM Technical Support regarding changes to the dashboard. Certain announcements may be targeted to and only visible to specific user roles.

TEAM PROCESS IN THE TEAM DASHBOARD

It is recommended that Beginning Teachers follow up with their TEAM Mentor and/or District Facilitator regarding their district's expectations and TEAM processes as these can vary by district. Below is an overview of the general TEAM process for a Beginning Teacher in the TEAM dashboard.

BEGINNING TEACHER ASSIGNED MENTOR AND ADMINISTRATOR

TEAM District Facilitators assign Mentors to Beginning Teachers within 30 days of hire. There may be a delay in Mentor and school administrator matches being reflected in the TEAM dashboard as assignment data is entered in the EDS.

Assigned Mentor and Administrator matches may carryover as educators move districts. It is important that Beginning Teachers ensure that there are no pending steps in the module process prior to moving districts and/or that the assigned match is correct before submitting PGAPs or modules for Mentor review/final sign-off as this could result in additional delays in the TEAM module completion process.

MODULES

Modules 1-5 include an Educator Preparation Program survey at the start of each module. The following reviews the process for submitting modules 1-4 within the TEAM dashboard.

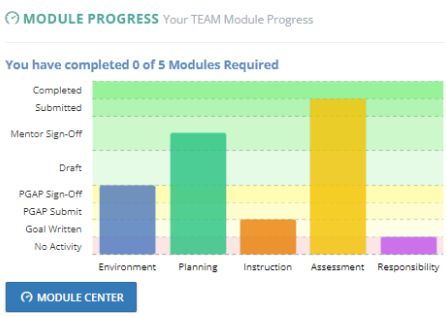
See the TEAM Modules Pacing Guide for the recommended pacing for module completion.

Because districts may have different requirements and processes for module submission some of these steps may be completed outside of the TEAM dashboard.

ACCESS TEAM MODULES

Beginning Teachers can access the TEAM modules via the:

- TEAM main menu
- Module Center button on the *Module Progress* tile on the TEAM dashboard page
- Clicking a bar on the bar graph on the *Module Progress* tile
- Clicking on module notifications in the TEAM dashboard



MODULE RESOURCES AND SAMPLES

A sample of the PGAP components, log entries, reflection paper are available within each module under the Reflection Paper/Project Progress bar.

A sample is also included in the blue directions box at the top of each PGAP to-do list item and module draft page.

Check out the Module Resources section for additional information and samples for each of the modules.

Additional resources and samples can be found on the CSDE TEAM Beginning Teachers page (https://portal.ct.gov/SDE/TEAM/Beginning-Teachers)

MODULE STEPS

The following graphic provides a visual of the steps to submit a module in the TEAM dashboard. Each of the proceeding sections will review each individual step.

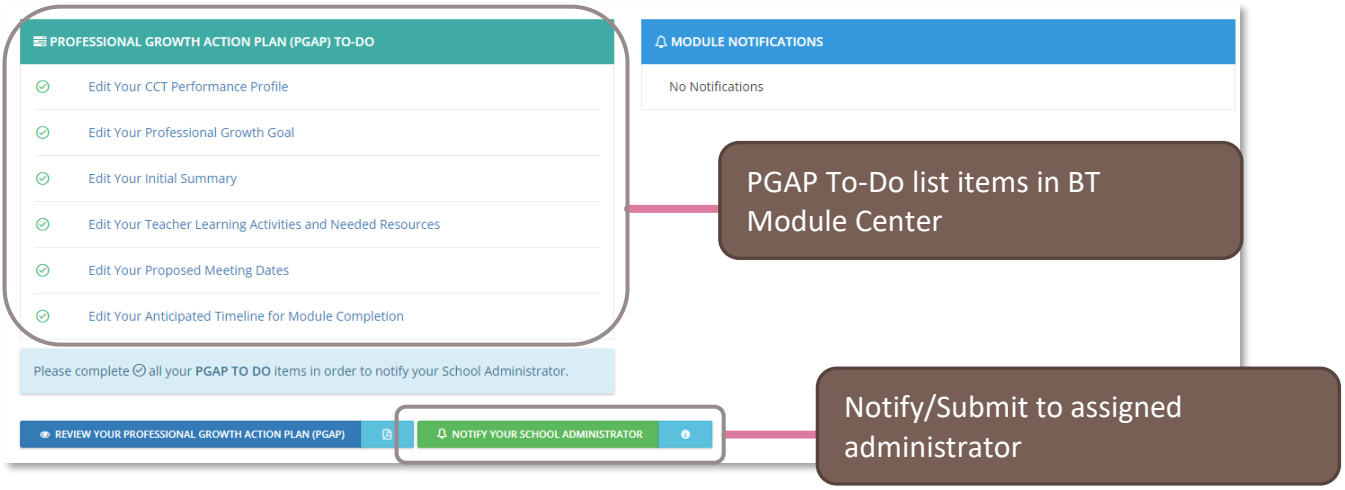
PROFESSIONAL GROWTH ACTION PLAN (PGAP)

Beginning Teachers complete to-do list items in the dashboard to develop their PGAP. These items include:

- Selecting CCT **Performance Indicator** and descriptors to most accurately describe the Beginning Teacher's current practice as well as noting what is currently being done for the selected indicator;
- Developing a **professional growth goal** connected to your selected indicator that can be achieved within 8-10 weeks;
- Developing an **initial summary** which builds on the indicator notes and provides a clear picture of what is currently happening for the chosen indicator.
- Identifying **learning activities and resources** that the Beginning Teacher will utilize in for their professional growth;
- **Proposing meeting dates** and times to meet to meet with the assigned mentor;

- Identifying the **anticipated timeline for module completion** (8-10 weeks) including any district designated due dates.

Each to-do list item must be marked as completed at the bottom of the item page.



PGAP Submission/Reminders

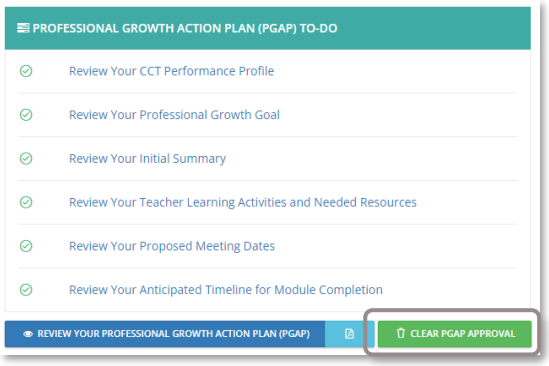
Once all PGAP steps have been marked as completed:

- Beginning Teachers must click the "Notify your school administrator" button to submit their PGAP for approval.
- If the assigned administrator has changed, click the "Renotify your school administrator button" to reroute the PGAP to your new administrator.
- PGAPs that have been returned for revision will need to be revised and resubmitted.

PGAPs must be approved before the paper/project draft can be submitted to the assigned Mentor for initial feedback in the dashboard.

Revising PGAP

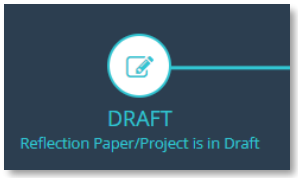
Once PGAPs are submitted to an administrator or if they are pending Mentor feedback/final sign-off they cannot be edited until the PGAP is returned (Administrators will return the PGAP for revisions and may request a conference if the district is unable to support the PGAP and revisions are needed).



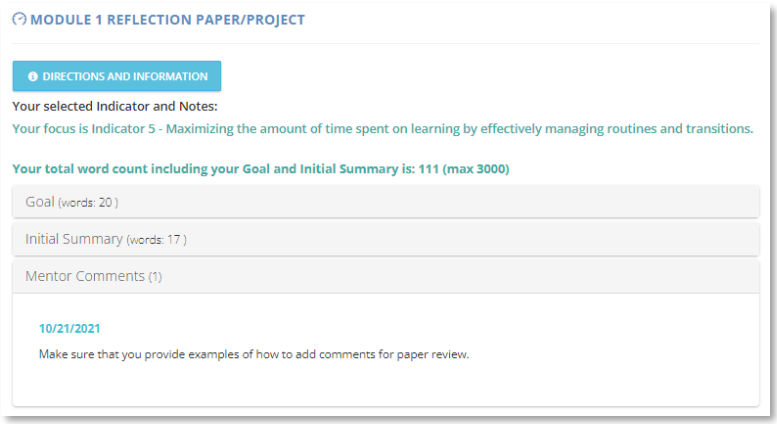
If a PGAP has already been approved and it needs to be revised, the Beginning Teacher can click the "Clear PGAP Approval" button to revise and resubmit to their assigned administrator.

DRAFT

Beginning Teachers can start their reflection paper/project draft by clicking on the "Draft" icon on the Reflection Paper/Project Progress bar under the PGAP To-Do list. The draft can be started prior to PGAP approval, but cannot be submitted to the Mentor for review until the PGAP has been approved.



Below are some recommendations regarding the reflection paper/project draft:



- The TEAM dashboard does not support file uploads or attachments or images.
- Draft the paper/project using external word processing program such as Google Sheets or Word and then copy and paste it into the dashboard to ensure there is a backup of your paper/project.
- Check with your TEAM District Facilitator regarding your district's module submission process. Some districts and district review options allow links to external documents (i.e. Google Slides or Docs).
    - *Regional review districts* (See the Submit for Review section for more information)
        - Only papers posted in the dashboard will be reviewed. Submissions with a link to an external document may be returned as not meeting criteria and could delay module progress.
        - Submissions in the dashboard for districts participating in regional review should be anonymous and should not include any information that would identify the beginning teacher or their school/district.

MENTOR REVIEW

Once the draft is completed, the Beginning Teacher submits the draft to the mentor for review by clicking the "Submit for Mentor Review" button on the Module Center Reflection Paper/Project progress bar or at the bottom of the Draft page (please check the "Account Information" tile on the dashboard homepage to make sure that the assigned Mentor is correct prior to submitting). Once submitted, the draft is locked and cannot be edited until the mentor has returned it for revision.

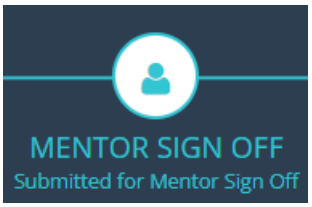
Mentor Feedback

To view Mentor comments/feedback, go to the draft page. Click on the "Mentor Comments" panel to view any added comments.

Make any necessary revisions to the reflection paper/project draft before proceeding to the next step, Mentor final sign-off.

MENTOR FINAL SIGN-OFF

After making any necessary revisions have been made, the Beginning Teacher then submits the module for Mentor final sign-off by clicking the "Send to Mentor for final sign-off" button on the Module Center Reflection Paper/Project progress bar or at the bottom of the Draft page. Like the Mentor Review stage, the draft is locked and cannot be edited until the mentor has returned it to them for revision.

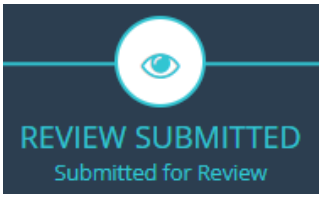


Mentors can provide additional feedback and then can select one of the following options:

- *Sign off and return paper* – Beginning Teacher will be able to submit the module for official review. Any additional revisions will require Mentor final sign-off.
- *Return paper as needs revision* – Beginning Teacher will have opportunity to revise then resubmit to Mentor for final sign-off.

SUBMIT FOR REVIEW

Once the module has been signed-off on by the Mentor and there are no additional revisions, the Beginning Teacher can submit the module for review by clicking the "Submit for Review" button on the Module Progress Bar in the Module Center or at the bottom of the Draft page.



Districts can participate in three different review options (the district-selected review option is listed on the "Account Information" on the TEAM dashboard/homepage):

- Regional – submissions go to a statewide review queue.
    - If a paper is resubmitted and does not meet criteria, the submission goes to adjudication by a Chief Reviewer. Submissions that go to Chief Review typically have longer review times due to the additional review. Any additional submissions will automatically go to Chief Reviewer.
    - Review times vary and typically take longer during the summer and winter breaks and when the second review does not meet criteria as it then goes to the Chief Review queue.
- Private In District – submissions to go to a district wide review queue.
- In District – submissions go to the TEAM District Facilitator and outcomes are manually entered by the TEAM District Facilitator.

TEAM Reviewers determine if the Beginning Teacher has successfully met all the criteria to meet the module and, if unsuccessful, will provide feedback and the teacher can revise and resubmit the reflection paper or project. Modules that did not meet criteria will automatically be reset to the draft stage.

TEAM District Facilitators can view the status of all submitted modules within their region. Because review timeframes vary, it is recommended that Beginning Teachers approaching their TEAM deadline submit prior to the red zone periods to allow enough time to revise and resubmit if needed.

Red Zones

In order to be eligible to advance from an Initial Certificate to a Professional Certificate, Beginning Teachers must successfully complete all TEAM requirements by their deadline date, in addition to possessing a master's degree and 50 months of successful service.

Red Zones are periods in which there is no guarantee that the module will be reviewed before their TEAM deadline date. Modules submitted in the Red Zone that are unsuccessful may not be returned in time or have enough time to be revised and resubmitted before the TEAM deadline date. It is encouraged that final modules be submitted before the Red Zone dates noted below.

TEAM Deadline Date	Red Zone
September 1st	May 15th - August 31st
February 15th	December 15th – February 14th

A red box will populate on the Beginning Teacher's "Account Information" tile six months prior to their TEAM deadline date with the Red Zone date information for their TEAM deadline date.

TEAM COMPLETE

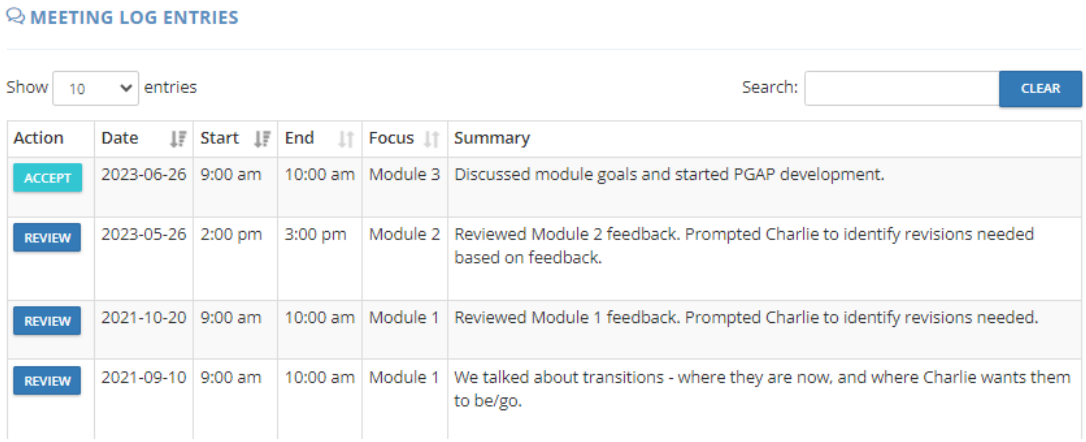
To be eligible to advance to professional certification TEAM completion must be recorded in the Educator Data System (EDS). This completion information is entered at the district-level and there may be a delay in the TEAM completion status being reflected in TEAM. Once the completion has been entered into EDS and the data has transferred to TEAM (EDS data is transferred twice per week), the Beginning Teacher will receive an email notification regarding their TEAM completion and their dashboard role will automatically update to TEAM Complete.

The following will still be available under the "TEAM Complete" tile on the dashboard homepage (may need to scroll down):

- Module Center
- Meeting Log
- TEAM Completion Certificate

MENTOR MEETING LOG

Mentors generate the initial log notes in the TEAM dashboard. Mentor Meeting Logs are visible to Beginning Teachers, Administrators, and TEAM District Facilitators and are used to help document progress and time spent on supporting your Beginning Teacher(s).
To access, click *Mentor Meeting Log* on the TEAM main menu. Click "Accept" to add comments to the Mentor's log entry. Once the Beginning Teacher has accepted the log entry, it cannot be edited by the Mentor or Beginning Teacher.


MEETING LOG ENTRIES

Show 10 entries Search: CLEAR

Action	Date	Start	End	Focus	Summary
ACCEPT	2023-06-26	9:00 am	10:00 am	Module 3	Discussed module goals and started PGAP development.
REVIEW	2023-05-26	2:00 pm	3:00 pm	Module 2	Reviewed Module 2 feedback. Prompted Charlie to identify revisions needed based on feedback.
REVIEW	2021-10-20	9:00 am	10:00 am	Module 1	Reviewed Module 1 feedback. Prompted Charlie to identify revisions needed.
REVIEW	2021-09-10	9:00 am	10:00 am	Module 1	We talked about transitions - where they are now, and where Charlie wants them to be/go.

PERSONAL JOURNAL

The Personal Journal provides a space to enter personal entries/notes. Personal Journal entries are only visible to the user and are ideal for entering notes, observations, resource information, etc.

The Personal Journal should NOT be used to document logged meeting hours between the Mentor/Beginning Teacher. It can be used if the Beginning Teacher wanted to document personal notes regarding the meeting(s) that do not need to be seen by the TEAM District Facilitator or Mentor.

REVIEW DISTRICT PLAN

The Review District Plan is available to all users and will populate a PDF of the last submitted district plan for the district the user is currently tied to in the TEAM dashboard. Consult with your District Facilitator if you have any questions about your District Plan.

DASHBOARD RESOURCES

The *Dashboard Resources* page contains dashboard, TEAM program, and district-specific resources posted by CSDE or TEAM District Facilitators. Video playlists are available for each role and are posted on the *Dashboard Resources* page or via the EASTCONN Applications YouTube page.

Resources can be role-specific and may populate/disappear based on your dashboard roles.

SUPPORT

TECHNICAL SUPPORT

For technical issues with the TEAM dashboard, individuals can submit a ticket by clicking the:

- Contact Support Link at the bottom of the TEAM page
- Technical Support on the TEAM main menu (logged into TEAM account)

Please be sure to be as specific as possible regarding your issue including the page you are having difficulty/issues with, the full name(s) of any individuals that the issue may impact, and, if possible, your EIN and the EINs of any individuals that may be impacted/involved with the issue.

TEAM PROGRAM SUPPORT

For issues regarding TEAM participation, program requirements, and/or policies, please contact CSDE:

Ashley Wright, Program Manager	Ashley.Wright@ct.gov
Gady Weiner, Data Manager	Gady.Weiner@ct.gov

TEAM MODULES PACING GUIDE

Although there are varied ways to complete the module process within the 8-10 week timeframe, the chart below may provide you with some guidance. When planning your module process, please recognize that there may be some overlap and variation in how different teachers develop new learning to accomplish the goal of their module.

Potential Time Frame	Module Process
Weeks 1 - 3	**Phase 1 - *Reflect on Practice*** • Analyze data on teaching and student learning • Explore CCT Performance Profile • Select a CCT indicator for the focus of module work • Develop an Initial Summary of current performance specific to the CCT indicator
Weeks 3-4	**Phase 2 - *Develop a Professional Growth Action Plan*** • Set a Professional Growth Goal for the Module that is achievable within an 8- 10 week timeframe. • Create a Professional Growth Action Plan (PGAP). • Determine and record the Anticipated Timeline for Module • Establish meeting dates with the mentor. • Share the Professional Growth Action Plan (PGAP) with the building administrator
Weeks 4 - 6	**Phase 3 - *Develop New Learning*** • Engage in professional learning activities • Record examples of what was learned and how it was learned • Think deeper about your own practice and how the new learning relates to it
Weeks 6 - 8	**Phase 4 - *Implement New Learning*** • Implement new learning in daily practice. • Discuss with mentor how implementing new learning is impacting practice and student learning • Make adjustments as needed or identify and develop additional new learning. • Analyze impact on teaching practice, instruction, and student learning • Record specific example/evidence of changes in practice and student outcomes
Weeks 8 - 10	**Phase 5 - *Reflect on Practice*** • Reflect on changes in practice and student learning, • Collaborate with mentor to assess and adjust subsequent instruction or engage in additional professional learning as needed • Document specific examples/evidence of impact on practice and student outcomes • Draft your reflection paper for your mentor to review and provide feedback. • Submit final draft of reflection paper

Be sure all meetings are recorded by your mentor in the BT/Mentor Meeting Log and use My Personal Journal to record thoughts, observations and reflections about your new learning throughout the module process.

MODULE RESOURCES

In this section, you will find information related to each module including an overview, performance profiles, and success criteria. At the end of each module section, you will find a variety of sample reflection papers.

MODULE 1 – ENVIRONMENT

OVERVIEW

Module 1 of TEAM is aligned with domain 2 of the Common Core of Teaching (CCT) - Classroom Environment, Student Engagement and Commitment to Learning.

To complete this module, teachers need to exhibit the ability to promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

The following indicators are observed in reviewing this module:

1. Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels
2. Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry
3. Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs
4. Fostering appropriate standards of behavior that support a productive learning environment for all students
5. Maximizing the amount of time spent on learning by effectively managing routines and transitions

CCT Performance Profile 3/21/14

Module One: Classroom Environment, Student Engagement and Commitment to Learning

Explore the module with your mentor using the CCT Performance Profile. Read the italicized, bold print stem along with the indicators located on the left side of the profile, then read the descriptors of performance for each indicator.

1. Identify one indicator that you see as especially relevant to your classroom practice,
2. Place yourself on the continuum of the selected indicator based on your current classroom practice.
3. Record specific examples/evidence about your current practice and its effect on your students' learning/performance in the "Notes" section below your selected indicator.

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

CCT Indicators	**Continuum of Effective Teaching** →			
1. Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels	○ Has low expectations for students based on poverty, background, disability, or racial, cultural or language differences. ○ Little indication that the teacher considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. ○ Does not consistently address students in a respectful manner.	○ Reduces academic and/or behavioral expectations for some students based on poverty, background, disability, or racial, cultural or language differences. ○ Considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. ○ Treats all students with respect.	○ Has high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences. ○ Selects content and designs learning opportunities which build upon students' diverse backgrounds, interests and skill levels. ○ Creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests and skill levels.	○ Has high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences. ○ Selects content and designs learning opportunities which capitalize on students' diverse backgrounds and interests to enrich the learning community. ○ Creates a classroom environment which supports students in becoming role models for treating others with respect.
Conversation Notes:				
2. Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry	○ Teacher directs most tasks and students have few opportunities to develop independence. ○ Some students are consistently not engaged in the learning activities and the teacher makes few attempts to re-engage students.	○ Students are asked to take responsibility for non-instructional tasks but are given limited responsibilities during instructional tasks. ○ Teacher attempts to re-engage students who are off-task.	○ Students are provided some strategies and opportunities to set and monitor their own learning or behavior goals. ○ Teacher uses a variety of strategies and supports to consistently engage or re-engage students in learning activities.	○ Students are involved in classroom decision making, encouraged to set personal goals and seek answers for their own questions/problems and inquiries. ○ Students monitor or evaluate their own learning process and progress. ○ Students support one another's engagement in the learning process.
Conversation Notes:				

CCT Indicators	Continuum of Effective Teaching →			
3. Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs	○ Provides limited modeling or explicit teaching to facilitate the acquisition of social skills.	○ Teacher interactions with students and other adults model socially competent behavior. ○ Articulates classroom expectations for social skills and introduces some strategies to help students develop socially competent behavior. ○ Implements a limited range of strategies or interventions in response to student needs.	○ Provides direct instruction and support of student mastery of appropriate social skills and ethical and responsible behavior. ○ Structures opportunities (planned and "teachable moments") for students to discuss, learn, practice and reinforce appropriate social skills. ○ Designs and implements targeted behavioral strategies or interventions in response to specific student needs and circumstances.	○ Incorporates explicit instruction, reinforcement and modeling of social skills and ethical and responsible behavior into daily practice and it is evident in teacher-student and student-student interactions. ○ Designs and implements strategies to support students' independence in seeking to improve their own social, ethical and responsible behavior.
Conversation Notes:				
4. Fostering appropriate standards of behavior that support a productive learning environment for all students	○ Limited or inconsistent communication of rules and expectations for behavior. ○ Student behavior interferes with instruction or others' opportunity to learn. ○ Student behavior interferes with the emotional or physical safety of others. ○ Consequences may be inappropriate and/or inconsistently applied.	○ Clearly communicates rules and expectations for behavior to students. ○ Promotes and reinforces positive behavior consistent with established expectations. ○ Consequences are appropriate and applied in a timely fashion.	○ Considers students' input to create and monitor rules and consequences across varied learning environments. ○ Facilitates students' perseverance in demonstrating behavior consistent with established expectations. ○ Redirects student behavior when necessary and consistently enforces appropriate consequences.	○ Student behavior is consistent with established rules/norms. ○ Students promote behavior that supports a productive learning environment.
Conversation Notes:				
5. Maximizing the amount of time spent on learning by effectively managing routines and transitions	○ Instructional time is lost due to the lack of established routines. ○ Instructional time is lost because instructional arrangements have not been pre-determined or there are not clear directions to guide transitions. ○ All necessary instructional materials are not readily available.	○ Routines have been established but may not be efficient. ○ Instructional arrangements are planned but some instructional time is lost because the teacher continually redirects students through transitions. ○ Materials are available but there are no established procedures for their access or use.	○ Manages established routines and transitions to increase learning time but some students may require some assistance from the teacher. ○ Materials are organized and available and students know how to access them with minimal direction from the teacher.	○ Manages established routines and transitions to maximize student learning time and promote student independence.
Conversation Notes:				

Three is a separate Criteria and Feedback document for the Planning Module.
All three criteria must be met for successful completion.

Module Process Expectations	**Criteria for Success** *What does the beginning teacher need to document to be successful in the module process?*	**Rating and Feedback** Suggestions to *Improve Performance* *Select feedback **only** for criteria that **does not meet** success.*
Development of New Learning ***Teachers engage in professional learning to develop new knowledge and skills to improve their practice so they can help students achieve.***	***Development of New Learning*** • Describes **how the teacher developed** new learning (e.g., activities and **resources, etc.), and** Explains **what the teacher learned from the selected activities and resources** and/or thinking more deeply about his/her practice.	**[ ] Does not yet meet the criteria for *Development of New Learning*** ☐ The paper/project does not describe **how you developed new learning**, i.e., the resources and/or activities used to develop new learning. Describe specifically what you did to develop new learning during the module. ☐ The paper/project does not explain **what you learned** from the selected activities and resources. Explain specifically what you learned from the selected activities and resources and/or thinking more deeply about your practice. ☐ The paper/project does not describe **how you developed new learning**, i.e., the resources and/or activities used to develop new learning. Describe specifically what you did to develop new learning during the module.

Impact on Practice ***Teachers apply new knowledge and skills learned to improve teaching.***	***Impact on Practice*** • Explains, using **specific examples/evidence**, how the teacher's practice is different.	**[ ] Does not yet meet the criteria for *Impact on Practice*** ☐ The paper/project does not include specific examples/evidence to explain how your practice is different. Provide **specific examples/evidence** of what you did differently in your practice during the 8-10 week module process. ☐ The paper/project includes vague or general examples/evidence to explain how your practice is different. Provide **specific examples/evidence** of what you did differently in your practice during the 8-10 week module process. ☐ The paper/project describes changes in practice that took place over the course of the year, not during the 8-10 week module time frame. TEAM modules focus on a short period of time so you can recall and reflect on specific examples that demonstrate how your practice changed, i.e., how you made different choices related to content, outcomes, activities, etc. **Provide specific examples/evidence of what you did differently in your practice during the 8-10 week module time frame.**

Impact on Students ***Student learning and achievement improve as a result of teachers applying the new knowledge and skills learned***	***Impact on Students*** Explains, **using specific examples/evidence**, how student performance/learning has improved as a result of changes in the teacher's practice	**[ ] Does not yet meet the criteria for *Impact on Students*** ☐ The paper/project does not include specific examples/evidence of improved student performance/learning. Provide **specific examples/evidence** of how student performance/learning has improved as a result of your change in teaching practices during this module. ☐ The paper/project includes vague or general examples/evidence to explain how student performance/learning have improved. Provide **specific examples/evidence** of how student performance/learning has improved during this module. ☐ The paper/project describes changes in practice that took place over the course of the year, not during the 8-10 week module time frame. TEAM modules focus on a short period of time so you can recall and reflect on the daily impact on student learning. **Provide specific examples/evidence of improved student performance/learning during the 8-10 week module time frame.**

MODULE 1 SAMPLES

GRADE PREK-3 TRANSITIONS

- Reflection Paper

GRADE K-1 INTEGRATED DAY

- Reflection Paper

GRADE 4 READING

- Completed Performance Profile
- Completed PGAP
- BT/Mentor Meeting Log
- Personal (BT) Journal
- Reflection Paper

GRADE 6-8 PHYSICAL EDUCATION

- Reflection Paper

GRADE 9-10 MATHEMATICS

- Reflection Paper

MODULE 2 - PLANNING

OVERVIEW

Module 2 of TEAM is aligned with domain 3 of the Common Core of Teaching (CCT) - Planning for Active Learning.

To complete this module, teachers need to plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

The following indicators are observed in reviewing this module:

1. Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs;
2. Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;
3. Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;
4. Selecting appropriate assessment strategies to monitor ongoing student progress;
5. Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;
6. Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible;
7. Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;
8. Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning; and
9. Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.

CCT Performance Profile 3-21-14

Module Two: Planning for Active Learning

Explore the module with your mentor using the CCT Performance Profile. Read the italicized, bold print stem along with the indicators located on the left side of the profile, then read the descriptors of performance for each indicator.

1. one indicator that you see as especially relevant to your classroom practice,
2. Place yourself on the continuum of the selected indicator based on your current classroom practice.
3. Record specific examples/evidence about your current practice and its effect on your students' learning/performance in the "Notes" section below your selected indicator.

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

CCT Indicators	**Continuum of Effective Teaching** →			
1. Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.	○ Uses general understanding of the content, not data about the students' learning needs, to plan instruction. ○ Instructional plans are generally not differentiated and/or not at an appropriate level of challenge.	○ Uses general understanding of students' prior content knowledge and skills to plan instruction. ○ Instructional plans include some differentiation but may not ensure that instruction is at an appropriate level of challenge for all students.	○ Uses multiple sources of data about students' prior knowledge, skills and understanding of concepts to plan instruction. ○ Instructional plans incorporate strategies for differentiation but may not ensure an appropriate level of challenge for all students.	○ Analyzes student performance data to determine individual learning needs and plan instruction. ○ Instructional plans incorporate a variety of strategies that appropriately challenge all students, including differentiation of lesson content, process for developing understanding and/or products to exhibit student learning.
Conversation Notes:				
2. Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.	○ Develops discrete lessons and activities related to specific skills in the curriculum.	○ Develops a sequence of lessons and activities that are based on curriculum and build upon students' prior knowledge, skills and interests.	○ Develops and organizes lessons and units of instruction that at times incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by: - using strategic questions for discourse or inquiry based learning; - anticipating and teaching to content misconceptions; - making real world, career, or global connections with the content; or - making interdisciplinary connections.	○ Develops and organizes lessons and units of instruction that appropriately challenge students, promote their independence and interdependence and that consistently incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by: - using strategic questions for discourse or inquiry-based learning; - anticipating and teaching to content misconceptions; - making real world, career, or global connections with the content; or - making interdisciplinary connections.

CCT Indicators	Continuum of Effective Teaching →			
3. Selecting appropriate assessment strategies to monitor ongoing student progress.	○ Selects single measure assessments that may or may not measure criteria and outcomes of the unit related to learning goals.	○ Selects formative and summative assessments that are aligned to curriculum and content standards to monitor student progress. ○ Plans to provide students with information about their current progress, including general strengths and areas of need. ○ Plans include sharing assessment criteria with students.	○ Designs or selects a variety of assessment tools and strategies aligned to curriculum and content standards to monitor and evaluate students' learning. ○ Plans strategies to engage students in using assessment criteria to assess their own work.	○ Designs or selects a variety of assessment tools and strategies appropriate to individual students' needs to monitor and evaluate learning. ○ Plans strategies to engage students in using assessment criteria to reflect upon and assess their own progress over time.
Conversation Notes:				
4. Designing or selecting academic/ behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.	○ Identifies academic or behavioral concerns without a defined plan of intervention.	○ Prepares to address targeted academic or behavioral concerns. ○ Plans to document anticipated responses to strategy/use of materials.	○ Selects or designs supplemental or specialized instructional or behavioral interventions. ○ Discusses data with colleagues to inform planning for interventions.	○ Selects or designs supplemental or specialized instructional or behavioral interventions. ○ Discusses multiple sources of data with colleagues to determine continued use of intervention plan or need for alternative interventions.
Conversation Notes:				
5. Including strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills (across the curriculum). *L – Literacy* *N-Numeracy*	○ Limited planning for teaching content area literacy or numeracy skills.	○ (L) Plans to include use of strategies and materials that focus on either: - literal comprehension of content, or - process and structure of writing/ communicating ideas. ○ (N) Plans to include use of strategies and materials that focus on representing and/or solving mathematical problems within the content area.	○ (L) Plans to include use of some strategies and materials (including multimodal, multimedia and interdisciplinary) to build students' ability to understand, make meaningful connections to and/or communicate about content-related text. ○ (N) Plans to include use of some strategies, materials and resources (including multimodal, multimedia and interdisciplinary) to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems.	○ (L) Plans to include use of a variety of strategies, materials and resources to build students' ability to interpret, synthesize, and respond to content-related text. ○ (N) Plans to include use of a variety of resources to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems. ○ (L &N) Plans to include use of resources to support students' understanding of concepts and application of learning to help them to make connections within and among content areas and help them to understand the importance of literacy and numeracy in the world around them.
Conversation Notes:				

All three criteria must be met for successful completion.

Module Process Expectations	**Criteria for Success** *What does the beginning teacher need to document to be successful in the module process?*	**Rating and Feedback** Suggestions to *Improve Performance* *Select feedback **only** for criteria that **does not meet** success.*
Development of New Learning ***Teachers engage in professional learning to develop new knowledge and skills to improve their practice so they can help students achieve.***	***Development of New Learning*** • Describes **how the teacher developed** new learning (e.g., activities and **resources, etc.), <u>and</u>** Explains **what the teacher learned from the selected activities and resources** and/or thinking more deeply about his/her practice.	**[ ] Does not yet meet the criteria for *Development of New Learning*** ☐ The paper/project does not describe **how you developed new learning**, i.e., the resources and/or activities used to develop new learning. Describe specifically what you did to develop new learning during the module. ☐ The paper/project does not explain **what you learned** from the selected activities and resources. Explain specifically what you learned from the selected activities and resources and/or thinking more deeply about your practice. ☐ The paper/project includes a vague or general explanation of what you learned from the selected activities and resources. Explain more specifically **what you** learned from selected activities and resources and/or thinking more deeply about your practice.

Impact on Practice ***Teachers apply new knowledge and skills learned to improve practice prior to teaching.***	***Impact on Practice*** • Explains, using **specific examples/evidence**, what the teacher did differently when planning, **prior to teaching**.	**[ ] Does not yet meet the criteria for *Impact on Practice*** ☐ The paper/project focuses on instruction, not planning. The planning module requires you to focus on what you did prior to teaching., i.e. how you planned differently during the 8-10 week module. Revisit your thinking and decision making prior to instruction and use specific examples/evidence to demonstrate how and why you made changes to specific content, outcomes, activities, materials, etc. as you planned a lesson(s) or unit. ☐ The paper/project does not include specific examples/evidence of how and why you made specific choices in content, outcomes, activities, materials, etc. as you planned a lesson(s) or unit. Provide **specific examples/evidence of how and why** you made different decisions as you planned for a lesson(s) or unit during the 8-10 week module process. ☐ The paper/project describes how you were **"planning to plan"** for upcoming lessons. It does not describe how you actually planned specific content, including outcomes, activities, materials and/or groupings for a lesson(s) or unit. Provide **specific examples/evidence of how and why** you made content specific decisions as you planned for a lesson(s) or unit during the 8-10 week module process**.** ☐ The paper/project describes how your planning changed over the course of the year not during the 8-10 week module time frame. TEAM modules focus on a hort period of time so you can reflect on, and describe in detail, your thinking and decision-making process as you planned. Provide **specific examples/evidence** that describe in detail your thinking and decision-making process as you planned. Provide **specific examples/evidence** that describe how you made different decisions as you planned content, outcomes, activities, materials, etc. for a lesson(s) or unit **during the 8-10 week module process.**

3. Impact on Students ***Student learning and achievement improve as a result of teachers applying the new knowledge and skills*** *learned in their planning practice.*	***Impact on Students*** Explains, **using specific examples/evidence**, how the teacher **anticipates** student performance/learning will improve as a result of changes in the way the teacher plans **prior to teaching**	**[ ] Does not yet meet the criteria for *Impact on Students*** ☐ The paper/project focuses on instruction not planning. As a result the paper/project includes outcomes that happened as a result of instruction rather than examples of what you **anticipated** student outcomes would be as you planned to lesson(s) or unit. These examples cannot be used as evidence for planning. Provide **specific examples/evidence** of your thinking prior to instruction that describe how/why you expected that your improved planning of content, outcomes, materials, activities etc. **would result** in improved outcomes for students. ☐ The paper/project does not include specific examples of how you **anticipated** student performance/learning would improve as a result of the changes you made in your planning during the module. Provide **specific examples/evidence** of your thinking prior to instruction that describe how and **why** you expected that your improved planning related to content, materials, activities etc. **would result** in improved outcomes for students. ☐ Since the paper/project describes how you were **"planning to plan"** for upcoming lessons, it lacks the specificity needed to determine if changes in planning for upcoming lessons would reasonably result in improved outcomes for students, i.e., anticipated student outcomes need to be connected to your specific choices of content, strategies and activities. Provide **specific examples/evidence** of **how** and **why** you you anticipated that the specific content that you made would result in improved learning outcomes for students. ☐ The paper/project includes vague or general examples/evidence of how you **anticipate student** performance/learning will improve as a result of the changes you made in your planning during the module. Provide **specific examples/evidence** of your thinking prior to instruction that describes how and why you expected that your improved planning related to content, materials, activities etc. **would result** in improved outcomes for students. ☐ The paper/project describes changes in student outcomes over the course of the year, not during the 8-10 week module time frame. TEAM modules focus on a short period of time so you can reflect on your thinking and decision-making process as you plan and provide examples that describe why you anticipated that specific changes in your planning would result in improved outcomes for specific students in your class. Revisit the 8-10 week module time frame and describe the anticipated cause and effect connection between your instructional choices and student outcomes that you expected to see by the end of the 8-10 week module time frame.

MODULE 2 SAMPLES

GRADE 5 LANGUAGE ARTS

- Reflection Paper

GRADE 7 SOCIAL STUDIES

- Reflection Paper

GRADE 9 ENGLISH LANGUAGE ARTS

- Completed Performance Profile
- Completed PGAP
- BT/Mentor Meeting Log
- Personal (BT) Journal
- Reflection Paper

GRADE 9 HAIRDRESSING

- Reflection Paper

GRADE 10-12 CHEMISTRY

- Reflection Paper

MODULE 3 - INSTRUCTION

OVERVIEW

Module 3 of TEAM is aligned with domain 4 of the Common Core of Teaching (CCT) - Instruction for Active Learning.

To complete this module, teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

1. Using a variety of evidence-based strategies to enable students to apply and construct new learning;
2. Using technological and digital resources strategically to promote learning;
3. Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning;
4. Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students;
5. Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;
6. Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and
7. Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.

CCT Performance Profile 3-21-14

Module Three: Instruction for Active Learning

Explore the module with your mentor using the CCT Performance Profile. Read the italicized, bold print stem along with the indicators located on the left side of the profile, then read the descriptors of performance for each indicator.

1. Identify one indicator that you see as especially relevant to your classroom practice,
2. Place yourself on the continuum of the selected indicator based on your current classroom practice.
3. Record specific examples/evidence about your current practice and its effect on your students' learning/performance in the "Notes" section below your selected indicator.

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

CCT Indicators	**Continuum of Effective Teaching** →			
1. Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning.	• Teaches content of the general curriculum with limited consideration of student learning needs. • Instruction engages students primarily in learning lower level skills.	• Uses strategies that are based on general knowledge or data about student learning. • Instruction engages students primarily in learning and applying lower level skills, with few opportunities for analyzing, evaluating or creating new learning.	• Uses instructional strategies that are explicit, varied, and scaffold instruction based on specific data about student learning. • Instruction engages students in applying, analyzing, and evaluating their learning with opportunities to create new learning.	• Uses instructional strategies that are explicit, varied, and scaffold instruction; are based on specific data about student learning, and consistently lead students to generalize critical-thinking and problem-solving strategies to new or different content, applications or contexts.
Conversation Notes:				
2. Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents. *Note: Differentiated instruction applies to all students (tier one) and supplemental instruction applies to students in tiers two and three.*	• Provides instruction predominantly in whole group arrangements. Differentiation is limited to providing more time and/or lowering expectations for performance or achievement. • Supplemental intervention for students who need academic or behavioral support is provided solely by others.	• Provides instruction based on students' general learning needs for support or enrichment. Differentiation includes some varied learning tasks and/or instructional strategies such as extra help and re-teaching. • Occasionally provides supplemental intervention for students who need academic or behavioral supports, but intervention not provided in a systematic or routine manner.	• Provides instruction based on students' general and individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials. • Routinely provides supplemental intervention, based upon data related to student learning needs, is provided routinely for students who need academic or behavioral supports .	• Provides instruction based on students' individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials and addresses students' interests, motivation and readiness. • Routinely provides supplemental intervention, based upon data related to student learning needs for students who need academic or behavioral supports, and is revised based upon student response.
Conversation Notes:				

CCT Performance Profile 3-21-14

Module Three: Instruction for Active Learning

CCT Indicators	Continuum of Effective Teaching →			
3. Using technological and digital resources strategically to support learning.	• Uses technology primarily as a teacher tool (create worksheets, record student grades, visual presentation of content, etc.)	• Promotes use of technological or digital resources to help students access, organize and present information. • Acknowledges the importance of being a critical consumer of information accessed through a variety of media formats.	• Models strategic use of technological or digital resources to help students analyze, interpret and communicate information in order to demonstrate and apply learning. • Provides guidance for students to be critical consumers of information accessed through a variety of media formats.	• Promotes use of technological and digital resources to encourage students to work collaboratively, and to engage them in problem-solving and critical thinking activities. • Requires evidence that students are critical consumers of information accessed through a variety of media formats. • Monitoring provides ongoing support to help students analyze, interpret and communicate information in order to demonstrate and apply learning.
Conversation Notes:				
4. Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning.	• Primarily provides information to students. • Uses questions and activities that focus on recall and comprehension of information.	• Uses instructional strategies that focus on having students develop skills. • Discussions are generally teacher directed and beginning to focus on more open ended questions.	• Uses instructional strategies that scaffold learning by focusing on a balance of lower level and higher level skills and concepts. • Engages students in active learning activities such as discourse or inquiry-based learning activities with teacher guidance.	• Uses instructional strategies that scaffold learning, promote curiosity about the content, and lead students to develop questions and explore solutions to problems. • Consistently facilitates students' engagement in active learning strategies such as discourse or inquiry-based learning leading to student independence.
Conversation Notes:				

CCT Performance Profile 3-21-14

Module Three: Instruction for Active Learning

CCT Indicators	Continuum of Effective Teaching →			
5. Varying the student and teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to students.	• Primarily directs students through learning activities. • Teacher takes responsibility for instructional and non-instructional tasks.	• Provides opportunities for questioning/clarification of content and to discuss concepts presented. • Provides opportunities for students to take responsibility for non-instructional tasks.	• Provides opportunities for students to collaborate with each other to discuss and apply skills and concepts presented. • Provides opportunities for students to take responsibility for some learning activities.	• Provides opportunities for students to work individually and collaboratively to analyze, question and/or develop new learning. • Provides opportunities for students to develop and facilitate individual and collaborative learning activities.
Conversation Notes:				
6. Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks.	• Monitoring focuses on task completion and/or student engagement (not student performance relative to the learning objective). • Few instructional adjustments are made.	• Monitoring focuses on whole class development of skills. • Instructional adjustments (during and between lessons) focus primarily on pacing and procedures.	• Monitoring focuses primarily on data relative to progress of groups of students. • Instructional adjustments (during and between lessons) of materials, explanations, teaching strategies or the addressing of student misconceptions. (during and between lessons) are based on group struggles or progress with content or skills.	• Monitoring focuses primarily on specific data relative to progress of individuals and groups of students. • Instructional adjustments (during and between lessons) include timely decisions about whether differentiation of instruction is needed for the whole group, small groups or individual students.
Conversation Notes:				
7. Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.	• Provides feedback to students about the quality of their work/performance that is general and may be inconsistent or inaccurate.	• Provides feedback to students about the quality of their work/performance that is consistent and accurate but often general.	• Provides feedback to students about the quality of their work/performance that is specific and accurate and reinforces effective practices and understanding.	• Provides feedback to students about the quality of their work/performance is specific and accurate, reinforces effective practices, leads to understanding, and challenges students to extend thinking.
Conversation Notes:				

CCT Performance Profile 3-21-14
Module Three: Instruction for Active Learning

- **Evidence based strategies** are instructional decisions made based on available evidence or data of learners' skill level, academic or behavioral needs.

- **Explicit** means the teacher introduces and explains skills, concepts or materials clearly and is explicit about what is to be done, said or written rather than leaving it to learners to make inferences from experiences or possible misconceptions.

- **Scaffolding** is the supportive process that enables a child or novice to solve a problem or carry out a task which they could not complete on their own without assistance. Scaffolding closely relates to Vygotsky's theory about zone of proximal development, means the "area between what children can do independently and what they can do with assistance. Given repeated experiences, a child internalizes the collaborative form of the mental processes and is able to engage in them alone or in new contexts. As students develop the new skill or content, the teacher "gradually releases responsibility, with students assuming increased responsibility. Teachers should balance scaffolding students' learning enough so that support is not withdrawn too quickly and the student does not give up on the task or fail at it. (Clark and Graves, 2005)

- **Rigorous** learning stretches students beyond their "comfort zone," focusing on integrating knowledge in various disciplines and the world at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance which refers to helping students understand how their learning connects to their further studies and future work settings. (Wagner, 2006)

- **The hierarchy** of cognitive skills (Bloom's 1956 taxonomy of cognitive skills as revised by Anderson and Krathwohl, 2001) includes the following **lower order to higher order** thinking skills:
    - **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory
    - **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining
    - **Applying:** Carrying out or using a procedure through executing or implementing.
    - **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
    - **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
    - **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

- **Differentiated instruction** is an approach to teaching that emphasizes ways to meet the differing needs and abilities of students within the same class in the general education setting and is the primary provision of Tier I practices of the Scientific Research Based Interventions (SRBI) Framework to support students with academic or behavioral needs. Differentiation involves modifying the content, process, product or learning environment to effectively address the variety of student interests, learning preferences, affective needs and readiness levels in today's classrooms. Source: Tomlinson, C. A. (2003). ***Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching***. Alexandria, VA: Association for the Supervision of Curriculum Development. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. Source: Differentiated Instruction: http://www.cast.org/publications/ncac/ncac_diffinstruc.htm

- **Supplemental Interventions** are provided in addition to, not in lieu of, general core academic instruction in the primary classroom. Supplemental interventions involve explicit teaching in a student's focus area(s) needing improvement, or directly addressing the function of a student's inappropriate behavior, for example, through social skills training. Simply repeating the same curriculum and instruction with which the student has already failed, such as retention in grade, or superficial classroom accommodations (e.g., changes in seating arrangements, reduction in number of assigned math problems) do not constitute interventions. Supplemental interventions are provided to students failing to meet important academic or behavioral expectations and who have not responded to Tier I differentiated instruction practices in the general education class.

- Teachers **vary their roles** by knowing when to provide information, clarify an issue, model, lead or let students grapple with issues or questions.

TEAM CRITERIA AND FEEDBACK FOR REFLECTION PAPERS AND PROJECTS FOR MODULES 1, 3, AND 4

Three is a separate Criteria and Feedback document for the Planning Module.
All three criteria must be met for successful completion.

Module Process Expectations	**Criteria for Success** *What does the beginning teacher need to document to be successful in the module process?*	**Rating and Feedback** Suggestions to *Improve Performance* *Select feedback **only** for criteria that **does not meet** success.*
Development of New Learning ***Teachers engage in professional learning to develop new knowledge and skills to improve their practice so they can help students achieve.***	***Development of New Learning*** • Describes **how the teacher developed** new learning (e.g., activities and **resources, etc.), and** Explains **what the teacher learned from the selected activities and resources** and/or thinking more deeply about his/her practice.	**[ ] Does not yet meet the criteria for *Development of New Learning*** ☐ The paper/project does not describe **how you developed new learning**, i.e., the resources and/or activities used to develop new learning. Describe specifically what you did to develop new learning during the module. ☐ The paper/project does not explain **what you learned** from the selected activities and resources. Explain specifically what you learned from the selected activities and resources and/or thinking more deeply about your practice. ☐ The paper/project does not describe **how you developed new learning**, i.e., the resources and/or activities used to develop new learning. Describe specifically what you did to develop new learning during the module.

Impact on Practice ***Teachers apply new knowledge and skills learned to improve teaching.***	***Impact on Practice*** • Explains, using **specific examples/evidence**, how the teacher's practice is different.	**[ ] Does not yet meet the criteria for *Impact on Practice*** ☐ The paper/project does not include specific examples/evidence to explain how your practice is different. Provide **specific examples/evidence** of what you did differently in your practice during the 8-10 week module process. ☐ The paper/project includes vague or general examples/evidence to explain how your practice is different. Provide **specific examples/evidence** of what you did differently in your practice during the 8-10 week module process. ☐ The paper/project describes changes in practice that took place over the course of the year, not during the 8-10 week module time frame. TEAM modules focus on a short period of time so you can recall and reflect on specific examples that demonstrate how your practice changed, i.e., how you made different choices related to content, outcomes, activities, etc. **Provide specific examples/evidence of what you did differently in your practice during the 8-10 week module time frame.**

Impact on Students ***Student learning and achievement improve as a result of teachers applying the new knowledge and skills learned***	***Impact on Students*** Explains, **using specific examples/evidence**, how student performance/learning has improved as a result of changes in the teacher's practice	**[ ] Does not yet meet the criteria for *Impact on Students*** ☐ The paper/project does not include specific examples/evidence of improved student performance/learning. Provide **specific examples/evidence** of how student performance/learning has improved as a result of your change in teaching practices during this module. ☐ The paper/project includes vague or general examples/evidence to explain how student performance/learning have improved. Provide **specific examples/evidence** of how student performance/learning has improved during this module. ☐ The paper/project describes changes in practice that took place over the course of the year, not during the 8-10 week module time frame. TEAM modules focus on a short period of time so you can recall and reflect on the daily impact on student learning. **Provide specific examples/evidence of improved student performance/learning during the 8-10 week module time frame.**

MODULE 3 SAMPLES

GRADE K-3 SPECIAL EDUCATION

- Reflection Paper

GRADE 2 LITERACY

- Reflection Paper

GRADE 5 TECHNOLOGY

- Reflection Paper

GRADE 7 MATHEMATICS

1. Completed Performance Profile
2. Completed PGAP
3. BT/Mentor Meeting Log
4. Personal (BT) Journal
5. Reflection Paper

GRADE 8 SOCIAL STUDIES

- Reflection Paper

MODULE 4 – ASSESSMENT

OVERVIEW

Module 4 of TEAM is aligned with domain 5 of the Common Core of Teaching (CCT) - Assessment for Learning.

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

1. Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills;
2. Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;
3. Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time;
4. Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;
5. Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;
6. Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;
7. Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences; and
8. Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.

CCT Performance Profile 3-21-14
Module Four: Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

CCT Indicators	Continuum of Effective Teaching →			
1. Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn. *See additional notes at the end of the document..*	• Relies primarily on summative (final) assessments to report performance or assign grades. • Assessments do not provide students varied opportunities to demonstrate their learning in different ways.	• Uses ongoing and summative assessments to measure how students perform relative to daily learning or unit objectives that result in instruction that is either repeated or continued with minimal adjustment. • Assessments are occasionally varied to provide different ways for students to demonstrate their learning.	• Uses formative and summative assessment data from pre- and post-assessments to inform subsequent planning and instruction to help students attain unit or curriculum standards. • Assessments provide different ways for students to demonstrate their learning.	• Uses formative and summative assessments for pre- and post-assessment data to continuously inform, adjust and differentiate instruction for individual student needs and provide students an opportunity to learn from their performance. • Assessments are designed to provide students with alternative ways to demonstrate their learning.
Conversation Notes :				
2. Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time.	• Assessments primarily measure recall of information. • Provides data on student growth, which is limited to summative assessment grades and task completion, without analysis about how to help improve student learning or behavior.	• Assessments measure knowledge and skills. • Provides written data on student growth, which includes general information and inferences about student achievement or struggles with course curriculum standards.	• Assessments measure knowledge, skills and some concepts. • Compiles data on student growth, based on multiple measures, which includes specific information and analysis about successes or struggles with course curriculum, literacy, or organizational or behavioral skills. • Identifies general instructional needs for additional focus, support or enrichment.	• Assessments continually measure knowledge, skills and critical concepts in the content area. • Compiles data on student growth, based on multiple measures which includes specific information and analysis about successes or struggles with course curriculum, literacy, or organizational, behavioral, social/emotional skills, with detailed evidence and examples of performances. • Analyzes data to inform design of specific intervention strategies, enrichment, departmental/grade level curriculum changes, or school-wide behavioral strategies to support growth of individual students and groups of students.
Conversation Notes :				

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

CCT Indicators	Continuum of Effective Teaching →			
3. Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress.	• Meets with colleagues to review assessment data but does not use information to inform instruction.	• Meets with colleagues to review and interpret assessment data and uses data to plan instruction.	• Collaborates with colleagues to review and interpret assessment data in order to plan and adjust instruction and assessments to meet the needs of individuals and/or small groups.	• Pro-actively communicates student assessment data with team and/or colleagues and collaborates to improve grade level or departmental instructional or assessment strategies to meet school-wide as well as individual students' needs.
Conversation Notes:				
4. Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.	• Assessment criteria are not clear and/or are communicated after the assessment. • Feedback is generally provided as numerical or letter grades.	• Criteria are communicated prior to an assignment or assessment but focus primarily on task completion (not learning outcomes) and/or student behaviors. • Feedback includes numerical or letter grades and some general comments about students' weaknesses.	• Criteria are clearly communicated to students prior to an assignment or assessment and include rubrics or exemplars of student work. • Teacher assists students in assessing their own work and/or the work of their peers. • Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes suggestions for improvements.	• Criteria are clearly communicated to students prior to an assignment or assessment, include rubrics or exemplars of student work, and involve students in developing the evaluation criteria or their own goals for achievement/progress. • Students evaluate their own work or the work of their peers. • Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes suggestions for improvements.
Conversation Notes:				
5. Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators.	• Communicates results to students and families, mainly through grades, report cards and mandated parent/teacher conferences or when issues reach critical stage.	• Communicates expectations and results with students and families through grades, report cards and mandated parent/teacher conferences and when a student is experiencing difficulty with academics or behavior. • Occasionally consults other educators for possible strategies when the teacher's academic or behavioral interventions for students are not successful.	• Regularly communicates expectations and performance results with students, families and/or other educators. • Proactively enlists the support of other educators and/or families to address specific academic or behavioral performance needs.	• Regularly communicates expectations and performance results and immediately addresses needs with student, families and/or other colleagues, providing detailed, in-depth information. • Proactively enlists the support of other educators and/or families in addressing academic or behavioral needs for support or enrichment and develop performance expectations.
Conversation Notes:				

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

CCT Indicators	Continuum of Effective Teaching →			
6. Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized educational programs for students with disabilities.	• Use of academic, behavioral or health data is not considered on a regular basis or over time to develop intervention strategies for students who exhibit academic or behavioral needs. • If applicable, has limited participation in the development of individualized educational programs.	• Uses data from limited sources to develop intervention strategies. • If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.	• Uses multiple sources of data to collaborate with grade level or content colleagues in the development of interventions to monitor progress. • If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.	• Uses multiple sources of data and seeks support from specialists to monitor students progress and to design or refine interventions, including differentiated instruction. • If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.
Conversation Notes:				

The following two indicators are essential knowledge that is overarching to all indicators of this domain:

- Teachers should understand the different purposes[1] and types of assessment[2] that capture the complexity of student learning across the hierarchy of cognitive skills;
- Recognize the role that lack of opportunity to learn, lack of effective instruction and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences.

TEAM CRITERIA AND FEEDBACK FOR REFLECTION PAPERS AND PROJECTS
FOR MODULES 1, 3, AND 4

Three is a separate Criteria and Feedback document for the Planning Module.
All three criteria must be met for successful completion.

Module Process Expectations	**Criteria for Success** *What does the beginning teacher need to document to be successful in the module process?*	**Rating and Feedback** Suggestions to *Improve Performance* *Select feedback **only** for criteria that **does not meet** success.*
Development of New Learning ***Teachers engage in professional learning to develop new knowledge and skills to improve their practice so they can help students achieve.***	***Development of New Learning*** • Describes **how the teacher developed** new learning (e.g., activities and **resources, etc.), and** Explains **what the teacher learned from the selected activities and resources** and/or thinking more deeply about his/her practice.	**[ ] Does not yet meet the criteria for *Development of New Learning*** ☐ The paper/project does not describe **how you developed new learning**, i.e., the resources and/or activities used to develop new learning. Describe specifically what you did to develop new learning during the module. ☐ The paper/project does not explain **what you learned** from the selected activities and resources. Explain specifically what you learned from the selected activities and resources and/or thinking more deeply about your practice. ☐ The paper/project does not describe **how you developed new learning**, i.e., the resources and/or activities used to develop new learning. Describe specifically what you did to develop new learning during the module.

Impact on Practice ***Teachers apply new knowledge and skills learned to improve teaching.***	***Impact on Practice*** • Explains, using **specific examples/evidence**, how the teacher's practice is different.	**[ ] Does not yet meet the criteria for *Impact on Practice*** ☐ The paper/project does not include specific examples/evidence to explain how your practice is different. Provide **specific examples/evidence** of what you did differently in your practice during the 8-10 week module process. ☐ The paper/project includes vague or general examples/evidence to explain how your practice is different. Provide **specific examples/evidence** of what you did differently in your practice during the 8-10 week module process. ☐ The paper/project describes changes in practice that took place over the course of the year, not during the 8-10 week module time frame. TEAM modules focus on a short period of time so you can recall and reflect on specific examples that demonstrate how your practice changed, i.e., how you made different choices related to content, outcomes, activities, etc. **Provide specific examples/evidence of what you did differently in your practice during the 8-10 week module time frame.**

Impact on Students ***Student learning and achievement improve as a result of teachers applying the new knowledge and skills learned***	***Impact on Students*** Explains, **using specific examples/evidence**, how student performance/learning has improved as a result of changes in the teacher's practice	**[ ] Does not yet meet the criteria for *Impact on Students*** ☐ The paper/project does not include specific examples/evidence of improved student performance/learning. Provide **specific examples/evidence** of how student performance/learning has improved as a result of your change in teaching practices during this module. ☐ The paper/project includes vague or general examples/evidence to explain how student performance/learning have improved. Provide **specific examples/evidence** of how student performance/learning has improved during this module. ☐ The paper/project describes changes in practice that took place over the course of the year, not during the 8-10 week module time frame. TEAM modules focus on a short period of time so you can recall and reflect on the daily impact on student learning. **Provide specific examples/evidence of improved student performance/learning during the 8-10 week module time frame.**

MODULE 4 SAMPLES

GRADE K LANGUAGE ARTS

- Reflection Paper

GRADE 1 WRITING

- Performance Profile
- Reflection Paper Criteria
- Additional Resources
- Reflection Paper

GRADE 4 MATHEMATICS

- Completed Performance Profile
- Completed PGAP
- BT/Mentor Meeting Log
- Personal (BT) Journal
- Reflection Paper

GRADE 5 ART

- Reflection Paper

GRADE 7 SCIENCE

- Reflection Paper

GRADE 9-12 CONCERT BAND

- Reflection Paper

MODULE 5 – RESPONSIBILITY

OVERVIEW

Module 5 of TEAM is aligned with domain 6 of the Common Core of Teaching (CCT) - Professional Responsibilities and Teacher Leadership.

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

1. Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;
2. Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students;
3. Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;
4. Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement;
5. Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;
6. Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;
7. Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;
8. Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;
9. Using communication technology in a professional and ethical manner;
10. Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects; and
11. Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.

Additional resources for Module 5 will be shared to you by your District Facilitator.

Bosch, Karen A. PLANNING CLASSROOM MANAGEMENT: A FIVE STEP PROCESS TO CREATING A POSITIVE LEARNING ENVIRONMENT. Corwin, 2006
The author helps teachers develop classroom management plans through a five-step process that includes introspection, observation, plan development, implementation, and plan revision.

Burke, Jim. CLASSROOM MANAGEMENT: TEACHERS ESSENTIAL GUIDE SERIES. Scholastic, 2008.
The Teacher's Essential Guide to Classroom Management includes a combination of research and the author's own experience as a public school teacher. This somewhat "quick-reference" guide includes a self-assessment checklist to help identify the management issues that are most pressing in your classroom. The author goes on to present quick and effective strategies to address these challenges, specifically for middle and high school teachers.

Isbell, Rebecca. EARLY LEARNING ENVIRONMENTS THAT WORK. Gryphon House, 2001.
Early Learning Environments that Work explores how you can use furniture arrangement, color, materials, storage, lighting, and more to encourage learning. Each chapter gives you detailed illustrations and photographs to help you set up or arrange your learning environment.

Khalsa, Sirinam S. TEACHING DISCIPLINE AND SELF RESPECT: EFFECTIVE STRATEGIES, ANECDOTES AND LESSONS FOR SUCCESSFUL CLASSROOM MANAGEMENT. Corwin, 2007.
Teaching Discipline and Self Respect includes lesson plans, strategies, and anecdotes from successful classroom management projects used in culturally, economically, and academically diverse classrooms. Strategies and activities focus on developing students' self-esteem, self-image, and self-responsibility.

Marzano, Robert J. A HANDBOOK FOR CLASSROOM MANAGEMENT THAT WORKS. ASCD, 2005.
Robert J. Marzano analyzes research from more than 100 studies to explore how classroom management affects student achievement, techniques that teachers find most effective and how important school-wide policies and practices are in setting the tone for individual classroom management.

http://www.aft.org/yourwork/tools4teachers/classmgt/index.cfm
The American Federation of Teachers website includes tips, worksheets and interactive activities to help teachers become good classroom managers and encourage rich student engagement.

http://www.apa.org/ed/schools/cpse/activities/class-management.aspx
The American Psychological Association has developed a website that includes many videos, approximately 15 minutes in length, describing practical classroom strategies for individuals and classrooms, as well as, interventions for classroom disruptions. Excellent for use in small or large group discussions.

http://www.educationworld.com/a_curr/archives/classmanagement.shtml#tips
This website includes classroom management tips with links to additional sources of information, including individual goal setting and creating a positive learning environment that values structure and accountability.

http://www.edutopia.org/groups/classroom-management
This site features discussion groups around effective classroom management practices in all grade levels and content areas. Teachers share successes and obstacles they have encountered in various instructional settings.

http://www.nea.org/tools/ClassroomManagement.html
This National Education Association website has a wealth of articles and media describing effective classroom practices including addressing rude behavior, breaking up fights and social skills kids need to succeed.

http://www.proteacher.net
ProTeacher includes links for new teachers, especially at the elementary level, to assist with the development of routines and transitions, classroom procedures and behavior management.

http://www.rtinetwork.org/about-us/advisory-council/sugai-george
Dr. George Sugai is Carole J. Neag Endowed Professor in Special Education in the Neag School of Education at the University of Connecticut with expertise in behavior analysis, classroom and behavior management, school-wide discipline, function-based behavior support, positive behavior supports, and educating students with emotional and behavioral disorders. The RTI Network provides information across grade levels about how to get started building and implementing an RTI model.

http://www.teachersnetwork.org/ntny/nychelp/manage.htm
Teacher's Network is a comprehensive website with many contributors across many topics affecting practicing teachers. The page featuring classroom management strategies includes links to articles by a K-8 literacy instructor in Brooklyn New York with online resources for all grade and content level teachers.