

TEAM Program – FACT SHEET 2020-21

General Requirements

During the 2018 legislative session, the General Assembly allocated \$1.5M to the Connecticut State Department of Education (CSDE) Talent Development Fund to assist with the implementation of the TEAM program at the local level. Funds will be allocated directly from the CSDE to each Local Education Agencies (LEA) based on the number of beginning teachers in the district.

Requirements	Legislation: Section 10-145o
<p>All LEAs are required to fully implement the TEAM program as outlined in CT state statute.</p>	<p><i>Pursuant to C.G.S. Section <u>10-145o(a)</u>, “local and regional boards of education are required to administer a teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules pursuant to subsection (e) of this section, for beginning teachers.”</i></p>
<p>The CSDE will allocate funds directly to individual LEAs, based on the number of beginning teachers participating in TEAM in the district.</p> <p>This funding may be used to assist local districts to offset the cost of TEAM implementation in the following areas:</p> <ol style="list-style-type: none"> 1. mentor stipends 2. professional development for mentors and beginning teachers 	<p><i>“In administering the teacher education and mentoring program under this section: (1) The Department of Education shall...(B) distribute state funding to local and regional school districts to assist with implementation of district teacher education and mentoring plans.”</i> <u>10-145o (b)</u></p>

LEA Requirements

<p>LEAs are required to develop a three-year teacher education and mentoring plan that the CSDE will ask to review in the event that concerns or problems arise.</p> <p>The CSDE is using an online system to collect the details of the plan. If your district’s plan is not current, please enter it in the 2020-2023 district support plans.</p>	<p><i>“LEAs are required to develop a three-year teacher education and mentoring plan to ensure that schools under the board's jurisdiction coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan.”</i> <u>10-145o (c)</u></p> <p><i>“Local and regional boards of education shall develop an annual budget to support the activities detailed in the three-year teacher education and mentoring plan and submit such budget annually to the Department of Education to receive state assistance for such activities.”</i> <u>10-145o (b) (4)</u></p> <p><i>“In administering the teacher education and mentoring program under this section: (1) The Department of Education shall...monitor district implementation of the teacher education and</i></p>
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	<p><i>mentoring program to ensure fidelity to the program’s plan and goals... develop guidelines for the creation and approval of district teacher education and mentoring plans.” <u>10-145o (b)</u></i></p> <p><i>“Local and regional school districts shall develop a three-year teacher education and mentoring plan that incorporates the Department of Education’s goals and instructional priorities, as well as any local considerations based on community and student needs.” The plan shall include... a timeline of district-wide mentoring days for observations, individual discussion, small group meetings, professional development days, ...and beginning teachers’ completion of tasks associated with each module.” <u>10-145o (b)(4)</u></i></p>
<p>LEAs are required to have a TEAM Coordinating Committee (TCC).</p> <p>The TCC may be a subcommittee of the district’s Professional Development and Evaluation Committee (PDEC).</p>	<p><i>“Local and regional boards of education shall form a local or regional coordinating committee or committees [TEAM Coordinating Committee (TCC)], with representatives of the exclusive bargaining representative for certified employees chosen pursuant to section <u>10-153b</u>, based on district size, to guide the activities outlined in the three-year teacher education and mentoring plan.” <u>10-145o (b)(4)(B)</u></i></p>
<p>While there is no statutory requirement, LEAs may continue to identify a District Facilitator (DF) to oversee and coordinate the implementation of the TEAM program at the local level.</p> <p>The district and their TCC may continue this structure or develop a different leadership structure.</p>	<p>There is no statutory requirement that a district have a DF.</p> <p>Historically, the DF has served as the leader of the TCC and has functioned as liaison between the Connecticut State Department of Education (CSDE), the district, the superintendent, administrators, beginning teachers, and mentors regarding requirements of the TEAM program.</p>
Mentors and the TEAM Process	
<p>Beginning teachers who hold an initial educator certificate and are required to participate in TEAM should be paired with a trained mentor who will provide support throughout the TEAM induction process.</p>	<p><i>“Local and regional boards of education shall recruit mentors for their teacher education and mentoring program.” <u>10-145o (f)</u></i></p> <p><i>“...Each mentor shall be assigned two beginning teachers, except that in certain circumstances, a mentor may be assigned three beginning teachers. Such assignment shall be reflected in each district’s three-year plan.” <u>10-145o (f)</u></i></p>

<p>Mentors must hold a provisional educator certificate or a professional educator certificate and have at least three years teaching experience in CT, including at least one year in the district in which they are presently employed.</p>	<p><i>“Those persons eligible to serve as mentors shall hold a provisional educator certificate or a professional educator certificate pursuant to section 10-145s, and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program.” 10-145o (f)</i></p>
<p>Mentors are expected to provide at least fifty contact hours to each beginning teacher.</p>	<p><i>“Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module.” 10-145o (f)</i></p>
<p>Mentors should be paid a minimum of a five-hundred dollar annual stipend for each beginning teacher assigned.</p> <p>The stipend should be paid by the local or regional board of education.</p> <p>TEAM funds allocated to districts from the CSDE may be used to offset the cost of mentor stipends.</p>	<p><i>“Mentors shall receive a minimum of a five-hundred-dollar annual stipend for each beginning teacher assigned to such mentor from the local or regional board of education for participation in the teacher education and mentoring program. Such stipend shall be included in a person’s total earnings for purposes of retirement.” 10-145o (f)</i></p>
<p>Mentors must be trained before being assigned a beginning teacher.</p>	<p><i>(c) Local and regional school districts shall develop a three-year teacher education and mentoring plan that includes...(5) a description of the process used to train and update mentors in best practices and essential knowledge.” 10-145o (c)(5)</i></p>
<p>Beginning Teachers and the TEAM Process</p>	
<p>Beginning teachers who hold an initial educator certificate and are teaching under such certificate are required to participate in TEAM.</p>	<p><i>“During the period of employment in a public school, a person holding an initial educator certificate shall participate in a beginning educator program [TEAM].” 10-145b (a)</i></p>
<p>LEAs, in collaboration with their TCC, may develop their own requirements for the method by which beginning teachers in their district will demonstrate completion of each module – either a reflection paper or project – provided it is aligned with the principles of teaching approved by the State Board of Education and the state’s goals for state-wide teacher induction.</p> <p>The district’s three-year teacher education and mentoring plan should include specific details describing the specific method of demonstrating completion of each module and the review process.</p>	<p><i>“Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module, to complete such instructional module...”</i></p> <p><i>“...For each instructional module, beginning teachers shall (A) apply the knowledge gained through such activities in a lesson, project or demonstration of how the activity impacted student learning, and (B) submit a reflection paper <u>or</u> <u>project</u>, to be signed by the mentor, that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning</i></p>

	<p><i>contributed to the development of such beginning teacher. Such reflection paper or project shall be forwarded to the district’s coordinating committee for approval.”<u>10-145o(e)(2)</u></i></p> <p>Districts, in collaboration with their TEAM Coordinating Committee (TCC), may decide to require a reflection paper or a different method of demonstrating completion of each instructional module.</p>
<p>TEAM is designed as a professional growth model. Beginning teachers will complete each instructional module according to the method described in their district’s three-year teacher education and mentoring plan.</p> <p>TEAM funds allocated to districts from the CSDE may be used to offset the cost of professional growth activities for beginning teachers and their mentors.</p>	<p><i>Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module, to complete each such instructional module, and such activities shall be reflected in the beginning teacher needs assessment. Such activities may be presented in person by mentors, offered in workshops, through on-line courses or through the completion of a set of readings. <u>10-145o(e)(2)</u></i></p>
<p>The following criteria for successful completion of a module applies, regardless of the method selected by the district to demonstrate completion of each instructional module:</p> <ol style="list-style-type: none"> 1) <i>Evidence of new learning</i> 2) <i>Impact on practice</i> 3) <i>Impact on students.</i> 	<p><i>Beginning teachers are required to complete the modules in a manner “that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development of such beginning teacher.”<u>10-145o (e)(2)</u></i></p>
<p>The LEA, in collaboration with their TCC, may determine the method by which they will review module completion. Such reviews may be conducted in-district, through the regional review process, or in a collaborative partnership with other districts.</p> <p>The district’s three-year plan should include a description of the process by which module completion will be reviewed.</p>	<p><i>The evidence of completion “shall be forwarded to the district’s coordinating committee for approval.” <u>10-145o (e)(2)</u></i></p>
<p>Category I teachers are required to complete five modules.</p> <p>Note: Category I includes: Elementary education, English and language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language</p>	<p><i>“Beginning teachers who hold an initial educator certificate in the following subject areas and endorsement areas shall be required to successfully complete the teacher education and mentoring program in full: Elementary education, English and language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language.” <u>10-145o (g)(1)</u></i></p> <p><i>....beginning teachers shall satisfactorily complete instructional modules in the following areas:</i></p>

	<p>(A) Classroom management and climate; (B) Lesson planning and unit design; (C) Delivering instruction; (D) Assessing student learning; and (E) Professional practice.” <u>10-145o (e)(1)</u></p>
<p>Category II teachers are required to complete two modules.</p> <p>Note: Category II includes: any other endorsement area [not listed above] and whose primary function is providing direct instruction to students.</p>	<p>“Beginning teachers in any other endorsement area [not listed above] and whose primary function is providing direct instruction to students shall be required to successfully complete one year of mentorship and two instructional modules.” <u>10-145o (g)(2)</u></p> <p>Historically, Module Five did not count as one of the two modules required for Category II teachers. However, the district, in collaboration with their TCC, may determine which two modules Category II teachers must complete.</p>
Certification	
<p>Teachers who hold an initial educator certificate are required to successfully complete TEAM requirements in order to advance to a provisional educator certificate.</p>	<p>“(e) the State Board of Education, upon receipt of a proper application, shall issue a provisional educator certificate to any person who (1) has successfully completed a beginning educator program [TEAM] and one school year of successful teaching as attested to by the superintendent, or the superintendent’s designee, in whose local or regional school district such person was employed.” <u>10-145d (e)</u></p>
<p>Teachers who hold an initial educator certificate and have not successfully completed TEAM by their deadline will not be eligible for reissuance of the initial educator certificate.</p>	<p>“A person who holds an initial educator certificate and has served under it in the employ of a board of education, and has not successfully completed BEST [TEAM] and whose employing agent does not request an extension of the initial educator certificate, shall not be eligible for reissuance of the initial educator certificate.”</p> <p>CT Regulations Concerning State Educator Certificates: Section - 10-145d (k)</p>
<p>A beginning teacher who does not successfully complete TEAM may be eligible for reissuance of the initial educator certificate by successfully completing an intervening study and experience as approved by the State Board of Education.</p>	<p>“A person who held an initial educator certificate, served under it in the employ of a board of education and who has not successfully complete BEST [TEAM] and whose employing agent does not request an extension of the initial educator certificate, and who applies for reissuance, may be eligible for reissuance if the person has submitted evidence of intervening study and experience.”</p> <p>CT Regulations Concerning State Educator Certificates: Section - 10-145d (l)</p>

The superintendent should notify the CSDE that a beginning teacher has successfully completed TEAM requirements.

Beginning in fall 2018, verification of TEAM completion can be entered directly into the CSDE Educator Data System (EDS).

When a beginning teacher has satisfactorily completed all modules, the local or regional school district shall verify that the work of beginning teachers and instructional modules has been successfully completed to warrant provisional certification. The superintendent of the school district shall submit the names of the beginning teachers eligible for receipt of a provisional educator certificate to the State Board of Education. 10-145o (e)(3)