

CONNECTICUT STATE DEPARTMENT OF EDUCATION

TEAM PROGRAM MANUAL

2026-27



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

State of Connecticut

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SECTION 1: Introduction to TEAM

A. TEAM Mission and Goals

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.

"Research demonstrates that comprehensive, multi-year induction programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, provide a stronger return on states' and school districts' investment, and improve student learning."¹

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.

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.

¹ New Teacher Center's 2018 *Review of State Policies on New Educator Induction*

B. TEAM Program Overview

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

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

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

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

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

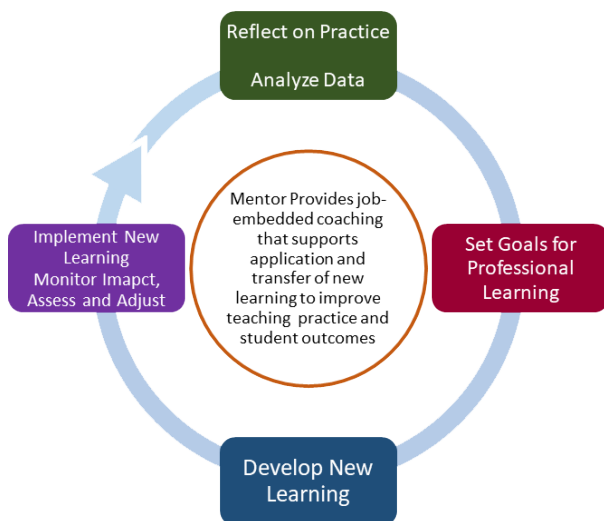
Module 5: Professional Responsibilities aligns with the *CCT Domain 6*

C. The TEAM Program Process of Continuous Professional Growth

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



The process promotes collaboration between the beginning teacher and mentor by setting up structures for short-term (8-10 weeks) cycles of improvement. At the heart of the cycle is the collaborative relationship between the mentor and the beginning teacher.

Phase 1, the beginning teacher and mentor begin the process by analyzing a variety of data sources related to the teacher's practice and students' learning needs to determine a focus area for professional learning.

Phase 2, the beginning teacher focuses on the critical question: *What do I need to learn to improve my practice and student outcomes?* This phase ensures that new learning is intentional and tied directly to the most relevant needs of the teacher and students to achieve the desired outcomes. Embedding professional learning in the classroom supports teachers when they need it most. The teacher sets a professional growth goal and develops a professional growth action plan (PGAP), which is shared with the administrator.

Phase 3, the beginning teacher engages in developing new learning to acquire and develop new practices, or to refine, expand, or extend existing practices that build on content knowledge and pedagogical skills around the selected focus area. There are many resources available to assist teachers in selecting appropriate learning. Among the many options, the teacher may seek information resources for study, or turn not only to the mentor but to other colleagues in the district for expertise. An instructional coach in the building or district, perhaps even a coach on their team, may be able to provide mini-lessons on using particular strategies. The teacher may need to turn to outside sources for expertise if the knowledge isn't available in the building or district. Whether to an online network or a technical assistance provider with a specialty focus, the teacher's new learning may take many forms at this phase, as they engage as active participants throughout the process.

Phase 4, the beginning teacher applies the new learning within the classroom. Through ongoing collaboration with the mentor, the teacher evaluates the impact of the new professional learning on their practice and student learning. Throughout the process, the teacher and mentor continue to collaborate to assess and adjust subsequent instruction or identify additional professional learning as needed.

Phase 5, the beginning teacher reflects on and documents specific examples/evidence of their new learning, the impact on their practice, and positive outcomes for students. At the culmination of the module cycle, teachers can draw on these reflections and use examples/evidence to create a Reflection Paper or Project addressing the specific criteria – *development of new learning, impact on practice, and impact on student outcomes*.

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

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

D. Module Outcomes

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

District Facilitators or another individual in the district is assigned a role in EDS. The superintendent or a designee will enter TEAM completions in EDS when a teacher has completed all TEAM requirements successfully.

E. Module 5: Professional Responsibility

Module 5 focuses on the Code of Professional Responsibility. The context of this module is very different from the first four modules, which are primarily classroom centered. The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, by design, this module will serve to educate new teachers about the following: 1.) their professional responsibility to the public trust 2) expectations for the highest possible degree of ethical conduct and moral integrity and 3) making connections beyond the classroom to the larger school/district educational community and the community of students and families.

To fulfill Module 5 requirements, teachers must engage in district-facilitated conversations that focus on ethical and professional dilemmas for teachers and complete a short survey.

All teachers licensed in the state of Connecticut must uphold to the Code of Professional Responsibility for Teachers (Sec.10-145d-400a of the state certification regulations). All teaching documented in a TEAM Program professional growth module must reflect professional and ethical conduct. The submission of a TEAM reflection paper or a project by a beginning teacher attests to the teacher's confirmation that the work is that of the teacher. Any detection of a breach of ethical conduct, such as plagiarism, will be reported to the district superintendent and may result in CSDE action against a teacher's certification, up to and including revocation.

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

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

While TEAM cannot be considered for evaluation purposes, **evaluation can inform a beginning teacher's work in TEAM.** A teacher's work in each instructional module should be connected to the day-to-day work of the teacher and the teacher's students. Feedback from evaluation observations can provide the teacher with a specific focus area for TEAM module work. Additionally, a beginning teacher's Student Learning Goals/Objectives can inform the specific areas where a teacher may want to develop new learning. However, the successful completion or unsuccessful completion of a beginning teacher's modules or any other activities completed as part of the TEAM process must not have any impact on or be a factor in a district's decision to continue or terminate the employment of the beginning teacher. Non-renewal must be based on alternative criteria.

G. Eligibility for Participation in TEAM

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

Teachers who are eligible to participate in the TEAM Program must meet the following criteria:

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

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

- Hold and are working under a durational shortage area permit (DSAP) *unless the teacher holds an initial teaching certificate in the same content area for which the teacher is pursuing bilingual certification* (e.g. a teacher has a DSAP for bilingual mathematics and holds an initial certification in mathematics #029);
- Hold and are working under a resident teaching certificate, or an adjunct arts instructor permit, and have not fully completed requirements for the initial certificate;
- Hold and are working under a temporary 90-day certificate;
- Hold and are working under a Resident Educator Certificate;
- Are employed as an itinerant substitute teacher, even if working under an initial educator certificate;
- Are employed as an ISS coordinator, which is a position that does not require certification. Therefore, certified individuals serving in a position of ISS coordinator will not be considered to be teaching under their certificate or be eligible to earn Teachers' Retirement Board (TRB) credit or serve to advance their certification. As a result, teachers holding initial certificates who are ISS coordinators will not be eligible to participate in TEAM;
- Are working under an elementary initial certificate in a **Birth to Age 3** (endorsement # 112 or 113) program. These teachers generally are working in homes with children and their families and therefore, are not required to participate in the TEAM program;
- Are working under the Adult Education #106 in a high school credit program endorsement;
- Are employed as a "tutor" or "teaching assistant," as they are not considered to be teaching under their certificate; OR
- Are teaching under an initial educator certificate, or an interim initial educator certificate in a subject area that is not compliant with their endorsement or applicable to the TEAM Program.

H. Exemption from TEAM Requirements

Teachers with out-of-state teaching experience or experience at an approved Connecticut nonpublic or independent school may be eligible for an exemption from TEAM.

Out-of-state Teaching Experience: Completion of 20 school months of successful service (within the past 10 years) under a valid out-of-state certificate is required to be eligible for an exemption. A Statement of Professional Experience (Form ED 126) must be completed and signed by the Superintendent or Executive Director from the employing school system and a copy of the certificate authorizing the experience along with a copy of the current certificate.

Approved Connecticut Nonpublic or Independent School Teaching Experience: Completion of 20 school months of successful service (within the past 10 years) is required. A Statement of Professional Experience (Form ED 126) must be completed and signed by the Director or Head of School from the employing school.

NOTE: Please direct all questions regarding exemptions to the [Certification Office](mailto:teacher.cert@ct.gov) via email at teacher.cert@ct.gov.

I. Categories for TEAM Participation

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

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

For teachers participating in **Category I**, the legislation calls for the successful completion of five modules: two modules in the teacher's first year and three modules in the teacher's second year of participation in TEAM, except as otherwise provided by the Commissioner of Education. The **Expected Completion Date** (see chart on p. 8) is two years from the entry date in the program. However, a third-year is available should circumstances (birth of a child, short-term sickness, etc) prevent successful completion in two years. The **Deadline for Completion** (see chart on p. 8) is three years from the entry date and is the date by which a teacher is required to have completed all TEAM requirements.

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

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

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

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

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

J. Registration in TEAM

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

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

Once identified, beginning teacher names will appear on the list of beginning teachers on the DF dashboard. The District Facilitator will issue a registration letter to each of the beginning teachers, indicating an “**entry date***” and an “**expected completion date**” (see the chart on p. 8). Districts must ensure that each beginning teacher (both new and returning) receives this letter via paper mail or electronically. The CSDE provides a template that can be found on the DF dashboard.

A mentor **must** be assigned to all beginning teachers at the start of the school year or as soon as possible upon hire. It is strongly encouraged that mentors be matched and assigned to a beginning teacher within 30 days of the beginning teacher’s hire date. The district is responsible for ensuring that all beginning teachers are assigned a mentor.

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

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

February 15, will be the entry date for teachers hired and in a classroom anytime on or after November 1, and on or before February 14. Teachers hired and placed in a classroom on any date on or after February 15, will have an official entry date of September 1, of the following school year.

K. Timelines – Beginning Teacher Entry Dates and Completion Dates

Please note: *Completion and Deadline dates were adjusted in 2020-21 during the COVID-19 pandemic to allow teachers time to transition from a traditional classroom to an online learning environment. The chart below reflects the adjusted dates.*

Category I (Five Modules) Entry Dates and Completion Dates			
Hire Date	Entry Date	Expected Completion Date	Deadline (optional third year if needed)
Between February 15, 2026, and October 31, 2026	September 1, 2026	September 1, 2028	September 1, 2029
Between November 1, 2026, and February 14, 2027	February 15, 2027	February 15, 2029	February 15, 2030
Between February 15, 2027, and October 31, 2027	September 1, 2027	September 1, 2029	September 1, 2030

Category II (Two Modules) Entry Dates and Completion Dates			
Hire Date	Entry Date	Expected Completion Date	Deadline (optional second year if needed)
Between February 15, 2026, and October 31, 2026	September 1, 2026	September 1, 2027	September 1, 2028
Between November 1, 2026, and February 14, 2027	February 15, 2027	February 15, 2028	February 15, 2029
Between February 15, 2027, and October 31, 2027	September 1, 2027	September 1, 2028	September 1, 2029

The CSDE will monitor the district's adherence to these timelines by reviewing registration dates twice yearly to highlight anyone who has gone beyond or is close to the two or three-year participation limit, dependent upon the category.

Teachers will be notified at **six months** and again at **three months** before their deadline. At six months, a message will appear on the beginning teacher's dashboard notifying the teacher that their deadline date is approaching. The DF will also have a message on their dashboard. The DF should check with the teacher to see if any extenuating circumstances prevented completion within the allotted timeframe. District facilitators should also be monitoring each teacher's participation to identify teachers who may be approaching their deadlines and offer support in completing TEAM requirements before their deadlines.

RED Zone – In order to be sure that teachers get their modules submitted and reviewed in a timely way, we have established a RED Zone. We cannot guarantee that papers submitted in the RED Zone will be reviewed in time to be revised and resubmitted in the event the paper is unsuccessful. It is important that teachers know their deadline dates and the RED Zone dates. Submitting papers/projects prior to the RED Zone will ensure that the paper/project is reviewed before the teacher's deadline date and that there is sufficient time to revise and resubmit a paper/project in the event it is unsuccessful.

Teachers with a **Sept 1** deadline must submit their papers/projects by **May 15** if they want to have the opportunity to revise and resubmit a paper/project that is unsuccessful. There is no guarantee that papers/projects submitted during the RED Zone, **May 15 – Sept 1** will be reviewed prior to Sept 1.

Teachers with a **Feb 15** deadline must submit their papers/projects by **Dec 15**. There is no guarantee that papers/projects submitted during the RED Zone, **Dec. 15 – Feb 15**, will be reviewed prior to Feb 15.

L. Waivers and Extensions

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

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

M. Application for a Waiver from TEAM Requirements

The cycle of continuous professional growth module process is individually suited to the context of a teacher's assignment, grade level, and students. Therefore, the CSDE anticipates that most teachers will be able to participate in the program. However, a teacher who has a unique teaching assignment that they believe prevents them from completing TEAM Program requirements successfully may ask their DF to request the CSDE TEAM Program Review Committee to grant a one-year waiver from the program, with the submission of appropriate documentation (see [Appendix K](#) for a Request for a Waiver form). The CSDE TEAM Program Review Committee will evaluate each waiver request received. Beginning teachers and their DFs will be notified in writing of the approval or denial of the request.

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

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

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

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

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

Extensions will only be granted for truly extenuating circumstances such as a prolonged chronic illness.

Maternity or child-rearing leave, short-term sick leave, etc. are **not** considered extenuating circumstances. There is an extra year built into the TEAM program which allows for these types of situations. A request for an extension is not needed for teachers who need the extra year to complete TEAM.

Teachers who have delayed completing TEAM and have no extenuating circumstances will not be eligible for an extension. See Consequences for Not Completing TEAM Requirements described in section P on page 11.

Upon receipt of such request – including third party supporting documentation (e.g., a leave of absence approval, medical documentation, attendance records, etc.) – and the signatures of the principal, mentor, and DF, the CSDE TEAM Program Review Committee will evaluate the request. If approved, the beginning teacher will be granted additional time as appropriate to complete TEAM requirements. Beginning teachers and DFs will be notified in writing of the approval or denial of the request.

Granting an extension for TEAM does not extend the teacher’s certification. Teachers need to apply to renew their initial certification before it expires.

O. Timeline for Requesting an Extension

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

Entry Date	Request Period
September 1	December 1 - June 1 Category I requests can only be made in the third year of participation Category II requests can only be made in the second year of participation
February 15	February 15 - December 15 Category I requests can only be made in the third year of participation Category II requests can only be made in the second year of participation

Beginning teachers must comply with the timelines for TEAM completion!

Teachers who do not complete all five modules successfully by the end of three years in TEAM for Category I teachers, and two modules within two years for Category II teachers, and who do not receive an approved extension of time, will not be eligible for an extension of their initial educator certificate and will not be eligible to advance to the professional certificate. In such case, to earn eligibility for the

reissuance of the initial educator certificate, the teacher would need to fulfill the requirements of intervening study and experience (Sec. 10-145f) as approved by the State Board of Education

P. Consequences for Not Completing TEAM Requirements

If a teacher has not completed all TEAM requirements successfully **before the established deadline date** (*see charts on p. 8*), 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.

Q. Intervening Study and Work Experience:

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

- Successful completion of a state-approved course on professional responsibilities for educators;
- Engagement in a long-term substitute position for 40 full-time days in one position (in a public or private school in Connecticut or out-of-state) in a grade and content area appropriate to the certificate that the candidate wishes to have reissued; or
- 250 volunteer hours in one school (in a public or private school in Connecticut or out-of-state) in a grade and content area appropriate to the certificate that the candidate wishes to have re-issued;
- A structured response reflection paper relative to professional responsibilities; and
- An interview with CSDE staff.

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

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

A. District Roles

TEAM Coordinating Committee (TCC)

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

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

District Facilitator (DF)

The DF must be appointed by the superintendent.

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

School Administrator

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

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

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

Local and Regional Boards of Education/Superintendent

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

The superintendent will appoint an individual to serve as the DF. The superintendent will also assign an individual to the role of EDS LEA TEAM. The person assigned to the role of EDS LEA TEAM acts as the superintendent's designee and will enter the date of the TEAM completion in EDS. This role may be assigned to the DF or another individual.

When a teacher has completed all TEAM requirements successfully, the DF will notify the superintendent. The individual assigned the role of EDS LEA TEAM will enter the TEAM completion in EDS. Once the completion is entered into EDS, the information is transferred to the CSDE certification system within 24 hours and verifies the teacher's eligibility to apply for the professional educator certificate.

Beginning Teachers

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

Mentors

Mentors are experienced and accomplished teachers who have been carefully selected by the school district and have completed the TEAM Program Initial Support Teacher Training. Once trained, mentors can provide support to new or student teachers. Every beginning teacher eligible to participate in TEAM must be assigned a mentor. **Mentors should be assigned no more than two beginning teachers.** The mentor is responsible for guiding the beginning teacher throughout the year by helping them manage routine tasks, problems or challenges, and complete the TEAM program requirements. Mentors are required to provide a minimum of 8-10 mentoring hours for each module. The district will provide a stipend of at least \$500 annually for each beginning teacher. Mentors who do not log the minimum required hours of mentorship may receive a reduced stipend.

Lead Mentors

Lead Mentors are experienced mentors with a minimum of five years of mentorship, three of which should be within the last five years. Their mentor training should not be expired. Additionally, they should have demonstrated leadership skills. In some instances we can waive these requirements for educators who are in administrative roles. Districts may have additional requirements. Once the district selects a mentor to be trained as a Lead Mentor, the DF should submit the name, EIN and email address of the individual to the TEAM Program Manager.

Lead Mentors can be trained to facilitate mentor training in their own district. Part one of the training is completion of Training New Trainers of Mentors which consists of an online module. Once the modules are completed, the individual must participate in a training of trainers (TOT). All trainers are required to participate in an annual TOT to maintain eligibility to facilitate training.

Lead Mentors can also support other mentors in the district, especially newly trained mentors.

Reviewers

Reviewers are educators selected by the district to review beginning teacher reflection papers or projects. All reviewers must participate in Initial Reviewer Training (IRT) for the review of reflection papers or projects. Training is developed by the CSDE in collaboration with RESC staff and delivered in the fall each year. Reviewers must participate in an online reviewer update training every two years to continue to review reflection papers or projects. The TCC establishes the district criteria for the selection of reviewers.

Districts that require a project at the end of each module, may provide training specifically for their reviewers once the reviewers have complete IRT. The process should be established in collaboration with the TCC and clearly explained in the district's three-year mentoring plan.

B. District Program Oversight and Accountability

District Facilitator and TEAM Coordinating Committee Responsibilities

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

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

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

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

- Registration of teachers in the state EDS system so that eligible teachers are properly identified to participate in TEAM;
- Assignment of mentors to beginning teachers generally within 30 days of hire (including late hires);
- Beginning teachers' progress on the modules and mentor support;
- Adherence to established deadlines for module completion; and
- Entering of TEAM completions in EDS.

Three-Year District TEAM Support Plan

Each district must develop and implement a three-year TEAM support plan to provide support for beginning teachers and mentors. The TEAM Program first launched in 2010 and districts developed their first three-year Teacher Education and Mentoring Plan. Districts, in collaboration with the TCC, must review and update their plan every three years.

Three Year Plan Revision Cycle:

Based on the first year TEAM was implemented (2010), the following schedule represents a tentative three-year cycle for plan revisions. In 2023–2024 all district plans were migrated back to the TEAM Dashboard.
2010 – 2013 Three-Year Teacher Education and Mentoring Plan
2013 – 2016 Three-Year Teacher Education and Mentoring Plan
2016 – 2020 Three-Year Teacher Education and Mentoring Plan
2020 – 2024 Three-Year Teacher Education and Mentoring Plan
2024 – 2028 Three-Year Teacher Education and Mentoring Plan

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

Beginning Teachers' Support Timeline

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

Recruitment of Prospective Mentors and Cooperating Teachers

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

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

Retired certified teachers may also serve as mentors, provided they have completed a TEAM Initial Support Teacher Training (IST), or the required mentor update and provide evidence of the qualities listed above.

Mentor/Cooperating Teacher Training Requirements

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

A student teacher may be placed with a teacher who has not yet completed training as long as training is completed by October 15, for the fall semester and February 15 for the spring semester.

Mentors/cooperating teachers who change employment from one district to another, and who are approved through the selection process of the district in which they are newly employed, shall not be required to repeat IST as a result of the employment change. However, mentors are required to be updated by completing a minimum of three PLUs every three years.

Mentor/Cooperating Teacher Training Requirements	
Initial Support Teacher Training (IST)	Mentor Update Professional Learning Series (online)
<i>Training for Mentors/Cooperating Teachers</i>	
This virtual training prepares individuals, who have been selected by their districts, to be mentors who will support beginning and student teachers. Training is based on Connecticut's Common Core of Teaching (CCT), which articulates the foundational standards for all teachers in Connecticut and is linked by state law and regulations to requirements across a teacher's career including educator preparation, induction, evaluation and professional learning. Participants will focus on coaching skills needed to help beginning teachers become reflective practitioners and learn how to provide support to new teachers through instructional modules. This virtual training includes approximately 2 days of learning over the course of: Three 2-hour synchronous (live) learning sessions Asynchronous pre-work learning tasks that can be completed at your own pace prior to each synchronous (live) session Participants must complete all parts of the virtual training to be qualified to serve in the role of mentor or cooperating teacher. NOTE: Mentors provide support to beginning teachers in their first two/three years of teaching and student teachers during their clinical placement.	In 2020 the Connecticut State Department of Education (CSDE) along with the RESC Alliance and other stakeholders launched a new Mentor Update Professional Learning Series, which is a suite of professional learning units (PLUs) designed to build on and enhance the knowledge and skills learned in Initial Support Teacher Training (IST). This will replace the previous online Mentor Update Training and will allow mentors to direct their own professional growth as they build skills to effectively support beginning and student teachers. Mentors will be expected to complete three PLUs every three years.

Assignment of Mentors

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

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

Mentors may be assigned up to two beginning teachers. However, in certain extenuating circumstances, a mentor may be assigned to three beginning teachers with CSDE approval.

Payment of Mentor Stipends by Local or Regional Board of Education

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

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

TEAM Allocations are provided to districts by the State Department of Education to help offset the cost of implementing the TEAM program. The allocation may be used for mentor stipends, beginning teacher/mentor professional development or TEAM specific activities. The Allocations are based on the total number of beginning teachers who are actively enrolled in TEAM throughout the state. Districts will receive an Allocation for all of their beginning teachers participating in TEAM between September 1 and February 14 based on the data in EDS. Allocations are not based on the number of years a teacher is in TEAM.

Selection of a Process for the Review of Module Completion

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

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

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

Review options are as follows:

1. **REGIONAL REFLECTION PAPER REVIEW OPTION:** In a regional review process, beginning teachers submit their papers to a regional pool of reviewers trained to review reflection papers. Districts electing to participate in the regional review option will be required to have trained reviewers who will participate in reviewing papers that come in through the regional review process. The number of reviewers that need to be trained will be proportionate to the number of reflection papers that will be submitted by beginning teachers in the district. Generally,

each reviewer is expected to review a minimum of five reflection papers. Therefore, if a district has two beginning teachers who will submit two modules each during the academic year for a total of four reflections papers, then the district needs to have one reviewer trained.

Upon submission, reflection papers are generally reviewed within two to four weeks. A timely review of papers is not guaranteed during the summer months.

2. **IN-DISTRICT REVIEW OPTION (REFLECTION PAPERS OR PROJECTS)**: Districts may elect to review the reflection papers or projects submitted by their beginning teachers. All reviewers must participate in a state-approved training. The following options exist for the composition of a review committee:

- The full TCC can serve as the review committee;
- A subset of the TCC can serve as the review committee; or
- Others (certified professionals not serving on the TCC).
- **CONSORTIUM - IN-DISTRICT REVIEW OPTION (REFLECTION PAPERS OR PROJECTS)**: This is considered a form of “in-district” review. Two or more districts may form a consortium and share the review of each other’s reflection papers or projects. The districts involved must work out a way to share papers or projects with partner districts, establish timelines for review, provide feedback, and address confidentiality issues. Ultimately, each district must be responsible for reporting completion/non-completion of modules.

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

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

Selection and Training of Reviewers

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

Module Outcomes

A beginning teacher is required to satisfactorily complete all five modules (Category I) or two modules (Category II) by their expected date of completion. To apply for a professional educator certificate, the teacher must complete and submit forms [ED 170](#) or apply online in their CECS account. A completed [Form ED 126](#) may be requested.

If a first or second-year participant in TEAM will **not** complete TEAM by the expiration date listed on their Initial Educator Certificate, they must apply to renew their initial certification. If the teacher expects to complete TEAM within three-months of their expiration date, they may be eligible for a grace period during which time their certification will not be considered lapsed. A third-year participant in TEAM

must fulfill TEAM requirements before their TEAM deadline date and apply for a professional educator certificate before the expiration date on their initial educator certificate. Third-year participants are **not** eligible for a grace period.

Communication with Program Participants

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

District Policy for Special Accommodations for Disabilities

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

SECTION 3: TEAM Guidelines for Beginning Teachers and Mentors

A. Rights of Beginning Teachers in the TEAM Program

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

TCC

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

TEAM Trained Mentor

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

Orientation to the TEAM Program

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

Administrator Support

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

Separation of TEAM Program Results and Employment Decisions

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

State-based and RESC-based Support

The CSDE established and administers the teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules aligned with the principles of teaching approved by the State Board of Education. The CSDE provides district support to assist with the implementation of district teacher education and mentoring plans. The RESC Alliance is committed to supporting districts and their teachers in implementing the TEAM program through training and professional development opportunities.

Changing Districts and Module Transfer

A teacher who began the TEAM Program in one district and completed one or more modules successfully, but who has not yet completed all modules successfully before transferring to another district, will only need to complete the modules not yet completed. On the TEAM dashboard, the teacher can see which modules are complete and which are remaining.

Results of Module Completion

Districts are required to enter the final date of TEAM completion in the states Educator Data System (EDS). The superintendent assigns the role EDS LEA TEAM to a designee. This individual will enter the date of completion in EDS.

B. Responsibilities of Beginning Teachers Participating in the TEAM Program

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

Beginning teachers must:

- Hold a valid Connecticut teaching certificate with an endorsement that is appropriate for their teaching assignment. If a teacher does not hold a valid certificate and/or endorsement for his or her teaching assignment, the teacher will not be eligible for participation in the TEAM Program, and this service will not count towards eligibility for the Professional Educator Certificate. Furthermore, the teacher may be at risk of losing credited service toward retirement;
- Know their TEAM Coordinating Committee and District Facilitator (DF) who is responsible for coordinating the implementation of the TEAM Program within each school district;
- Know their expected completion date and deadline date, as well as the requirements (specific to their endorsement area) and their district's specific requirements to complete the TEAM Program within the allotted timeframe;
- Know the consequences of non-participation and failure to meet program requirements; and

C. Consequences for Not Completing TEAM Requirements

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

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

Intervening Study:

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

Work Experience:

1. A long-term substitute position for 40 full-time consecutive working days in one position (in a public or private school in Connecticut) in a grade and content area appropriate to the certificate that the candidate wishes to have reissued;

or

2. 250 volunteer hours within one year in one school (in a public or private school in Connecticut) in a grade and content area appropriate to the certificate that the candidate wishes to have reissued;

and

3. Documentation (ED 126 Form) by the district/school in which the individual completes substitute teaching or volunteer experience that the person's performance is effective.

Final Interview:

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

D. Mentorship

Teachers who hold a provisional or higher certification, have three years of teaching experience, one of which is in their district, are eligible to serve as a mentor.

Districts may establish additional criteria such as experience as an accomplished teacher. Once selected, they must complete the TEAM Program [Initial Support Teacher Training](#).

The mentor is a coach who can provide beginning teachers with instructional support and encouragement during the induction phase of their careers. The mentor is trained to help beginning teachers learn how to manage the day-to-day tasks, address challenges and brainstorm solutions, reflect on their teaching to identify areas for growth, and identify resources needed to develop and refine their teaching skills.

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

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

Process of Continuous Improvement

TEAM Module Process



E. Mentor and Cooperating Teacher Roles and Responsibilities

Mentor Responsibilities

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

Mentors must attend the appropriate initial training and complete three PLUs every three years to be able to guide and support their mentees' professional growth.

F. The TEAM Module Workspace, Dashboard, and Tools

The TEAM dashboard provides all of the tools teachers, mentors, DFs, reviewers, and administrators need to participate in the TEAM program.

Beginning Teachers have a workspace where they can complete all of their TEAM work and share it with their mentor.

The dashboard is available to assist beginning teachers as they progress through the TEAM Program. The resources and tools available on the dashboard will enable teachers to:

- Reflect on their practice and identify a focus area for each module.
- View information related to program requirements, updates, policies, procedures, and available training sessions;
- To log new learning, application of new learning to practice and student outcomes.

- Write the reflection paper or document the project.
- Access resource documents (e.g., CCT Performance Profiles, guidelines for completing a professional growth module, and professional learning resources for each module);
- Sample modules that include beginning teacher journals, mentor /beginning teacher meeting logs, performance profiles, professional growth action plans, and sample reflection papers; *and*
- Access professional learning resources.

The CSDE provides resources on our website to support TEAM implementation:

- Professional Growth Module Resources, including samples of:
 - Performance profiles – by module
 - PGAPs
 - Meeting logs
 - Journals
 - Reflection papers – by module (*districts that require projects should provide samples for their teachers*)
 - [Harmony Professional Learning Modules](#) – *high quality, researched-based resources aligned to individual indicators in each module.* To access the **Harmony Teaching & Learning Modules**, you will first need to register and create a free account. Go to <https://mylearningportal.org/> Click “Go Now” on **Inspire** to access all the modules! Use the search to find specific modules.
- Additional resources and documents include:
 - The TEAM Module Guidelines;
 - Reflection paper or Project criteria and feedback statements
 - [Connecticut’s Common Core of Teaching \(CCT\)](#); and
 - [FAQs](#)

G. TEAM Program Contacts and Resources

Where do Beginning Teachers go for help?

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

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

H. Regional Educational Service Centers (RESCs)

EASTCONN serves as the data system administrator. Questions regarding technical issues related to the TEAM dashboard or features should be directed to EASTCONN via a toll-free number at 888-531-9910.

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

SECTION 4: CSDE Responsibilities

A. TEAM Training and Professional Development

The CSDE in collaboration with the RESCs develop and deliver the following training:

- **Initial Support Teacher Training (IST):** *Virtual training delivered by RESCs throughout the year. CSDE trained Lead Mentors can deliver this training in-district. If you are interested in becoming a Lead Mentor, please contact your District Facilitator.*
- **Mentor Update Professional Learning Series:** *Offered through online Professional Learning Units (PLUs). Mentors must complete three PLUs every three years. Access PLUs through the mentor dashboard.*
- **Initial Reviewer Training (IRT):** *Delivered by RESCs in the fall and winter. All reviewers are required to complete IRT, even if the district requires projects.*
- **Reviewer Update Training:** *Delivered online or by in-district trainers (districts that require projects).*
- **Administrator Training:** *Available upon request, to familiarize building administrators with the TEAM Program, their role in the program, and how the program can align with and promote district initiatives. Contact your local RESC for more information.*
- **District Facilitator Orientation:** *Designed for new DFs to orient them to their role.*

B. Institutions of Higher Education

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

C. CSDE Monitoring of District Implementation

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

D. Outside Evaluation

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

- Securing an objective outside evaluator;
- Monitoring the work of the outside evaluator;
- Assisting the outside evaluator in gaining access to program materials and data; and
- Responding to all inquiries from the outside evaluator regarding program development and implementation.

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

APPENDIX A - Contacts and Technical Assistance

For questions about TEAM, please contact the CSDE:

TEAM Program Phone Number: 860-713-6820
Email: ctteam@ct.gov

CSDE Contacts		
Ashley Wright Program Manager	860-713-6733	ashley.wright@ct.gov
Gady Weiner Data Manager	860-713-6836	gady.weiner@ct.gov

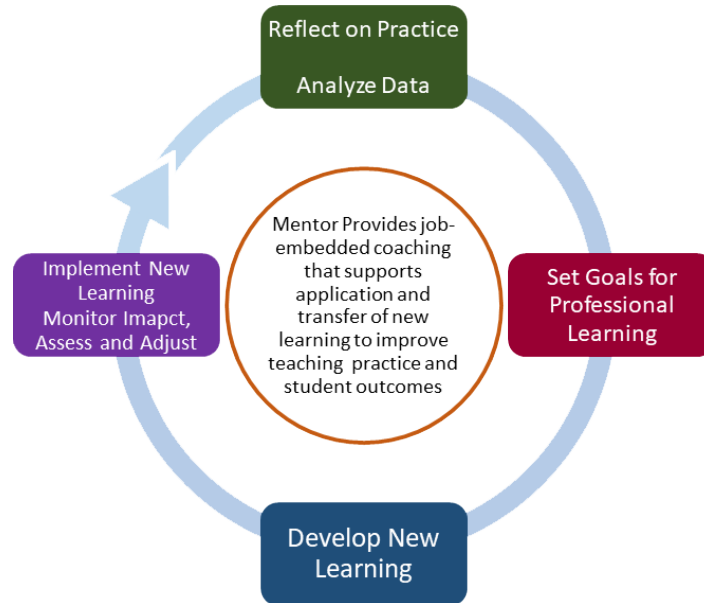
Questions regarding the use of, or technical difficulties with the TEAM workspace and dashboard should be submitted through the Contact Support link, found on each page of the TEAM website.

APPENDIX B - Team Participation Categories by Endorsement Codes

Category I	Category II	TEAM Program NOT required
Teachers certified and teaching under the endorsements below will participate in the Five-Module Program	Teachers certified and teaching under the endorsements below will participate in the Two-Module Program	Endorsement areas NOT participating in the TEAM program
> English (#015) > History/Social Studies (#026) > Mathematics (#029) > Biology (#030) > Chemistry (#031) > Physics (#032) > Earth Science (#033) > General Science (#034) > Art (#042) > Health (#043) > Special Education (#165, 265) > Elementary (#013, 112 & 113 – <i>excludes assignments with grade levels birth to age 3, 305</i>) > Montessori Primary, Birth-K (#512) > Montessori Elementary, Grades 1-6 (#511) > Middle School 4-8 (#215, 226, 229, 230, 231, 232, 233, 234, 235) > Music (#049) > Physical Education (#044) > Bilingual Education (#902, 915, 926, 929, 930, 931, 932, 933, 934, 966, 967, 968, 969, 970, 971, 972, 973, 974) > World Languages (#018, 019, 020, 021, 022, 023, 024, 101, 317, 318) > Remedial Reading/Remedial Language Arts (#102) > Teaching English to Speakers of Other Languages [TESOL] (#111)	> Business Education (#010) > Agriculture (#040) > Vocational Agriculture (#041) > Home Economics (#045) > Technology Education (#047) > Partially Sighted (#055) > Deaf and Hard of Hearing (#057) > Blind (#059) > School Library Media Specialist (#062) > Teacher-Coordinator Marketing Educator (#089) > Occupational Subj. in Technical High Schools (#090) > Trade and Industrial Occupations in Comprehensive H.S. (#098) > Health Occupations - Comp. High School (#103) > Health Occupations in a Technical High School (#109) > Dance, Grades Pre-K through 12 (#483) > Theatre and Drama, Grades Pre-K through 12 (#485) > Teachers assigned as Content Coaches participate in Category II independent of the endorsement.	> Driver Education (#035) > Speech and Language Pathologist (#061) > School Counselor (#068) > School Psychologist (#070) > School Social Worker (#071) > School Nurse-Teacher (#072) > Vocational Technical Administrator (#082) > School Business Administrator (#085) > English to Non-English Speaking Adults (#088) > Intermediate Administrator/Supervisor (#092) > Superintendent of Schools (#093) > Reading and Lang. Arts Consultant (#097) > Teacher Coordinator Co-op Work Edu/Diversified Occup. (#104) > Department Chairperson (#105) > Adult Education: H.S Credit Diploma Program (#106) > Adult Education: Ext. Diploma Prog. Non-credit Mandated Prog. (#107) > Practical Nurse Education Instruction (#108)

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

TEAM Modules: A Process of Continuous Professional Growth



TEAM Modules Process

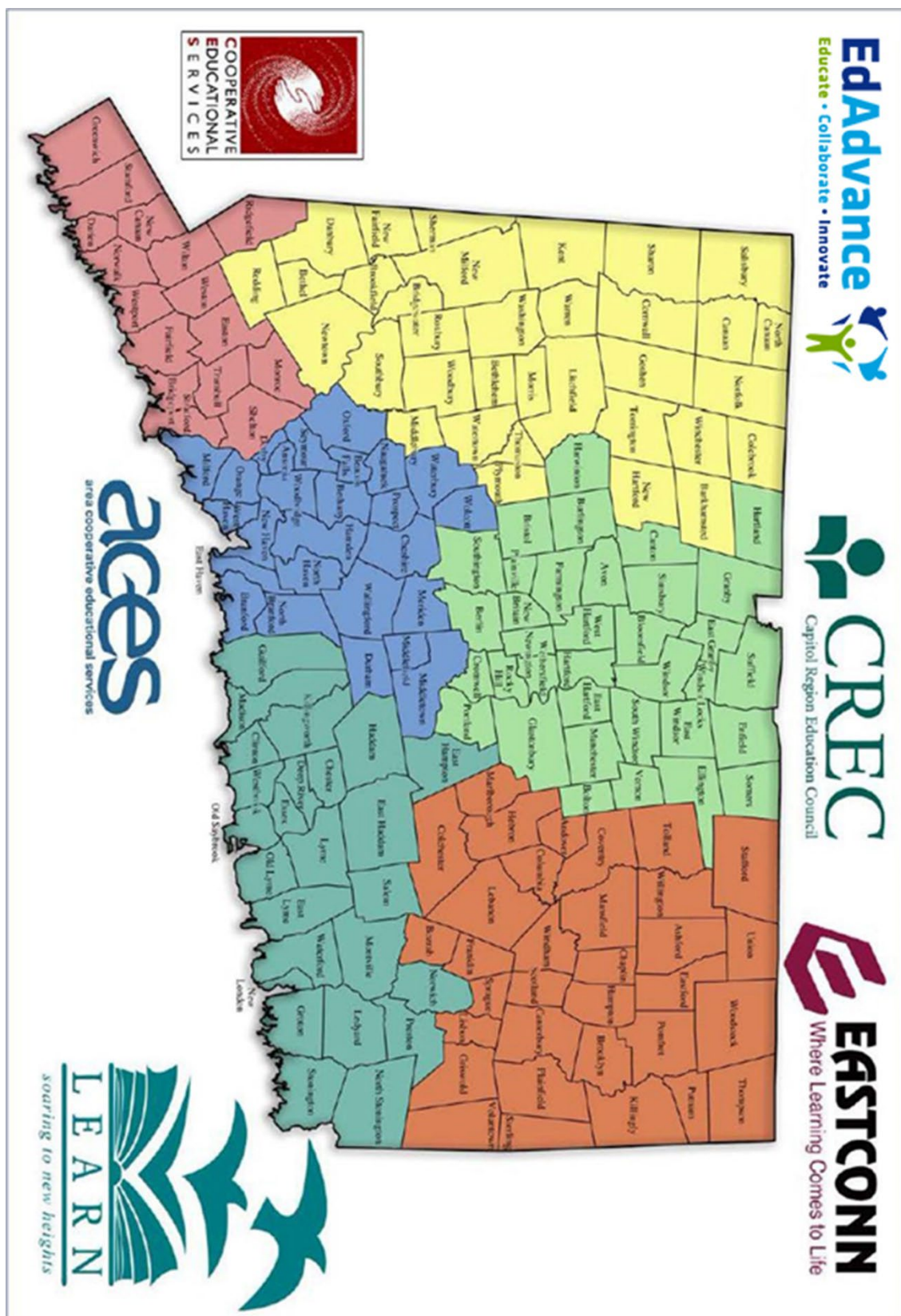


It is important to note that the cycle of continuous professional growth is not a linear process; it is an iterative process. Teachers may move back and forth throughout developing, implementing, analyzing, and reflecting on new learning and its impact on practice.

Teachers may want to cut out each phase of the process below. Punch a hole at the top of each phase and put them on a circular clip so that each phase can be flipped. This will help to convey that the process is continuous. It is not a lockstep process.

PHASE 1: Reflect	PHASE 2: Set Goals	PHASE 3: Develop New Learning	PHASE 4: Implement New Learning	PHASE 5 Reflect
Analyze data on teaching and student learning to identify a module focus using: • edTPA Results* • CCT • Performance Profile • District Rubric • Student Learning Data-SLOs • Observation Feedback Create an <i>Initial Summary</i> using specific examples to describe what the teacher and students are doing in the focus area at the start of the module.	Write a <i>Professional Growth Goal and Action Plan (PGAP)</i> -Describe what the teacher wants to learn, -How s/he will learn it, and -How it should impact teaching practice and student performance. Describe potential professional learning activities/resources the teacher will engage in to develop new learning and improve practice.	Engage in professional learning activities to develop new practices, or refine, expand, or extend existing practice to build on content and pedagogical skills. -Record examples of what was learned and how it was learned (what new knowledge and skills learned). -Think deeper about own practice and how the new learning relates to it.	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.	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.

APPENDIX D - RESC Map



APPENDIX E - TEAM District Facilitator (DF) Responsibilities

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

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

1. Facilitates the local coordinating committee to guide the activities of the TEAM program;
2. Participating in the development of the district's Three-year TEAM support plan, including a plan for the allocation of district resources as needed, along with the other members of the local coordinating committee;
3. Orienting beginning teachers and their mentors or support team to the TEAM Program; and
4. Keeping administrators informed about the TEAM Program and their role in placing beginning teachers with mentors, and in ensuring that the support plan is implemented in their schools.
5. Ensuring that TEAM completion dates are entered in EDS.

Placement and Registration of Mentors or Support Teams with Beginning Teachers

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

1. Ensuring that appropriate data related to the registration of beginning teachers in the TEAM Program is entered through EDS – verifying that data is accurate with respect to teaching assignment, grade level, school, and duration of employment for long-term substitutes and
2. Working with principals to ensure mentors are assigned to beginning teachers in a timely fashion (generally within 30 days of hire).

Recruitment and Selection of Mentor/Cooperating Teachers

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

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

APPENDIX F - TEAM Coordinating Committee (TCC)

Responsibilities At-A-Glance

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

The TCC is responsible for:

Developing the District's Three-year Teacher Education and Mentoring (TEAM) Plan

A guide for developing the district support plan is available on the CSDE website to assist district TEAM Coordinating Committees (TCCs) in revising their three-year teacher education and mentoring (TEAM) plans. The plan must include the following:

1. **Three-year objectives and an annual budget to support the activities of the three-year plan:**

The budget will need to include consideration of time and opportunities for beginning teachers and mentors to meet, for individuals to serve on the TCC and/or review committees, and for substitute coverage necessary to allow for classroom observations or the release of teachers to attend training. Description of how the TEAM Allocation will be used to offset the cost of implementation.

2. **Guidelines for a process and criteria for the recruitment, selection, and training of mentor teachers:**

This should also include the criteria and process for matching mentors and beginning teachers, including the timeline for assigning trained mentors to new teachers. Guidelines or procedures for dissolving mentor placements and removal of teachers for good cause from the eligible pool of mentors and/or cooperating teachers should be established as part of a district's three-year support plan.

3. **Process for monitoring mentoring hours to ensure support is provided and teachers are on track to complete TEAM within the allotted timeframe:**

The plan should also describe how the district will ensure support hours are meeting the mandated requirements and the process for addressing possible issues during the year. Include the process for monitoring beginning teachers are on track to complete TEAM successfully by their deadline dates. Describe supports for teachers who are not on track to complete TEAM by their deadline dates.

4. **Description of how teachers in your district will demonstrate the completion of each module and how modules will be reviewed:**

How will teachers demonstrate and document module activities and outcomes aligned with the Criteria for Successful Completion of a Module?

Monitoring and Overseeing the Implementation of TEAM

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

1. Beginning teachers required to participate in TEAM receive registration letters from the district. *Templates for the letter are on the DF dashboard. Note that this template is only a guide and may be customized to the district's specific needs.*
2. To the extent possible, mentoring matches are made within the same school building and at the elementary level, be at the same or close to the same grade level, and, at the middle or high school level, be a subject area match.
3. Beginning teachers' individualized, two-year support plans are submitted and approved. The two-year plan is an intended timeline for completion of the program. A sample template for the two-year plan can be found in [Appendix H](#). *Note that this template is only a guide and may be customized to the district's specific needs.*
4. Mentors provide beginning teachers with approximately ten hours of support per module and work with the beginning teachers throughout the module.
5. The annual activity report on Mentor-beginning teacher activities is prepared and sent to the superintendent for review and approval. The activity report should be used to inform district support plans and the allocation of financial support for the following year. The district support plans may be accessed by the CSDE as part of its auditing process.
6. TEAM Program and the teacher evaluation and support program are coordinated, provided they are kept separate.
7. Mentors receive the annual stipend from the district as required by state statute. *The legislation states that stipends must be included in a person's total earnings for purposes of retirement. As a result, a process must be put in place in each district to issue these earnings to mentors as part of their employment checks.*
8. There is ongoing communication with beginning teachers, mentors, and administrators about training opportunities, workshops, and support group work as made available by either the state, RESCs, or district.
9. The TCC selects a module completion option, i.e., Reflection Paper or Project.
10. The TCC selects a review option, i.e., regional review, in-district review, or consortium review. *(See "Selection of a Process for the Review of Module Completion", p. 17).*
11. Beginning Teachers are completing professional growth modules successfully and on time to meet requirements by their deadline.

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

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

APPENDIX G- Beginning Teacher Support Plan Timeline Form

TEAM TWO-YEAR BEGINNING TEACHER SUPPORT PLAN TIMELINE FOR CATEGORY I (5 MODULES) PARTICIPANTS

Name of Beginning Teacher: _____

School/District: _____

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

Name of Mentor: _____

Anticipated timeline of participation:

Entry date in the classroom: _____

TEAM Entry Date: _____ September 1, 20__ or February 15, 20__

First TEAM participation year: _____

Module(s) that will be completed during this school year (20__ to 20__):

Module(s) that will be completed during this school year (20__ to 20__):

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

Signature of Beginning Teacher

Date

Signature of Mentor

Date

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

**TEAM ONE-YEAR BEGINNING TEACHER SUPPORT PLAN TIMELINE
FOR CATEGORY II (TWO MODULES FROM MODULES 1-4) PARTICIPANTS**

Name of Beginning Teacher: _____

School/District: _____

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

Name of Mentor: _____

Anticipated timeline of participation:

Entry date in classroom: _____

TEAM Entry Date: _____ September 1, 20__ or February 15, 20__

First TEAM participation year: _____

Module(s) that will be completed during the current school year (20__ to 20__) school year:

Module(s) that will be completed during the next school year (20__ to 20__) (only for a teacher with a Feb. 15 entry date):

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

Signature of Beginning Teacher

Date

Signature of Mentor

Date

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

APPENDIX H - Proposed Guidelines for Accommodations for Candidates with Disabilities

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

Timelines for Requesting Accommodations:

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

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

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

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

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

APPENDIX I - Accommodations for Candidates with Disabilities

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

Name _____

School Name _____

Module for which accommodations are being requested _____

Day Phone Number (voice/TTY) and/or Cell Number _____

Fax Number _____ Email Address _____

Type of accommodation(s) requested: _____

Nature of your disability: _____

Date for first diagnosis of disability: _____ Month _____ Year

Date of most recent evaluation: _____ Month _____ Year

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

If yes, please list the accommodations received:

Verification Statement to be signed by the Applicant

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

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

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

Signature of Applicant

Date

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

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

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

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

If a beginning teacher is believed to have extenuating circumstances that will prevent them from completing the TEAM Program requirements by their deadline date, DFs are asked to submit a request for an extension on behalf of the teacher.

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

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

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

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

If you have any questions regarding the extension request process, please contact Gady Weiner, TEAM Program Data Manager, via email at gady.weiner@ct.gov or by phone at 860-713-6836. Thank you.

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

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

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

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

Please scan and email this form and documentation to:

TEAM Review Committee
c/o Gady weiner
gady.weiner@ct.gov

To be completed by the CSDE TEAM Review Committee:

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

APPENDIX K - Waiver Request from TEAM Program Requirements

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

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

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

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

Note: *Waivers are granted for one year. If approved, the teacher will be waived for the 2024-25 school year. For teachers who continue serving in a unique position in 2026-26 and are in Category I (two years, five-module program), a request for a waiver for a second year must be made in 2026-26. For teachers in Category II (one year, two-module program) the requirement for TEAM is one-year participation and the completion of Module 5. At the end of the 2024-25 school year, all TEAM requirements will be considered met. There is no need to request an additional waiver.*

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

If you have any questions regarding the waiver request process, please contact Gady Weiner, TEAM Program Data Manager, via email at gady.weiner@ct.gov or by phone at 860-713-6836. Thank you.

