

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Mark K. McQuillan, Commissioner of Education

SUBJECT: Recommendation for the Adoption of Guidelines for the Teacher Education And Mentoring (TEAM) Program

PURPOSE OF REPORT

This report presents a recommendation to adopt guidelines for the implementation of the TEAM Program.

HISTORICAL CONTEXT/BACKGROUND INFORMATION

In May 2008, Public Act 08-107 was passed which called for the end of the Beginning Educator Support and Training (BEST) Program and the establishment of a task force to develop a plan to replace BEST. As a result of the task force work, the General Assembly passed Public Act 09-6, on October 2, 2009, codified as Connecticut General Statute (CGS) Section 10-145o, which established the TEAM Program to replace the BEST Program. (Section 10-145o of the Connecticut General Statutes is included in Attachment A.) Full implementation of the program will begin with the school year commencing July 1, 2010. Accordingly, the legislation requests that the State Board of Education adopt guidelines for the implementation of the TEAM Program no later than July 1, 2010.

The TEAM Program consists of five professional growth modules that provide a framework for the support of new teachers who work under the initial educator certificate, the interim initial educator certificate or the 90-day certificate. These five modules provide a learning process focused on the following domains of the Common Core of Teaching (CCT): classroom environment, planning, instruction, assessment and professional responsibility.

A committee comprised of State Department of Education (SDE) staff, representatives of the six Regional Education Service Centers (RESCs), representatives from higher education and the two teacher unions, has been meeting once a month during the 2009-2010 developmental year to design the five professional growth modules and to establish the requirements for their completion and review.

Using the legislation as a guide, SDE staff, in conjunction with RESCs, has been developing the structures necessary to deliver the TEAM program to beginning teachers for implementation in the 2010-2011 school year. This work has included the development and delivery of training for mentors and district support personnel, and the development of an electronic data system and workspace to be used by beginning teachers, mentors, administrators and district personnel to record and track module completion and to document mentor support.

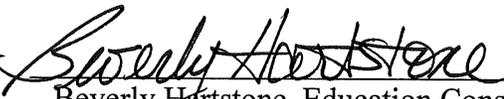
RECOMMENDATIONS/JUSTIFICATIONS

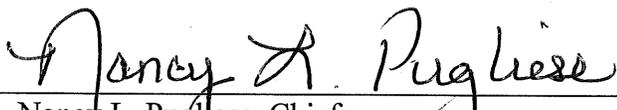
The attached TEAM Guidelines (Attachment B) reflect the roles and responsibilities of the various stakeholders involved in the TEAM Program: the local districts, beginning teachers, the SDE and the RESCs. The guidelines expand on the provisions of the legislation to provide a description of the structures and policies that need to be in place to guide the implementation of the program. As a result, we recommend that the TEAM Program Guidelines be adopted.

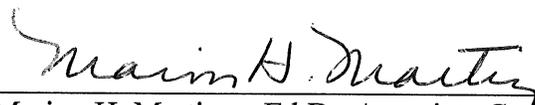
FOLLOW-UP ACTIVITIES PLANNED

Upon State Board of Education approval of the guidelines, the following actions will be taken:

- 1) notification will be sent to all superintendents and district facilitators of the availability of these guidelines;
- 2) the guidelines will be placed on the Department website; and
- 3) SDE staff will monitor the guidelines throughout the program's first implementation year. If necessary, adjustments will be proposed and presented to the State Board of Education for approval.

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June 2, 2010

Sec. 10-145o. Teacher education and mentoring program. Administration. Three-year plan. Instructional modules. Data system. Guidelines. (a) The Department of Education, with cooperation from local and regional school districts, regional educational service centers, representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, and public institutions of higher education, shall establish and administer a teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules, pursuant to subsection (e) of this section, for beginning teachers. The program shall be aligned with the principles of teaching approved by the State Board of Education. As part of the program, each beginning teacher shall develop a two-year individualized mentoring plan.

(b) In administering the teacher education and mentoring program under this section:

(1) The Department of Education shall (A) develop a statement for the teacher education and mentoring program that includes the state's goals for state-wide teacher induction, mentoring, professional development and evaluation, using state-wide data and national research findings; (B) distribute state funding to local and regional school districts to assist with implementation of district teacher education and mentoring plans; (C) manage and make accessible to local and regional school districts the data systems needed to document that teachers and mentors have satisfactorily completed the instructional modules; (D) monitor district implementation of the teacher education and mentoring program to ensure fidelity to the program's plan and goals, including random district audits and observations by state personnel; (E) issue provisional educator certificates to teachers that have satisfactorily completed the induction program; (F) develop guidelines for the creation and approval of district teacher education and mentoring plans, based on input and recommendations from stakeholder groups; and (G) oversee an outside evaluation of the teacher education and mentoring program every three to five years;

(2) The Department of Education, in collaboration with EASTCONN, the RESC Alliance, institutions of higher education and other stakeholders, shall (A) develop instructional modules for beginning teachers to complete; (B) train mentors to carry out responsibilities at the district level; (C) provide professional development and training for regional mentors working at the district level; (D) provide professional development and training for district teams and principals in managing, designing and administering teacher education and mentoring plans; and (E) provide technical assistance to districts based on district size and needs;

(3) The Department of Education and public institutions of higher education shall (A) work with regional educational service centers to align modules with National Council for Accreditation of Teacher Education approved preservice teacher preparation programs; (B) develop and deliver regional strategies for supporting mentor assistance programs; and (C) train cooperating teachers to work with teacher preparation candidates during student teaching and internships;

(4) Local and regional boards of education shall (A) develop a three-year teacher education and mentoring plan in accordance with subsection (c) of this section; (B) form a local or regional coordinating committee or committees, with representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, based on district size, to guide the activities outlined in the three-year teacher education and mentoring plan; (C) develop an annual budget to support the activities detailed in the three-year teacher education and mentoring plan and submit such budget annually to the Department of Education to receive state assistance for such activities; (D) recruit and pair mentors from within and outside of the district to work with beginning teachers; (E) ensure substitute teacher coverage for mentors and beginning teachers to participate in the activities and modules required in the three-year teacher education and mentoring plan; (F)

communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work; (G) coordinate the teacher education and mentoring program and teacher evaluation and supervision program, provided they are kept separate; (H) verify, through the local or regional coordinating committee, that the work of beginning teachers and instructional modules has been successfully completed to warrant provisional certification; (I) when a beginning teacher has satisfactorily completed all modules, attest to that fact and that the teacher is eligible for provisional certification; and (J) ensure that schools under the board's jurisdiction (i) administer the state's on-line needs assessment to establish the goals and priorities of each beginning teacher as such teacher develops an individualized mentoring plan, (ii) review and approve beginning teachers' individualized, two-year mentoring plan, (iii) organize mentoring opportunities by grade, department or specialty area, (iv) take steps to make time available, as needed, to help teachers achieve the goals of their mentoring plans, (v) coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan, and (vi) submit annual report on mentor-teacher activities to the district coordinating committee for review and approval.

(c) Local and regional school districts shall develop a three-year teacher education and mentoring plan that incorporates the Department of Education's goals and instructional priorities, as well as any local considerations based on community and student needs. Such plan shall include: (1) Background information about the district that includes a community profile, district profile, student profile, faculty profile, mentor profile and beginning teacher profile; (2) a statement of three-year objectives related to the state's goal statement for the teacher education and mentoring program; (3) a general timeline for district coordinating teams to meet with central office personnel, principals, mentors or district facilitators; (4) a description of the process used to select mentors and assign them to beginning teachers, based on subject areas, levels and need; (5) a description of the process used to train and update mentors in best practices and essential knowledge; (6) a timeline of district-wide mentoring days for observations, individual discussion, small group meetings, professional development days, regional educational service center training sessions and beginning teachers' completion of tasks associated with each module; (7) a description of the process used to collect, review and coordinate teachers' mentoring plans; (8) a description of the process to resolve internal disputes over the district's recommendations to the state concerning which individuals have satisfactorily completed the instructional modules; and (9) a description of the resources and budget needed to carry out the activities described in the plan.

(d) Local and regional boards of education shall not consider a teacher's completion of the teacher education and mentoring program as a factor in its decision to continue a teacher's employment in the district.

(e) (1) Beginning teachers shall satisfactorily complete instructional modules in the following areas: (A) Classroom management and climate; (B) lesson planning and unit design; (C) delivering instruction; (D) assessing student learning; and (E) professional practice. Beginning teachers shall complete two modules in their first year in the program and three modules in their second year in the program, except as otherwise provided by the Commissioner of Education, or as provided for in subsection (h) of this section.

(2) Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module, to complete each such instructional module, and such activities shall be reflected in the beginning teacher needs assessment. Such activities may be presented in person by mentors, offered in workshops, through on-line courses or through the completion of a set of readings. For each instructional module, beginning teachers shall (A) apply the knowledge gained through such activities in a lesson, project or demonstration of how the activity impacted student learning, and (B) submit a reflection paper or project, to be signed by

the mentor, that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development of such beginning teacher. Such reflection paper or project shall be forwarded to the district's coordinating committee for approval.

(3) Upon successful completion of the instructional modules and final review by the coordinating committee, the superintendent of the school district shall submit the names of the beginning teachers eligible for receipt of a provisional educator certificate to the State Board of Education.

(f) Local and regional boards of education, in cooperation with the Department of Education, institutions of higher education and regional educational service centers, shall recruit mentors for their teacher education and mentoring program. Those persons eligible to serve as mentors for such programs shall hold a provisional educator certificate or a professional educator certificate and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program offered by a regional educational service center. Each mentor shall be assigned two beginning teachers, except that in certain circumstances, a mentor may be assigned three beginning teachers. Such assignment shall be reflected in each district's three-year plan. Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module. 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.

(g) Notwithstanding the provisions of subsection (h) of this section, for the school year commencing July 1, 2010, beginning teachers who hold an initial educator certificate and have not participated in any beginning educator program as of July 1, 2009, shall participate in the teacher education and mentoring programs as follows:

(1) Beginning teachers in the following subject areas and endorsement areas shall be required to successfully complete the teacher education and mentoring program in full: Elementary education, English and language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language.

(2) Beginning teachers in any other endorsement area and whose primary function is providing direct instruction to students shall be required to successfully complete one year of mentorship and two instructional modules.

(h) Teachers who began in a beginning educator program, pursuant to section 10-145b of the general statutes, revision of 1958, revised to January 1, 2009, but have not completed that program as of July 1, 2009, and teach during the 2009-2010 school year, shall be granted a one-year extension of their initial educator certificates, if necessary, and shall participate in the teacher education and mentoring program, pursuant to this section, through the completion of two instructional modules during the 2010-2011 school year. Such teachers shall exit the program at the end of the 2010-2011 school year upon the successful completion of the two instructional modules.

(i) The Department of Education, in consultation with EASTCONN, shall create a data system for local and regional school districts to access the resources and record-keeping tools to manage the teacher education and mentoring program at the local level. Such data system shall include (1)

templates for (A) writing and updating each district's plan, (B) recording each teacher's completion of each of the five instructional modules, and (C) teachers to record the completion of instructional module activities and submit written reflection papers or projects, and (2) links to on-line programs or workshops that are part of the five modules.

(j) Not later than July 1, 2010, the State Board of Education shall adopt guidelines to provide for the implementation of the teacher education and mentoring program in accordance with this section and the Report of the Beginning Educator Support and Training Program (BEST)/Mentor Assistance Program (MAP) Task Force dated December 29, 2008.

(Sept. Sp. Sess. P.A. 09-6, S. 37.)

History: Sept. Sp. Sess. P.A. 09-6 effective October 5, 2009.

THE TEACHER EDUCATION AND MENTORING (TEAM) PROGRAM GUIDELINES

INTRODUCTION

Legislation passed in October 2009 (Public Act No. 09-6, codified as CGS Section 10-145o) called for the establishment of “a teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules” for beginning teachers, to commence with the school year beginning July 1, 2010.

The Teacher Education And Mentoring (TEAM) Program is designed around five professional growth modules, in order to provide a framework for the support of new teachers. These five modules provide a learning process focused on the following domains of the Common Core of Teaching (CCT): classroom environment, planning, instruction, assessment and professional responsibility.

A committee including Connecticut State Department of Education (CSDE) staff, representatives of the six Regional Educational Service Centers (RESCs), representatives from higher education and teacher unions has been established to meet once a month during the developmental year (2009-10) to design the professional growth modules and to establish the requirements for their completion and review.

I. BEGINNING TEACHER PARTICIPATION/RESPONSIBILITIES

A. TEAM Participation Categories

The TEAM Program is required for all teachers who work under an initial educator certificate, interim initial educator certificate or 90-day certificate, as defined below.

1. Category I: Participation in the full five module (two-year) program is required for teachers certified in the following endorsement areas:
 - elementary education, English language arts, health, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language. (See endorsement area chart in Appendix A.)

2. Category II: Participation in the two module (one-year) program is required for teachers in any other endorsement area whose primary function is providing direct instruction to students in the following endorsement areas:
 - business education, vocational agriculture, agriculture, home economics, technology education, partially sighted, hearing impaired, blind, marketing educator, occupational subjects in technical high schools, trade and industrial occupations in a comprehensive high school, health occupations (comprehensive high school, health occupations) and technical high schools and unique endorsements in dance, theater or Montessori. (See endorsement area chart in Appendix A.)

B. Timelines for Beginning Teacher Participation

1. For teachers participating in Category I, legislation calls for the completion of two modules in the beginning teacher's first year and three modules in the beginning teacher's second year, except as otherwise provided by the Commissioner of Education.*
2. For teachers participating in Category II, legislation calls for the successful completion of one year of mentorship and two modules, except as otherwise provided by the Commissioner of Education.*

* Although designed as a two-year program for Category I, policy for the beginning educator program in the past has provided the teacher with a full three years to complete program requirements (aligned to the length of a three-year initial educator certificate). This will apply to TEAM as well. Category II teachers will be provided with a full two years for program completion. Therefore, timelines for participation will be monitored as follows:

- a. Beginning teacher participation will begin upon entry into the ED163 (Staff File) and assignment to a mentor.
- b. Districts will monitor their teachers' participation in TEAM to ensure compliance to three years for Category I teachers and two years for Category II teachers, from the "entry" date assigned.

Entry dates will be either:

- **September 1** (for teachers hired and in a classroom on or before October 31); or
- **February 15** (for teachers hired and in a classroom anytime on or after November 1 and on or before February 14).

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

For Example:

HIRE DATE	BEGINNING TEACHER PROGRAM ENTRY DATE
Between July 1, 2010, and October 31, 2010	SEPTEMBER 1, 2010
Between November 1, 2010, and February 14, 2011	FEBRUARY 15, 2011
Between February 15, 2011, and October 31, 2011	SEPTEMBER 1, 2011

- c. The CSDE will monitor the districts' adherence to this timeline by reviewing registration dates twice yearly to highlight anyone who has gone beyond or is close to the three years of participation limit. Districts will then be notified and asked to contact the teacher to see if any extenuating circumstances exist that prevented completion within the three years from the entry date into the program.
- d. At the end of the third year, if all required modules have not been successfully completed and extenuating circumstances exist that have delayed fulfillment of this requirement, a process will be in place to request an extension of time based on such extenuating circumstances as: maternity leave, illness, personal crisis, etc.

- e. Requests for an extension of time should be submitted to the CSDE prior to the end of the third year of participation (based on entry date) in TEAM.
- f. Upon receipt by the CSDE of such request—including third party supporting documentation provided by a professional attesting to the circumstances—and the signature of the supporting district, the request will be reviewed and a determination made. If approved, the beginning teacher will be granted one additional school year to complete TEAM requirements.
- g. Teachers who do not successfully complete all five modules by the end of three full years in TEAM for Category I teachers and two full years for Category II teachers, and who do not receive an approved extension of time, will not be eligible for an extension of their initial educator certificate and will not be eligible to advance to the provisional certificate. In order to earn eligibility for the reissuance of the initial educator certificate, the teacher would need to fulfill the requirements of intervening study and experience (Sec. 10-145f) as approved by the State Board of Education.
- h. Note: these timelines are applicable only to teachers during the time they are employed as teachers in a Connecticut public school as reflected in the state’s Staff File. TEAM participation timelines stop during any unemployed period.

C. Registration in TEAM

Registration in TEAM will begin with entry of a teacher holding an initial educator, interim initial educator or 90-day certificate into the Staff File (ED163) and assignment to a mentor. The district facilitator will activate this process by ensuring that the district’s Staff File contact has the names of all teachers that need to be entered into the state Staff File, including continuing and new hires. The Staff File will then identify all teachers who hold one of the certificates named above in any of the endorsements required by TEAM. The district will be able to generate a report from the Staff File that will reflect all teachers that need to be in TEAM. The district will issue a registration letter, indicating an “entry” date to each of the beginning teachers. Districts must ensure that each beginning teacher receives this letter via paper mail or electronically.

D. Transition from Beginning Educator Support and Training (BEST) to TEAM

To phase-in TEAM in its first year of implementation in the 2010-11 school year, an adjustment to required module completion has been made in order to ensure the capacity of the program to provide the resources necessary to deliver and pay for mentorship, for the review of module papers, and for districts to incorporate the required program infrastructures as described in their support plans. The phase-in of module requirements is described below:

1. Teachers who began a teacher induction program through registration in BEST and who taught in the 2009-10 school year will transition to TEAM by successfully completing one module—either module #3 or module #4—through submission of a reflection paper on the selected module by *January 3, 2011*.

This cohort will be eligible to apply for a provisional educator certificate upon the successful completion of one module.

2. Teachers who began teaching in the 2009-10 school year and who have no previous registration in BEST will transition to TEAM by successfully completing two modules (selected from modules, #2, #3, or #4).

This cohort will have the full 2010-11 school year to complete requirements and will be eligible to apply for a provisional educator certificate upon the successful completion of the two modules.

3. All teachers who first begin teaching in the 2010-11 school year—or those who began in BEST previously but did *not* teach during the 2009-10 school year—will participate in the full five module program by successfully completing:
 - two modules in year one (2010-11); and
 - three modules in year two (2011-12).

This cohort will be eligible to apply for a provisional certificate upon the successful completion of all five modules.

A chart describing the participation of these cohorts of teachers is in Appendix B.

Related Policy:

- Any teacher represented in group #1 above (previously registered in BEST and taught in 2009-10), and *who is not rehired or not teaching in the 2010-11 school year*, will be allowed to carry forth the program requirement to complete only *one* module for three years – meaning that if he or she returns to teaching in any of the following three years (2010-11, 2011-12 and 2012-13), he or she will only need to complete one module to fulfill TEAM requirements. Anyone returning in 2013-14 or after would be required to complete the full five module process.
- Any teacher represented in group #2 above (teachers who began teaching in the 2009-10 school year and have no previous registration in BEST), and *who is not rehired or not teaching in the 2010-11 school year*, will be allowed to carry forth the program requirement to complete only *two* modules for three years – meaning that if he or she returns to teaching in any of the following three years (2010-11, 2011-12 and 2012-13), they will only need to complete two modules to fulfill TEAM requirements. Anyone returning in 2013-14 or after would be required to complete the full five module process.

II. DISTRICT ROLES AND RESPONSIBILITIES

A. Appointment of a District Facilitator (DF)

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. This individual must be a certified teacher or administrator in the district who will function as liaison between the CSDE, the district, the beginning teachers and mentors regarding requirements of the TEAM program. A fact sheet containing overview of DF responsibilities is contained in Appendix C.

B. Appointment of a TEAM Coordinating Committee (TCC)

The TCC is a district committee that oversees, plans, implements and monitors the district's TEAM Program. The guidelines outlining the appointment of TCC members and their responsibilities are contained in Appendix D.

C. Development and Implementation of a Three-Year District Support Plan

Each district must develop and implement a three-year plan to provide support for beginning teachers and mentors. This will include, but not be limited to, the development of a TCC, the recruitment and training of mentors, a plan for the review of module reflection papers, and budget and resources that will enable teachers to successfully complete the required professional growth plans. A template to guide the development of support plans is contained in Appendix E.

D. Allocation of Mentor Stipends

Each district must oversee the allocation of mentor stipends received from the state to be included as part of the mentor's total earnings. To ensure appropriate allocation of these funds, districts must monitor mentor/beginning teacher logs to confirm that the minimal requirements of mentorship have been met.

E. Oversee Submission of Beginning Teachers' Support Timeline

Ensure receipt and submission of all beginning teachers' support plan timelines at the beginning of their first year. Updates/changes can be made as needed. A sample template for two-year (Category 1) and a one-year (Category 2) plan(s) is contained in Appendix F.

F. Selection of a Process for the Review of Module Reflection Papers

Beginning teachers will culminate their professional growth action plan activities for each module with a three- to four-page reflection paper. Papers will be reviewed to determine if they have successfully met a completion standard, as established by the CSDE, through training. Districts may elect to use either an in-district review option or a regional review option. This selection of a process does not need to be permanent. A district may elect to use an in-district process one year and may move to participate in a regional review process in the following year. However, if the district elects to change its review process, the CSDE must be notified.

1. **Regional review option:** In a regional review process, beginning teachers will submit their papers to a RESC regional pool of trained reviewers. Districts that select to participate in a regional review group will be required to have a number of district educators trained to review reflection papers (the number of reviewers that need to be trained will be proportionate to the numbers of beginning teachers participating in the program). Upon submission, a RESC staff representative will match the reflection paper to a trained reviewer. To ensure greater confidentiality, to the extent possible, regional reviewers will not review their own district's papers but will receive the papers belonging to teachers from other districts in their own region. In larger districts, it may not be possible to guarantee that all papers will be sent to other districts. In such cases, papers that need to be reviewed by their own district readers will not be assigned to a reviewer who works in the same school as the beginning teacher. In the regional review option, papers may be submitted at any time and will be reviewed within three weeks.
2. **In-district review option:** Districts may elect to review the reflection papers submitted by their own beginning teachers or form a consortium with other districts to share the review of papers in an alternate "in-district" option. In such case, the following options exist for the composition of a review committee:
 - a. the full TCC can serve as the review committee;
 - b. a sub-set of the TCC can serve as the review committee; or
 - c. others (certified professionals not serving on the TCC).

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

- a. assigning papers for review;
- b. establishing and monitoring timelines for submission and result of review;
- c. the secondary review of papers that do not meet successful completion standard (optional); and
- d. assuring confidentiality.

The training of reviewers: Whether electing to use the regional or in-district model, all reviewers must participate in a training for the review of module reflection papers.

Trainings will be developed by the CSDE in conjunction with RESC staff and delivered in the summer/fall of each year. Reviewers must participate in an update training yearly in order to continue to review reflection papers.

G. Reflection Paper Outcomes

The results of the reflection paper reviews (successfully complete/not complete) are entered into the TEAM data system. A beginning teacher is required to satisfactorily complete all five modules (if in Category 1) or two modules (if in Category 2), with the exception of teacher cohorts as described in *Section I.D., Transition from BEST to TEAM*. The DF or designee of the TCC will verify to the Superintendent the names of the teachers who have met this requirement. The Superintendent will then verify successful completion status to the CSDE via the electronic database system. This notification to the CSDE confirms the teacher's eligibility to apply for the provisional educator certificate.

H. Completion and Submission of TEAM Mentor/Beginning Teacher Annual Activity Report

An annual report on mentor/beginning teacher activities is to be prepared by the DF or designate for presentation to the Superintendent and the TCC for review by the end of the school year. The first annual report will be due through online submission at the end of the first year of implementation in 2010-11 (June 2011). The activity report will be used to inform support plans and the allocation of financial support for the following year and may be accessed by the CSDE as part of the auditing process. A sample Annual Activity Report is in Appendix G.

I. District Policy for Special Accommodations for Disabilities

Individuals with diagnosed disabilities may need to request special accommodations to successfully complete TEAM. Districts must be committed to providing reasonable accommodations that are appropriate, given the purpose of the TEAM Program. Because the TEAM Program is designed to provide support and 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 for employment purposes. However, should the nature of the professional growth process prompt a beginning teacher participant to seek out special accommodations based on disabilities, then the teacher needs to submit a request to his or her district. Each district must have a written policy to address accommodation requests based on disabilities. The CSDE will provide districts with guidance regarding a process for reviewing such requests as approved by the Office of Civil Rights, for those districts that may not already have such a policy in place. Guidelines are attached in Appendix H.

III. MENTORS' AND COOPERATING TEACHERS' ROLES AND RESPONSIBILITIES

A. The Process for Recruitment of Prospective Mentors and Cooperating Teachers

Each district must develop a process for the recruitment and selection of prospective mentors and cooperating teachers. The following are guidelines for such a process and criteria for their selection.

Individuals who are employed by a Board of Education and apply to become mentors shall present evidence to the district committee of:

- possession of a professional or provisional educator certificate and 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 should demonstrate:

- effective teaching practice as defined in the Connecticut Common Core of Teaching (CCT);
- ability to work cooperatively as a team member to aid the professional growth of a beginning teacher;
- professional commitment to improving the induction of beginning teachers into the teaching profession;
- ability to relate effectively to adult learners;
- ability to be reflective and articulate about the craft of teaching; and
- such other criteria as may be deemed necessary by the district committee.

In addition, *retired certified teachers* may also serve as mentors, provided they successfully complete a TEAM Initial Support Teacher Training and provide evidence of the qualities listed above.

B. Training Requirements

1. **Mentor Update Training:** Previously trained BEST mentors must attend a one-day TEAM update training in order to be eligible to accept a mentoring role in the TEAM Program. Mentors may be assigned to a beginning teacher without having completed an update training, but must register for and participate in an update training within 30 days of assignment. Mentors who are not TEAM trained will not receive a state-issued mentor stipend. Teachers who have been previously trained through the BEST Program and who want to serve as a cooperating teacher must also participate in a one-day TEAM Update Training. However, an exception will be made to allow previously trained cooperating teachers to take on a student teaching assignment in the fall of 2010 and spring of 2011 without having first completed update training. All subsequent cooperating teacher/student teacher placements must be with a cooperating teacher who has participated in a TEAM Update or has been first trained through TEAM Initial Support Teacher Training.
2. **Initial Support Teacher Training:** This is a three-day training which enables participants who have completed the training to serve as a mentor for a beginning teacher or a cooperating teacher for a student teacher.
3. **Both newly trained and previously trained:** support teachers must participate in an update training every three years.

4. **Continuing Education Units (CEUs):** The CSDE will provide CEUs for successful completion of TEAM support trainings. CEU equivalents for service as a mentor or cooperating teacher may be issued by the district.
5. **Employment Change:** Mentors and cooperating teachers who change employment from one Board of Education to another, and who are approved through the selection process of the Board of Education in which they are newly employed, shall not be required to repeat initial training as a result of the employment change.

C. Mentor Responsibilities

1. Each mentor is required to provide minimally 50 contact hours to each beginning teacher over the course of the five-module program or 20 hours for the two-module program. This reflects an expectation of providing approximately 10 hours of support per module.
2. Mentors must attend appropriate trainings—initial and update as described above—in order to be able to guide their mentees through the professional growth module process.
3. Each mentor may be assigned two beginning teachers, except that in certain circumstances a mentor shall be assigned to no more than three beginning teachers.

The State Board of Education shall protect and save harmless, in accordance with the provisions of section 10-235 of the Connecticut General Statutes, any mentor while serving in such capacity.

D. Payment of Mentor Stipends

The CSDE is responsible for distributing state funding to local and regional school districts for the payment of mentor stipends. The districts are responsible for the distribution of funds to be included in a person's total earnings for purposes of retirement. Distribution of funds to districts is based on the following:

1. Each mentor is required to provide a minimum of 50 contact hours to each beginning teacher over the beginning teacher's two years, with the expectation of providing approximately 10 contact hours per module.
2. Mentors will receive a \$500 dollar annual stipend for each beginning teacher to whom they provide mentorship for the majority of a school year (assigned to a beginning teacher with a September 1 entry date).
3. Mentors who are assigned to a beginning teacher with a February 15 entry date will be eligible for a \$250 stipend.
4. A sum equal to the amount of \$500 times the number of beginning teachers served by a mentor for the majority of a school year (assigned to a beginning teacher with a September 1 entry date), and a sum equal to the amount of \$250 times the number of beginning teachers served by a mentor for part of the school year (assigned to a beginning teacher with a February 15 entry date), will be issued to the district.

5. District responsibility is to monitor the web-based mentor/beginning teacher logs to confirm that mentorship is taking place prior to allocating funds for payment.
6. The maximum amount of support money that may be paid out for the support of one beginning teacher to complete the full five-module program (Category 1) is \$1,000 (equivalent to two \$500 annual payments).
7. The maximum amount of support money that may be paid out for the support of one beginning teacher in the two-module program (Category II) is \$500 (equivalent to one \$500 annual payment).
8. **Note:** There is no “supplement/supplant” requirement for state dollars. If a collective bargaining agreement already exists in a district to provide a stipend to mentors, the district is NOT obligated to pay the \$500 above what they have in the collective bargaining agreement. For example, if a district now pays \$750, it could chose to continue to pay the \$750, using the state funds towards this payment or to fulfill other budget needs in regard to supporting new teachers. Or, the district could choose to pay the full \$1,250 to the mentor (representing the \$750 plus the \$500 from the state funds). However, each mentor must be minimally paid \$500 annually from state funds for a full year of mentorship to each beginning teacher. Note that mentors may be assigned to two beginning teachers, except that in certain circumstances, a mentor may be assigned to no more than three beginning teachers.

IV. CSDE/RESC ROLES AND RESPONSIBILITIES

A. Data System

The CSDE, in consultation with EASTCONN, is responsible for the development and management of a data system to document which teachers have successfully completed the professional growth modules and that mentors have been accountable for providing support. Local and regional school districts will also have access to this web-based system. The system includes templates for:

1. Writing and updating each district’s three-year support plan:
A template for the writing and editing of a district’s three-year support plan will be made available on the website. Districts will complete the plan and will “submit” the plan electronically to the CSDE. The support plan template is contained in Appendix E.
2. A progress monitoring function to record each teacher’s completion of each of the five professional growth modules and for the submission of written reflection papers.
Highlights of system components include:
 - a. A “Beginning Teacher Dashboard” which will allow a teacher to track progress through the five professional growth modules. Components of the dashboard minimally include:
 - a personal journal to keep notes regarding a teacher’s progress through each module;
 - a mentor meeting log to keep track of all beginning teacher/mentor meetings – including dates, time of meeting, focus and summary of the meeting. Mentors will “sign-off” on the meeting log indicating that there is an agreement regarding the date, time and focus of the interactions;

- a CCT Performance Profile for each module (based on the Common Core of Teaching) that will allow for a focused beginning teacher/mentor discussion in order to develop a professional growth plan related to each module;
 - a Professional Growth Action Plan (PGAP) which will include a statement of a teacher's goal related to the CCT and anticipated impact on student performance. It will also include a plan for activities to support the goal and the anticipated timeline for module completion (recommended 8-10 weeks); and
 - a tab for the drafting of the reflection paper and for the electronic submission of such paper.
- b. A "Mentor Dashboard." Components of the dashboard will include:
- a mentor journal to keep notes regarding support activities;
 - mentor/beginning teacher meeting log to confirm agreement regarding the date, time and focus of the interactions; and
 - the beginning teacher's reflection paper.
- c. A process for allowing access to administrators, DFs and other designees of the district to a beginning teacher's:
- beginning teacher/mentor meeting log; and
 - PGAP and requires building administrator approval of PGAP.
- d. A process which requires Superintendents to enter beginning teacher completion information which will notify the CSDE that the teacher is eligible to apply for a provisional educator certificate.
3. The data system provides links to on-line resources related to the five modules. Accordingly, the TEAM website (www.ctteam.org) is designed to provide:
- access to the mentoring module workspace described above;
 - registration for professional development workshops and trainings;
 - resources (articles, books, websites) to support professional growth; and
 - communications via email to beginning teachers, mentors, DFs and administrators.

B. Development of Training and Professional Development

The CSDE, in conjunction with EASTCONN and the RESC Alliance, develops and delivers the following trainings:

1. A one-day mentor update to orient previously trained mentors to the TEAM professional growth module process. Mentors who do not participate in this training cannot serve as TEAM mentors and will not be eligible for a state-issued mentor stipend.
2. A three-day Initial Support Teacher training to qualify district-selected individuals who have not been previously trained, to serve as mentors and cooperating teachers.
3. TCC training to guide district team, administrators and DFs in designing, managing and administering the TEAM Program Guidelines for the TCC (Appendix D).
4. Reflection paper review training to qualify educators selected by the district to review module reflection papers.
5. Administrator trainings to familiarize building administrators with the TEAM Program, their role in the program, and how the program can align with and promote district initiatives.
6. Online tutorials and professional development workshops.

C. Institutions of Higher Education

The CSDE and the RESCs will work with the Connecticut teacher preparation programs to ensure that there is alignment between the TEAM professional growth module process and the National Council for Accreditation of Teacher Education (NCATE) approved preservice teacher preparation programs. This will include the training of cooperating teachers to work with teacher preparation candidates during student teaching and internships.

D. Monitoring of District Implementation

The CSDE has the responsibility to monitor district fidelity to the program. This process may include random district audits and observations and may include, but not be limited to, monitoring of:

- district three-year support plans;
- mentor logs to ensure adherence to mentoring requirements;
- beginning teachers' workspace entries (excluding the beginning teacher's CCT profile and personal journal);
- mentor teachers' workspace entries (excluding the mentor's personal journal);
- beginning teacher timelines for participation;
- mentor stipend payments; and
- district annual reports.

E. Outside Evaluation

The CSDE will oversee 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.

V. RELATED POLICY GUIDELINES**A. Separation of TEAM Program Results and Employment Decisions**

The TEAM legislation states that "local and regional Boards of Education shall not consider a teacher's completion of the teacher education and mentoring program as a factor in its decision to continue a teacher's employment in the district."

1. Clarification for districts: TEAM Program activities can be aligned with district and school goals and, therefore, aligned with the district's teacher evaluation plan, considering the balance of both district initiatives and the professional growth needs of the beginning teacher. However, the successful completion of a beginning teacher's reflection paper(s) or other work completed as part of the TEAM modules must not have any impact on or be a factor in a district's decision to continue or terminate employment of the beginning teacher. Non-renewal must be based on alternative criteria.
2. Clarification for beginning teachers: Conversely, a beginning teacher cannot use a successful completion of modules to argue against a non-renewal decision by the district.

B. Portability of Module Completion

Teachers who begin TEAM in one district and successfully complete one or more modules, but who have not yet successfully completed all modules before transferring to another district, will be able to “bank” modules successfully completed and will only need to complete any outstanding modules in the new district. However, beginning teachers will not be given extended time beyond the three-year period to complete program requirements in the new district, unless extenuating circumstances are documented and approved.

C. Exemptions from the TEAM Program

Because the professional growth module process is individually suited to the context of a teacher’s assignment, grade level and students, the CSDE anticipates that all teachers will be able to participate. However, a process will be put in place to allow for a teacher to apply for consideration of an exemption in unique situations. Exemption applications will be reviewed by an appointed CSDE TEAM Review Committee to determine if a full or partial exemption is warranted.

D. Past Beginning Teacher Program Completion Status

If a teacher has completed BEST (either through the Connecticut Competency Instrument [CCI] or portfolio assessment or has been waived) at any time, that completion status remains in effect. Note: If someone has completed a program in the past under a subject area endorsement that does not cross-endorse to a TEAM Program area (i.e., 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.

E. Further Clarifications Regarding TEAM Participation**Teachers Who Do Not Participate in TEAM:**

1. **Long-Term Substitutes working under Initial Certificates:** Teachers who hold an initial educator, interim initial educator or 90-day certificate who are in long-term substitute positions as a replacement for someone on leave will not participate in TEAM until they are employed in a contracted teaching position.
2. **Durational Shortage Area Permits (DSAPs), Resident Teaching Certificates or Adjunct Arts Instructor Permits:** Teachers working under these permits/certificates have not fully completed requirements for the initial certificate. For this reason, these teachers will not participate in TEAM until the initial educator or interim initial educator or 90-day certificate has been issued.
3. **Tutors:** Individuals whose teaching assignments are determined to be that of “tutors” or “teaching assistants” based on Section 10-145d-401 of the Connecticut General Statutes (which defines the responsibilities of a “teacher”) are not considered to be teaching under their certificates (even if they hold one) and are not entered into the state Staff File and do not participate in TEAM.

Although not required by TEAM, mentorship of these individuals is encouraged. However, these mentors will not be considered part of the TEAM Program for the purpose of receiving stipends.

4. Participation of Unique Endorsements:

The unique endorsement is issued for specialized areas for which we do not have an actual endorsement. Teachers who hold the #110 unique endorsement for Montessori, dance and theater will participate in Category II of the TEAM Program.

5. Adult Education Endorsement #106:

Teachers who work in high school credit programs must participate in TEAM as their positions require a valid license in the subject area being taught and because the students will be receiving a regular high school diploma.

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

**TEAM PARTICIPATION CATEGORIES
BY CERTIFICATION CODES**

<p>Category 1 TEACHERS CERTIFIED AND TEACHING UNDER THE ENDORSEMENTS BELOW WILL PARTICIPATE IN THE FULL FIVE MODULE PROGRAM</p>	<p>Category 2 TEACHERS CERTIFIED AND TEACHING UNDER THE ENDORSEMENTS BELOW WILL PARTICIPATE IN THE TWO MODULE PROGRAM</p>	<p>TEAM Program NOT available Certification Endorsement Areas NOT participating in the TEAM Program</p>
<ul style="list-style-type: none"> ➤ English (#015) ➤ Mathematics (#029) ➤ Biology (#030) ➤ Chemistry (#031) ➤ Physics (#032) ➤ Earth Science (#033) ➤ General Science (#034) ➤ Health (#043) ➤ Special Education (#065,165, 265) ➤ Elementary (#001, 002, 003, 004, 005, 006, 008, 013, 112, 113) ➤ Middle School 4-8 (#006, 215, 226, 229, 230, 231, 232, 233, 234, 235) ➤ History/Social Studies (#025, 026) ➤ Art (#042) ➤ Music (#049) ➤ Physical Education (#044) ➤ Bilingual Education (#009, 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) ➤ Teaching English to Speakers of Other Languages [TESOL] (#111) <p>Note:</p> <ul style="list-style-type: none"> ➤ Teachers working under a H.S. Credit Diploma Prog. (#106), endorsement coupled with one of the secondary endorsements listed above will participate in this category. 	<ul style="list-style-type: none"> ➤ Business Education (#010) ➤ Vocational Agriculture (#041) ➤ Agriculture (#040) ➤ Home Economics (#045) ➤ Technology Education (#047) ➤ Partially Sighted (#055) ➤ Hearing Impaired (#057) ➤ Blind (#059) ➤ Teacher-Coord. 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 Technical High Schools (#109) ➤ Unique endorsements in dance, theater and Montessori (#110) 	<ul style="list-style-type: none"> ➤ Driver Education (#035) ➤ Speech and Language Pathologist (#061) ➤ School Library Media Specialist (#062) ➤ School Counselor (#068) ➤ School Psychologist (#070) ➤ School Social Worker (#071) ➤ School Nurse-Teacher (#072) ➤ School Dental Hygienist-Teacher (#073) ➤ 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) ➤ Remedial Reading / Remedial Language Arts (#102) ➤ Teacher Coordinator Co-op Work Edu/Diversified Occup. (#104) ➤ Department Chairperson (#105) ➤ Ext. Diploma Prog. Non-credit Mandated Prog. (#107) ➤ Practical Nurse Education Instruction (#108)

Revised April 2010

TEAM PARTICIPATION TIMELINE

Teachers working under the following endorsement areas: bilingual education, elementary education, English language arts, health education, mathematics, science, social studies, special education, music, physical education, visual arts, world languages and teachers of English as a second language, will participate in TEAM according to the following timeline:

WHO PARTICIPATES? Teachers who hold an initial educator or interim initial educator certificate and who...	2010-11 YEAR PARTICIPATION REQUIREMENTS	2011-12 YEAR PARTICIPATION REQUIREMENTS	2012-13 YEAR PARTICIPATION REQUIREMENTS
<p>1. began in BEST and did not complete that program as of July 1, 2009, and taught during the 2009-10 school.</p>	<p>Pilot participation will consist of mentorship and the completion of one module – either module #3 or module #4. This includes submission of a reflection paper to be submitted by January 3, 2011.</p> <p>This cohort of teachers will exit the program upon the successful completion of one module.</p>	<p>Participation only if the required module is not successfully completed.</p>	
<p>2. began teaching in 2009-10 and have not yet participated in a beginning educator program as of July 1, 2009.</p>	<p>Participation will consist of mentorship and the completion of two modules selected from modules #2, #3 or #4.</p> <p>This cohort of teachers will exit the program upon the successful completion of these two modules.</p>	<p>Participation only if the required two modules are not successfully completed.</p>	
<p>3. first begin teaching in 2010-11, or who return to teaching in 2010-11 (after a leave of one or more years), and have not completed a beginning teacher program.</p>	<p>Participation will consist of mentorship and the completion of two modules.</p>	<p>Participation will consist of mentorship and the completion of three modules.</p>	<p>Participation only if any of the five required modules are not successfully completed.</p>

* Teachers in other endorsement areas whose primary function is providing direct instruction to students shall be required to successfully complete ONE Year of mentorship and TWO professional growth modules. Please refer to the TEAM Participation Categories Chart, Appendix A.

TEAM DISTRICT FACILITATOR (DF) RESPONSIBILITIES

The TEAM DF's responsibilities to the TEAM Program are detailed below:

Implementation of the TEAM Program within a School District

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

1. participating on a local coordinating committee to guide the activities of the TEAM program;
2. participating in the development of the district's 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. informing administrators about the TEAM Program and their role in placing beginning teachers with mentors, and in ensuring that the support plan is implemented in their schools.

Placement and Registration of Mentors or Support Teams with Beginning Teachers

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

1. ensuring that appropriate data related to the registration of beginning teachers in the TEAM Program is entered through the School Staff File verifying that data is accurate with respect to:
 - teaching assignment, grade level, school;
 - identification of mentor; and
2. updating information regarding beginning teachers/mentor placements for purposes of allocating TEAM mentor fund payments to the district.

Recruitment and Selection of Mentor Teachers

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

1. working with administrators and the TEAM Coordinating Committee to ensure that it fulfills its responsibilities in selecting mentor teachers;
2. recruiting district personnel to be support teachers to ensure that there are adequate numbers of mentors within the district; and
3. sharing support training registration information to selected candidates.

The TEAM Coordinating Committee (TCC) Guidelines

The TCC is a district's 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.

Composition of Committee

A minimum* of four certified professional employees including representation from, but not limited to, the TEAM DF, a trained mentor teacher, an administrator and "representatives of the exclusive bargaining representative for certified employees, based on district size." 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 coordinating committee 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.

**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.*

Once formed, the TCC is responsible for:

DEVELOPING

- **A three-year plan for supporting teachers.** A template for putting together a district support plan is available on www.ctteam.org, to provide guidelines for its development and submission.
- **An annual budget to support the activities of the three-year plan.** This budget will need to include consideration of time and opportunities for beginning teachers and mentors to meet, for individuals to serve on the TCC and/or review committees, and for substitute coverage necessary to allow for classroom observations or the release of teachers to attend trainings.

RECRUITING

- New mentors for TEAM training and pairing them with beginning teachers (preferably content/grade level/school building matches).
- Previously trained BEST mentors and ensuring that they attend a TEAM update training. Mentors who are not TEAM trained may not support a beginning teacher. Update training guidelines:
 - Previously trained mentors must attend the one-day TEAM update training (regardless of when they were last trained).
 - Mentors may be assigned to a beginning teacher without having taken update training but must register and participate in an update training within 30 days of assignment.
 - Note: additional update trainings will be scheduled throughout the year to ensure that training will take place in a timely fashion that will allow for the appropriate support of the beginning teacher in TEAM. In addition, in spring 2010, a Training of Trainers (TOT) will be held to update all trainers so that they will be able to deliver the mentor update training in their own districts, thus expanding the capacity to reach all mentors that need updating. As another alternative, in-district training can be arranged through RESC trainers.

NOTE

- Both newly trained and previously trained mentors must continue to be updated every three years.
- Mentors who are not TEAM trained will not receive a state issued mentor stipend.

Guidelines for a Process and Criteria for the Selection of Mentor Teachers

Individuals who are employed by a board of education and apply to become mentors shall present evidence to the district committee of:

- possession of a professional or provisional educator certificate and 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 should demonstrate:

- effective teaching practice as defined in the CCT;
- ability to work cooperatively as a team member to aid the professional growth of a beginning teacher;
- professional commitment to improving the induction of beginning teachers into the teaching profession;
- ability to relate effectively to adult learners;
- ability to be reflective and articulate about the craft of teaching; and
- such other criteria as may be deemed necessary by the district committee.

In addition, retired certified teachers may also serve as mentors, provided they successfully complete a TEAM mentor training program and reflect evidence of the qualities listed above.

It is advised that guidelines or procedures for dissolving mentor placements and removal of teachers for good cause from the eligible pool of mentors and/or cooperating teachers be established as part of a district's three year support plan.

PROGRAM OVERSIGHT TO ENSURE

- That mentors work with beginning teachers to complete the CCT Performance Profile to establish the goals and priorities of each beginning teacher's individualized mentoring plan.
- The review and approval of the beginning teacher's individualized, two-year support plan. The two-year plan is an intended timeline for completion of the program. A sample template for the two-year plan is provided to guide its completion. Note that this template is only a guide and may be customized to your district's needs.
- The organization of mentoring opportunities by grade level or content area and school building. To the extent possible, mentoring matches should be contained within the same school building and at the elementary level, be at the same or close grade level and, at the middle or high school level, be a subject area match.
- The submission of an annual activity report on mentor-teacher activities prepared by the DF to the Superintendent for review and approval. The activity report will be used to inform support plans and the allocation of financial support for the following year and may be accessed by the CSDE as part of its auditing process.

- “The coordination (alignment) of the TEAM Program and the teacher evaluation and supervision program provided they are kept separate.” TEAM legislation indicates that the local and regional Board of Education shall not consider a teacher’s completion of the teacher education and mentoring program as a factor in its decision to continue a teacher’s employment in the district. This means that the TEAM Program activities can be aligned with district and school goals and, therefore, aligned with the district’s teacher evaluation plan – considering the balance of both district initiatives and the professional growth needs of the beginning teacher. However, the successful completion or non-successful completion of a beginning teacher’s reflection paper(s) or any other activities completed as part of the TEAM process must not have any impact on or be a factor in a district’s decision to continue or terminate employment of the beginning teacher. Non-renewal must be based on alternative criteria.

ACCOUNTABILITY

- **Mentor Stipends:** The TCC must oversee the receipt of state money for mentor payments and ensure its proper dissemination to mentors as confirmed by the state’s online data system.
 - Each mentor is required to provide a minimum of 50 contact hours to each beginning teacher over two years, with the expectation of 10 contact hours per module.
 - Mentors will receive a \$500 annual stipend for each beginning teacher to whom they provide mentorship for the majority of a school year (assigned to a beginning teacher with a September 1 entry date*).
 - Mentors who are assigned to a beginning teacher with a February 15 entry date* will be eligible for a \$250 stipend.
 - A sum equal to the amount of \$500 times the number of beginning teachers served by a mentor for the majority of a school year (assigned to a beginning teacher with a September 1 entry date), and a sum equal to the amount of \$250 times the number of beginning teachers served by a mentor for part of the school year (assigned to a beginning teacher with a February 15 entry date) will be issued to the district.
 - The maximum amount of support money that may be paid out for the support of one beginning teacher to complete the full five module program (Category 1) is \$1,000 (equivalent to two \$500 annual payments).
 - The maximum amount of support money that may be paid out for the support of one beginning teacher in the two module program (Category 2) is \$500 (equivalent to one \$500 annual payment). A beginning teacher in Category 2 may take two years, if necessary, to complete both modules.
 - The legislation states that stipends must be included in a person’s total earnings for purposes of retirement. As a result, a process must be put in place in each district in order to issue these earnings to mentors as part of their employment checks.
 - **Note:** There is no “supplement/supplant” language for state dollars. If a collective bargaining agreement already exists in a district to provide a stipend to mentors, the district is NOT obligated to pay the \$500 above what they have in the collective bargaining agreement. For example, if a district now pays \$750, it could chose to continue to pay the \$750, using the state funds towards this payment or to fulfill other budget needs in regard to supporting new teachers. Or the district could choose to pay the full \$1,250 to the mentor (representing the \$750 plus the \$500 from the state funds). However, each mentor must be minimally paid \$500 annually for a full year of mentorship to each beginning teacher. Note that mentors may be assigned to two beginning teachers, except that in certain circumstances, a mentor may be assigned to three beginning teachers.

**A description of entry dates is attached to this document.*

- **Communication:** 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 state or district. To assist in this, the TCC must ensure that all beginning teachers and mentors are subscribed to the TEAM communications website: www.ctteam.org. Notification will be sent to the DF when the website is set up to accept subscriptions for communications by beginning teachers and others.
- **Options for the review of reflection papers:** The TCC must review professional growth reflection papers or assign the review of reflection papers to a subset of the district TCC or to a regional review committee. If a regional review option is selected, the TCC must assign member(s) of the TCC or others to participate on the regional review committee proportionate to the number of beginning teachers and papers anticipated. Districts may also elect to collaborate with other districts to form a consortium for the review of reflection papers. Any person participating on a district, regional or district consortium review committee must participate in training specific to this purpose.
- **Documentation of professional growth module completion:** The TCC will verify the successful completion of the professional growth modules by their beginning teachers (based on the results of district or regional review) and confirm this to the Superintendent so that the Superintendent can attest to the CSDE that the teacher is eligible to be awarded the provisional educator certificate through the online data system.
- **Audits by the SDE:** The SDE has been charged with monitoring district implementation of the TEAM Program to ensure fidelity to the program's plan and goals. This may include random district audits and observations by state personnel.

Other TCC responsibilities:

Registration of beginning teachers in TEAM:

In planning the oversight of the TEAM Program in a district, the TCC must be aware of all teachers in the district that are required to be in the program and must ensure their registration. TEAM is required for all teachers who hold the initial educator certificate, interim initial educator certificate or 90-day certificate. Participation in TEAM begins with entry into the ED163 (Staff File) and assignment to a mentor. This is a district responsibility that will result in TEAM registration. Therefore, the TEAM DF must activate this process by ensuring that the district's Staff File contact has the names of all teachers (both continuing and new hires) that need to be entered into the Staff File. The Staff File will then identify all teachers who hold one of the certificates named above in any of the endorsements required by TEAM (please refer to Chart #1, Participation Categories by Certification Codes). This will result in the registration of the beginning teacher in the TEAM Program. The district will be able to access a report from the Staff File that will identify all teachers that require participation. *However*, the SDE will no longer be responsible for generating registration letters to beginning teachers. The district will issue a registration letter to each of its beginning teachers. Districts must ensure that beginning teachers receive this letter via paper mail or electronically. Prior to the 2010-11 school year, the SDE will provide to all districts lists of teachers who need to continue from BEST into the TEAM program and those teachers who were first hired during the 2009-10 school year (as reflected in the state Staff File). Additionally, the SDE will provide to districts a template for registration letters.

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.

Feedback/suggestions regarding these guidelines are welcomed. Please send any feedback you may have to Beverly Hartstone at beverly.hartstone@ct.gov.

Revised April 2010

Teacher Education And Mentoring (TEAM) Program
THREE-YEAR DISTRICT SUPPORT PLAN FOR BEGINNING TEACHERS AND MENTORS

School Years Covered in Plan: _____

District: _____ District Facilitator (DF): _____

Address: _____ DF Email: _____

_____ DF Telephone: _____

TEAM Coordinating Committee Member Names and their Staff Roles:

District Profiles: Refer to Strategic School Profiles on state website

Superintendent's Name Superintendent's Signature Date

District Facilitator's Name District Facilitator's Signature Date

Teacher Education And Mentoring (TEAM) Program
SUPPORT PLAN FOR BEGINNING TEACHERS AND MENTORS

District: _____

Please use bullets (narrative form not suggested)

The Mission of the TEAM Program: *To promote excellence, equity and higher achievement for Connecticut students by engaging teachers in purposeful exploration of practice through guided support and personal reflection.*

- I. List your district's three-year objectives and supporting activities related to the state's mission statement for the TEAM Program. (Consider: alignment to district/school initiatives related to teaching and learning; teacher retention, professional development, etc.)

II. Describe the criteria and process that you will use for:

- identifying TCC members;
- establishing the term length for members (three years recommended); and
- establishing a timeline for the TCC to meet or communicate with the Superintendent or central office regarding TCC activities. (*Consider: roles and responsibilities of the TCC*)

III. Describe the criteria and process that you will use to:

- 1) select mentors;**
- 2) ensure that they have received appropriate state training (initial training and update training every three years); and**
- 3) assign mentors to beginning teachers based on subject areas, grade levels and need.**

Describe any additional professional development opportunities provided by the district to mentors to address further development of best practice and essential content knowledge.

IV. Describe the process you will use to develop capacity for and review of Module Reflection Papers:

Note: Regardless of whether a district elects to review reflection papers in-district or participate in a regional review process, reviewers must be recruited (number of reviewers will depend on the number of reflection papers that will need to be reviewed), attend a one-day training prior to reviewing papers and participate in update trainings in subsequent years. Sections A and B should be completed by all districts.

- A. Identify the review option selected by the Superintendent:
 _____ in-district review _____ regional review

- B. Identify the criteria and process for selecting individuals to review reflection papers:

Note that if selecting the **in-district** review option, the following options exist for composing a review committee:

- a. The full TCC can serve as the review committee.
- b. A sub-set of the TCC can serve as the review committee.
- c. Others (outside of the TCC) can serve.

Note that if selecting the **regional review** option, a number of reviewers from your district will need to be identified to participate in the regional review of reflection papers from teachers outside of your own districts.

- C. For those districts electing the **in-district review** only, identify a process for:
- a. Assigning papers for review.
 - b. Establishing and monitoring timelines.
 - c. The secondary review of papers that do not meet successful completion standard (optional).
 - d. Assuring confidentiality.

- V. Describe the process that you will use to:**
- 1) collect beginning teachers' two-year support plans; and**
 - 2) ensure that mentors and beginning teachers are working together to complete the beginning teachers' PGAP and are participating in the module process.**

APPENDIX E

VI. Describe the process that the district will use to resolve internal disputes or appeals. *(Consider: disputes concerning the mentoring module process; the PGAP; mentor-beginning teacher relationships – including a process to dissolve placements, if necessary; reflection paper outcomes [if reviewed in-district]; and requests for special accommodations based on disabilities.)*

VII. Describe the resources needed and the budget required to carry out the activities described in the plan to support beginning teachers' and mentor activities as outlined here and in beginning teachers' PGAPs. Provide actual amounts budgeted toward these activities. (*Consider: time and opportunities for beginning teachers and mentors to meet, for individuals to serve on the TCC and/or review committees, and substitute coverage needs.*)

Reminder regarding a year-end evaluation:

At the end of each year, complete the Annual Activity Report. The template for this report will be placed online and will be due to the Superintendent at the end of each year. This report will serve to evaluate the implementation of the three-year plan annually to inform changes as necessary for the following year. (Consider: documentation of support provided to beginning teachers, feedback from program participants). The Annual Activity Report is a culminating report and is not part of the three-year support plan but informs future plans.

**TEAM TWO-YEAR BEGINNING TEACHER SUPPORT PLAN TIMELINE FOR
CATEGORY 1 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 or _____ February 15

First TEAM participation year: _____

Module(s) that will be completed in this school year: _____

Second TEAM participation year: _____

Module(s) that will be completed in this school year: _____

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

Signature of Beginning Teacher

Date

Signature of Mentor

Date

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

Revised April 2010

TEAM BEGINNING TEACHER SUPPORT PLAN TIMELINE FOR
CATEGORY 2 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 or _____ February 15

First TEAM participation year: _____

Module(s) that will be completed in this school year: _____

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

Signature of Beginning Teacher

Date

Signature of Mentor

Date

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

TEAM MENTOR/BEGINNING TEACHER ANNUAL ACTIVITY REPORT

This report is to be completed by the TEAM DF to be shared with other TEAM Coordinating Committee members and the district Superintendent.

To be completed by the end of the school year: June 2011 for the first year

Information Requested	Response
1. District.	
2. School Year Documented.	
3. How many beginning teachers did you have in your district during the year reported?	
4. How many beginning teachers actively participated in the TEAM Program?	
5. How many mentors provided support to these beginning teachers?	
6. What was the number and percentage of mentors assigned to one beginning teacher?	
7. What was the number and percentage of mentors assigned to two beginning teachers?	
8. What was the number and percentage of mentors assigned to three beginning teachers?	
9. How many mentor/teacher matches were located in the same school building?	
10. How many elementary mentor/teacher matches were grade level matches? (Consider primary [Grades PK-3] or intermediate [Grades 4-6] matches as grade level appropriate matches.)	
11. How many middle/high school teachers were subject area matches? (Consider the same endorsement as a subject area match. Science and world languages teachers do not need to share the exact same endorsement with the beginning teacher – i.e., any science endorsement or any world language endorsement would be considered an appropriate match.)	

Information Requested	Response
<p>12. a. During this school year, how many beginning teachers successfully completed module #1 (Classroom Environment)?</p> <p>b. Of this number, how many and what percentage were not successful on a first submission?</p>	<p>a.</p> <p>b. <u> </u> # <u> </u> %</p>
<p>13. a. During this school year, how many beginning teachers successfully completed module #2 (Planning)?</p> <p>b. Of this number, how many and what percentage were not successful on a first submission?</p>	<p>a.</p> <p>b. <u> </u> # <u> </u> %</p>
<p>14. a. During this school year, how many beginning teachers successfully completed module #3 (Teaching)?</p> <p>b. Of this number, how many and what percentage were not successful on a first submission?</p>	<p>a.</p> <p>b. <u> </u> # <u> </u> %</p>
<p>15. a. During this school year, how many beginning teachers successfully completed module #4 (Assessment)?</p> <p>b. Of this number, how many and what percentage were not successful on a first submission?</p>	<p>a.</p> <p>b. <u> </u> # <u> </u> %</p>
<p>16. a. During this school year how many beginning teachers successfully completed module #5 (Professional Responsibility)?</p> <p>b. Of this number, how many and what percentage were not successful on a first submission?</p>	<p>a.</p> <p>b. <u> </u> # <u> </u> %</p>
<p>17. During this school year, indicate the number of beginning teachers recommended for the provisional certificate?</p>	

Information Requested

Response

<p>18. Based on the district's support activities for this year, do you anticipate any changes to your support plan for next year? If yes, please outline anticipated changes.</p>	<p>___ Yes ___ No</p>
<p>19. Was the district's fiscal allocation appropriate to address the activities of the support plan for beginning teachers and mentors? If no, please explain.</p>	<p>___ Yes ___ No</p>

Signature of TEAM District Facilitator

Date

DRAFT

TEAM Program
Proposed Guidelines for
Accommodations for Candidates with Disabilities

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

Timelines for Requesting Accommodations:

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

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

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

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

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

Proposed Guidelines for an
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 _____

Describe why the(se) accommodation(s) are necessary: _____

Nature of your disability: _____

Date for first diagnosis of disability: _____ Month _____ Year

Date of most recent evaluation: _____ Month _____ Year

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

If yes, please list the accommodations received: _____

Verification Statement to be Signed by Applicant

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

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

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

Signature of Applicant

Date

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

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