



CONNECTICUT STATE
DEPARTMENT OF EDUCATION



Introduction to **TEAM**

Bridging the journey from preparation through professional practice

2015-2016

What is the TEAM Program?

Legislation passed in October 2009 has established a **Teacher Education and Mentoring (TEAM) Program** for the purpose of providing support and professional growth for beginning teachers.



What is the Mission of the TEAM Program?

- The mission of the TEAM Program is:

to promote excellence, equity and high achievement for Connecticut students by engaging teachers in purposeful exploration of professional practice through guided support and personal reflection.



Why is **TEAM** so Important?

- ▶ On-Going Support
- ▶ Formative Process
- ▶ Professional Growth and Development



Who are the TEAM Program players?

- ▶ **Beginning teachers holding an initial, interim initial or 90 day certificate.**
- ▶ **Trained Mentors**
- ▶ **District Administrators**
- ▶ **Coordinating Committees**
- ▶ **Review Committees**
- ▶ **Professional Organizations**
- ▶ **Regional Education Service Centers (RES Cs)**
- ▶ **CT Department of Education (CSDE)**

How will my district support the TEAM Program?

▶ District Facilitator

- *An individual appointed to serve as a liaison between CSDE, district, beginning teachers and mentors regarding requirements of the TEAM program.*

▶ TEAM Coordinating Committee

- *A district committee that plans, implements and monitors the district's TEAM Program.*

▶ District Support Plan

- *A plan outlining how your district will support beginning teachers and mentors.*



What is the design of the TEAM Program?

- ▶ A professional growth model aligned with **five domains** of Connecticut's Common Core of Teaching (CCT)
 - **Classroom Environment, Student Engagement and Commitment to Learning**
 - **Planning for Active Learning**
 - **Instruction for Active Learning**
 - **Assessment for Learning**
 - **Professional Responsibilities and Teacher Leadership**



The CCT Emphasizes:

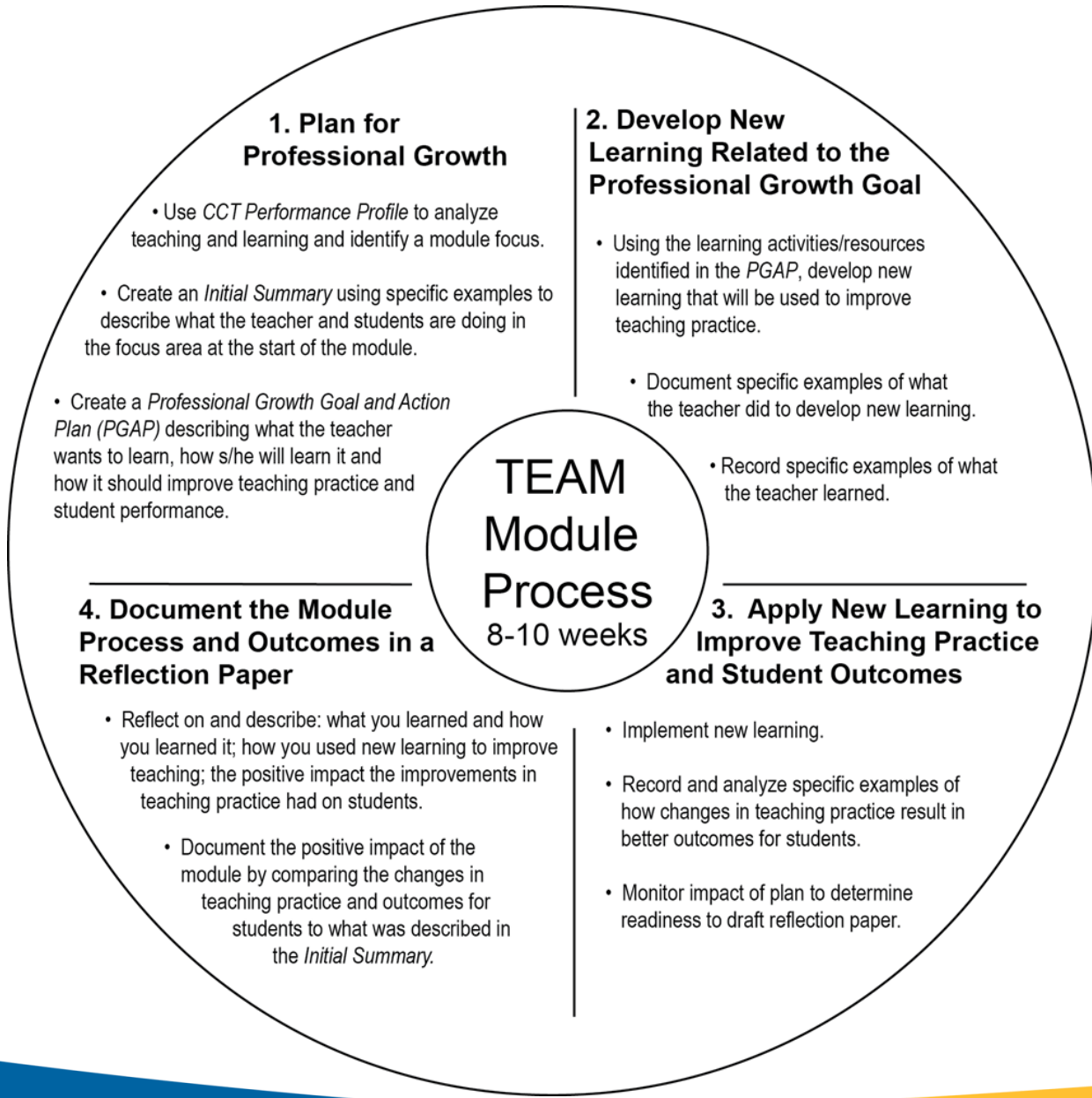
- ▶ **High Student Achievement** and success for all students
- ▶ **Differentiation** of instruction to support students
- ▶ **Collaboration** with colleagues and families to meet the diverse needs of all students
- ▶ **Commitment** to the analysis of teaching and continuous professional development

Connecticut Common Core of Teaching	TEAM Program Modules
<u>Domain 1.</u> <i>Content and Essential Skills</i>	EMBEDDED
<u>Domain 2.</u> <i>Classroom Environment, Student Engagement and Commitment to Learning</i>	MODULE 1
<u>Domain 3.</u> <i>Planning for Active Learning</i>	MODULE 2
<u>Domain 4.</u> <i>Instruction for Active Learning</i>	MODULE 3
<u>Domain 5.</u> <i>Assessment for Learning</i>	MODULE 4
<u>Domain 6.</u> <i>Professional Responsibilities and Teacher Leadership</i>	MODULE 5

Module Five is Different

- Modules 1-4 require a reflection paper to be submitted for review at the end of the 8-10 week guided professional learning experience.
- Module 5 is a facilitated conversation using scenarios that prompt honest discussions about possible ethical dilemmas regarding:
 - Relationships with students
 - Professional ethics
 - Community and family
 - Bullying
- Upon completion of the facilitated conversation, teachers will complete an online questionnaire accessed through the TEAM online dashboard.





1 *Step Number*

TEAM Module Process

Plan for Professional Growth

- ▶ **Explore** *CCT Performance Profile*
- ▶ **Select** one indicator for professional growth and development
- ▶ **Record** specific examples/evidence of practice
- ▶ **Create** an *Initial Summary* describing current practice
- ▶ **Develop** a *Goal*
- ▶ **Record** meetings in *Log* (mentor records, mentee verifies)
- ▶ **Document** work in *Journal*

CCT Performance Profile

Profiles available on ctteam.org

- **Read** the Performance Profile going across from left to right.
- **Note** language changes as you move across the continuum

CCT Indicators	Continuum of Effective Teaching Practice			
<p>1. Creating a class climate that is responsive to and respectful of the needs of students with diverse backgrounds, interests and performance levels</p>	<ul style="list-style-type: none"> ○ Little indication that the students' backgrounds, interests and skill levels are considered in selecting content and creating learning opportunities. 	<ul style="list-style-type: none"> ○ Considers students' backgrounds, interests and skill levels in making connections to the content and creating learning opportunities. ○ Treats students as individuals respecting their diverse needs and recognizes that the background of each student may differ dramatically within the classroom and school. 	<ul style="list-style-type: none"> ○ Designs learning opportunities which build upon students' diverse backgrounds, interests and skill levels. ○ Creates a classroom environment in which individual students are treated with respect regardless of differences in backgrounds, interests and skill levels. 	<ul style="list-style-type: none"> ○ Designs learning opportunities which capitalize on students' diverse backgrounds and interests to enrich the learning community. ○ Creates a classroom environment which supports students in becoming role models for treating others with respect and dignity.

Initial Summary

The *Initial Summary* should include specific examples/evidence of:

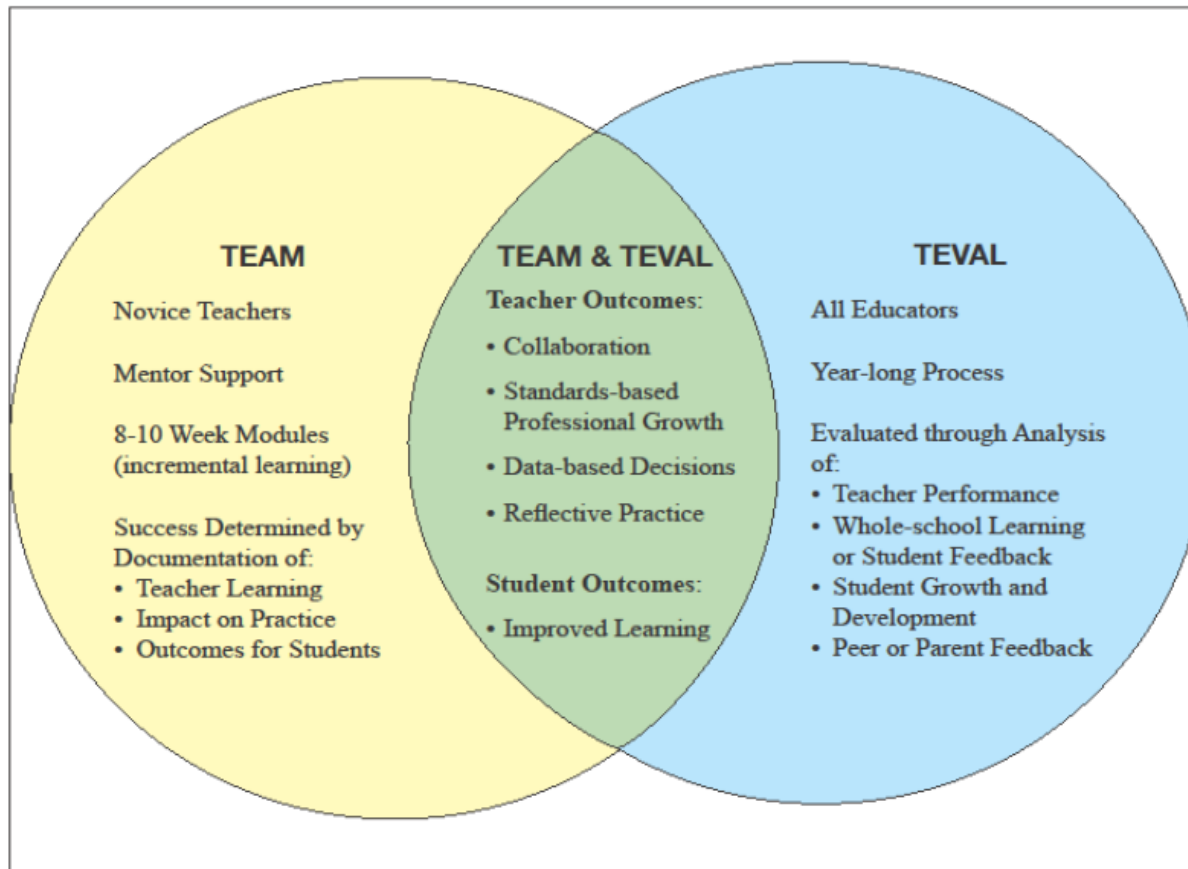
- What the **teacher** is doing at the start of the module.
- What the **students** are doing at the start of the module.

TEAM Module Goal

The Professional Growth Goal should :

- Connect to the selected CCT Performance Profile Indicator.
- Describe what the teacher wants to learn.
- Explain what impact the teacher anticipates the application of new learning will have on the students:
 - *I want to learn* _____.
 - *As a result, students will* _____.
- Be achievable in 8 –10 weeks.

Make Connections with Teacher Evaluation and Support and CT Core Standards



Consider using the goals you may have already developed relative to **professional practice and/or student growth and development** to shape your exploration of new learning through the module process.

Connecting TEAM, Evaluation and Support and CCS

One teacher's thinking...

Grade 8: History

Teacher Reflections: As I worked with my mentor I realized that if I wanted my students to think more deeply about content and be more independent learners, I needed to think differently about my practice. As a result, I drafted possible goals for my TEAM Modules that supported the student learning goal I developed as part of my teacher evaluation and support plan.



Connecting TEAM, Evaluation and Support and CCS

Student Learning Goal (Broad): Students will improve their competence in literacy using the concepts, themes and information presented in history.

Possible TEAM Module Goals			
Module One: Classroom Environment	Module Two: Planning	Module Three: Instruction	Module Four: Assessment
<p>I will learn and apply a variety of strategies to support student engagement and as a result, students will be able to monitor their own literacy learning and content progress.</p> <p>CCS Application: <i>Students to engage in a variety of content rich literary and informational texts to build independence and concept knowledge.</i></p>	<p>I will learn about and incorporate a variety of strategies into my planning to teach academic vocabulary in history. I anticipate that my students will be able to proficiently use historical terms in their writing.</p> <p>CCS Application: <i>Students will use academic vocabulary to build students' ability to access more complex texts for reading and writing.</i></p>	<p>I will learn about and apply research-based instructional strategies in my history lessons so that my students will be able to demonstrate a deeper understanding of the unit on slavery.</p> <p>CCS Application: <i>Students will read carefully and grasp information, arguments, ideas and details based on text evidence.</i></p>	<p>I will learn about, create and communicate assessment criteria so that students can self-assess a practice performance task that combines literacy and history.</p> <p>CCS Application: <i>Students base their writing on evidence from texts using established criteria.</i></p>

2 *Step Number*

TEAM Module Process

Develop a Professional Growth Action Plan (PGAP)

- **Identify** specific activities to develop new learning.
- **Select** resources to support professional growth activities.
- **Record** the teacher learning activities and resources online.
- **Create** and record a schedule for future meetings.
- **Communicate** with the building administrator to *share Professional Growth Action Plan.*

Professional Growth Action Plan (PGAP)

is created through the separate entry of the following components: *Goal, Activities/Resources, Anticipated Timeline, and Proposed Meeting Dates*

Mentoring Module Process Step #2

Goal (*Related to CCT, addresses a relevant and achievable teacher learning need and includes outcomes for students*)

Teacher Learning Activities/Resources

To be discussed with administrator

Activities	Resources Needed

Anticipated Timeline for Module Completion (*Recommend 8-10 week period*)

Proposed Meeting Dates



TEAM Module Process

Implement Plan and Apply New Learning

- ▶ **Try** out new learning in the classroom.
- ▶ **Document** changes in practice and impact on students.
- ▶ **Compare** examples/evidence to the *Initial Summary*.
- ▶ **Record** reflections, evidence and decisions.

4

Step Number

TEAM Module Process

Reflection Paper

Create a short reflection paper (no more than 3000 words) that includes:

- a description of what the teacher did to develop new learning;
- an explanation of what the teacher learned from the learning activities and resources;
- specific examples/evidence of how the teacher used new learning to improve teaching practice;
- specific examples/evidence of how student performance/learning improved as a result of changes in teaching practice; and
- a comparison of the changes in teaching practice and positive outcomes for students to what was described in the *Initial Summary*.

A Web-Based Program

Beginning teachers and mentors will have an online dashboard and workspace to access:

- ▶ **CCT Performance Profile (self-analysis)**
- ▶ **Professional Growth Action Plan (PGAP)**
 - *Module Goal*
 - *Learning Activities/Classroom Applications*
 - *Timeline for Module Completion*
 - *Anticipated meeting dates*
- ▶ **Beginning Teacher and Mentor Meeting Log**
- ▶ **Journal for Beginning Teacher**
- ▶ **Journal for Mentor**
- ▶ **Reflection Paper**



Beginning Teacher Dashboard

CONTACT US

LOG OUT

HOME

Welcome

Beginning Teacher Dashboard

Quick Links

- [My Personal Journal](#)
- [My Beginning Teacher Mentor Meeting Log](#)
- [My Module Center](#)
- [View District Support Plan](#)
- [My Profile](#)
- [My Professional Development Registration](#)
- [TEAM Connections Message Archive](#)
- [Module Resources](#)
- [TEAM Quick Tips](#)

My TEAM Participation Data

- My Entry Date: **2/15/2013**
- **5 Modules Required**
- My Expected Completion **2/15/2016**

BT Message Board

Today's Date: August 20, 2014

Module 2 Reflection Paper returned with Sign-Off

- [Certification Guidelines 2012-2-13](#)

Contact Center

District Facilitator:

School Administrator:

Mentor:

Module Progress

Select Module. Click for PGAP



Meeting Log Summary

This School Year. Click to View



No Meeting Log Entries This Year / 00:00



Beginning Teacher Module Center

Quick Links

- [My Personal Journal](#)
- [My Meeting Log](#)
- [Review District Support Plan](#)
- [My Profile](#)
- [TEAM Connections Message Archive](#)
- [Samples of Completed Modules](#)

Module Center

Environment

Planning

Instruction

Assessment

Responsibility

Module 1: Classroom Environment, Student Engagement and Commitment to Learning

[Complete \(or edit\) My CCT Performance Profile](#)



[Enter/Edit My Professional Growth Goal](#)



[Enter/Edit My Initial Summary](#)



[Enter/Edit My Learning Activities and Resources](#)



[Enter/Edit My Proposed Meeting Dates](#)



[Enter/Edit My Anticipated Timeline](#)



[Review My Professional Growth Action Plan \(PGAP\)](#)

[Notify My School Administrator](#)

Reflection Paper Tracker

Current status of your Reflection Paper is displayed as the blue icon. Click to **enter/edit/view** Reflection Paper.

DRAFT

Mentor Sign-Off

Submitted
for Review

Completed








[Review My Reflection Paper Feedback](#)

Module Status: In Progress



BT/Mentor Meeting Log

Note: **Mentors are responsible** for documenting meetings with their beginning teacher in the meeting log. Beginning teachers verify the accuracy of the meetings.

October 10, 2013	02:30 PM - 03:00 PM	Module 1: Classroom Environment	Met with the principal to discuss Sarah's Professional Growth Action Plan. The principal signed off while we were in the meeting.	 	
October 08, 2013	02:30 PM - 03:00 PM	Module 1: Classroom Environment	We brainstormed possible activities and resources that could make up the new learning for Sarah and set up a calendar of potential meetings. Before we concluded Sarah notified the principal that she is ready to meet with her around this plan.	 	
October 02, 2013	02:00 PM - 03:15 PM	Module 2: Planning	Sarah made a decision today based on the evidence that she brought to the table and my evidence from observing her to focus on Indicator 4 for Module 1	 	

My Personal Journal

Use My Personal Journal to record specific and detailed information and examples related to your module work. Your Journal should include descriptions of such things as

- How you developed new learning, e.g., readings, conversations with your mentor and other colleagues, professional development activities;
- How you applied your new learning and what happened as a result, e.g., how your practice changed and the impact on students; and
- Your ongoing analysis and reflection related to successes and continued challenges, cause and effect thinking insights and /or concerns. You will use the specific examples/evidence in your journal to help you determine if your plan is working or if it needs to be modified and when you document your process and outcomes in your reflection paper.



Search Journal Entries By:

Date:  Focus:  Keywords:

Sort By Date

Module 1: Classroom Environment Keyword: Not found



Have observed that Gabrielle seems to have more trouble and cause disruptions while actually engaged in activities. She always wants my attention and needs reinforcement so often taht she keeps interrupting.

I think that if I can get Gabrielle and Andy focused that it would make a big difference and help the rest of the class stay on task.

These students seem to be a lot less mature than the kiids last year.



Reflection Paper Tracker

Quick Links

- [My Personal Journal](#)
- [My Meeting Log](#)
- [Review District Support Plan](#)
- [My Profile](#)
- [TEAM Connections Message Archive](#)
- [Samples of Completed Modules](#)

Module Center

Environment

Planning

Instruction

Assessment

Responsibility

Module 1: Classroom Environment, Student Engagement and Commitment to Learning

[Complete \(or edit\) My CCT Performance Profile](#)



[Enter/Edit My Professional Growth Goal](#)



[Enter/Edit My Initial Summary](#)



[Enter/Edit My Learning Activities and Resources](#)



[Enter/Edit My Proposed Meeting Dates](#)



[Enter/Edit My Anticipated Timeline](#)



[Review My Professional Growth Action Plan \(PGAP\)](#)

[Notify My School Administrator](#)

Reflection Paper Tracker

Current status of your Reflection Paper is displayed as the blue icon. Click to [enter/edit/view](#) Reflection Paper.

DRAFT

Mentor Sign-Off

Submitted
for Review

Completed

[Review My Reflection Paper Feedback](#)



Help Buttons

< MY MODULE CENTER

CONTACT US LOG OUT

Welcome BT Teacher

Professional Growth Goal

Directions Important Information Sample Goals

Please hover mouse on tab above for additional information.

Help Tips appear when you *hover* your mouse pointer .

Professional Growth Goal

Directions Important Information Sample Goals

Create a Professional Growth Goal for the indicator you have chosen on the CCT Performance Profile.

- State what you want to learn that will help you improve your teaching, and
- **Anticipate** how the changes in your planning process will positively impact students.
- Click "Done" to checkmark your Growth Goal on your Module Tracker.

Enter C

B A Special Note on Planning:
This module will help you improving your thinking and decision making as you plan, prior to teaching. <

What happens after I complete my Reflection Paper?

- ▶ Share the reflection paper with mentor for feedback and sign-off
 - Note: *Mentor sign-off indicates that reflection paper is consistent with on-going work during module.*
- ▶ Submit reflection paper electronically via www.ctteam.org for review.
- ▶ Teachers will be notified via ctteam whether their reflection paper has met completion standard.



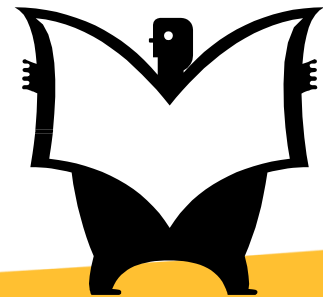
Who will review Reflection Papers?

Options for the Review of Reflection Papers

Districts have two options:

- ▶ In-District Review
 - *Trained reviewers from the district will review Reflection Papers.*

- ▶ Regional Review Committee
 - *Trained reviewers representing all Connecticut districts will review the reflection paper.*



Three Criteria for Success

- Development of New Learning
- Impact on Practice
- Impact on Students



Criteria I

Development of New Learning

- Describes *how the teacher developed* new learning; and
- Explains *what the teacher learned* from the selected activities and resources and/or thinking more deeply about her/his practice.

Criteria II

Impact on Practice

Explains, using specific examples/evidence how the **teacher's practice is different.**

Criteria III

Impact on Students

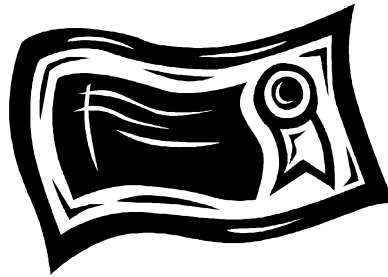
Explains, using specific examples/evidence, how student performance/learning has **improved** as a result of changes in the teacher's practice.

What happens if my Reflection Paper does not meet the standard for successful completion? Consider the following...

- ▶ Go back to the journal for additional data.
- ▶ Engage in additional professional growth activities.
- ▶ Collect additional data.
- ▶ Continue to engage in discussions with mentor.
- ▶ Submit revised Reflection Paper.

What happens when I successfully complete all the required modules?

- ▶ The superintendent will verify that the Beginning Teacher has completed the TEAM Program Requirements.
- ▶ BT is eligible for provisional certification.



What happens if I do not successfully complete all the required modules by my completion date?

- If you have been employed for the duration of your TEAM timeline, the expectation is that you will successfully complete by the date posted on your dashboard.
- Failure to successfully complete TEAM will result in the inability to advance your initial certificate to a provisional certificate.
- You will not be able to renew your initial certificate and upon expiration, you will no longer have a license to continue teaching.

**Please see the TEAM Program Manual for additional details.*

Additional Tools/Resources

- ▶ **Sample Module Documents**
- ▶ **Sample Reflection Papers**
- ▶ **Reflection Paper Criteria and Feedback**
- ▶ **Recommended Resources**
- ▶ **Sample District Support Plans**
- ▶ **Online Orientations**
- ▶ **Monthly Electronic Communications**



I believe that reaching out to my coworkers for assistance, researching strategies in publications, and keeping a willingness to learn from others will contribute to my professional growth and a long, successful career in teaching.



Reviewing the CCT Performance Profile was extremely helpful in examining and identifying my teaching practices prior to this process.



When I started this module, my classroom was almost 100 percent teacher driven. By the end of the module, there was a noticeable sharing of classroom responsibilities and a greater participation by the students in the learning process.

Contact Information

For additional information, please contact CSDE TEAM Program Consultants or TEAM Field Staff at your local RESC :

CSDE Contacts	
TEAM Program Office	860-713-6820
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Thank you!

