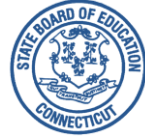




STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Superintendents of Schools

FROM: Sarah J. Barzee, Chief Talent Officer *SB*
Talent Office

DATE: January 30, 2018

SUBJECT: Teacher Education and Mentoring (TEAM) Program
Frequently Asked Questions (FAQ) Document

Over the past few months, the CSDE Talent Office has gathered questions from the field prompted by changes to the Teacher Education and Mentoring (TEAM) program as the result of the elimination of state funds to support implementation. We have worked with the RESC Alliance, CAPSS, and others to problem solve and seek solutions to assist districts with on-going implementation.

The attached Frequently Asked Questions (FAQ) document was developed to provide answers to the questions we received most often from districts. This document was sent late last week to TEAM District Facilitators (DFs) as they work most closely with beginning teachers and those implementing TEAM in your district, and serve as our main point of contact regarding TEAM. However, we would also like to ensure you have the most accurate and up-to-date information.

If you have specific questions about information included in the FAQ document, or about anything TEAM related, please don't hesitate to contact me at sarah.barzee@ct.gov or by phone at 860-713-6848 or Claudine Primack, TEAM Program Manager, at Claudine.primack@ct.gov or by phone at 860-713-6826.

Thank you for your patience as we work together to support beginning teachers during their induction phase. We appreciate your continued support and collaboration.

SJB:jm
cc: Claudine Primack, Team Program Manager

FAQs

TEAM Program Changes

Requirements

Questions	Answer/ Legislation: Section 10-145o
Must districts still implement the TEAM program?	<p>Yes. <i>Pursuant to C.G.S. Section 10-145o(a), "local and regional boards of education are required to establish and administer a teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules."</i></p> <p><i>"LEAs are required to develop a three-year teacher education and mentoring plan and to ensure that schools under the board's jurisdiction coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan."</i></p> <p>10-145o (c)</p>

Mentors

Must the district still assign each beginning teacher a mentor?	<p>Yes. <i>Local and regional boards of education shall recruit mentors for their teacher education and mentoring program. 10-145o (f)</i></p> <p><i>"...Each mentor shall be assigned two beginning teachers, except that in certain circumstances, a mentor may be assigned three beginning teachers. Such assignment shall be reflected in each district's three-year plan."</i></p> <p>10-145o (f)</p> <p>Beginning teachers should be paired with a trained mentor who will provide support throughout the TEAM induction process.</p>
Are there still specific requirements for someone to be eligible to serve as a mentor?	<p>Yes. <i>"Those persons eligible to serve as mentors shall hold a provisional educator certificate or a professional educator certificate pursuant to section 10-145s, and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program offered by a regional educational service center." 10-145o (f)</i></p>
Are mentors still required to provide fifty contact hours of mentorship to each beginning teacher?	<p>Yes. <i>"Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module." 10-145o (f)</i></p>
Is the district responsible for paying the annual stipend to mentors?	<p>Yes. <i>"Mentors shall receive a minimum of a five-hundred-dollar annual stipend for each beginning teacher assigned to such mentor from the local or regional board of education for participation in the teacher education and</i></p>

	<i>mentoring program. Such stipend shall be included in a person’s total earnings for purposes of retirement.” 10-145o (f)</i>
Do mentors still need to be trained?	Yes. <i>(c) Local and regional school districts shall develop a three-year teacher education and mentoring plan that includes...(5) a description of the process used to train and update mentors in best practices and essential knowledge;”</i> 10-145o (c)(5)
Beginning Teachers and the TEAM Process	
As the state will no longer require the submission of a reflection paper, will teachers still need to demonstrate successful completion of a module?	Yes. <i>“Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module, to complete each such instructional module...”</i> <i>“...For each instructional module, beginning teachers shall (A) apply the knowledge gained through such activities in a lesson, project or demonstration of how the activity impacted student learning, and (B) submit a reflection paper <u>or project</u>, to be signed by the mentor, that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development of such beginning teacher. Such reflection paper or project shall be forwarded to the district’s coordinating committee for approval.”10-145o(e)(2)</i> Districts, in collaboration with their TEAM Coordinating Committee (TCC) may decide to require a reflection paper or a different method of demonstrating completion of each instructional module.
Are beginning teachers required to use the current module process to complete the modules?	No. <i>Per statute, the CSDE, in collaboration with EASTCONN, the RESC Alliance, institutions of higher education and other stakeholders, developed instructional modules for beginning teachers to complete.</i> 10-145o (b)(2) Teachers may continue to use the established module process, or the district TCC may create a new process, provided it is aligned with the principles of teaching approved by the State Board of Education and the state’s goals for state-wide teacher induction.
Will the criteria for successful completion of a module change?	No. <i>Beginning teachers are required to complete the modules in a manner “that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development of such beginning teacher.”10-145o (e)(2)</i>

	<p>The criteria for successful completion of a module is based on evidence of new learning, impact on teacher’s practice, and impact on students.</p>
<p>Will the district be responsible for determining the success of a module?</p>	<p>Yes. <i>The evidence of completion “shall be forwarded to the district’s coordinating committee for approval.” 10-145o (e)(2)</i></p>
<p>Can a district and their TCC ask teachers to submit a final comprehensive portfolio at the end of all five modules, as evidence of TEAM completion?</p>	<p>Yes. <i>“For each instructional module, beginning teachers shall...(B) submit a reflection paper <u>or project</u>, to be signed by the mentor, that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development of such beginning teacher.”</i> 10-145o (e)(2)</p> <p>The district, in collaboration with their TCC, may develop their own requirements for teachers to demonstrate completion of each module and the TEAM program, provided it is aligned with the principles of teaching approved by the State Board of Education and the state’s goals for state-wide teacher induction.</p>
<p>Can a district continue to require a reflection paper and have their trained reviewers review them?</p>	<p>Yes. <i>“...for each instructional module, beginning teachers shall ...(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.”</i> 10-145o (e)(2)</p> <p>The district, in collaboration with their TCC, may decide that teachers will continue to submit reflection papers for review and approval. The district may review them in-district or may participate in a partnership with other districts.</p>
<p>Are teachers in Category I still required to complete five modules?</p> <p>Note: Category I includes: Elementary education, English and language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language</p>	<p>Yes. <i>“Beginning teachers who hold an initial educator certificate in the following subject areas and endorsement areas shall be required to successfully complete the teacher education and mentoring program in full: Elementary education, English and language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language” 10-145o (g)(1)</i> <i>....beginning teachers shall satisfactorily complete instructional modules in the following areas:</i> <i>(A) Classroom management and climate;</i> <i>(B) Lesson planning and unit design;</i></p>

	<p>(C) Delivering instruction; (D) Assessing student learning; and (E) Professional practice.” 10-145o (e)(1)</p>
<p>Are teachers in Category II still required to complete two modules?</p> <p>Note: Category II includes: any other endorsement area [not listed above] and whose primary function is providing direct instruction to students.</p>	<p>Yes. <i>“Beginning teachers in any other endorsement area [not listed above] and whose primary function is providing direct instruction to students shall be required to successfully complete one year of mentorship and two instructional modules.” 10-145o (g)(2)</i></p> <p>Historically, Module Five did not count as one of the two modules required for Category II teachers. However, the district, in collaboration with their TCC, may determine which two modules Category II teachers must complete.</p>
LEA Requirements	
<p>Are districts still required to have a TEAM Coordinating Committee (TCC)?</p>	<p>Yes. <i>“Local and regional boards of education shall form a local or regional coordinating committee or committees [TEAM Coordinating Committee (TCC)], with representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, based on district size, to guide the activities outlined in the three-year teacher education and mentoring plan.” 10-145o (b)(4)(B)</i></p>
<p>Are districts required to have a District Facilitator (DF)?</p>	<p>No. There is no statutory requirement that a district have a DF.</p> <p>Historically, the DF has served as the leader of the TCC and has functioned as liaison between the Connecticut State Department of Education (CSDE), the district, the superintendent, administrators, beginning teachers, and mentors regarding requirements of the TEAM program. The district and their TCC may continue this structure or develop a different leadership structure.</p>
<p>Are districts required to have a three-year mentoring plan?</p>	<p>Yes. <i>“Local and regional school districts shall develop a three-year teacher education and mentoring plan that incorporates the Department of Education’s goals and instructional priorities, as well as any local considerations based on community and student needs.” The plan shall include... a timeline of district-wide mentoring days for observations, individual discussion, small group meetings, professional development days, ...and beginning teachers' completion of tasks associated with each module.” 10-145o (b)(4)</i></p> <p>The TCC should update their plan to reflect the district’s requirements for TEAM.</p>

TEAM Data System

Will the TEAM dashboard continue to be available to districts?

Currently, the data system is available by subscription through EASTCONN given the elimination of state funding.

Certification

Do teachers need to complete TEAM requirements to advance to a provisional certification?

Yes.

“(e) the State Board of Education, upon receipt of a proper application, shall issue a provisional educator certificate to any person who (1) has successfully completed a beginning educator program [TEAM] and one school year of successful teaching as attested to by the superintendent, or the superintendent’s designee, in whose local or regional school district such person was employed. [10-145d \(e\)](#)”

Must each district notify the SDE Talent Office, Bureau of Certification that a teacher has completed TEAM requirements?

Yes.

When a beginning teacher has satisfactorily completed all modules, the local or regional school district shall verify that the work of beginning teachers and instructional modules has been successfully completed to warrant provisional certification. [10-145o \(e\)\(3\)](#)

Currently, when teachers apply to advance their initial certification from an initial to a provisional certification, they are required to submit an ED 126 - Statement of Professional Experience, signed by the superintendent or designee, with their application for certification. The ED-126 form will be revised to include the superintendent’s attestation to the successful completion of TEAM requirements.