



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Orientation to the TEAM Program

Part 1

2020-2021



TEAM

Bridging the journey from preparation through professional practice

Learning Targets



1. Participants will know:

- The mission and goals of the TEAM Program;
- The expectations of the TEAM Program and their district;
and
- What supports are available from the district.

2. Participants will be able to:

- Discuss the Process of Continuous Professional Growth with their mentor;
- Understand the district's expectations for TEAM completion; and
- Develop a two-year plan mentoring plan.

Introduction

Connecticut has long understood the importance of supporting beginning teachers in their first years of teaching.

- Learning to teach is a developmental process that begins during preservice and continues throughout a teacher's career.
- In their first years in the profession, beginning teachers face the challenge of translating theory from teacher preparation programs into practice.

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.



2016 Review of State Policies on New Educator Induction

Only three states meet NTC's most important criteria for a high-quality system of new teacher support:

- **Connecticut**, Delaware and Iowa are the only states that require schools and districts to provide **multi-year support for new teachers**,
- Require teachers to complete an induction program for a **professional license**, and
- Provide **dedicated funding** for new teacher induction.

Why is TEAM so Important?

- ❑ On-Going Support
- ❑ Formative Process
- ❑ Continuous Professional Growth



Who are the TEAM Program Players?

- ❑ Beginning teachers who hold an initial or interim initial certificate.
- ❑ District Facilitator
- ❑ Trained Mentors
- ❑ Administrators
- ❑ TEAM Coordinating Committees
- ❑ Trained Reviewers
- ❑ CT Department of Education (CSDE)
- ❑ Regional Education Service Centers (RESCs)

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

How will my District Support the TEAM Program?

□ TEAM Mentor

- An accomplished teacher who has been selected by the school district and has completed the TEAM Program Initial Support Teacher Training
- The person responsible for providing support and guidance to the beginning teacher as he or she progresses through the year and the TEAM Program requirements

□ Reviewer

- Educator selected by district and trained to read and review reflection papers or projects

How will my District Support the TEAM Program?

□ Administrator

- An instructional leader who can provide guidance and support to help teachers grow professionally
- The individual who will review and sign-off on the Profession Growth Action Plan (PGAP), indicating that he or she can support the agreed upon activities and/or resources
- Can help the teacher make connections between TEAM, teacher evaluation, and professional learning

What is the Design of the TEAM Program?

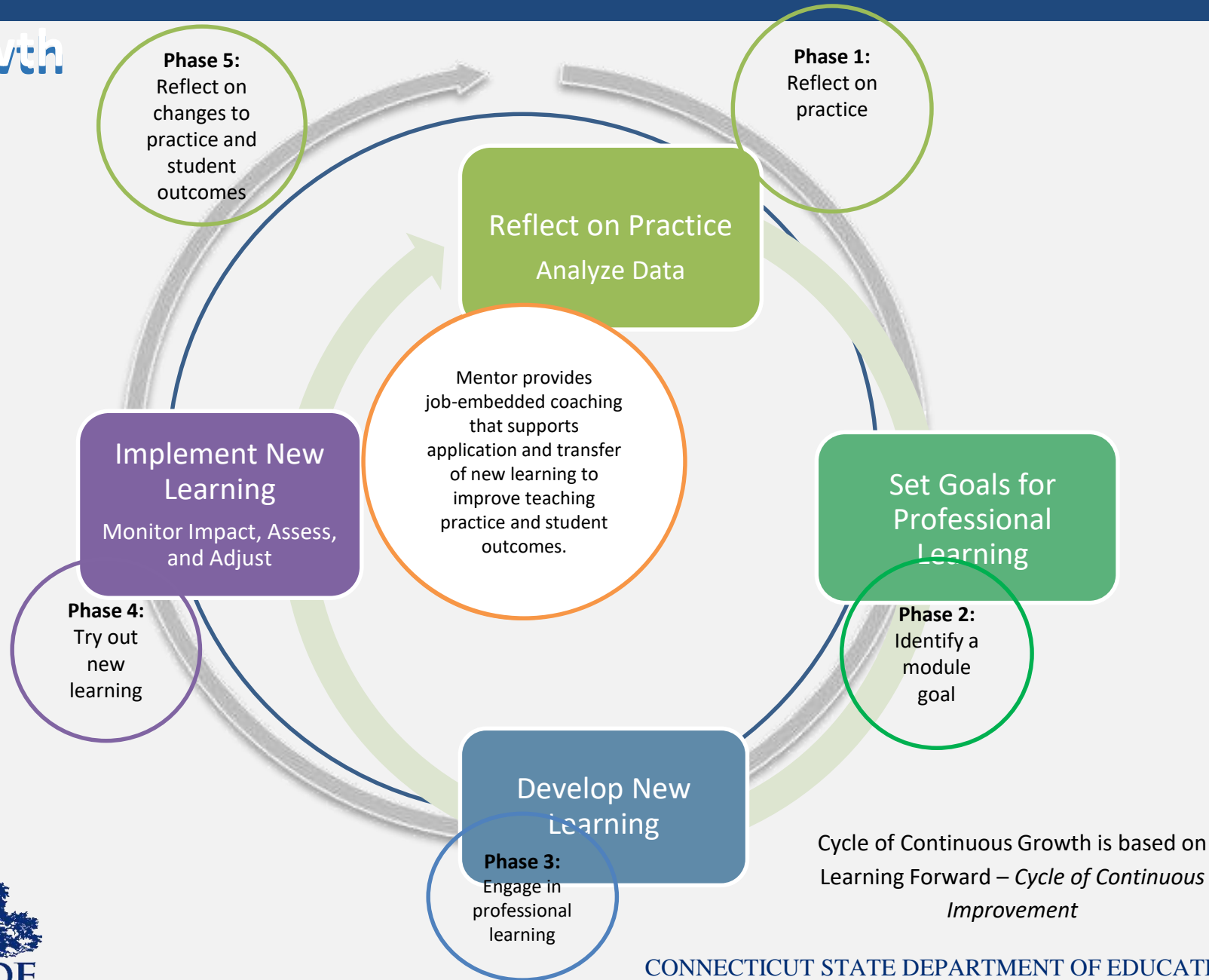
- TEAM is designed as a continuous professional growth process aligned with the **five domains** of Connecticut's Common Core of Teaching (CCT)
 - 1) Classroom Environment, Student Engagement and Commitment to Learning
 - 2) Planning for Active Learning
 - 3) Instruction for Active Learning
 - 4) Assessment for Learning
 - 5) Professional Responsibilities and Teacher Leadership

The Common Core of Teaching Emphasizes:

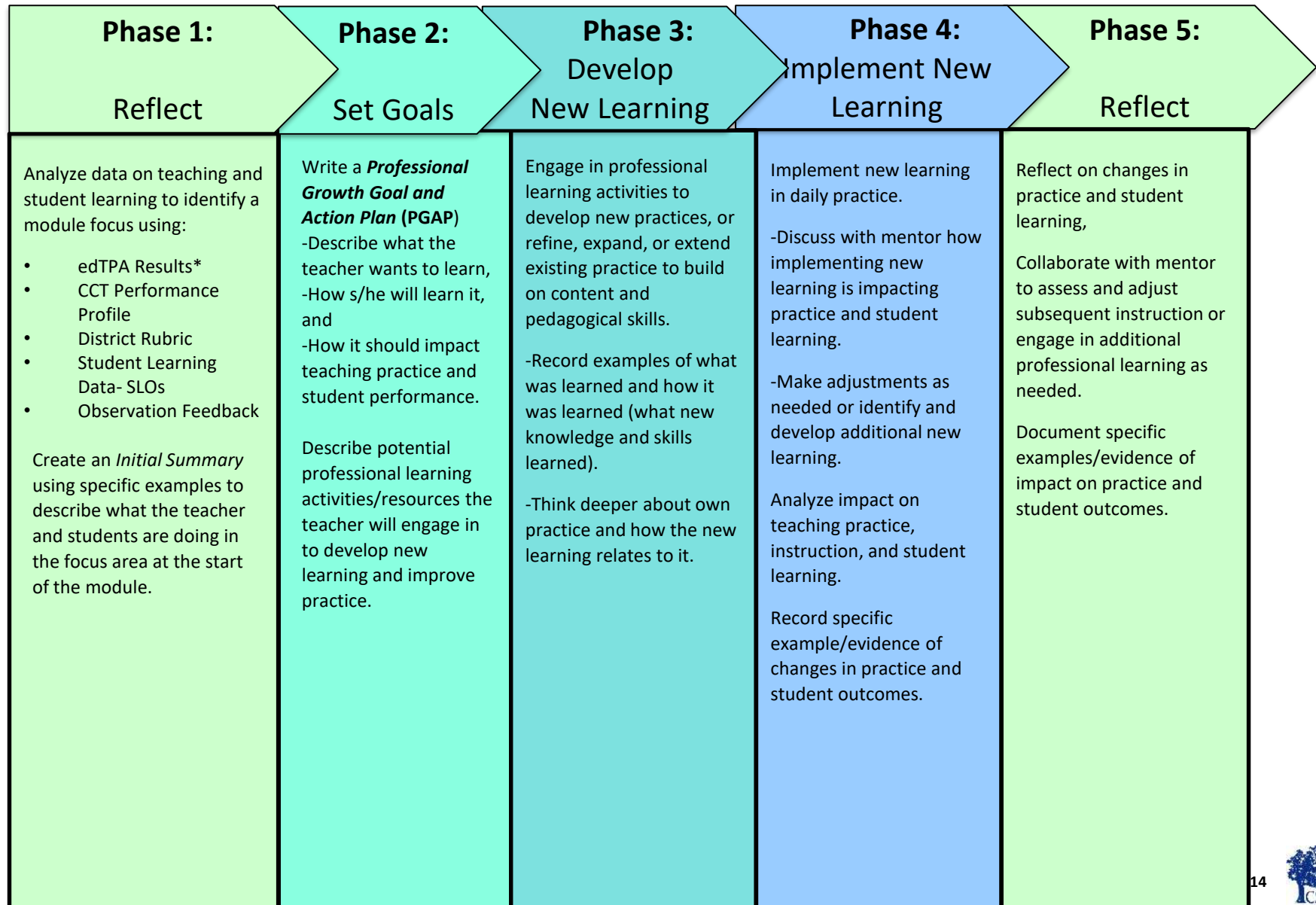
- ❑ **High Student Achievement** and success for all students
- ❑ **Differentiation** of instruction to support all students
- ❑ **Collaboration** with colleagues and families to meet the diverse needs of all students
- ❑ Commitment to the analysis of teaching and **continuous professional growth and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

TEAM Module: Process of Continuous Professional

Growth



The TEAM Modules: A Process for Continuous Professional Growth



Module Five is Different

❑ **Modules 1-4** require [a reflection paper or a project] to be submitted for review at the end of the 8-10 week 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 complete a questionnaire.

Professional Learning

Why do educators need professional learning?



Didn't they learn what they need to know in college?

Professional Learning

Preparation programs provide the basic knowledge and skills teachers need to be ready to enter the classroom



Continuous Improvement of Practice

For educators, and especially teachers, the commitment to and participation in ongoing professional learning is essential to increasing effectiveness and improving student success



What Teacher Say About TEAM

Beginning teachers say that participating in TEAM has:

92.6% - Positively influenced my practice

83.6% - Helped me recognize the link between my new learning and the impact on my students' learning

93.8% - Made me a more reflective educator

89.1% - Made me a more effective teacher

90.1% - Improved my students' achievement

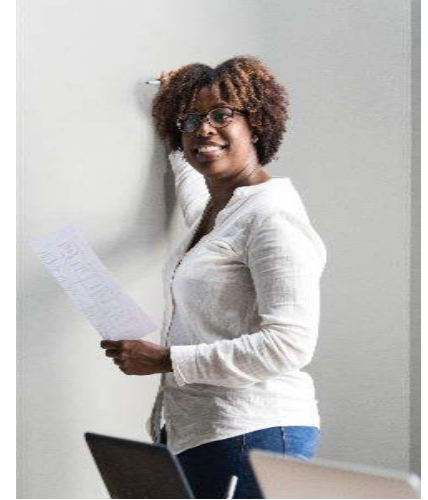
96.1% - Helped me design more effective lessons that engage students deeper in the content



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.



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.



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

TEAM TWO-YEAR BEGINNING TEACHER SUPPORT PLAN

- Anticipated timeline of participation
- Module(s) that will be completed during the 2018-19 school year
- Module(s) that will be completed during the 2019-20 school year
- Anticipated circumstances, such as a planned leave of absence (i.e., maternity leave, planned medical leave, etc.). that may require a third year

Questions?



Questions?

Your District Facilitator is your first line of contact and can answer most questions. If there is a question that your District Facilitator cannot answer, he or she will contact the appropriate parties to find the answer to your question.



The most valuable resource that all teachers have is each other. Without collaboration, our growth is limited to our own perspectives.”

Robert John Meehan
rockmyclass.com



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**Have a great school
year!**