



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Orientation to the TEAM Program

*Bridging the journey from preparation through professional practice*

2019-2020



**TEAM**

# 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.*



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

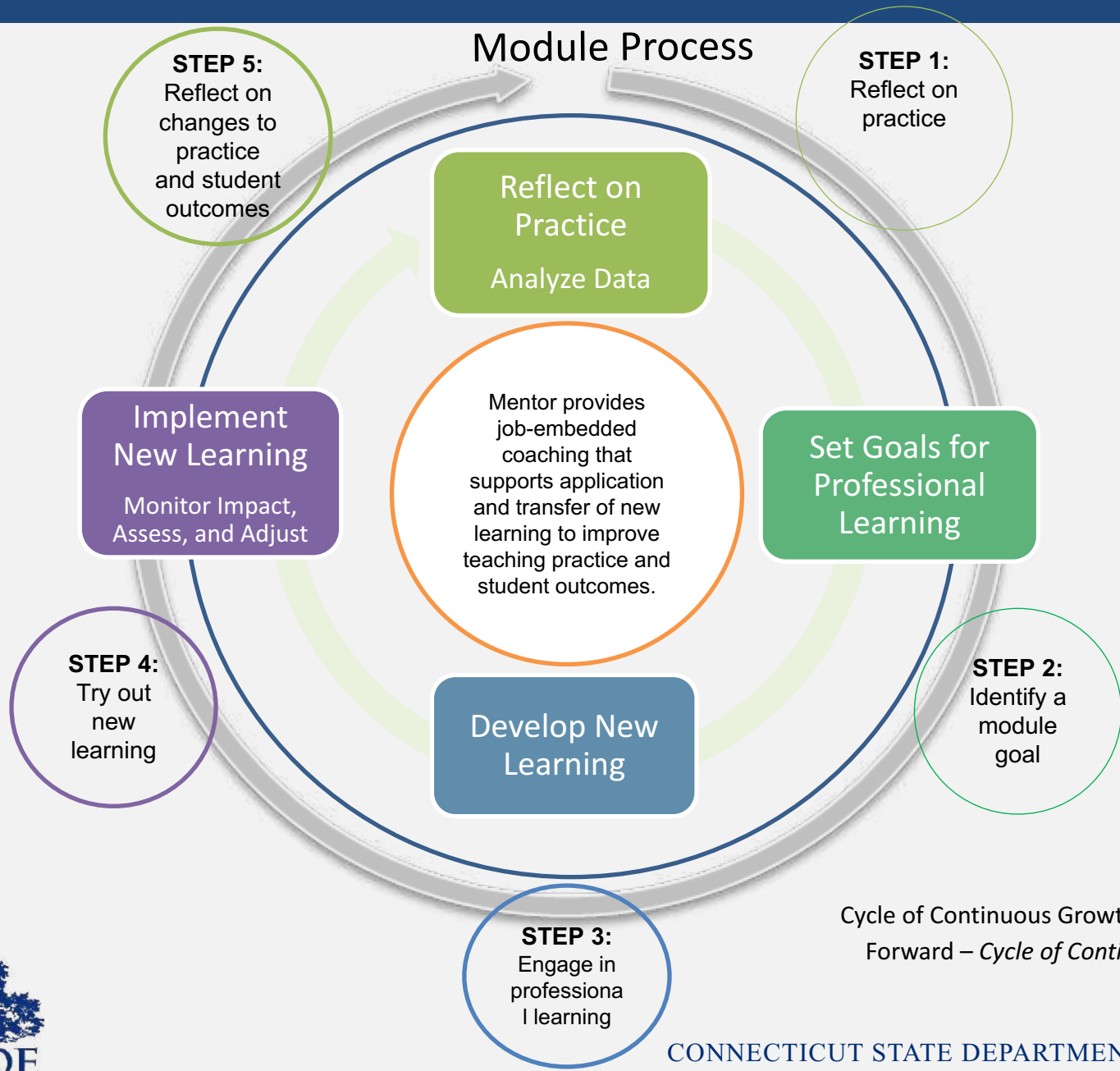
# What is the Design of the TEAM Program?

- ❑ 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**

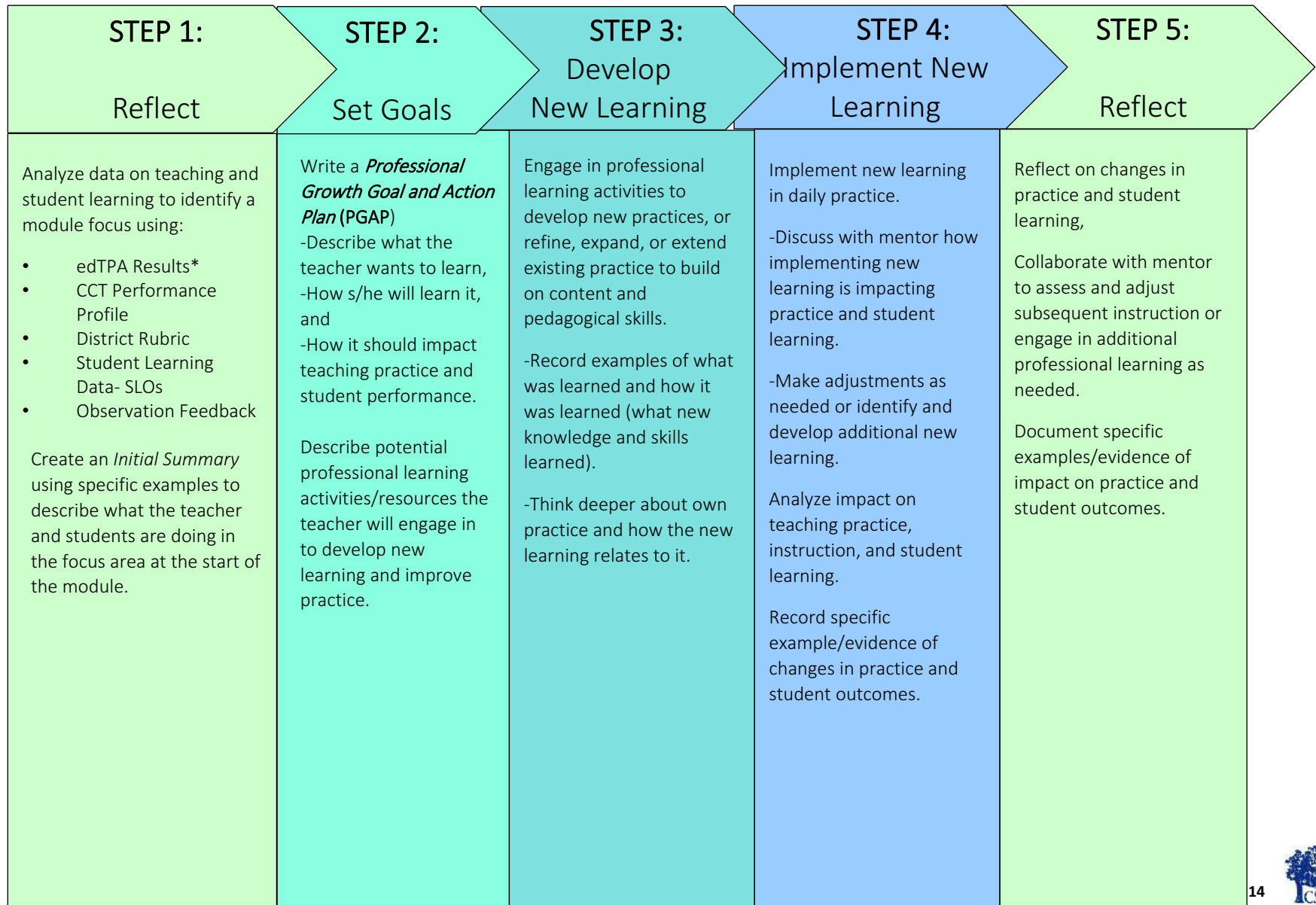
# TEAM Module: Process of Continuous Professional Growth



Cycle of Continuous Growth is based on Learning Forward – *Cycle of Continuous Improvement*



# The TEAM Modules: A Process for Continuous Professional Growth



# Module Five is Different

❑ **Modules 1-4** require a reflection paper 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 professional ethics and 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



# 1 8 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



# 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

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*

# INTRODUCTION *to* TEAM MODULE 5

## *The Connecticut Code of Professional Responsibility for Educators*

*Regulations of Connecticut State Agencies  
Section 10-145d-400a*

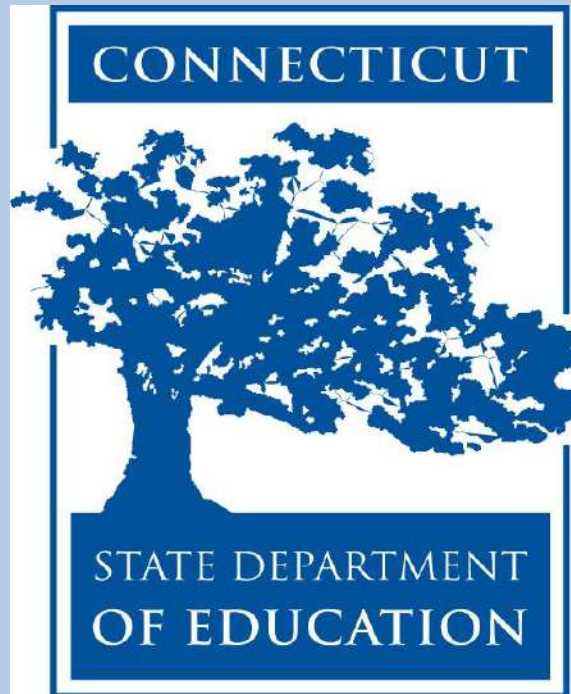


As public service employees, educators hold a special position of trust.

Educators exercise powers that have a significant impact on the lives of children and young people.

Consequently, there is a community expectation that these powers will be properly and prudently used.

*The Connecticut Code of Professional Responsibility for Educators* is a set of principles which the education profession expects its members to honor and follow.



Educators are expected to practice the profession according to the highest possible degree of ethical conduct and standards.





A code helps us to understand our responsibilities, prioritize our obligations, and find wise resolutions to the ethical dilemmas we face.



According to Charlotte Danielson,  
teachers make over 3,000  
decisions per day.



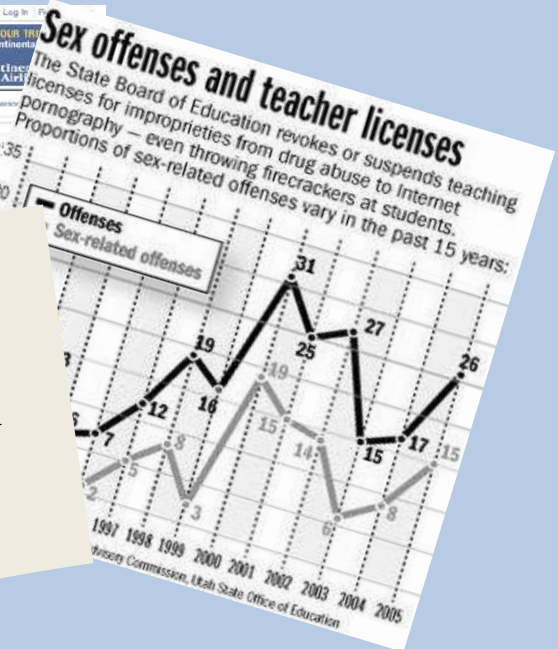
*Are teachers prepared to  
always make the right  
decision?*



Unfortunately, educator misconduct occurs and is a serious concern for communities, schools, districts and states across the country.

**Charges of teacher misconduct are on rise**  
Published: Saturday, April 22, 2006 12:00 a.m. MDT  
Copyright 2006 Deseret Morning News

**Teacher Web sites triggering questions**  
Some are posting personal data that students can access  
Published: Saturday, June 10, 2006 12:00 a.m. MDT By Laura Hancock



Not only does it harm our students,



educator misconduct disgraces the  
community and denigrates the  
profession.

A code supports us in doing what is right.

**It provides support for behaving**

**ethically**

*especially*

**when there is pressure or**

**temptation**

to do what is *easiest*

or

**what will make people like us.**



# Teaching is complex.



Teachers continually shape and reshape their actions to respond to the individual needs of their students.

Teachers who foster positive relationships with their students create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs.

# Developing a positive relationship with students is essential to effective teaching.

When you develop positive relationships with your students, they are more likely to engage academically and achieve more.

Marzano (2003) states that students will resist rules and procedures along with the consequent disciplinary actions if the foundation of a good relationship is lacking.



Students are more likely to be emotionally and intellectually invested in classes where they have positive relationships with their teachers.



*How does a teacher develop positive relationships with students and uphold the Code of Professional Responsibility for Educators?*



Students need to feel a sense of comfort and safety from physical and emotional abuse and from criticism in their classrooms.



Schools are responsible for providing students with a **safe environment** in which to develop **academically, emotionally and behaviorally.**



# *Educators develop positive relationships by*

- *making responsible decisions,*
- *effectively handling challenging situations and*
- *heading off potential conflicts.*



Students are very sensitive to a teacher's attitude towards the school and the class in general;



teachers must be certain that they are modeling positive behaviors for the class.

# Learning about students' cultural backgrounds



help teachers relate more effectively with their students.

# The Code applies at all times.



This includes times when a teacher is not at school and not performing work duties.



Even though an individual's intent may be *purely innocent*,

engaging in certain activities with students or in the presence of students

can subject a teacher to possible *perceptions of impropriety*.

The *appearance* of unethical behavior can be just as damaging to public confidence in the profession as unethical conduct itself.

*What are some examples of behavior that may raise a reasonable suspicion?*

- Generally, meeting with a student alone, behind closed doors, regardless of gender.
- Giving students gifts, rewards or incentives that are not school related.
- Touching or having physical contact with students that is unwanted and/or inappropriate.

*What are some examples of behavior that may raise a reasonable suspicion?*

- Communicating with students, by phone/cell phone, email, Internet, texting or in person at any time for purposes that are ***not specifically related to school.***

*What are some examples of behavior that may raise a reasonable suspicion?*

- Providing students with your personal home/cell phone number, personal Email address, home address or other personal contact information, ***except for specific school-related purposes.***
- When communicating with students and parents/guardians, always use the school email.

*What are some examples of behavior that may raise a reasonable suspicion?*

- Making statements or comments, *either directly or in the presence of students*, which are not age-appropriate, professional or which may be considered sexual in nature, harassing or demeaning.

*What are some examples of behavior that may raise a reasonable suspicion?*

- Engaging in behaviors that are ***immoral, illegal, unethical, unprofessional*** or ***exploitive***.
- Transporting students in your personal vehicle without proper permission from administrators and parents/family.
- When corresponding about students, stay away from email. Talk in person.
- Stay away from identifying students in an online forum. Use student ID numbers

*What are some examples of behavior that may raise a reasonable suspicion?*

- Taking or accompanying students to any event that is **not** school related.
- Meeting with or being in the company of students at **non-school** related events.



There are boundaries  
that cannot be crossed.



When allegations of inappropriate conduct or behavior are made, the District is obligated to investigate the allegations, and



if warranted, take appropriate administrative, legal and/or disciplinary action.

*What are the consequences of teacher misconduct?*

Sometimes a violation of the Code is solely an employment matter and most appropriately handled by the employer;

other times conduct may warrant more severe and significant action.

# *What are the consequences of teacher misconduct?*

- Administration imposed discipline
- Suspension of employment
- Dismissal from employment
- Criminal proceedings
- Certification denial or revocation
- Civil litigation- *teachers can be sued as individuals*

# Benefits of Facilitated Conversations

*Following this introduction to Module 5, you and your colleagues will participate in a facilitated conversation to examine several case scenarios in which you will have the opportunity to*

- share multiple perspectives,
- learn from one another,
- examine consequences of actions
- examine strategies to assure more positive outcomes and
- foster professional growth.

# The focus of Module 5 is to raise a level of awareness about the *Code of Professional Responsibility for Educators*



and to discuss your professional obligations and the potential consequences of misconduct.

Cases pose questions that draw on the guiding principles or standards of the teaching profession.

Entering into discussions regarding real life ethical situations provides teachers with the opportunity to consider and to reflect on their own professional judgments and actions.

# Be a Professional!

Deciding on the right course of action will often involve weighing competing priorities and responsibilities.





# Be a Professional!

However, if a teacher is unsure of what to do

- discuss the matter in confidence with an appropriate individual such as a supervisor
- seek further advice from the school nurse, social worker, guidance counselor, etc. depending on the situation

# Before proceeding, teachers should ask themselves these questions:

- Are my actions within the spirit and letter of the law?
- Are my actions consistent with the district's goals, values and principles and the *Code of Professional Responsibility for Educators*?

- Could I adequately defend my action to my supervisor, the parents/families and the community if the situation was made public?
- Is this the right thing for me to do?

- What will the outcome of my actions be for
  - students?
  - the school, the district and the public interest?
  - parents?
  - my colleagues?
  - the teaching profession?
  - others?
  - me?

# Accessing the TEAM website & Google Drive

- [www.ctteam.org](http://www.ctteam.org)
- [https://drive.google.com/open?id=0B\\_ApakyyzvNbZzZtLVdVZFFRRUE](https://drive.google.com/open?id=0B_ApakyyzvNbZzZtLVdVZFFRRUE)