



CONNECTICUT STATE DEPARTMENT OF EDUCATION

TEAM

Bridging the journey from preparation through professional practice

Introduction to the TEAM Program

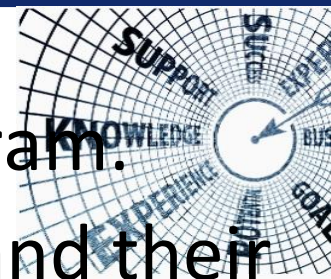
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Learning Targets

- ☐ The mission and goals of the TEAM Program.
- ☐ The expectations of the TEAM Program and their district.
- ☐ Supports available from the district.
- ☐ What is the Process of Continuous Professional Growth.
- ☐ The district's expectations for TEAM completion.
- ☐ Know what is included in two-year mentoring plan.



Important Dates

Drop in zoom hours

- 9/22 8:15-9:00
- 9/27 3:15-4:00
- 10/4 11:30-12:15
- 10/12 8:15-8:45 & 3:30-4:00
- 11/15 3:30-4:15

Module 2 PD-for Yr 2 Teachers (optional)

- 10/4 4:00-4:45

Module 5 Workshop-TEAM requirement

- 10/26 4:00-5:00

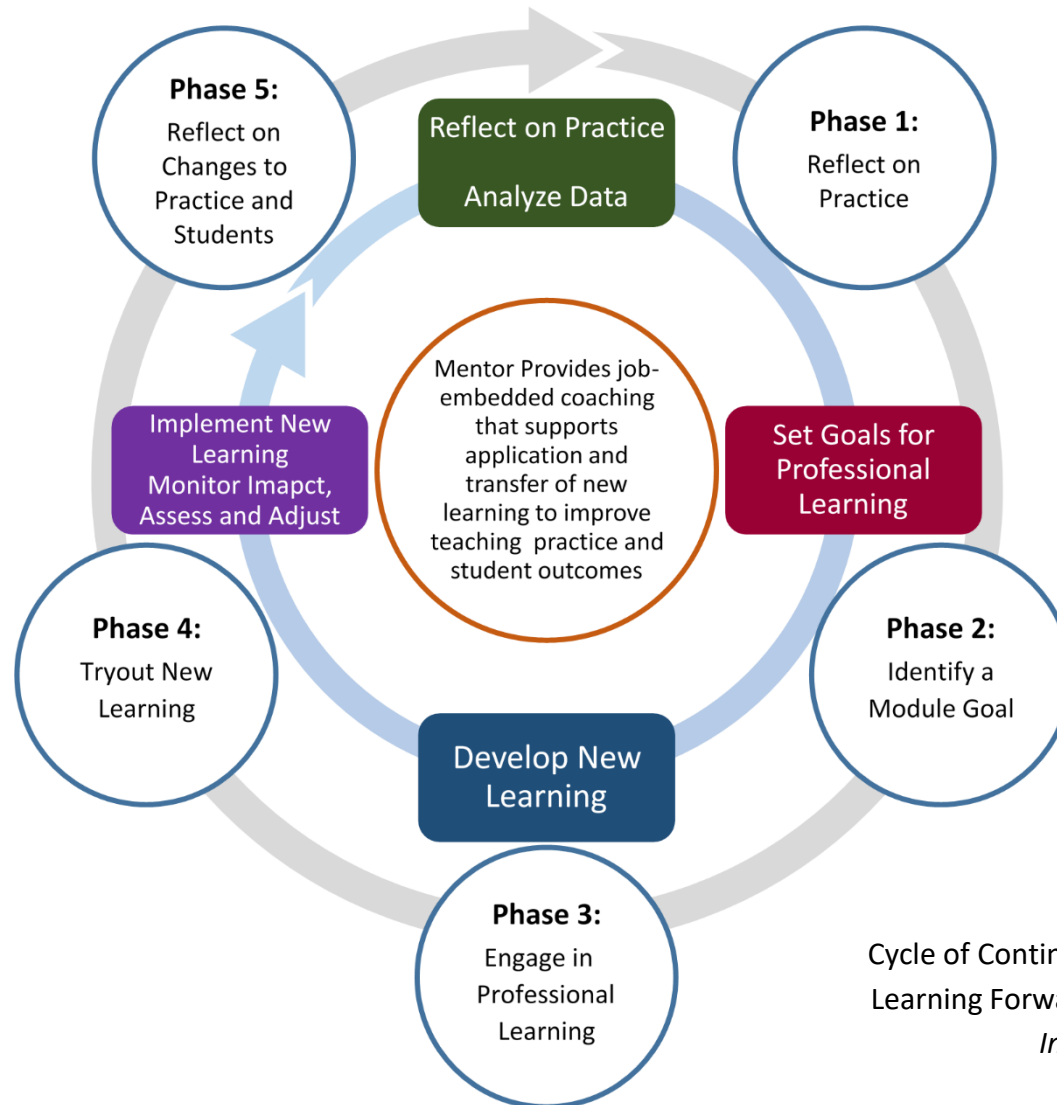
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Who are the TEAM Program Players?

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

TEAM Module: Process of Continuous Professional Growth

Process of Continuous Professional Growth



What is the Design of the TEAM Program?

□ TEAM process aligned with the **five domains** of Connecticut's Common Core of Teaching (CCT).

The five modules include:

- 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

Aligning TEAM to CT Common Core of Teaching

CT Common Core of Teaching		TEAM Program Modules
<u>Domain 1</u>	Content and Essential Skills	EMBEDDED
<u>Domain 2</u>	Classroom Environment, Student Engagement and Commitment to Learning	MODULE 1-Yr 1 Fall 2022
<u>Domain 3</u>	Planning for Active Learning	MODULE 2-Yr2 Fall 2023
<u>Domain 4</u>	Instruction for Active Learning	MODULE 3-Yr1 Spring 2023
<u>Domain 5</u>	Assessment for Learning	MODULE 4-Yr2 Spring 2024
<u>Domain 6</u>	Professional Responsibilities and Teacher Leadership	MODULE 5-Yr1 Fall 2022

TEAM TWO-YEAR BEGINNING TEACHER SUPPORT PLAN

- ☐ Anticipated timeline of participation-on TEAM district page
- ☐ Module(s) that will be completed during the 2022-2023 school year-1,3,5
- ☐ Module(s) that will be completed during the 2023-2024 school year 2,4
- ☐ Anticipated circumstances, such as a planned leave of absence (i.e., maternity leave, planned medical leave, etc.). that may require a third year

Module Five is Different (Nov 2022)

- ❑ **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 (10/26 4:00-5:00)** is a facilitated conversation using scenarios that prompt honest discussions about possible ethical dilemmas regarding:
 - Relationships with students
 - Professional ethics
 - Culturally Responsiveness
 - Community and family
 - Bullying
- ❑ Upon completion of the facilitated conversation, teachers complete a questionnaire and must log date of PD into CTTEAM portal.



NEW - Beginning Teacher Survey

NEW – Beginning with **first-year** teachers in fall 2021:

- Complete a short survey about your teacher preparation, both coursework and clinical experiences, and how well prepared you were for your first teaching assignment.
- This survey will help the beginning teacher think about their own strengths and areas for growth based on their preparation. Data from the survey will also inform improvements to educator preparation programs.



TEAM Module Process

Phase 1

Reflect on Practice

☐ **Analyze data** on teaching and student learning to identify a module focus using:

Examples of Data Sources

- | | |
|---|--|
| <ul style="list-style-type: none">• Beginning Teacher Survey• edTPA Results (<i>what are your areas of strength and areas for growth</i>)• Observation Feedback (<i>from mentor and administrator</i>)• Student Work Samples | <ul style="list-style-type: none">• Student Assessment Results• Assignments• Lesson Plans• District Rubric• Student Learning Data-SLOs |
|---|--|

- ☐ **Explore** *CCT Performance Profile using your data and reflect on strength and areas for growth*
- ☐ **Select** one indicator for professional growth and development
- ☐ **Record** specific examples/evidence of practice
- ☐ **Create** an *Initial Summary* using specific examples to describe what the teacher and students are doing in the focus area at the start of the module.

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

Domain 1: Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

CCT Indicators	Continuum of Effective Teaching Practice			
1. Creating a class climate that is responsive to and respectful of the needs of students with diverse backgrounds, interests and performance levels	<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

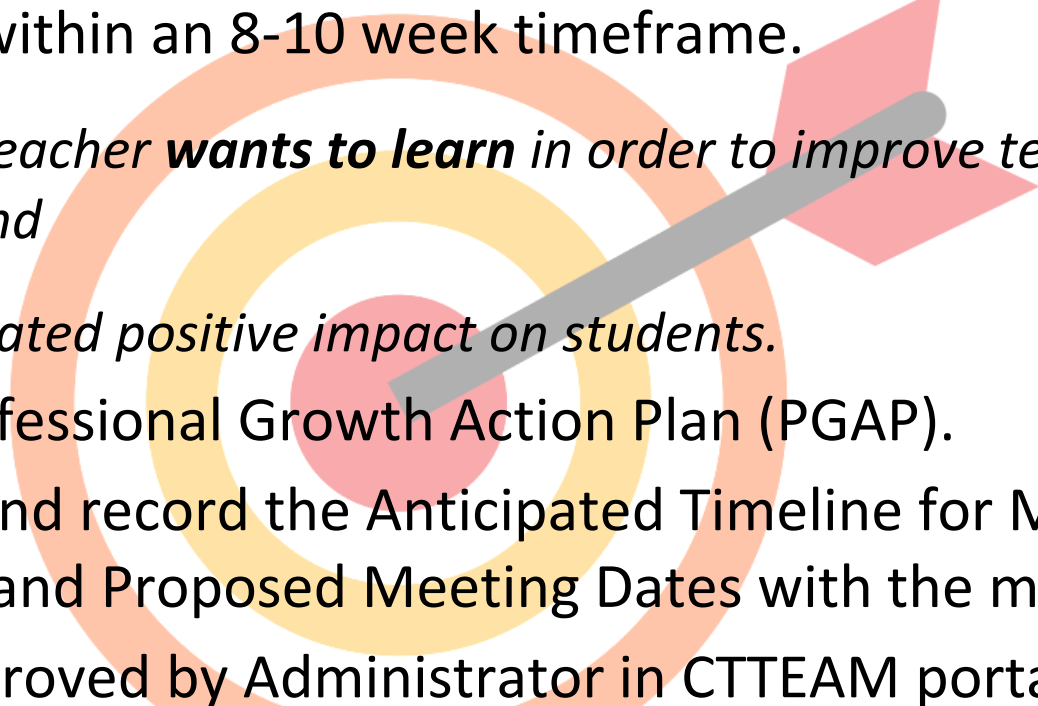
The *Initial Summary* should include **specific** examples/evidence of:



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

TEAM Module Process

Set a Professional Growth Goal and write a Professional Growth Action Plan (PGAP)

- 
- ☐ Achievable within an 8-10 week timeframe.
 - *What the teacher **wants to learn** in order to improve teaching practice, and*
 - *The anticipated positive impact on students.*
 - ☐ Create a Professional Growth Action Plan (PGAP).
 - ☐ Determine and record the Anticipated Timeline for Module Completion and Proposed Meeting Dates with the mentor.
 - ☐ Must be approved by Administrator in CTTEAM portal.

Professional Growth Action Plan (PGAP)

created online by entering of the following components: **Goal**, **Activities/Resources**, **Anticipated Timeline**, and **Proposed Meeting Dates**

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

Develop New Learning

- ❑ **Engage** in professional learning activities to develop new practices, or refine, expand, or extend existing practice to build on content and pedagogical skills.
- ❑ **Record** specific examples of **what** was learned and **how** it was learned (what new knowledge and skills learned).
- ❑ **Think** deeper about own practice and how the new learning relates to it.

Implement New Learning

- ☐ **Implement** new learning in daily practice.
- ☐ **Discuss** with mentor how implementing new learning is impacting practice and student learning.
- ☐ **Make** adjustments as needed or identify and develop additional new learning.
- ☐ **Analyze** impact on teaching practice, instruction, and student learning.
- ☐ **Record** specific example/evidence of changes in practice and student outcomes.

TEAM Module Process

Reflect on Practice

- ☐ **Reflect** on changes in practice and student learning,
- ☐ **Collaborate** with mentor to assess and adjust subsequent instruction or engage in additional professional learning as needed.
- ☐ **Document** specific examples/evidence of impact on practice and student outcomes.

We do not learn from
experience...we learn
from reflecting on
experience.

John Dewey

meetville.com

meetville.com

john dewey

- A successful paper should include:
 - **How** new learning was developed: the **specific learning activities and resources** the teacher used to develop new learning;
 - **What** the teacher learned from the learning activities and resources related to own practice;
 - Specific examples/evidence of **how the teacher used new learning** to improve teaching practice;
 - Specific examples/evidence of **what impact the changes in teaching practice had or will have on students**; and
 - A comparison of the changes in teaching practice and positive outcomes for students to what was described in the Initial Summary.

Module Submission

- ☐ Share draft(s) of the Reflection Paper with the mentor for feedback and sign-off.
- ☐ After mentor sign off teacher must go back in to portal and submit paper for review
- ☐ The module process is expected to take between 8-10 weeks to complete.

Three Criteria for Success

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



Criteria I

Development of New Learning –

Teachers engage in professional learning to develop new knowledge and skills to improve their practice so they can help students achieve.

- ☐ 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

Teachers apply new knowledge and skills learned to improve teaching.

- ☐ Explains, using specific examples/evidence how the used new learning to improve **teaching or planning practice.**



Criteria III

Impact on Students

Student learning and achievement improve as a result of teachers applying the new knowledge and skills learned.

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



What if my Module is Unsuccessful?

- ☐ An unsuccessful module can be revised and resubmitted.
- ☐ Talk to your mentor about the feedback you get with your results.
- ☐ Go back to your journal to look for additional evidence to support an unsuccessful criteria.
- ☐ Be very specific with evidence.
- ☐ Resubmit your module.
- ☐ Caution! Do not wait until your TEAM deadline date to submit papers, you may run out of time to revise any unsuccessful module.

TEAM Completion

What happens when a I successfully complete all the required modules?

- ☐ Module marked successful
- ☐ Completion date is entered in portal by Roblee.
- ☐ Certificate of completion is emailed out upon completion of all five modules.
- ☐ You are now eligible to apply for a provisional certification through the CSDE sight.



TEAM Completion

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

- ☐ 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, will no longer be able to teach in a CT public school.
- ☐ In order to renew your initial certification, you will need to complete an Intervening Study and Experience and meet all new requirements at the time of certification.

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

CTTEAM Portal

BT and mentors use CTTEAM.org portal for all inputting and uploading

☐ **CCT Performance Profiles (self-analysis)**

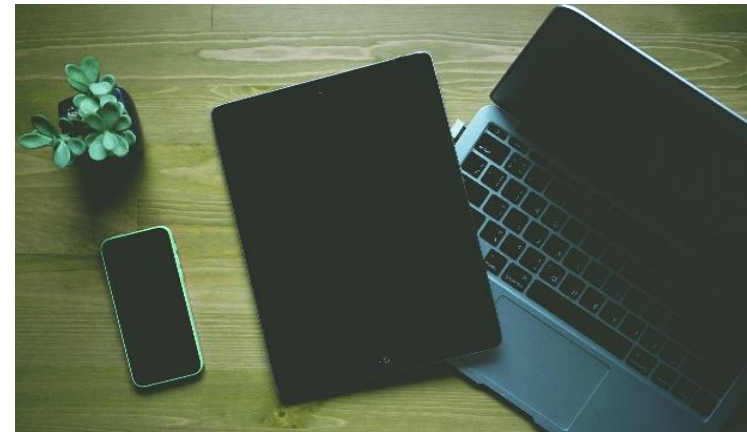
☐ **Professional Growth Action Plan (PGAP)**

☐ **Beginning Teacher and Mentor Meeting Log**

☐ **Journal for Beginning Teacher**

☐ **Journal for Mentor**

☐ **Reflection Paper**



Workspace Sign In

laura.roblee@new-haven.k12.ct.us



Click on create an account

SIGN IN ➔

☐

Remember Me


[Forgot Password/Username?](#)

A black arrow originates from the top-left corner of the 'SIGN IN ➔' button and points diagonally down and to the right, ending at the 'CREATE AN ACCOUNT' button.

CREATE AN ACCOUNT

Please complete all fields on this form. You must have a valid CT Educator ID to register. Your Username must be a valid email address. Your password must contain a minimum of 6 characters.

Educator ID: *

First Name: *

Last Name: *

Username/Email: (You will sign in using this email) *

Password: (minimum 6 characters) *

EIN is provided by CSDE;
it is on your certificate.

Confirm Password: *

Beginning Teacher Dashboard

WELCOME

Welcome [Teacher Name] !

MESSAGES AND ANNOUNCEMENTS

No Messages or Announcements at this time.

TEAM PARTICIPATION Your TEAM Requirements

Your Mentor is [Mentor Name]

Your Entry Date is September 1, 2014

You are required to complete 5 Modules

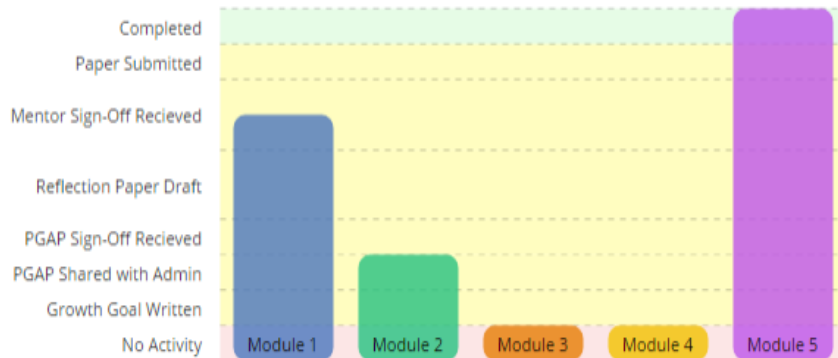
Your Expected Completion Date is February 15, 2017

CONTACT CENTER Important TEAM Contacts

- ☒ Email your Mentor ([Mentor Name])
- ☒ Email your School Administrator ([School Administrator Name])
- ☒ Email your District Facilitator ([District Facilitator Name]) <

MODULE PROGRESS Your TEAM Module Progress

You have completed 1 of 5 modules required



 Module Center

NOTIFICATIONS

No Notifications

Beginning Teacher Module Center



MODULE CENTER Your TEAM Modules

Environment **Planning** Instruction Assessment Responsibility

Module 2: Planning for Active Learning





Your focus is Indicator 1 - Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.

TO DO

-  Edit Your CCT Performance Profile
-  Edit Your Professional Growth Goal
- Complete Your Initial Summary
- Complete Your Learning Activities and Resources
- Complete Your Proposed Meeting Dates
- Complete Your Anticipated Timeline

MODULE NOTIFICATIONS

No Notifications

 Review Your Professional Growth Action Plan (PGAP)   Renotify Your School Administrator 

REFLECTION PAPER PROGRESS

Your paper is in Draft mode and you may edit it by clicking the DRAFT button below.

 Send to Mentor for Review



DRAFT

Reflection Paper is in Draft



MENTOR REVIEW



REVIEW SUBMITTED



MODULE COMPLETED

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.

MEETING LOG ENTRIES

Show 10 entries

Search:

Action	Date	Start	End	Focus	Summary
Accept	2016-04-26	14:45:00	15:00:00	Module 4	Shared ideas about using SMART Board to differentiate upcoming lessons using visuals and to let students demonstrate learning through different tasks.
Accept	2016-04-15	15:30:00	16:30:00	Module 4	We reviewed resources to decide what additional activities were needed to differentiate each lesson as well as to decide what questions to use for lesson probe.
Review	2016-04-08	14:45:00	15:00:00	Module 4	Discussed what was learned about students' understanding from most recent formative assessment. Will use pattern blocks with students who struggled with equivalent fractions.
Review	2016-03-29	14:45:00	15:00:00	Module 4	Discussed pre-assessment created to determine master of skills and concepts related to adding and subtracting fractions. Discussed article from Teaching Children Mathematics and how to use multiple manipulatives when teaching fractions.
Review	2016-03-22	12:45:00	13:15:00	Module 4	Discussed goal of using formative assessment to help differentiate instruction. Referred to Ainsworth's and Viegut's book: using formative assessment for learning vs. using assessment for grading.
Review	2016-03-15	16:00:00	17:00:00	Module 4	Reviewed CCT Performance Profile for Assessment. Identified focus indicator. Created Initial Summary and Goal and identified future meeting dates. Sent PGAP to principal.

Showing 1 to 6 of 6 entries









Previous 1 Next

My Personal Journal

Personal Journal

JOURNAL ENTRIES

[+ Add New Journal Entry](#)Show entriesSearch:

Action	Date	Focus	Narrative
 	2016-03-15 14:26:00	Module 4	Keywords: Assessment Met with my mentor today to begin reviewing the CCT Performance Profile for Assessment. We discussed most of the indicators. I'm planning to give a pre-assessment for an upcoming unit. Will bring results of that for next meeting with my mentor when w ...
 	2016-03-22 14:28:00	Module 4	Keywords: Pre-Assessment Gave a ten question pre-assessment for adding and subtracting fractions using pictorial representations to assist and no pictorial representations. Students struggled a lot with this skill. Several students almost did not complete the pre-test because they ...
 	2016-04-02 14:30:00	Module 4	Keywords: SMART Board, Fractions First, the use of the SMART board and its technological advantage enhanced the quality of the instruction in the beginning and throughout the lesson. It allowed me to visually display the pattern blocks and manipulate them to demonstrate arrangements that ...
 	2016-04-28 14:32:00	Module 4	Keywords: SMART Board Whole class instruction this time with SMART board Students had no trouble with subtraction Modeled first three together problems, students seemed confident today Showed how you could trade for larger common denominator but smallest was best Als ...


Showing 1 to 4 of 4 entries

[Previous](#)[1](#)[Next](#)

Reflection Paper Tracker

REFLECTION PAPER PROGRESS

Your paper is in Draft mode and you may edit it by clicking the DRAFT button below.

 Send to Mentor for Review



DRAFT

Reflection Paper is in Draft



MENTOR REVIEW



REVIEW SUBMITTED



MODULE COMPLETED

Questions?




Please complete the following exit ticket for attendance and mentor information purposes.

<https://forms.gle/PoPnF7X9SoHEgtZM8>

ResearchAssessment@new-haven.k12.ct.us

Please put TEAM in the subject line.

the
influence
of a
GOOD
teacher
can never be
erased

The text is surrounded by several small heart icons. There are four red hearts and four yellow hearts scattered around the words, primarily concentrated around the word 'teacher' and the word 'influence'.