

A quarterly newsletter for all things TEAM to help new teachers and mentors navigate the TEAM cycle.

TEAM Talk

Attention TEAM Mentors-Refer a Teacher and Win!

Spring 2022 Dates

- February 11-all PGAP's submitted in portal.
- April 1, 2022-discuss new learning with mentor/begin paper.
- April 8, 2022-share draft with mentor.
- May 5, 2022-paper due in CTTEAM.org portal.

Attention all current TEAM mentors. We are in need of certified TEAM mentors to assist the large number of new teachers and student teachers that are welcomed to the district each year.

Any current TEAM mentor whether you are actively mentoring or not, will have their name put into drawing to win a gift card.

Simply submit the name of a teacher who has been teaching in the district for at least 3 years, holds a Provisional or Professional

Teaching Certificate and has a TEVAL score of effective or better. If they complete the TEAM training by June 2022 your name will be entered into our drawing and the winning name will be pulled and gift card given prior to June 30th, 2022. Send names to ResearchAssessment@newhaven.k12.ct.us.



“Every child deserves a champion-an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.”
 –Rita Pierson

TEAM Mentor Reminders & Module Completion Dates

1. Mentors must log in 10 meeting hours per module in CTTEAM.org portal to receive stipend.
2. Ensure all sign-offs are completed prior to submitting.
3. Complete three PLU's every three years to maintain status.

TEAM Start Date 9/1/2021

Fall 2021-Module 1
 Spring 2022-Module 3
 Fall 2022-Module 2
 Spring 2023-Module 4

TEAM Start Date 2/15/2022

Spring 2022-Module 1
 Fall 2022-Module 3
 Spring 2023-Module 2
 Fall 2023-Module 4

Module 5 is held as a PD in the Fall and should be taken then regardless of start date.

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Module 5 Professional Development

Module 5 Professional Development was held virtually on December 9, 2021, and was very well attended. Teachers were able to engage in breakout sessions to discuss real life situations that have occurred and what they would do if they encountered the

same or similar situation.

Module 5 PD is set up so teachers are able to engage in facilitated conversations to raise level of awareness about responsible, professional behavior.

These conversations are meant to offer opportunities for teachers to

discuss, self reflect and learn. They also raise awareness of professional boundaries.

If you were unable to attend the December workshop, we will be holding another virtual session in late Spring 2022. Date to be determined.

Criteria for a Successful Paper

In order to complete a successful paper you must document the following:

Development of New Learning

-describes how the teacher developed new learning (i.e. activities and resources, etc.)

-explains what the teacher learned from the selected activities and resources and/or thinking more deeply about his/her practice.

Impact on Practice

-explains, using specific examples/evidence, how the teacher used new learning to improve teaching or planning practices.

Impact on Students

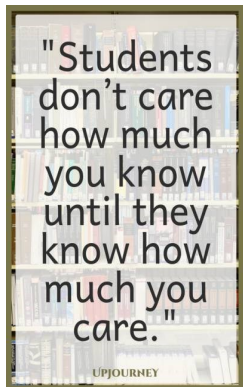
-explains using specific examples/evidence, how student performance/learning has improved as a result of changes in the teacher's practice, or will improve as a result of planning.

When working on Module 2 you

are predicting what you think will happen based upon what you are planning.

This module is done in year 2. Whereas, Module 1,3 & 4 are about what you actually did during your lesson and how much your students improved. Data is important when documenting the impact on student section of the paper.

Check in with your mentor and make sure you discuss how you should proceed when writing papers.



Module 2-The Planning to Plan Module

Module 2 is the planning module and is all about what you anticipate will happen based upon the lesson (s) that you are planning.

Using the criteria in the article above let's look at how they compare:

-Development of New Learning is the same. Explain how you developed new learning and what you learned from it.

-Impact on Practice asks us to use specific examples/evidence of what you did differently when planning, **prior to teaching**. This is a main difference from the other modules. It is your planning before you even teach anything.

-Impact of Students also shows a major difference in student performance. It is not what students actually did; it is how the teacher anticipates student performance

will improve to as a result of changes in the way the teacher plans prior to teaching.

It is helpful to look at Criteria for Success for each module prior to writing your paper.

[Click here](#) for the link to the CSDE TEAM Resources page to view sample papers, criteria for success.

Module 3-Instruction for Learning

Module 3 is based upon the Common Core of Teaching (CCT) Domain 4.

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Module 3 Resources [Click Here](#)

This link has many resources such as books and websites for you to get more information on instructional practices.

Criteria for Success Module 3 [Click Here](#)

This link will show the criteria for success which is the same for Module 1,3,4. It is helpful to review this prior to writing your paper.

Mentor Eligibility Requirements-PLU's

TEAM mentors must maintain Professional Learning Units (PLU's) beginning in 2021. If you require training, you can access the Professional Learning Series: Online Mentor Update PLUs using the Mentor Quick Link is found under your Mentor Dashboard on the CTTEAM portal.

You will need to login using the same login username and password you use to login to TEAM. Once logged in, click on Mentor

Update Professional Learning Series, then scroll down to see all of the available PLUs.

The requirement is that mentors complete 3 PLU's within a 3 year period. Completing 1 PLU each year is recommended for continual learning and to ensure that the PLU's are completed prior to your eligibility expiring.

If you have not completed a mentor PLU since the last training indicated on your dashboard, you will need to complete all

three PLU's prior to your mentor expiration date.



Mentor Professional Learning Units (PLU's) to maintain eligibility to mentor.

Interested in Becoming a TEAM Mentor?

Teachers that have been teaching in New Haven for at least 3 years, hold a Provisional or Professional Teaching Certificate and have a TEVAL score of effective or better are eligible to be trained to serve as a TEAM mentor.

If you are interested in becoming a mentor and haven't completed the training yet, please let our office know through the

ResearchAssessment@new-haven.k12.ct.us email.

The local RESCS are holding New Mentor Training through the end of the year.

Please [click here](#) to access the sessions available. Scroll to the Initial Support Teacher Training and sign up for a session. The sessions are virtual and are available through May 2022. You

may sign up for any RESC that has an opening. Principals will be contacted when mentoring requests come up for trained mentors.

Please note that we are not able to provide substitutes, so sign up for the sessions that take place after school hours.

“A mentor is someone who allows you to see the hope inside yourself.”-Oprah Winfrey

New to Teaching & TEAM

The TEAM Process helps new teachers with the support of a mentor to engage in a process of continuous professional learning to develop and refine their skills and practice, apply new learning in the classroom and reflect on the impact of the new learning on their practice and students.

Teachers begin TEAM based upon when they get their certificate from the state. This will

show on your CTTEAM.org dashboard.

Once you receive your certificate you should go to CTTEAM.org and create an account. This will allow you to log information and turn in your TEAM submissions.

After you complete your account and are in the state system you may begin the process as follows:

Phase 1-Reflect on Practice-complete a short survey about your teacher preparation coursework and clinical experience.

Phase 2-Set a Professional Growth Goal (PGAP). Develop a goal that is achievable in 8-10 weeks and describe what you want to learn in order to improve teaching practice and the anticipated positive impact on students.

Phase 3-Develop New Learning is where you engage in and record new learning activities and reflect on and record what was learned from activities.

Phase 4-Apply New Learning Related to PGAP. Implement new learning in the classroom and document changes in practice. In Module 2 the focus is on the planning process and what happens before we teach. (continued back)

New to Teaching & TEAM-continued

Analyze how student performance has improved because of the changes in teaching practice. In Module 2 it is the anticipated impact on students.

Reflect on teaching practice and student outcomes. Compare examples/evidence of changes in teaching or planning practice and student outcome to the Initial Summary. Determine if the goal has been met. Then you may begin to write paper.

Phase 5-Reflect and Document on the whole module process. Create a reflection paper that documents the module process. Make sure that you obtain feedback from your mentor

and that you review the Criteria for Success for each module. This will ensure that you have all your documentation.

Once you and your mentor agree that criteria has been met, you can submit using the CTTEAM.org portal.

Once submitted, your paper will be reviewed and you will receive an email with your status. If you pass you may move on to next module. If you need to resubmit, it is helpful to read the feedback from the reviewer carefully with your mentor. Make the necessary changes and resubmit.

Once you receive the email that you

need to resubmit, you only have two weeks to resubmit the module to remain eligible for completion of that module.

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District TEAM Website [Click Here](#)

CSDE TEAM Resources [Click Here](#)



NEW HAVEN PUBLIC SCHOOLS

