Teacher Education and Mentoring (TEAM) Program & Sanford Inspire Modules Crosswalk

Sanford Inspire* provides mentors and beginning teachers with access to free research-based on-demand modules that provide targeted support and professional development. Central Connecticut State University (CCSU), in partnership with Connecticut's Department of Education, and Sanford Inspire, has mapped these modules to the TEAM modules as a resource for mentors and beginning teachers to use in developing new learning during the TEAM Program.

*Sanford Inspire modules were developed with the generous support of renowned entrepreneur and philanthropist, T. Denny Sanford and developed by educators at the Mary Lou Fulton Teachers College at Arizona State University.

TEAM MODULE 1: Classroom Environment	**Sanford Inspire Modules**
CCT Domain 2. Classroom Environment, Student Engagement and Commitment to Learning	
2.1 Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels	✓ Addressing Bullying Behavior ✓ Building Relations with Students ✓ Strategies for Communicating with Parents ✓ The Physical Environment of Your Classroom ✓ Recognizing Bullying Behavior ✓ Using Warm Demand to Build Student Achievement

2.2 Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries	✓ Be the Spark: Nurturing Student Inspiration ✓ Helping Students Believe They "Can" Achieve ✓ Helping Students "Want" to Achieve ✓ Using Critical Consciousness to Challenge Inequity ✓
2.3 Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs	✓ Addressing Bullying Behavior ✓ Basic Proactive Classroom Management Strategies ✓ Causes of Misbehavior ✓ Creating Class Rules ✓ Creating Logical Consequences ✓ Delivering Consequences ✓ Giving Clear Directions for a Task ✓ Teaching Students Empathy ✓ Understanding Consequences ✓ Using Critical Consciousness to Challenge Inequity
2.4 Fostering appropriate standards of behavior that support a productive learning environment for all students	✓ Addressing Bullying Behavior ✓ Basic Proactive Classroom Management Strategies ✓ Building Relations with Students ✓ Causes of Misbehavior ✓ Creating Class Rules ✓ Creating Logical Consequences ✓ Delivering Consequences ✓ Giving Effective Praise ✓ Restorative Justice: Rethinking Discipline ✓ Teaching Students Empathy
2.5 Maximizing the amount of time spent on learning by effectively managing routines and transitions	✓ Basic Proactive Classroom Management ✓ Creating Class Rules ✓ Designing Effective Procedures ✓ Identifying Necessary Procedures ✓ Teaching Procedures

TEAM MODULE 2: Planning	Sanford Inspire Modules
CCT Domain 3. Planning for Active Learning	
3.1 Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs	✓ Preparing to Differentiate: Student Readiness ✓ ✓ Elements of a Lesson Opening ✓ Organizing Information to Improve Memory Retention
3.2 Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline	✓ Backwards Planning a Unit ✓ Combating Cognitive Overload ✓ Differentiation Strategy: Student Choice ✓ Creating Multi-Sensory Experiences to Improve Memory Retention ✓ Elements of a Lesson Closure ✓ Elements of a Lesson Opening ✓ Preparing for Student Discussions ✓ Preparing to Differentiate: Learner Profile ✓ Preparing to Differentiate: Student Interest
3.3 Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions	✓ Design a Problem-Based Learning Experience ✓ How to Model Effectively
3.4 Selecting appropriate assessment strategies to monitor ongoing student progress	✓ How to Grade Effectively

3.5 Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems	✓ Design a Problem-Based Learning Experience ✓ Developing Behavior for Cooperative Learning ✓ Structuring Cooperative Learning ✓ Using Critical Consciousness to Challenge Inequity
3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible	✓ Engaging Emotions to Improve Memory Retention
3.7 Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.	✓ How to Model Effectively ✓ Structuring Academic Conversations ✓ Supporting Language Development Through Social Interaction ✓ Using Morphology to Support English Language Learners
3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning	✓ Using Bloom's Taxonomy to Plan Questions ✓ Using Critical Consciousness to Challenge Inequity
3.9 Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills	✓ Annotation as an Interactive Reading Strategy ✓ Teaching Close Reading

TEAM MODULE 3: Instruction	Sanford Inspire Modules
CCT Domain 4. Instruction for Active Learning	
4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning	✓ Combating Cognitive Overload ✓ Creating Multi-Sensory Experiences to Improve Memory Retention ✓ Designing a Problem-Based Learning Experience ✓ Differentiation Strategy: Performance Tasks ✓ Designing a Problem-Based Learning Experience
4.2 Using technological and digital resources strategically to promote learning	
4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning	✓ Designing a Problem-Based Learning Experience ✓ Preparing for Student Discussions ✓ Using Critical Consciousness to Challenge Inequity
4.4 Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students	✓ Designing a Problem-Based Learning Experience ✓ Combating Cognitive Overload
4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents	✓ Differentiation Strategy: Performance Tasks ✓ Differentiation Strategy: Student Choice Preparing to Differentiate: Learner Profile ✓ Preparing to Differentiate: Student Interest ✓ Preparing to Differentiate: Student Readiness ✓ The Basics of Differentiation
4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks	✓ Formative Assessment
4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance	✓ Delivering Effective Feedback ✓ Giving Effective Praise ✓ Using Feedback to Foster Discussion

TEAM MODULE 4: Assessment	Sanford Inspire Modules
CCT Domain 5. Instruction for Active Learning	
5.1 Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills	✓ Authentic Assessment ✓ Formative Assessment
5.2 Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn	✓ Formative Assessment ✓ Understanding SMART Goals
5.3 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time	✓ How to Grade Effectively
5.4 Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress	✓ Maintaining Professional Relationships with Colleagues
5.5 Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning	✓ Delivering Effective Feedback ✓ Formative Assessment ✓ How to Grade Effectively ✓ Understanding SMART Goals
5.6 Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators	✓ Strategies for Communicating with Parents
5.7 Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences	✓ Supporting Trauma-Exposed Students ✓ Understanding the Impact of Trauma on Students ✓ Using Critical Consciousness to Challenge Inequity ✓ Working Against Racial Bias
5.8 Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.	✓ Strategies to Address Specific Learning Disabilities in Reading ✓ Strategies to Address Specific Learning Disabilities in Writing ✓ Supporting Students with ADHD

TEAM MODULE 5: Professional Responsibilities	Sanford Inspire Modules
CCT Domain 6. Professional Responsibilities and Teacher Leadership	
6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning	
6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students	✓ Maintaining Professional Relationships with Colleagues
6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate	✓ Maintaining Professional Relationships with Colleagues ✓ Strategies for Engaging with Parents ✓ The Importance of Working with Parents
6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement	✓ Valuing Bilingualism
6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions	✓ Maintaining Professional Relationships with Colleagues
6.6 Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning	✓ Addressing Barriers to Parent Involvement ✓ Affirming Difference and Valuing Background Knowledge ✓ Linking Identify & Achievement through Cultural Competence ✓ Strategies for Engaging with Parents
6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process	

6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues	✓ Addressing Barriers to Parent Involvement ✓ Strategies for Communicating with Parents ✓ Using Critical Consciousness to Challenge Inequity ✓ Working Against Racial Bias
6.9 Using communication technology in a professional and ethical manner	✓ Teacher Professionalism in the Age of Social Media
6.10 Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects	✓ Maintaining Professional Relationships with Colleagues ✓ Strategies for Engaging with Parents
6.11 Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators	✓ Coping with Teacher Stress ✓ Drug Use in Schools ✓ Identifying Signs of Abuse and Neglect ✓ Maintaining Professional Relationships with Colleagues ✓ Maintaining Professional Relationships with Students ✓ Reporting Child Abuse and Neglect ✓ Teachers as Agents of Change ✓ Youth Substance Abuse

Please complete this Inquiry Form if you plan on using this free resource in your district.

To find out more about CCSU's Partnership with Sanford Inspire please visit CCSU's Sanford Inspire Website