



Teacher Education And Mentoring Program (TEAM)

TEAM Program Guidelines for 2020-2021

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Contents

INTRODUCTION	1
Phase 1: Reflect on Practice – Analyze Data to Plan Professional Growth.....	2
Phase 2: Set a Professional Growth Goal.....	3
Sample–Professional Growth Action Plan	4
Phase 3: Develop New Learning – Related to the Professional Growth Goal	5
Phase 4: Apply New Learning Related to a Professional Growth Goal.....	6
Phase 5: Reflect and Document – New Learning, Impact on Practice, and Impact on Students	7
Review of Module Completion – Reflection Paper or Project.....	8
Criteria for Success.....	8
Development of New Learning	8
Impact on Students	8
Impact on Practice	8

INTRODUCTION

The TEAM Module Guidelines provide an overview of a teacher-directed continuous professional growth process in which teachers:

- Analyze their practice;
- Develop new learning;
- Use their new learning to improve their teaching; and
- Demonstrate how the changes in their teaching have a positive impact on students.

Throughout a module, beginning teachers, with the support of their mentors, 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 their students. They draw on these reflections to create a reflection paper or project that documents the new learning and its impact on teacher practice and student outcomes. Mentors provide job-embedded coaching to support the application and transfer of new learning to improve teaching practice and student outcomes.

The TEAM Guidelines describe the process that beginning teachers and their mentors take as they complete each TEAM module.

Please note: This is not a linear process. It is a cycle of continuous growth which means the beginning teacher may move back and forth through each phase of the process depending on the application of new learning and student outcomes.

Phase 1: Reflect on Practice – Analyze Data to Plan Professional Growth

- A. The process begins with the beginning teacher and the mentor collaboratively analyzing a variety of data related to students' learning needs and the teacher's practices to determine a focus area for professional learning.
 1. Analyze data on teaching and student learning from a variety of sources – student work, observation feedback, lesson/unit plans, edTPA results, assignments, or student learning outcomes/goals (SLOs) – to identify a specific area of focus.
 2. Review the module-specific CCT Performance Profile or district rubric, clarifying the meaning of the descriptors and the expectations for each of the indicators along the continuum, and select a level of performance on the continuum based on the analysis of data.
 3. Select an indicator which will be the focus area for the module and professional learning.
 4. Record specific examples/evidence related to the chosen focus area/indicator that describes both the teacher's practice and student performance at the start of the module (the CCT Performance Profile provides a "Notes" section for recording this information).
- B. Create a brief Initial Summary for the selected indicator.
 1. Synthesize/build on the examples/evidence to describe in more detail what the beginning teacher and the students are doing at the start of the module related to the chosen indicator. Consider who is doing what, when, how often, for what reason, and with what level of success.
 2. Consider how the Initial Summary will provide the "baseline data" that will be used to determine teacher and student growth by the end of the module.

Process of Continuous Professional Growth



Phase 2: Set a Professional Growth Goal

A. Set a Professional Growth Goal for the Module.

1. Develop a goal that is achievable within an 8-10 week timeframe and describe the following:
 - What the beginning teacher wants to learn in order to improve teaching practice, and
 - The anticipated positive impact on students.

(I will learn _____, as a result, students will be able to do.)

B. Create a Professional Growth Action Plan (PGAP).

1. Record Teacher Professional Learning Activities and Resources:
 - Explore a range of potential professional learning activities such as reading professional articles or a relevant section/chapter of a book, watching an instructional video, observing colleagues, engaging in academic conversation with colleagues, attending workshops, in-person or online courses, webinars, using grade-level or subject-area team meetings, seek support from specialists, etc.
2. Record the specific professional learning activities that the beginning teacher will engage in to develop her/his new learning, and
3. Record the specific resources needed to support the beginning teacher's professional learning activities.
4. Determine and record the Anticipated Timeline for Module Completion and Proposed Meeting Dates with the mentor.

C. Share the Professional Growth Action Plan (PGAP) with the building administrator.

1. Discuss with the building administrator what direct resources may be available to support the beginning teacher's PGAP activities.
2. Secure administrator sign-off on the PGAP.

Note: The administrator's sign-off on the PGAP indicates that she/he will work with the beginning teacher and mentor to support the plan. It is not a guarantee that the requested resources will be provided. It also is not an approval of the goal.

D. Verify meetings in the Beginning Teacher/Mentor Meeting Log.

1. It is important to keep a record of progress throughout the module. The mentor should keep a record and verify the date, time, and focus of each beginning teacher/mentor meeting throughout the module. Meeting log entries may be used to document the ongoing support that the mentor provides to the beginning teacher and to verify stipends.

Sample—Professional Growth Action Plan

Module One – Classroom Environment, Student Engagement and Commitment to Learning Grade 4, Reading	
Goal (Related to CCT, addresses a relevant and achievable teacher learning need and includes outcomes for students)	
<p>Your Professional Growth Goal should connect to the indicator you have chosen on the CCT Performance Profile and describe:</p> <ol style="list-style-type: none"> 1. What you want to learn and 2. The anticipated positive impact your new learning will have on your students. <p>I will learn about and apply strategies for fostering appropriate student behavior, and as a result, students will interrupt less and be more actively engaged during reading instruction. (Indicator 4)</p>	
Professional Growth Activities/Resources To be discussed with administrator	
Activities	Resources Needed
Readings on Classroom Environment and Management	Marzano’s Classroom Management that Works and What Works in Schools
Observe classroom meeting in Mr. D’s class to see how he has students self-monitor behavior/engagement	Coverage to observe Mr. D
Two 30-45 minute observations by mentor	Coverage for mentor to observe
Meeting/collaboration with literacy specialist	None
Talk to school psychologist about Andy (not student’s real name)	Time with school psychologist
Anticipated Timeline for Module Completion (Recommend 8-10 week period): October 8 – December 10, 2014	
Proposed Meeting Dates: October 8, 15, 22, 29 November 5, 13, 30 & December 10	

Phase 3: Develop New Learning – Related to the Professional Growth Goal

- A. Engage in and record the new learning activities.
 - 1. Engage in the agreed upon professional learning activities identified in the PGAP to develop new practices, or refine, expand, or extend existing practice and to build on content and pedagogical skills.
- B. Reflect on and record what was learned from the activities.
 - 1. Describe the specific selected activities and resources the teacher used to develop new learning.
 - 2. Record specific examples of what was learned – the knowledge and skills learned from the selected activities and resources and thinking deeper about what the teacher learned about his or her current practice.
- C. Identify specific changes that the beginning teacher will make in her/his practice.
 - 1. Consider how the new learning will be used to improve teaching practice and how this should impact student performance

Phase 4: Apply New Learning Related to a Professional Growth Goal

- A. Implement new learning in the classroom and document changes in practice.
 - 1. Try out the new learning in the classroom. Record specific examples/evidence of changes in the beginning teacher's practice. What is the teacher doing differently as the result of the new learning? How is the teacher implementing the new learning?
- B. Analyze how student performance has improved because of changes in teaching practice.
 - 1. Implement new learning in daily practice.
 - 2. Discuss with mentor how implementing new learning is impacting practice and student learning as the result of the changes.
 - 3. Make adjustments as needed or identify additional new learning needs. (This process may be repeated several times as the teacher refines the new learning and his or her teaching practice)
 - 4. Record specific examples of improvements in student performance. What are the students doing now that they were unable to do at the start of the module?
 - 5. Analyze impact on teaching practice, instruction, and student learning. Determine the cause and effect connections between changes in teaching practice and student performance.
- C. Reflect on teaching practice and student outcomes.
 - 1. Compare examples/evidence of changes in teaching practice and student outcomes to the Initial Summary
 - 2. Determine if the goal has been met and the beginning teacher is ready to begin the reflection paper or project.

Note: Mentors may record their own personal reflections and ongoing work with the beginning teacher.

Phase 5: Reflect and Document – New Learning, Impact on Practice, and Impact on Students

- A. Reflect on the whole module process.
 1. At the culmination of the module process, the teacher draws on their reflections and uses examples/evidence to create a reflection paper or a project that documents how the development of new learning led to improvements in teaching practice and how the improvements in teaching practice led to positive outcomes for students.
- B. Create a Reflection Paper or a Project based on your district’s requirements.
 1. Document the module process and outcomes. The minimum requirements for a Project or Reflection Paper include:
 - A description of the specific learning activities and resources the teacher used to develop new learning;
 - An explanation of 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 on students; and
 - A comparison of the changes in teaching practice and positive outcomes for students to what was described in the Initial Summary.
- C. Share draft(s) of the Reflection Paper or Project with the mentor for feedback and sign-off.
 1. Mentor sign-off indicates that the Reflection Paper or Project is consistent with on-going work between the mentor and the teacher.

Review of Module Completion – Reflection Paper or Project

For districts participating in the RESC Collaborative Regional Review:

Submit the Reflection Paper via the TEAM Dashboard

Once a reflection paper has been reviewed through the regional review process, the beginning teacher will receive a message on her/his message board that results are available. In-district reviews will be conducted according to the district's planned process.

Please refer to your district's Three-Year Teaching and Mentoring Plan for details on regarding reflection papers and projects.

For districts using an in-district review process or those that require a Project:

Submit the Reflection Paper or Project according to your district requirements.

Reflection Papers or Projects will be reviewed according to the district's planned process and results will be communicated to the teacher. Once a Reflection Paper or a Project is reviewed, the beginning teacher will receive results either on the TEAM dashboard or from the District Facilitator.

Please refer to your district's Three-Year Teaching and Mentoring Plan for details on regarding reflection papers and projects.

Please note:

- Regardless of whether a district requires a Reflection Paper or a Project, the criteria for review is the same. Districts may add their own additional criteria.
- All districts that use an in-district review process must provide a written copy of module results, signed by the DF, to the teacher for each module. Teachers should retain a copy of the results for their records. In the case where a teacher changes districts, the copy of results will serve as proof of individual module completion.

Criteria for Success

What does the beginning teacher need to document to be successful in the module process?

Development of New Learning

- Describes how the teacher developed new learning (e.g., activities and resources, etc.), and
- Explains what the teacher learned from the selected activities and resources and/or thinking more deeply about his/her practice.

Impact on Students

- Explains using specific examples/evidence, how student performance/learning has improved as a result of changes in the teacher's practice

Impact on Practice

- Explains, using specific examples/evidence, how the teacher's practice is different.