Teacher Education And Mentoring Program
(TEAM)

TEAM Program Guidelines for 2021-2022

July 2021

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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, step-by-step 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. **Reflect on Practice:**
   <u>**NEW – Beginning with first-year teachers in fall 2021:**</u> Beginning teachers will begin the module process by completing a short questionnaire about their teacher preparation, both coursework and clinical experiences, and how well prepared they were for their first teaching assignment.

   This questionnaire will help the beginning teacher think about their own strengths and areas for growth based on their preparation. The questionnaire will be right on the teacher's dashboard and must be completed before moving through the module process.

   Data from the questionnaire will also inform improvements to educator preparation programs. **NOTE:** <u>Only data in the aggregate will be shared. Teacher names will never be shared with any educator preparation program or district.</u>
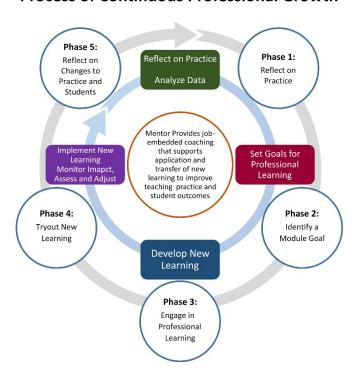
   1. The process begins with the beginning teacher and the mentor collaboratively analyzing a variety of data related to students' learning needs and the teacher's practices to determine a focus area for professional learning.

2. Analyze data on teaching and student learning from a variety of sources to identify a specific area of focus for the module – *the teacher preparation survey (see above), edTPA results, observation feedback from mentor or evaluator, lesson/unit plans, sample student work, or student assessments (formative and summative) annual student learning goals*.

3. 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.

4. Select an indicator which will be the focus area for the module and professional learning.

5. 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 **Sanford Inspire professional learning modules** (aligned to specific indicators within each module), observe colleagues, engage in academic conversation with colleagues, attend workshops, engage in in-person or online courses, use grade-level or subject-area team meetings, seek support from specialists, read professional articles or a relevant section/chapter of a book, watch an instructional video, etc.
- Record the specific professional learning activities that the beginning teacher will engage in to develop their new learning, and
- List the specific resources needed to support the professional learning activities.

    2. 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. When possible, discuss with your administrator what direct resources may be available to support the PGAP activities.

    2. The administrator will sign-off on the PGAP indicating they can support the professional learning resources proposed in the PGAP.

Note:

- The administrator's sign-off on the PGAP is not an approval of the goal. It 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.

Sample–Professional Growth Action Plan

Module One – Classroom Environment, Student Engagement and Commitment to Learning

Goal (Related to CCT, addresses a relevant and achievable teacher learning need and includes outcomes for students)

Your Professional Growth Goal should connect to the indicator you have chosen on the CCT Performance Profile and describe:
1. What you want to learn and
2. The anticipated positive impact your new learning will have on your students.

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)

Professional Growth Activities/Resources	
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.**
   - 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.**
   - Describe the specific activities and resources used to develop new learning.

- Record specific examples of what was learned:
  - Describe the knowledge and skills learned from the selected activities and resources related to your current practice and thinking more deeply about how your practice has changed as a result of your new learning. Do not just quote from the resources. Consider what you are learning about your own practice as you explore the new learning.

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

A. **Implement new learning in the classroom and document changes in practice.**
- Try out the new learning in the classroom.

- Reflect on how it went. Talk to your mentor about any challenges and next steps.

- 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)

- Record **specific examples/evidence** of changes in the beginning teacher's practice. *What is are you doing differently as the result of the new learning? How is are implementing the new learning?*

NOTE: The **Planning Module** focuses on planning. Impact on Practice should be happening during the planning process.

- In the Planning Module, you will tryout your new learning while **planning a lesson or series of lessons**. Focus on the planning process itself, which happens **before we teach** - a planning process that includes both planning lessons purposefully and anticipating positive outcomes for students.

- Discuss with your mentor how you are implementing your new learning to plan instruction and what you anticipate the impact on student learning to be as a result of the planned instruction.

- 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).

- Record **specific examples/evidence** of changes in how you are planning instruction for your current students. *How are you using your new learning to plan instruction? What is your plan and why are you selecting the specific strategies and activities for your students? How do you anticipate students will do? What do you want students to be able to do as a result of the planned instruction?*

B. **Analyze how student performance has improved because of changes in teaching practice.**
- Discuss with your mentor how implementing the new learning is impacting practice and student learning as the result of the changes.

- 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)
- 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?*
- Analyze the impact on teaching practice, instruction, and student learning. Determine the cause and effect connections between changes in teaching practice and student performance.

NOTE: The Planning Module focuses on planning. **Impact on Students** should be considered during the planning process.

- Focus on the planning process itself, which happens **before we teach** - a planning process that includes both planning lessons purposefully and **anticipating positive outcomes for students**.
- Analyze how you **anticipate student performance will improve** because of planned instruction or strategies.
- Discuss with your mentor how you are implementing your new learning about planning and what you **anticipate** the impact on student learning to be as a result of the planned instruction.
- 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).
- Record **specific examples** of what you are planning and how you think the planned instruction will improve student outcomes: *What do you **anticipate** students will be able to do as a result of the planned instruction, strategies, and activities?*
- Determine the cause and effect connections between changes in planning practices and anticipated student performance.

C. **Reflect on teaching practice and student outcomes**.
- Compare examples/evidence of changes in teaching or planning practice and student outcomes to the Initial Summary.
- Determine if the goal has been met and the beginning teacher is ready to begin the reflection paper or project.
- 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)

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.**
   - At the culmination of the module process, draw on your reflections and use examples/evidence to create a Reflection Paper or a Project (refer to your district requirements) that documents how the development of new learning led to improvements in teaching or planning practice and how the improvements led to positive outcomes for students.

B. **Create a Reflection Paper or a Project based on your district's requirements.**
   - 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 their practice;
     - Specific examples/evidence of how the teacher used new learning to improve teaching or planning practice;
     - Specific examples/evidence of what impact the changes in teaching practice had on students or will have as a result of planning; 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 your mentor for feedback and sign-off.**
   - 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

A. **For districts participating in the 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.

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

B. **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 on the TEAM dashboard.

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?

1. *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.

2. *Impact on Practice*

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

3. *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.