



TEAM Module Guidelines for 2016-2017

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

- 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 the module, beginning teachers, with the support of their mentors, reflect on and use electronic journals to document examples and evidence of their new learning and impact it has on their practice and their students. They then draw on these reflections and the examples/evidence they have recorded to create a reflection paper that documents the module process and outcomes. The TEAM Guidelines describe the steps that beginning teachers take as they complete each TEAM module.

Step 1: Plan for Professional Growth

A. Explore the module-specific CCT Performance Profile and select one indicator as a module focus.

- Review the module-specific CCT Performance Profile, clarifying the meaning of the descriptors and the expectations for each of the indicators.
- Identify an indicator as a focus for the module.
- Record specific examples/evidence related to the chosen indicator that describe both the teacher's practice and student performance at the start of the module in the "Notes" section of the *CCT Performance Profile*.

B. Create a brief Initial Summary for the selected indicator.

- Synthesize/build on the examples/evidence from the "Notes" section of the CCT Performance Profile 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.)
- 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.

C. Create a Professional Growth Goal.

- 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.

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

- Create a PGAP and record Teacher Learning Activities and Resources that include the following:
 - Specific activities for the beginning teacher to develop her/his new learning and
 - Resources to support the beginning teacher learning activities.
- Determine and record the Anticipated Timeline for Module Completion and Proposed Meeting Dates.

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

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

Note: Administrator 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 requested resources will be provided.

Note: Administrators should not sign-off on more than one PGAP for an individual teacher within a four week period.

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

- Record and verify the date, time, and focus of each beginning teacher/mentor meeting throughout the module. Meeting log entries are made by the mentor and sent to the beginning teacher for verification. Meeting log entries are used to document the ongoing support that the mentor provides to the beginning teacher and to verify stipends.

Step 2: Develop New Learning Related to a Professional Growth Goal

A. Engage in and record the new learning activities.

Explore a range of potential 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, etc.

B. Reflect on and record what was learned from the activities.

Describe what was learned from selected activities and resources and/or thinking more deeply about practice.

C. Identify specific changes that the beginning teacher will make in her/his practice.

Consider how the new learning will be used to improve teaching practice and how this should impact student performance.

Step 3: Apply New Learning Related to a Professional Growth Goal

A. Try out new learning in the classroom and document change in practice

Record specific examples/evidence of changes in the beginning teacher's practice. (What is the teacher doing differently as a result of the new learning?)

B. Analyze how student performance has improved as a result of changes in 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?)

Determine the cause and effect connections between teaching practice and student performance.

C. Compare examples/evidence of changes in teaching 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. Record reflections, evidence, and decisions in “My Personal Journal.”

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

Step 4: Document New Learning, Impact on Practice, and Impact on Students

A. Reflect on the module process.

Consider 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.

Document the module process and outcomes in a reflection paper of no more than 3,000 words. The reflection paper should include:

- a description of what the teacher did to develop new learning;
- an explanation of what the teacher learned from the learning activities and resources;
- 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 with the mentor for feedback and sign-off.

- Send drafts of the reflection paper to the mentor for feedback. The mentor will “Sign-off” electronically on the final draft and return the paper to the beginning teacher for submission. **Note:** Mentor sign-off indicates that the reflection paper is consistent with on-going work.

D. Submit the reflection paper on www.ctteam.org.

- Once a reflection paper is reviewed, the beginning teacher will receive a message on her/his message board that results are available.

E. Review reflection paper results.

Once a reflection paper is reviewed, the beginning teacher will receive a message on her/his www.ctteam.org message board that results are available.