



TEAM Module Process Guidelines 2012-2013

TEAM

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, teachers reflect on and document their learning and examples/evidence of student outcomes in personal journals. At the culmination of the module process, teachers draw on these reflections using examples/evidence to create a reflection paper that documents each of the following steps.

Step #1: Identify a Need or Opportunity for Professional Growth

- A. Explore the language of the module-specific *CCT Performance Profile* indicators and descriptors of practice. Discuss words and phrases needing clarification and/or definition. Identify how the profile descriptors change to reflect more effective practice as you move across the profile continuum. Share examples of the teacher's classroom practice related to individual descriptors.
- B. Identify one indicator that the beginning teacher sees as especially relevant to her/his classroom practice. Explore the indicator in greater depth to identify and discuss what is currently happening in one classroom or across a number of classes related to this indicator. Record specific examples/evidence that focus on both the teacher's practice and student performance (who, what, when, why, how often) in the "Notes" section of the *CCT Performance Profile*. This conversation may take place over more than one meeting since the beginning teacher may need time to gather specific examples/evidence.
- C. Synthesize and build on the recorded notes for the chosen indicator to create a brief *Initial Summary* that the teacher will reference when creating the final reflection paper to demonstrate growth. The *Initial Summary* should
 - describe, with specific examples, what the teacher is doing at the start of the module related to the chosen indicator and
 - describe, with specific examples, what students are doing at the start of the module related to the chosen indicator.
- D. Create and record a *Professional Growth Goal* that
 - describes what the teacher wants to learn that will address an immediate and relevant teacher learning opportunity or need and lead to improved teaching practice;
 - describes the anticipated positive impact on students;

- connects to the chosen *CCT Performance Profile* Indicator; and
- is achievable within an 8-10 week timeframe.

E. Use the *Beginning Teacher/Mentor Meeting Log* to record the date, time and focus of each meeting.

New: Beginning with the 2012-13 school year, the mentor is being asked to record all meetings in the mentor log and send the log entry to the beginning teacher for verification.

F. Use *My Personal Journal* to document detailed information and examples related to the module work on an ongoing basis.

Step #2: Develop a Professional Growth Action Plan (PGAP)

- Identify specific activities in which the teacher will engage to develop her/his new learning and record them in the *Teacher Learning Activities and Resources* section.
- Identify resources to support the teacher learning activities and record them in the *Teacher Learning Activities and Resources* section.
- Complete *Anticipated Timeline for Module Completion* and *Proposed Meeting Dates*.
- Review the *Professional Growth Action Plan (PGAP)* and notify the building administrator through www.ctteam.org to prompt her/him to review the plan and the requested resources.
- Communicate with the building administrator about the completed *Professional Growth Action Plan (PGAP)*. The administrator will discuss school and/or district resources that may be available to support the beginning teacher and sign-off electronically on the *PGAP* on www.ctteam.org. Note: Administrator sign-off on the *PGAP* indicates that s/he will work with the beginning teacher and mentor to support the plan. It is not a guarantee that requested resources will be provided.
- Continue to record appropriate information in the *Beginning Teacher/Mentor Meeting Log* and *My Personal Journal*; refer to Step 1, Sections E & F.

Step #3: Implement Plan to Develop and Apply New Learning

- Record the teacher learning activities and reflect on what the teacher learned from them in *My Personal Journal*.

- B. Discuss how new learning will be used to improve practice and positively impact student learning.
- C. Try out new learning in the classroom. Record changes in the teacher’s practice and impact on students in *My Personal Journal*. Use the *CCT Performance Profile* to periodically analyze impact on practice and students to determine progress towards the goal. Record specific examples/evidence in *My Personal Journal*.
- D. Compare current examples/evidence to the Initial Summary to determine if evidence supports continuation or modification of the module activities. Record reflections, evidence and decisions in *My Personal Journal*.
- E. Document the focus of the beginning teacher and mentor interactions in the *Beginning Teacher/Mentor Meeting Log*.

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

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

- A. Reflect on the module process: the development of new learning, its impact on practice and the outcomes for students. Create a **Reflection Paper** (no more than 3,000 words) that documents professional growth. 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*.
- B. Share draft(s) of the reflection paper with the mentor for feedback. When the paper is in final draft, the mentor will “sign-off” electronically and return the paper to the beginning teacher. (Note: Mentor sign-off indicates that the reflection paper is consistent with on-going work.)
- C. Submit the reflection paper on www.ctteam.org.
- D. Once a reflection paper is reviewed, the beginning teacher will receive a message on her/his [www.ctteam](http://www.ctteam.org) message board that results are available.

