

## Teacher Education and Mentoring (TEAM) Program

### Suggestions for Completing TEAM Modules

- Please register as a user of the [ctteam.org](http://ctteam.org) website
- The letter you received informing you of the your TEAM Mentor also listed the module(s) you are responsible for completing for TEAM (5 Modules or 2 modules).
- If you have trouble getting into the website after registering as a new user, please inform [mimivillanova@whps.org](mailto:mimivillanova@whps.org) immediately.

#### **To begin:**

Begin with the Common Core of Teaching (CCT) Performance Profile on the [ctteam.org](http://ctteam.org) website. You should choose the module that you think is the best for you to explore with your mentor.

#### **Personal Journal 2-3 times a week**

Begin the discussion with your mentor about each indicator on the module/performance profile you selected to use. Keep notes on all discussions and thoughts you have on your module. You may want to include these notes in your personal journal. Adding notes to your personal journal at every step in the module process will make completing the reflection paper an easier task. As busy people, you might decide to write only brief notes or thoughts, but whatever way you choose to chronicle the process of completing a module, capture what you and your mentor talked about and what you are thinking.

Why is note-taking or reflective journaling so important? A reflection paper is a chronology of your evolving thinking. In your reflection paper you will write about what you want to learn, (performance goal) what you did to develop or acquire new learning, and then explain what you learned (new learning). You will also write about how your teaching experience was different based upon trying out some new strategies (impact on practice) and how students reacted and were likely learning more, based upon the implementation of new strategies (impact on students)

**Select only one indicator for your module work.** Each Performance Profile, and there are four, has several indicators. Select just one indicator for your module. The first step, completing review of the CCT Performance Profile for one module you select with your mentor may take up to 2 or more hours to complete. You are looking at and talking about how you think you perform across each indicator, because each indicator has four levels of performance described. You and your mentor decide where your teaching behavior falls most typically. Your decision on which descriptors best describe you are done privately and no one can oversee what

you select as a description. You will conclude this phase when you have decided to focus on **one indicator** in a CCT Performance Profile. After discussions, keep notes about what you discussed. It will help you when it is time to write your reflection paper.

### **Write a Module Goal.**

The website prompts you to include these aspects in your goal. Use language from selected indicator as you write your performance goal that covers what can reasonably be accomplished by you and your students in an 8-10 week period.

Your goal needs to include

- What you intend to learn
- What you want to change in your teaching
- How it will impact your students (think- measurable statement)

Writing a goal is not easy. It takes time. This may take another hour or two to craft the goal with your mentor. With the time spent on reviewing the CCT Performance Profile and writing a goal, you may have spent 3-5 hours with your mentor. Your mentor meanwhile is documenting all time spent doing and thinking about TEAM in the Mentor Meeting Log. It is the mentor's job to record the time spent talking, thinking and planning TEAM work. At least 10 hours should be logged per module. Most mentoring pairs log even more than 10 hours especially the first time a module is completed.

### **Initial Summary**

After completing your goal, the website ctteam.org prompts you to write an Initial Summary. This is a paragraph or two describing your teaching situation, so that your module work can be better understood by someone who will be reading your work at a later point. The Initial Summary provides context to the anonymous reflection reviewer who will read your paper. Write about your teaching situation without specific identifying information (your name, your mentors' name student names). The initial summary is automatically added along with your module goal in the reflection paper. **REMEMBER: What you write in your reflection paper should not cite any persons specifically.** When you complete your initial summary and save it, go back to Module Center on the website. When you click on Draft Reflection Paper in Module Center, and you will see the initial summary added below the module goal. The Initial Summary is the first paragraph of your reflection paper.

Completing all aspects of the Professional Growth Action Plan( PGAP) which includes module goal, activities and needed resources, planned dates for meeting, and start and end date for your module are individual windows you select on the website, but all the information comes together in the completed PGAP.

## **Activities and Needed Resources**

List what you and your mentor think are professional resources you need to review to gain more information about how to accomplish your goal. Use the professional library in your building. Your mentor may know of or have some professional texts or resources to share with you. Are there classrooms you want to observe for a purpose specific to your module? Are there specific district content experts you may want to speak with for new learning experiences? Are there professional development experiences you want to attend? All these occasions are opportunities to learn something new about some aspect of teaching.

When you are ready to input information into the Professional Growth Action Plan (PGAP) look for the following sections. In Activities, list resources you will need to learn more about how to achieve the module goal. Below Needed Resources, list what you need, such as a recommended text or an article you may want to read. If there is something not readily available to you, your administrator (building principals in the elementary schools, department supervisors in specific content departments) will review needed resources when they review and approve your Professional Growth Action Plan (PGAP) and will either provide it or discuss alternatives resources. Administrative approval is about supporting you in accomplishing professional growth. As always your mentor and other district professionals' role is to help you accomplish your module goal.

When all parts of the PGAP are completed, you are ready to click the submit button, The PGAP is sent to the building administrator. Once you submit, the PGAP cannot be changed or revised. But what if along the way, you want to make changes in your PGAP goal? It is not a problem. Not being able to adjust what you write in the PGAP is just a function of the online workspace. If change or revision is needed, and many teachers have revised their goals just make a note in your personal journal and write to explain the change when you begin writing your reflection paper as you proceed to the last step in the module process.

When the PGAP is written, submitted and approved- time to begin implementing what you have learned. You implement new learning in modules 1,3 and 4. (You do not go to this last step in module 2). The typical span of time to implement new learning is a 4-8 week span of time. You try something new, add a new strategy or revise previous organizational plan you had in place. You make note of how you react personally to doing something differently. You keep adding to your reflections. Your Professional Growth Action Plan goal had stated how you expected this new approach would affect students. Does the expectation call for some simple data gathering- pre/post data? It is a good idea to report on some hard evidence of impact on students in your reflection paper.

With copious notes in your reflection notes, you are ready to write your reflection paper. It will not take long because you have collected and maintained lots of evidence in your notes along the way. The structure you may want to use for your reflection paper should include the following three sections;

- NEW LEARNING-What did you do to acquire new learning? Explain what you learned in detail and with examples.
- IMPACT ON PRACTICE-What did you notice/ feel about the changes you made as you tried out different strategies?
- IMPACT ON STUDENTS- What is some evidence changes had a positive impact on students? Did student performance improve in some way? What evidence do you have? Did students react differently? Did students respond or comment with evidence that suggest the strategy change had an impact on students?

**If you are completing Module 2**, the information you cover in your reflection paper are the following;

- NEW LEARNING-What did you do to acquire new learning? Explain what you learned in detail and with examples.
- IMPACT ON PRACTICE-What did you notice/ feel about the changes you made as you tried out different strategies?
- IMPACT ON STUDENTS- What do you think will be a change or positive impact on students? What is your prediction on how student performance will improve in some way? What do you hypothesize will be the difference in student performance?

Once you and your mentor think the reflection paper hits all points above, you are ready to submit your paper for regional review.