

TEAM MODULE Step-By-Step

WEEK 1, 2

TEAM Teacher and Mentor

- Project schedule of regular meeting dates to complete module
- Review and discuss CCT Performance Profile indicators and performance descriptors
- Mentor observes TEAM teacher
- Mentor and TEAM teacher agree on CCT Performance Profile descriptors
- Mentor and TEAM teacher agree on module work focus

ACTIONS: Meetings, Meeting Logs by TEAM Mentor, CCT Performance Profile decisions, Module focus decision,

WEEK 2,3

TEAM Teacher and Mentor

- Review available resources for professional growth: literature, professional development, observations of master teacher
- Develop and write a Professional Growth Action Plan, including measurable module goal
- Include CCT Performance Profile language in goal to describe desired outcome
- TEAM teacher and mentor develop a simple intervention plan to address identified need
- Complete all aspects of PGAP at [ctteam](#) website
- Submit plan for review by building administrator/supervisor

ACTIONS: Meetings, Meeting Log by TEAM mentor, Completing PGAP, TEAM teacher adds to personal reflective journal about module process

WEEKS 3,4,5,6,7

TEAM Teacher and Mentor Modules 1,3, & 4 only

- TEAM teacher implements intervention plan to address identified need
- Mentor continues to meet with TEAM teacher to discuss progress of intervention, reviews emerging evidence of improvement in instruction/classroom practice.

Module 2 only

- *TEAM teacher uses “new learning” to plan lessons and reflects upon changes noted when planning strategies differ/are improved but does not teach/try out new learning in this module*

ACTIONS: Meetings, Meeting Logs by TEAM mentor, TEAM teacher continues to add to personal reflective journal

WEEKS 7,8,9

TEAM Teacher and Mentor (modules 1,2,3,4)

- TEAM teacher begins writing the Reflection Review Paper at draft level
- TEAM teacher address three areas in reflection paper: new learning, impact on teacher practice, impact on students (*Module 2- ONLY writes what they predict will be impact on students*)
- TEAM teacher consults with mentor as the reflection paper is developed (3-4 pages or 3,000 word maximum).
- When Reflection Review is completed, TEAM teacher selects send to mentor and Reflection Review is reviewed by TEAM mentor
- Mentor reviews and provides feedback selects sends back to TEAM teacher.
- TEAM teacher reviews mentor comments, and resends to TEAM mentor
- TEAM mentor reviews a second time and returns paper to TEAM teacher.
- TEAM teacher submits reflection paper for review

ACTIONS: Meetings, Meeting Log by TEAM mentor, TEAM teacher reviewing journals for content to add to Reflection Review Paper, TEAM teacher writing Reflection Review

Please note: Module 2 does not require the TEAM teacher to “try out” what was learned by teaching the planned lesson(s). Module 2 time span is usually completed in a shorter span of time because the impact on students is only projected or anticipated but not observed