

STATUTORY REQUIREMENTS FOR TEAM

DISTRICTS IN TEAM COLLABORATIVE

DISTRICTS NOT IN TEAM COLLABORATIVE

1. DISTRICTS MATCH BEGINNING TEACHERS WITH ELIGIBLE MENTORS

District Facilitators have personalized dashboards with up to date TEAM data needed to:

- Identify BTs in TEAM and required modules
- Click-to-Match Beginning Teachers with eligible Mentors considering endorsements and proximity
- Maintain records of all matches

Districts will need to create a process and record keeping system to:

- Identify: BTs in TEAM, modules required, currently eligible mentors and location of BTs and Mentors
- Match BTs and Mentors considering endorsement and proximity issues
- Maintain and update record of matches

2. BEGINNING TEACHERS COMPLETE MODULE REQUIREMENTS

BTs follow established module protocol and use personalized dashboards and online tools to:

- Complete self-assessment and identify module goals and learning activities
- Document their module process in a reflection paper that demonstrates evidence of new learning, impact on practice and student outcomes
- Share reflection paper drafts with mentors and for sign-off prior to submission
- Submit reflection papers, access results/feedback and resubmit, if necessary

If districts participate in regional review process:

- Confidentiality of BT work is guaranteed since each paper is read by a reviewer from outside of the district.
- BTs have benefit of chief review process to validate reflection paper results

BTs have online access to a wide range of resources that align with and clarify the module process, criteria and standards.

BTs who must complete the current module process without the benefit of the online system will need district developed protocols and resources to:

- Guide self-assessment and development of proposed learning activities
- Document their module process in a reflection paper, showing evidence of new learning, evidence of impact on practice and evidence of impact on student
- Secure mentor sign-off and submit reflection papers to DF/TCC for review
- Resubmit reflection papers that do not initially meet criteria standard.

BTs who must complete an alternate "project" for each module and their mentors, will need additional training and resources to clarify how the BT will:

- Understand project parameters and the type and amount of evidence that must be demonstrated for the module to be deemed successfully
- Self-assess and develop a planned set of learning activities
- Complete and submit a project that meets the three module criteria: developing new learning and applying new learning to improve practice and improve student outcomes.
- Revisit the module project if it is not initially successful
- Keep records of their module work and completion status

3. MENTORS PROVIDE 50 HOURS OF SUPPORT

Mentors support BTs through established module protocol as they complete needs assessment, identify learning activities and develop and apply new learning to improve practice and outcomes for students.

Personalized dashboards allow mentors to:

- Access *Meeting Logs* to document support hours/activities that justify stipend payments
- Access module resources
- Provide feedback for reflection paper drafts
- Sign-off on reflection papers prior to submission
- Monitor their own mentor eligibility status and complete online Mentor Update Training

Mentors who are asked to support BTs' completion of the current module process or a project without the benefit of the online system will need district protocols and resources to facilitate:

- BTs' completion of a needs assessment and a plan for learning activities for each module
- Documentation of support activities and support times for each module
- Discussion of reflection paper drafts
- Mentor sign-off on papers prior to submission

Mentors who are asked to support BTs who must complete an alternate "project" for each module will need additional training and resources to clarify how the BT will:

- Understand project parameters and the type and amount of evidence that must be demonstrated for the module to be deemed successfully
- Complete and submit a project that meets the three module criteria: developing new learning and applying new learning to improve practice and improve student outcomes.
- Revisit the module project if it is not initially successful

Mentors will need to monitor their own eligibility status and access Mentor Update Training without the benefit of a TEAM dashboard

4. DISTRICTS MONITOR SUPPORT HOURS AND PAY MENTOR STIPENDS

DFs and building administrators have:

- Real-time access to *BT/M Meeting Logs* with hours and summaries of support activities
- *Payments Report* to easily calculate stipends

Districts will need to create a process and record keeping system that:

- Allows BTs/Ms to document support activities and hours
- Provides DFs with the ability to monitor ongoing support and calculate stipends based on support hours logged by the mentor

5. DISTRICTS DETERMINE IF BTs SUCCESSFULLY COMPLETE MODULES

BTs document module activities and outcomes in reflection papers and trained reviewers read papers and apply the criteria for success established in statute.

If districts participate in the regional review process:

- Papers are submitted online and reviewed regionally
- BTs receiving results/feedback in a timely manner
- Confidentiality and a consistent standard for success is maintained across the districts/state.
- Chief reviewers ensures that BTs receive accurate results and resubmit only if necessary.

DFs see module completion data in an *at-a-glance* view to determine if BTs are on track to complete TEAM within the allotted time frame.

Districts that have BTs complete projects rather than reflection papers, will need to define and support a module process that is consistent with statutory requirements/criteria requiring that BTs:

- Engage in activities to develop new learning
- Apply new learning
- Submit a reflection paper or project that describes or analyzes what was learned by the BT and students

Regardless of whether Districts have BTs complete reflection papers or projects, districts will need to determine:

- How and to whom BTs will submit reflection papers or projects for review
- How reflection papers/projects will be shared with reviewers
- What will be the process of review
- How they will train reviewers if the module criteria is documented in a way other than a reflection paper
- How the results of the module review be shared with BTs
- Next steps if a BT does not initially meet the criteria

Districts will need to create a recording keeping system to:

- Track BT reflection papers/projects
- Record/archive results

Districts will need to use tracking system to:

- Monitor module completion data
- Determine if BTs are on track to complete TEAM within the allotted time frame

6. DISTRICTS VERIFY/COMMUNICATE TEAM COMPLETION TO CERTIFICATION BUREAU

System continually compares BT module requirements and completion data and sends an email to Superintendents with list of TEAM completers.

Superintendents follow a link to "verify" completion, and verification data is transferred to Certification Bureau.

Districts will need to:

- Determine when each BT has successfully completed the requisite number of modules
- Notify the Superintendent when verification of completion is needed
- Create system for Superintendent to send verification of completion to Certification Bureau
- Archive completion data