



## **Year One Professional Learning Sequence Learning Outcomes for Beginning TEAMS Teachers**

Professional learning for beginning TEAMS teachers is a one-year process that involves six stages of interactive learning and practice. The Institute for School Innovation (ISI) trains and contracts with certified TEAMS consultants to provide on-site workshops and classroom coaching. Certified consultants must have had successful experiences as certified TEAMS teachers.

ISI also provides on-line learning opportunities, regional meetings, and an annual national conference for ongoing professional learning. ISI professional staff members are also closely involved with face-to-face professional learning activities.

### **Stage One: Implementation Workshop**

The initial implementation training for TEAMS teachers consists of a three-day workshop scheduled prior to the school year that includes TEAMS best practices video modules, group discussion, small group work, and individual practice. At the end of the process, teachers must pass a take-home certification examination to review the content, concepts, and situational applications presented during the implementation workshop.

Learning outcomes from the initial three day implementation workshop include:

- Knowledge of the philosophical, theoretical, and research-based foundation of TEAMS.
- Knowledge of the 20 Essential Components of TEAMS.
- Understand the importance of on-task student engagement and its relationship to learning.
- Understand the purpose and use of the TEAMS materials: Planning Guides, Work Logs, and Task Cards.
- Understand basic stages and characteristics of the learning processes that pertain to their subject specialty (Language Arts, Mathematics, Social Studies, Science).
- Explain the purpose of the TEAMS learning stations.
- Explain the necessity of the three-week student orientation and for establishing consistent procedures for the students.
- Demonstrate understanding of the appropriate course of action to given hypothetical classrooms situations.
- Develop a classroom management and organization plan.
- Understand various learning styles and how to provide differentiated learning opportunities to address these styles, including the use of integrated technology.
- Establish instructional goals for the first nine weeks.
- Prepare daily Lesson Plans for the first nine weeks.
- Demonstrate proficiency at preparing differentiated Task Cards.

- Establish rapport with fellow team teachers, and participate in initial meetings to establish consistent team procedures.
- Understand the roles and responsibilities of all stakeholders: teachers, students, parents, and administrators.
- Demonstrate understanding of TEAMS on a written test.

### **Stage Two: First On-Site Coaching Visit**

The assigned consultant will mentor the new teachers through e-mail and telephone as they begin to implement TEAMS in their classrooms. About six weeks after the teachers have begun implementation, the consultant will make a classroom visit during the first quarter of implementation. During this visit the consultant will complete the TEAMS On Site Observation Form (see attached) to determine the level of implementation. The consultant will praise and encourage successes. If needed, the consultant and teacher will develop a plan to address any areas of weakness. During the visit the consultant will be looking for evidence of implementation in the following areas:

- High level of student engagement at the stations the teacher has prepared.
- Differentiating station activities to accommodate various instructional levels of students.
- Variety of station activities to provide for different learning styles and multiple intelligences.
- Procedures in place to assure effective classroom management.
- Students demonstrating an understanding of class routines and TEAMS materials.
- Teachers interacting with students in small group and one-on-one.
- Coordination between the TEAMS teachers and the subject areas.
- Routine planning between teachers within the team as documented by the Team Meeting Agenda Form (see attached).
- In a setting where multiple teams exist, evidence of horizontal planning within the subject areas.

### **Stage Three: Second On-Site Coaching Visit**

A second site visit takes place during the second quarter of implementation. The second site visit will continue to address the field experience and the level of implementation of the individual teachers. At this stage, teachers should be participating in team classroom observations. As needed, additional specific coaching may be suggested for teachers having difficulty. This will be coordinated by ISI, the school administration, and the identified teacher on an individual basis.

### **Stage Four: Follow-Up Workshop**

A one-day follow-up workshop takes place at the mid-year point. Teachers will self-assess their level of implementation of the 20 Essential Components as well as learn more advanced applications of the TEAMS model. They also have opportunities to share successes and resolve common areas of concern.

Learning outcomes from the follow-up workshop include:

- Complete a self assessment to evaluate their level of implementation.

- Identify areas of concern and specific problems.
- Develop solutions for problems and areas of concern.
- Understand advanced TEAMS application: assessment, thematic links and technology applications.

### **Stage Five: Third On-Site Coaching Visit**

A final on-site coaching visit takes place during the third quarter of implementation. As needed, additional specific training may be recommended for teachers having difficulty. This will be coordinated by ISI, the school administration, and the identified teacher on an individual basis. In rare cases, a teacher may be counseled out of TEAMS if implementation does not meet minimum standards.

### **Stage Six: TEAMS Certification Certificate**

Teachers who successfully complete all five stages of professional learning receive a TEAMS Certificate of Certification.

### **Ongoing Professional Learning Opportunities**

Throughout the year, ISI also offers numerous professional learning opportunities and teacher publications. These include:

- Website Password for access to station activities and product updates.
- Ning professional learning community Internet site for networking and collaboration.
- *Teacher Tips* on-line monthly publication for sharing, new ideas, and technology connections.
- *The Leading Edge* teacher print newsletter.
- *Workshops in a Box* sent to a school site upon request.
- CHILD National Conference held in April with school classroom visits, speakers, breakout sessions, make-and-take workshops.
- Regional Support Days with topical workshops and networking opportunities between schools.



## **Institute for School Innovation**

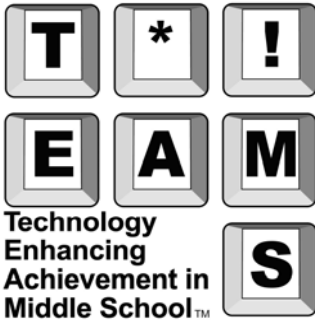
Dr. Sally Butzin, Executive Director  
 Winky Jenkins-Rice, Director of Educational Programs  
 Diana Paulson, Senior Program Specialist  
 Julie Switzer, Training Facilitator

[www.ifsi.org](http://www.ifsi.org)

850-671-3706

800-940-6985

staff@ifsi.org



## TEAMS Consultant On-Site Observations Report

Teacher: \_\_\_\_\_

Subject Area: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Spend at least 30 minutes in a classroom to get the “feel” of the classroom.

### TEAMS components being implemented effectively:

(Observe and spot-check samples.)

- |            |           |                                                                                  |
|------------|-----------|----------------------------------------------------------------------------------|
| <b>Yes</b> | <b>No</b> | Student station designations posted and rotation schedule evident?               |
| <b>Yes</b> | <b>No</b> | Sample class Work Log posted?                                                    |
| <b>Yes</b> | <b>No</b> | <i>Task Cards</i> with skill/objective noted and clear instructions at stations? |
| <b>Yes</b> | <b>No</b> | Theme and Premise Statement on display?                                          |
| <b>Yes</b> | <b>No</b> | Student <i>Work Logs</i> properly filled out?                                    |
| <b>Yes</b> | <b>No</b> | Exploration Stations in full use with hands-on activities and projects?          |
| <b>Yes</b> | <b>No</b> | Technology Station in full use (partners evident if appropriate)?                |
| <b>Yes</b> | <b>No</b> | Students working cooperatively and interacting with one another?                 |
| <b>Yes</b> | <b>No</b> | The teacher working directly with students in small groups or circulating?       |
| <b>Yes</b> | <b>No</b> | Interdisciplinary connections evident in station activities?                     |
| <b>Yes</b> | <b>No</b> | Thematic connections evident?                                                    |
| <b>Yes</b> | <b>No</b> | Common team vocabulary list evident?                                             |
| <b>Yes</b> | <b>No</b> | Team planning forms used by teachers?                                            |

**TEAMS procedures being implemented effectively:**

(Can selected students explain the following?)

**Yes No** Use of *Task Cards*?

**Yes No** Use of *Work Logs*?

**Yes No** Relationship of station activity to topic of study?

**Yes No** Connections to other disciplines?

**Yes No** Connections to the theme?

**Yes No** Purpose of software/website lesson being used?

**Yes No** How to get help other than from the teacher?

Note below any other TEAMS-related observations and student comments.

Next Steps.....

Teacher Signature \_\_\_\_\_

Consultant/ISI Staff member signature \_\_\_\_\_

Administrator signature \_\_\_\_\_



