

CONNECTICUT STATE DEPARTMENT OF EDUCATION

TEAM Program
Transition Year Guidance for Beginning
Teachers
2026–2027



TEAM
Teacher Education And Mentoring Program
Bridging the Journey from Preparation through Professional Practice

TEAM During the Transition Year

During the 2026–27 TEAM Transition Year, with the guidance from your mentor, you may choose to complete your TEAM requirements through either:

- **Pathway A: Paper/Project**, which follows the existing TEAM process; or
- **Pathway B: Mentor Engagement Logs**, which documents your professional learning through ongoing engagement with your mentor.

Either pathway satisfies your TEAM requirements during the transition year. Pathway B is designed to support a meaningful mentoring relationship and gives you a flexible way to document your professional learning without writing a traditional reflection paper. This guide focuses on what you need to know if you and your mentor choose Pathway B.

Pathway B is a Collaborative Process

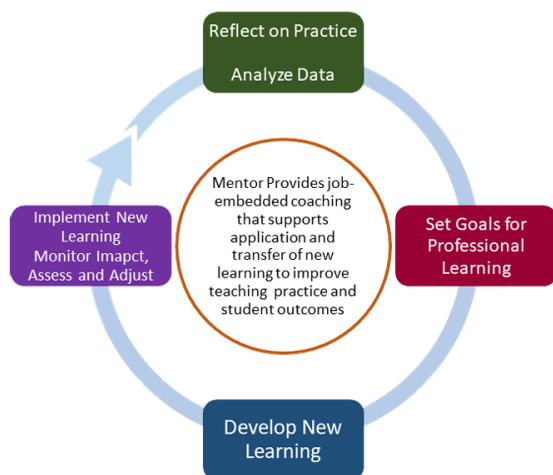
Pathway B is built around active participation from both the beginning teacher and mentor. The BT and mentor work together throughout the module to identify professional learning needs, engage in meaningful mentoring activities, reflect on learning, and determine next steps. Mentors document meaningful mentoring interactions in the TEAM dashboard, **but the process depends on the BT's active engagement and participation.** The Mentor Engagement Log is a record of this collaborative process, not a task completed by the mentor independently.

The TEAM Process of Continuous Professional Growth

A cycle of continuous professional growth is an ongoing process that engages you in analyzing student needs, assessing your own knowledge and skills, learning new strategies to address strengths and weaknesses, putting new strategies into practice, and reflecting on their impact on student learning.

The TEAM program is designed around this Process of Continuous Professional Growth, a process you will continue to use throughout your entire teaching career. The diagram below shows how this process aligns with the TEAM module process. **This process is maintained in Pathway B.**

Process of Continuous Professional Growth



TEAM Module Process



Comparison of the Process of Professional Growth and the TEAM Module Process

Your Professional Growth Action Plan (PGAP)

Whichever pathway you choose, you will complete a series of to-do list items in your TEAM dashboard to develop your PGAP. These items include:

- Selecting a CCT Performance Indicator and descriptors that most accurately describe your current practice, and noting what you are currently doing for the selected indicator;
- Developing a professional growth goal connected to your selected indicator that you can achieve within 8–10 weeks;
- Developing an initial summary that builds on your indicator notes and provides a clear picture of what is currently happening for your chosen indicator;
- Identifying learning activities and resources you will use for your professional growth;
- Proposing meeting dates and times to meet with your assigned mentor;
- Identifying your anticipated timeline for module completion (8–10 weeks), including any district-designated due dates.

Submitting Your PGAP

Once you have marked all PGAP steps as completed:

- Click the "Notify your school administrator" button to submit your PGAP for approval.
- If your assigned administrator has changed, click "Renotify your school administrator" to reroute your PGAP to your new administrator.
- If your PGAP is returned for revision, you will need to revise and resubmit it.

Your PGAP must be approved before your mentor can begin entering engagement logs.

Revising Your PGAP

Once your PGAP is submitted to your administrator, or while it is pending mentor feedback or final sign-off, it cannot be edited until it is returned to you. (Administrators will return a PGAP for revisions and may request a conference if the district is unable to support the plan as written.)

If your PGAP has already been approved and needs to be revised, you can click the "Clear PGAP Approval" button to reopen it.

Choosing Pathway B: Mentor Engagement Logs

Before you begin a module, you and your mentor select Pathway B: Mentor Engagement Logs in the TEAM dashboard. The process is designed to be collaborative:

- 1. Discuss the pathway.** You and your mentor discuss the available TEAM pathways and decide which one is right for you.
- 2. Establish goals and expectations.** You and your mentor discuss how you will work together, including how you will document your mentoring engagement, and consider any alignment between your TEAM goals and your evaluation goals.
- 3. Engage in meaningful mentoring.** You and your mentor take part in regular conversations and activities that support your professional growth. **Your active participation is essential to the process.** You and your mentor work together to identify areas of focus, engage in meaningful learning and reflection, and determine next steps. Your mentor can document an engagement in the log when you have actively participated in the mentoring interaction.
- 4. Document your engagement.** Your mentor documents significant mentoring interactions in the Mentorship Engagement Log on the TEAM dashboard. You review and accept each entry.
- 5. Complete the module.** A minimum of **10 mentoring hours** must be documented for TEAM Modules 1–4. Once that engagement has been documented, your mentor may mark the module complete in the dashboard.

A Note on Pacing

There are many ways to move through the 8–10 week module process, and the timing below is only a guide. There may be some overlap and variation in how you and your mentor move through it.

Potential Timeframe	Module Phase	Pathway B — Mentor Engagement Log Focus
Weeks 1–3	Phase 1 Reflect on Practice	- Analyze data on teaching and student learning. - Explore the CCT Performance Profile and select a CCT indicator as the focus of your module work. - Develop an Initial Summary of your current performance specific to the CCT indicator.
Weeks 3–4	Phase 2 Develop a Professional Growth Action Plan	- Set a Professional Growth Goal for the module, achievable within the 8–10 week timeframe. - Work with your mentor to develop your Professional Growth Action Plan (PGAP). - Establish mentor meeting dates and your anticipated timeline for the module. - Share your PGAP with your building administrator. - Work with your mentor to log this engagement, including your focus/need, mentor support, and agreed next steps.
Weeks 4–6	Phase 3 Develop New Learning	- Engage in professional learning activities aligned to your PGAP. - Receive job-embedded coaching and guided feedback from your mentor that supports applying new learning. - Collaboratively document each engagement: date/time/type, focus/need, mentor support, your key takeaways, and next steps. - Continue building toward the minimum of 10 engagement hours for this module.
Weeks 6–8	Phase 4 Implement New Learning	- Implement new learning in your daily practice; your mentor observes when applicable and debriefs with you as appropriate. - Discuss with your mentor how the new learning is affecting your practice and student learning. - Make adjustments as needed, or identify additional new learning to pursue. - Log specific examples or evidence of changes in practice and student outcomes as part of your ongoing engagement entries.
Weeks 8–10	Phase 5 Reflect on Practice	- Reflect together with your mentor on changes in practice and student learning. - Assess and adjust subsequent instruction, or identify additional professional learning as needed. - Collaboratively complete your final engagement log entry(ies), confirming the module's 10-hour minimum has been met. - Your mentor submits the Mentorship Engagement Logs in the TEAM dashboard; the module is marked complete once submitted.

Potential Timeframe	Module Phase	Pathway B — Mentor Engagement Log Focus
		No reflection paper or project is submitted under Pathway B. The completed, collaboratively documented log fulfills the module requirement.

What Gets Logged

Each Mentorship Engagement Log entry has a few components. Here is who is generally responsible for each part, and why it matters:

Log Component	Person Responsible	Purpose
Date/time/type of engagement	Mentor	Establish the required engagement hours.
Focus/need	BT	Identify your authentic professional need.
Mentor support	Mentor	Document the coaching/support provided.
BT action/learning	BT	Demonstrate your key takeaways and the next steps you will take.
Follow-up	BT & Mentor	Ensure the mentoring cycle continues to move forward.

Your Mentor Meeting Log

Your mentor generates the initial log notes for each meeting in the TEAM dashboard. These Mentor Meeting Logs are visible to you, your administrator, and your TEAM District Facilitator, and they help document the time and support your mentor has provided.

Once your mentor saves an entry, you can add your own comments. Once you accept the entry, it can no longer be edited by you or your mentor so review it carefully before accepting.

A typical log entry includes the date of the meeting, the start and end time (used to calculate mentoring hours), the focus of the meeting, a summary of what was discussed or done, and any comments from you or your mentor.

Your Reminders

- Once your mentor submits a log entry, go to the Mentor Meeting Log and click ACCEPT.
- Make sure every meeting is recorded by your mentor in the Mentor Meeting Log.

- Use "My Personal Journal" in your dashboard to record your own thoughts, observations, and reflections about your new learning throughout the module process. This is for you and is separate from the Mentor Meeting Log.

What to Expect from Your Mentor

Pathway B is intentionally flexible. Your mentoring should respond to your needs, goals, context, and professional growth. Here is what you can expect.

Building the Relationship

Your mentor is encouraged to:

- Schedule regular check-ins with you.
- Begin conversations by checking in on your wellbeing before discussing instruction.
- Celebrate your successes and encourage reflection on setbacks.
- Build and sustain trust while maintaining confidentiality.
- Encourage meaningful dialogue and reflection rather than simply completing requirements.
- Cultivate a growth mindset.

Supporting Your Professional Growth

You and your mentor may, together:

- Have your mentor observe you in your classroom or another professional setting.
- Observe your mentor in their classroom or another professional setting.
- Co-plan a lesson or unit.
- Review student work or assessment data.
- Engage in reflective conversations.
- Work through problems and identify solutions together.
- Connect with colleagues, resources, or professional learning opportunities.
- Agree on one manageable next step after each conversation.

The goal is meaningful professional learning, not simply accumulating hours.

Documenting Your Mentoring Engagement

You and your mentor should collaboratively document a minimum of 10 hours of engagement per TEAM module (8–10 weeks) using the Mentorship Engagement Log. **This equates to approximately 1 hour of mentoring per week, per module.** Log entries should be brief and concise. Bulleted lists are appropriate.

A log entry might include:

- Date and duration
- Type of engagement (e.g., observation, co-planning, student work analysis, reflective conversation)
- Brief summary of the interaction
- Connection to your professional growth
- Agreed-upon next step

Example Log Entry

Activity: Co-planning and reflective conversation

Summary: Reviewed an upcoming lesson and discussed strategies for increasing student engagement. Considered how lesson structure and questioning could better support student participation.

Next Step: BT will implement the revised questioning strategy and bring student response data to the next check-in.

Roles and Responsibilities

Beginning Teacher

- Discuss pathway options with your mentor.
- Select a pathway before beginning a module.
- Actively participate in mentor-guided professional learning.
- Collaborate with your mentor to identify goals and next steps.
- Review your mentor's engagement log entries in the TEAM dashboard.
- Engage in ongoing reflection about your professional growth.

Your Mentor

- Discuss the TEAM pathways with you.
- Build a trusting, supportive mentoring relationship.
- Support BT's professional growth and wellbeing.
- Engage in meaningful mentoring activities and conversations.
- Collaboratively document a minimum of 10 mentoring hours per module.
- Log concise summaries and agreed-upon next steps.
- Sign off on the appropriate submission in the TEAM dashboard.
- Stay informed about TEAM 2.0 updates and discuss relevant changes with BTs.

Your District Facilitator

- Support BT and mentor in understanding Pathway B.
- Help clarify expectations for mentoring and documentation.
- Support the district in establishing conditions for meaningful mentoring.
- Monitor overall TEAM participation and progress.
- Serve as a resource when questions arise.

Your District Facilitator does not review or approve your individual Mentorship Engagement Logs. However, if concerns arise about the engagement between you and your mentor, your District Facilitator should initiate a meeting and provide support.