TEAM MENTOR PROGRAM GUIDE

2025-2026

TEAM

Teacher Education And Mentoring Program

Bridging the Journey from Preparation through Professional Practice

EASTCONN

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THE ROLE OF THE MENTOR

Mentors are experienced and accomplished teachers who have been carefully selected by the school district and have completed the TEAM Program Initial Support Teacher (IST) Training. Once trained, mentors can provide support to new or student teachers. Every Beginning Teacher eligible to participate in TEAM must be assigned a mentor. Mentors should be assigned no more than two Beginning Teachers. The mentor is responsible for guiding the Beginning Teacher throughout the year by helping them manage routine tasks, problems or challenges, and complete the TEAM program requirements.

The suggested annual timeline is reflective of best practices for building relationships and logistics or procedures for strong mentor/mentee relationships.

For Instructional Coaches, you may want to reference the Instructional or Content Coaches Module Process. For Student Teachers or Clinical Placements, you may want to reference the CSDE Hub for Supporting and Sustaining Meaningful Clinical Fieldwork and Student Teaching Experiences.

Mentors are required to provide a minimum of 50 mentoring hours over two years. The district will provide a stipend of at least $500 annually for each Beginning Teacher. Mentors who do not log the minimum required hours of mentorship may receive a reduced stipend.

TEAM MENTOR STIPENDS

Payment of Mentor Stipends by Local or Regional Board of Education Per CT statute, “mentors shall receive a minimum of a five-hundred-dollar annual stipend for each Beginning Teacher assigned to such mentor from the local or regional board of education for participation in the teacher education and mentoring program. Such stipend shall be included in a person's total earnings for purposes of retirement.”

Each mentor is required to provide a minimum of 50 contact hours over two years to a Beginning Teacher who is required to complete the five-module process and a minimum of 20 contact hours over one year to a Beginning Teacher who is required to complete the two-module process. It is expected that a mentor will provide approximately 10 contact hours per module. Mentors who do not fulfill obligations for mentoring hours may not be eligible to receive the full payment from the district. *A district may reduce a stipend if the number of hours provided to a Beginning Teacher is significantly less than the requirements.*

TEAM Allocations are provided to districts by the State Department of Education to help offset the cost of implementing the TEAM program. The allocation may be used for mentor stipends, Beginning Teacher/mentor professional development or TEAM specific activities. The Allocations are based on the total number of Beginning Teachers who are actively enrolled in TEAM throughout the state. Districts will receive an Allocation for all of their Beginning Teachers participating in TEAM between September 1 and February 14 based on the data in EDS. Allocations are not based on the number of years a teacher is in TEAM.

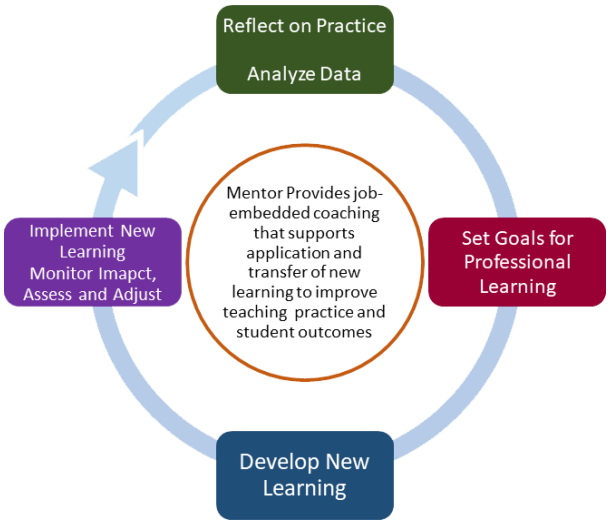
TEAM PARTICIPATION REQUIREMENTS

THE TEAM PROGRAM PROCESS OF CONTINUOUS PROFESSIONAL GROWTH

A cycle of continuous professional growth is an iterative process that deeply engages teachers in the work of analyzing student needs, assessing their knowledge and skills, attaining new learning to develop strategies to address weaknesses and strengths, implementing new strategies and practices, and reflecting on the impact of specific practices on student learning.

The TEAM program is designed to be a Process of Continuous Professional Growth. A process that teachers will continue to use throughout their entire teaching career. The two diagrams below illustrate how a process of continuous professional growth and the TEAM module process are directly aligned.

Process of Continuous Professional Growth



TEAM Module Process

CERTIFICATION

The TEAM program is only required for teachers that hold an **initial certificate**, not authorizations or permits. The certificates that are required to participate in TEAM are as follows:

- Initial Certificate
- Interim Initial Certificate
- Non-renewable Interim Initial Certificate

Teachers who hold the Temporary 90-day Certificate, Durational Shortage Area Permit (DSAP) or Long-Term Substitute Authorization benefit from having an experienced teacher to support them, but they are **not** required to participate in TEAM.

BEGINNING TEACHER ASSIGNMENT

The TEAM program applies to teachers that teach in a Connecticut public school, charter school or an approved private special education facility. The teacher is employed full-time or part-time, provided they are teaching under a valid certificate in a content area that meets compliance with their certificate, or in a 10-month long-term substitute position in a content area that meets compliance with their certificate (i.e. the teacher must be in the same position for the full 10 months).

Additional details on qualifying assignments are in Section 1.G. of the TEAM Program Manual.

EDUCATOR DATA SYSTEM (EDS)

All educators serving in a position that requires holding an active certificate must be entered by their district into the Educator Data System (EDS). The system processes the educator's assignment and compares the assignment to the endorsements on the educators' active certificate[1].

EDS district assignment data is what determines TEAM participation requirements and what links users to their district in the TEAM dashboard. There is typically a delay in EDS district assignments being entered and updates being reflected in the TEAM dashboard especially at the start of the school year. Please follow up with your TEAM District Facilitator and/or your district's EDS data entry staff regarding when your assignment will be entered.

PARTICIPATION

TEAM EXEMPTIONS FOR PRIOR EXPERIENCE

Teachers who have previous teaching experience out of state or at an approved private school may be exempt from TEAM only if the Bureau of Certification determines that the previous experience meets the requirements for a professional certificate. Please email teacher.cert@ct.gov with questions about prior experience. The TEAM program consultants do not review previous experience and will not grant an exemption from TEAM.

See the TEAM Program Manual Section 1.H for more information on how teachers can apply for an exemption.

TEAM WAIVERS/EXTENSIONS

At times, there may be circumstances that prevent a teacher from completing TEAM requirements or completing them by the deadline date. Depending upon the circumstances, a waiver or an extension of time may be granted.

See the TEAM Program Manual Section 1.L-O for more information on how teachers can apply for a TEAM waiver or extension.

REQUIRED MODULES

The number of modules a Beginning Teacher (BT) is required to complete (2 or 5) is determined by their endorsement and teaching assignment. Those required to complete 2 modules must complete two of Modules 1-4. The district may require the BT to also complete Module 5 which consists of a district facilitated conversation on professional responsibility and completion of a survey in the TEAM dashboard.

[1] Certificates must be current or the teacher will not be in TEAM. Educators serving under a Durational Shortage Area Permits (DSAPs) are not eligible for TEAM. However, teachers with a DSAP for bilingual in a content/grade area for which they hold an initial certificate may participate in TEAM.

TEAM DATES

Once it has been determined that the Beginning Teacher is required to participate in TEAM, they are given an entry date, expected completion, and deadline date.

Entry dates are assigned as followed:

- *September 1***,** will be the entry date for teachers hired and in a classroom on or before October 31;
- *February 15***,** will be the entry date for teachers hired and in a classroom anytime on or after November 1, and on or before February 14.

Teachers hired and placed in a classroom on any date on or after February 15, will have an official entry date of September 1, of the following school year.

Beginning Teachers **expected completion date** is the timeframe in which Beginning Teachers should be able to complete all TEAM program requirements.

- Beginning Teachers required to complete *two modules* are expected to complete within one year.
- Beginning Teachers required to complete *five modules* are expected to complete within two years.

An optional year is built into the program in case the Beginning Teacher is unable to complete by the expected completion date. The **deadline date** is the date that all TEAM program requirements must be met.

Below is an example of these dates for both categories of TEAM participation.

	Two Modules	Five Modules
Hire Date	Between February 15, 2025, and October 31, 2025	Between February 15, 2025, and October 31, 2025
Entry Date	September 1, 2025	September 1, 2025
Expected Completion Date	September 1, 2026	September 1, 2027
Deadline (optional year)	September 1, 2027	September 1, 2028

If a teacher has not completed all TEAM requirements successfully before the established deadline date, the teacher will no longer be eligible to renew their initial educator certificate and will no longer be certified to teach in CT public schools. Please see Section 1.P-Q of the TEAM Program Manual for more information.

CSDE COMMUNICATIONS

The Talent Office communicates with mentors through three channels:

- Resources posted to the TEAM website
- Messages on the TEAM dashboard
- Email
- TEAM Quarterly Newsletter

Most documents on the TEAM website are updated on an annual basis and are replaced in late July/early August, prior to the beginning of the school year. These include the TEAM Program Manual and module guidelines.

Messages on the TEAM dashboard contain updates on changes to the dashboard functionality, training related information or pertain to the expiration of mentor and reviewer eligibility (See Team System Messages section).

At the beginning of the school year, the CSDE emails will include information related to updated resources, a list of teachers who are approaching their deadline and/or have not completed TEAM.

DISTRICT BEST PRACTICES

DISTRICT ASSIGNED MODULE SUBMISSION DATES

Districts that have assigned submission dates for TEAM modules have less wait time for module results and allow for more time to make changes to reflection papers/projects in situations where revisions are needed. Assigned submission dates assist BTs in planning their time and prevent situations where a BT may need the extra year to meet the TEAM requirements.

The typical dates that districts use for last day to submit are February 28th and May 1st.

If your district does not have submission timeframes, it is good practice to set up a submission schedule with your BT to ensure progress in module submission and completion. If a BT is falling behind, it is good practice to meet with the BT to determine the reason for the lack of progress and provide additional support if needed. TEAM District Facilitators should be included on conversations if the BT is not taking TEAM seriously or if there are serious concerns regarding the BTs progress through the modules.

PROJECTS/PAPERS

Districts determine certain module submission requirements such as whether modules 1-4 can be submitted as a paper or a project. The criteria to evaluate a project is the same as a paper though the structure can vary by district. Projects may include a presentation or use of a district template for module submission.

Projects and external document links (i.e. Google Slides or Docs) will likely be returned as not meeting criteria if submitted to the Regional review queue. It is important that Mentors and Beginning Teachers are aware of the submission requirements and expectations to avoid delays in module completion and review.

USER ACCOUNT

User accounts are not automatically created. All users (BTs, administrators, mentor, reviewers) need to create an account on the TEAM dashboard. When a user account is created, based on the TEAM status, assignment data in EDS and training history, the system will grant the user the appropriate role. Mentors must have a TEAM user account to be matched to a Beginning Teacher in the TEAM dashboard.

TEAM notifications and communications are sent to the email address used for the TEAM username. Certain pages in the TEAM dashboard display user account profile names (i.e. Admin/Mentor Match Pages) whereas others utilize the educator's name based on EDS data (i.e. District Mentor or Reviewer pages, Educator Lookup). It is recommended that users update their profile information at the start of each school year. See Create an Account and/or Profile sections for more information.

BEGINNING TEACHER USER ACCOUNTS

Once a teacher is entered into EDS, the system will determine based on the assignment and the certification if the teacher is required to participate in TEAM. New Beginning Teachers will not be able to create a TEAM user account until their EDS district assignment data has been transferred to the TEAM dashboard (this data is transferred twice per week). District Facilitators are notified weekly of Beginning Teachers that are now linked to their district.

If a BT has created an account and does not have access to the TEAM modules or your district is not listed on their dashboard, please follow up with your TEAM District Facilitator.

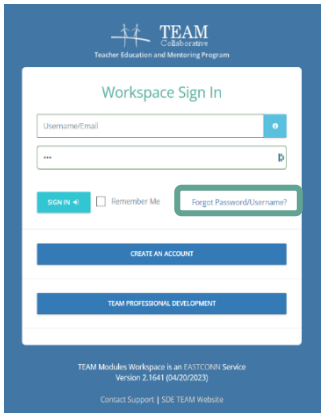
CREATE AN ACCOUNT

To create a TEAM user account, go to https://ctteam.org and click "Create an account". You will need your EIN to create your TEAM account.

Please note that your TEAM user account will be linked to your school/district based on your district assignment in EDS and a new account does not need to be created upon switching to a new school/district.

FORGOT USERNAME/PASSWORD

Click on the "Forgot password/username?" on the sign-in page. Enter the email address used for your TEAM username. You will then have the option to send an email reset link or answer account challenge questions.



If it does not recognize your email address, click the "Forgot username" button. Enter your EIN and any possible last names your account may be under.

If you are still unable to access your account, you can contact your TEAM District Facilitator to reset your TEAM username and/or password or submit a ticket by clicking the "Contact Support" link at the bottom of the TEAM site page. Please include your EIN so we can locate your TEAM account.

PROFILE

Access your TEAM profile by clicking *My Profile* on the TEAM main menu or clicking your name at the top right of the screen then "Profile". View your current roles, district, and school information. Click "Edit Username/Password" to access the Profile menus.

PERSONAL INFO

You can edit your TEAM username and contact information at any time. Please note that your profile name is what will populate on your district's dashboard page. Please make sure to update your profile name with any name changes.

CHANGE PASSWORD

Click the "Change Password" tab to update your existing password. TEAM requires a minimum of 6 characters.

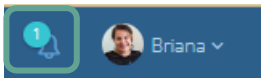
CHALLENGE QUESTIONS

Click the "Challenge Questions" tab to update or create challenge questions. Challenge questions allow you to access your TEAM account if you forget your password and/or are unable to receive emails at your

current TEAM username email address.

USER NOTIFICATIONS

TEAM users may receive email and/or system notifications regarding the TEAM dashboard. You can view system notifications by clicking on the bell icon. Email notifications are sent to the TEAM username email address. If you are using a school email address and are not receiving TEAM email notifications, please contact your school's IT staff to ensure that productsupport@eastconn.org is not being blocked.



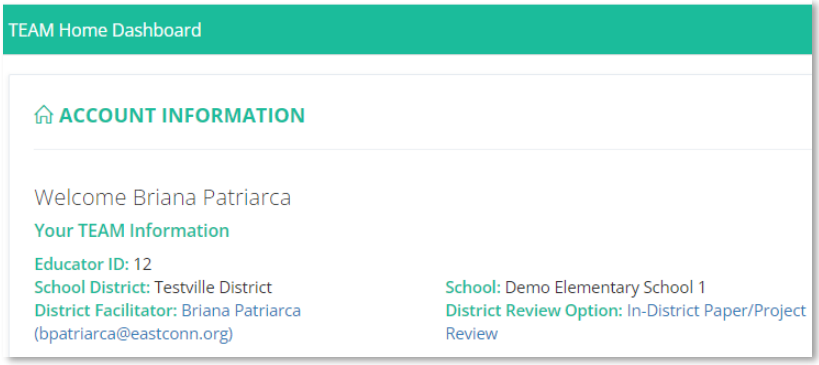
TEAM DASHBOARD & ROLES

TEAM dashboards vary based on the roles linked to your TEAM account. Each role linked to your account will populate as a menu on the TEAM main menu and as a tile on the TEAM dashboard page. You can access your dashboard at any time by clicking on the TEAM logo at the top left of the page or clicking *Dashboard* on the TEAM main menu.

The "Account Information" and "TEAM System Messages" are on all user's dashboards.

ACCOUNT INFORMATION

The following information is listed on the Account Information tile:



- **Educator Identification Number (EIN), school and district information** are based on the district assignment information received from EDS. The system retains the last district worked until a new district assignment has been entered and transferred from EDS.
- **TEAM District Facilitator** is the primary TEAM District Facilitator associated with your current district in TEAM. This role is manually updated by TEAM Technical Support and therefore there may be a delay in updates to this assignment being reflected in the dashboard.
- **District Review Option** identifies your current TEAM district's review option. There are three review options available to districts. Click on the review option to learn more about your district's selected review option (See the Submit for Review section for more information).
- **Mentor and School Admin** are listed on Beginning Teacher's accounts and identifies their assigned mentor and school administrator. Mentor and admin matches are done by the TEAM District Facilitator. There is typically a delay in these matches being added/updated for new Beginning Teachers and those that have moved to a new district.
- Certain **Dashboard Resources** may be posted in the blue "Dashboard Resources" box under the Account Information tile. See the Dashboard Resources section on how to view all dashboard resources.

TEAM SYSTEM MESSAGES

TEAM system messages can be accessed on the TEAM dashboard and/or via the TEAM main menu and contains announcements from CSDE and TEAM Technical Support regarding changes to the dashboard, important reminders, and/or notifications about upcoming events, quarterly newsletter. Certain announcements may be targeted to and only visible to specific user roles.

TEAM ROLES & DASHBOARDS

Below are the following roles that a TEAM user can have, how these roles are added to TEAM accounts, and a brief overview of what their dashboard consists of. Please note that there may be a delay in roles being assigned if they are dependent on EDS data.

- **Administrator** – automatically assigned based on the primary district assignment in EDS. If the primary role in EDS is not considered an administrator role, the role will need to be manually added by TEAM technical support. Dashboard contains Beginning Teachers within their assigned school and Professional Growth Action Plan (PGAP) approval.
- **Beginning Teacher** – automatically assigned based on EDS data. Individuals that meet the TEAM program requirements (See Section 1.G. of the TEAM Program Manual for TEAM participation requirements) will automatically be assigned this role. Dashboard contains their module progress and module center.
- **Chief Reviewer (CR)** – assigned upon completion of CSDE/RESC-facilitated chief reviewer training. This training is offered periodically to districts. Chief reviewers provide adjudication for the Regional Review option. Dashboard contains the initial and chief review queue.
- **District Facilitator (DF)** – manually assigned by TEAM Technical Support Staff. Multiple District Facilitators can be assigned to a district, but a primary must be designated. Dashboard contains Beginning Teacher, Mentor, and Reviewer monitoring pages.
- **Mentor** – assigned upon completion of the RESC or in district (must be facilitated by an eligible In-District Trainer) Initial Support Teacher (IST) training. Role and dashboard will still populate if eligibility has lapsed though certain features may be disabled. Dashboard contains assigned Beginning Teachers.
- **Reviewer** – assigned upon completion of RESC-facilitated Initial Reviewer Training (IRT). Role and dashboard will still populate if eligibility has lapsed though certain features may be disabled. Initial review queue populates for reviewers in Regional and Private In-District review.
- **In District Trainer** – assigned upon completion of the CSDE/RESC-facilitated Training of Trainers. Role and dashboard will still populate if eligibility has lapsed through certain features may be disabled. Eligible Trainers can facilitate the Initial Support Teacher (IST) training in district and are listed on the District Facilitator's dashboard on the District Mentors page in the TOT column.

Check out the TEAM Program Manual to learn more about the TEAM program roles and responsibilities.

TEAM PROCESS IN THE TEAM DASHBOARD

It is recommended that Mentors and Beginning Teachers follow up with their TEAM District Facilitator regarding their district's expectations and TEAM processes as these can vary by district. Below is an overview of the general TEAM process for a Beginning Teacher and Mentor.

MENTOR/BEGINNING TEACHER MATCH

TEAM District Facilitators assign Mentors to Beginning Teachers within 30 days of hire. Beginning Teachers can be matched to Mentors and Administrators without a TEAM user account and will populate on the "No Account" tab on the Mentor and Administrator *Beginning* Teacher pages (See the User Account section for more information). There may be a delay in matches being reflected in the TEAM dashboard such as:

- Beginning Teacher and/or Mentor is not populating in the district's TEAM dashboard.
    - District Assignment not yet entered/transferred to TEAM (see Educator Data System (EDS) section for more information)
    - Beginning Teacher not required to participate in TEAM (see TEAM Requirements section for more information)
- Mentor does not have a TEAM user account and therefore cannot be matched in the dashboard (See User Account section for more information)
- TEAM District Facilitator has not made the match in the TEAM dashboard.

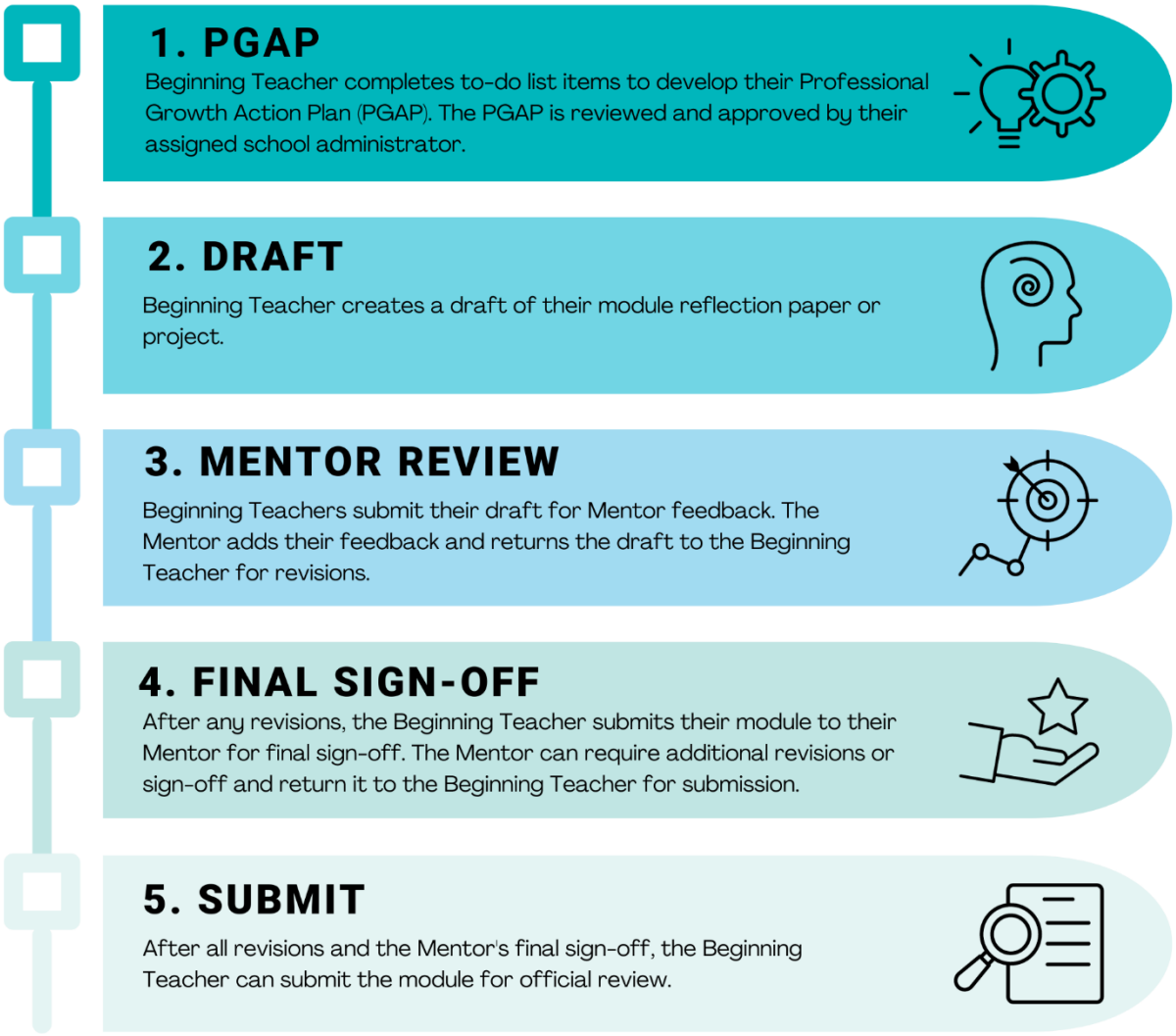
TEAM District Facilitators have the option to notify Mentors via email once the match has been made in the TEAM dashboard (notification will go to Mentor's TEAM username email address).

Mentor/Beginning Teacher matches may carryover as educators move districts. It is important that Mentors and Beginning Teachers ensure that there are no pending steps in the module process prior to moving districts as this could result in additional delays in the TEAM module completion process (i.e. pending PGAP approval or pending Mentor feedback or final sign-off).

MODULE PROCESS IN THE TEAM DASHBOARD

Modules 1-5 include an Educator Preparation Program survey at the start of each module. The following reviews the process for submitting modules 1-4 within the TEAM dashboard. Because districts may have different requirements and processes for module submission some of these steps may be completed outside of the TEAM dashboard.

The following graphic provides a visual of the steps to submit a module in the TEAM dashboard. Each of the proceeding sections will review each individual step.



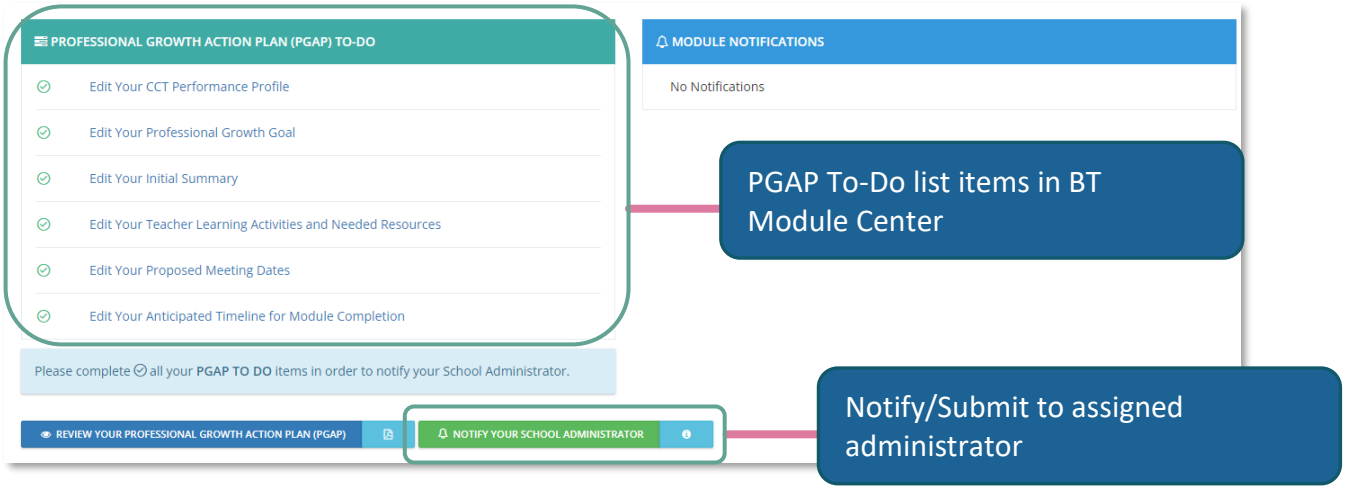
Check out the TEAM Modules Pacing Guide and Suggested Annual Timeline for recommendations on pacing and supporting teachers in completing their module(s) during

PROFESSIONAL GROWTH ACTION PLAN (PGAP)

Beginning Teachers complete to-do list items in the dashboard to develop their PGAP. These items include:

- Selecting CCT **Performance Indicator** and descriptors to most accurately describe the Beginning Teacher's current practice as well as noting what is currently being done for the selected indicator;
- Developing a **professional growth goal** connected to your selected indicator that can be achieved within 8-10 weeks;
- Developing an **initial summary** which builds on the indicator notes and provides a clear picture of what is currently happening for the chosen indicator.
- Identifying **learning activities and resources** that the Beginning Teacher will utilize in for their professional growth;
- **Proposing meeting dates** and times to meet to meet with the assigned mentor;
- Identifying the **anticipated timeline for module completion** (8-10 weeks) including any district designated due dates.

Each to-do list item must be marked as completed at the bottom of the item page.



See the Mentor Dashboard - Beginning Teachers and Access Beginning Teacher Module Center sections for more information on how to view Beginning Teacher's module progress.

PGAP Submission/Reminders

Once all PGAP steps have been marked as completed:

- Beginning Teachers must click the "Notify your school administrator" button to submit their PGAP for approval.
- If the assigned administrator has changed, click the "Renotify your school administrator button" to reroute the PGAP to your new administrator.
- PGAPs that have been returned for revision will need to be revised and resubmitted.

PGAPs must be approved before the paper/project draft can be submitted to the assigned Mentor for initial feedback in the dashboard.

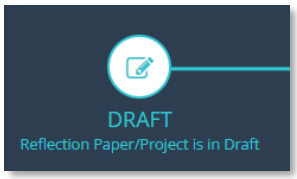
Revising PGAP

Once PGAPs are submitted to an administrator or if they are pending Mentor feedback/final sign-off they cannot be edited until the PGAP is returned (Administrators will return the PGAP for revisions and may request a conference if the district is unable to support the PGAP and revisions are needed).

If a PGAP has already been approved and it needs to be revised, the Beginning Teacher can click the "Clear PGAP Approval" button to revise and resubmit to their assigned administrator.

DRAFT

Beginning Teachers can start their reflection paper/project draft by clicking on the "Draft" icon on the Reflection Paper/Project Progress bar under the PGAP To-Do list. The draft can be started prior to PGAP approval, but cannot be submitted to the Mentor for review until the PGAP has been approved.



Below are some recommendations regarding the reflection paper/project draft:

- The TEAM dashboard does not support file uploads or attachments or images.
- Draft the paper/project using external word processing program such as Google Sheets or Word and then copy and paste it into the dashboard to ensure there is a backup of your paper/project.
- Check with your TEAM District Facilitator regarding module submission process. Some districts and district review options allow links to external documents (i.e. Google Slides or Docs).
    - *Regional review districts* (See the Submit for Review section for more information)
        - Only papers posted in the dashboard will be reviewed. Submissions with a link to an external document may be returned as not meeting criteria and could delay module progress.
        - Submissions in the dashboard for districts participating in regional review should be anonymous and should not include any information that would identify the Beginning Teacher or their school/district.

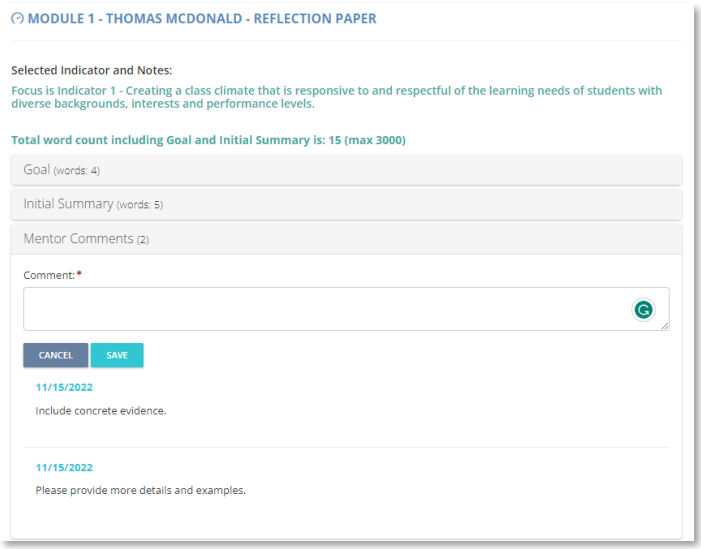
MENTOR REVIEW

Once the draft is completed, the Beginning Teacher submits the draft to the mentor for review by clicking the "Submit for Mentor Review" button on the Module Center Reflection Paper/Project progress bar or at the bottom of the Draft page. Once submitted, the draft is locked and cannot be edited until the mentor has returned it to them for revision.

Mentors will receive a system and email notification (email sent to their TEAM username email address) when a reflection paper/project has been submitted to them in the TEAM dashboard.

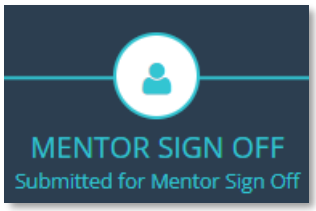
Mentor Feedback

- Click on the system notification (bell icon on the top of the page or by scrolling down to the Mentor dashboard tile “Module Notifications”).
- Mentor comments are located on the expandable “Mentor Comments” panel.
- Click “Add” to create a new comment, type the comment into the field, then click save.
- To return to the Beginning Teacher, click the “Return paper as reviewed” button at the bottom of the page. The module will be unlocked so that the Beginning Teacher can make any necessary edits before proceeding to the next step, Mentor final sign-off.



MENTOR FINAL SIGN-OFF

After making any necessary revisions based on the mentor’s initial feedback, the Beginning Teacher then submits the module for Mentor final sign-off by clicking the “Send to Mentor for final sign-off” button on the Module Center Reflection Paper/Project progress bar or at the bottom of the Draft page. Like the Mentor Review stage, the draft is locked and cannot be edited until the mentor has returned it to them for revision.

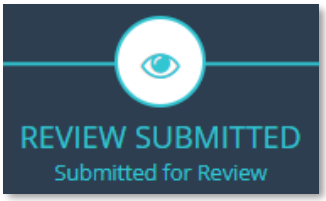


Mentors can provide additional feedback and then can select one of the following options:

- *Sign off and return paper* – Beginning Teacher will be able to submit the module for official review. Any additional revisions will require Mentor final sign-off.
- *Return paper as needs revision* – Beginning Teacher will have opportunity to revise then resubmit to Mentor for final sign-off.

SUBMIT FOR REVIEW

Once the module has been signed-off on by the Mentor and there are no additional revisions, the Beginning Teacher can submit the module for review by clicking the “Submit for Review” button on the Module Progress Bar in the Module Center or at the bottom of the Draft page.



Districts can participate in three different review options (the district-selected review option is listed on the “Account Information” on the TEAM dashboard/homepage):

	Description	How often is my paper reviewed?
Regional	Reflection papers are submitted to a statewide pool of trained reviewers and are reviewed anonymously.	If paper is initially reviewed as not meeting criteria, it is returned to the Beginning Teacher to revise and resubmit (module progress will reset to Draft stage). If the second review also does not meet criteria, the paper is sent to a Chief Reviewer for adjudication. Any additional submissions will automatically go to the Chief Reviewer. Successful completion will automatically update on the TEAM dashboard
Private In-District	Reflection papers are submitted to an in-district pool of trained reviewers and are reviewed anonymously.	Reflection paper or project is reviewed by a single reviewer. If reviewed as not meeting criteria, the module progress will reset to Draft stage. Successful completion will automatically update on TEAM dashboard.
In-District	District Facilitator distributes reflection papers to selected reviewers.	Reflection paper or project outcomes are manually entered by the TEAM District Facilitator. If module outcome is entered as not meeting criteria, module progress will reset to Draft stage. If module outcome is entered as successful completion, dashboard will update module to Module Completed.

Modules can only be reviewed by CSDE-trained TEAM reviewers with current eligibility. Reviewers determine if the Beginning Teacher has successfully met all the criteria for the module and, if unsuccessful, will provide feedback and the teacher can revise and resubmit the reflection paper or project.

TEAM District Facilitators can view the status of all submitted modules within their region. Because review timeframes vary, it is recommended that Beginning Teachers submit prior to the red zone periods to allow enough time to revise and resubmit if needed.

Red Zones

In order to be eligible to advance from an Initial certification to professional, Beginning Teachers must successfully complete all TEAM requirements by their deadline date.

Red Zones are periods in which there is no guarantee that the module will be reviewed before their TEAM deadline date. Modules submitted in the Red Zone that are unsuccessful may not be returned in time or have enough time to be revised and resubmitted before the TEAM deadline date. It is encouraged that final modules be submitted before the Red Zone dates noted below.

TEAM Deadline Date	Red Zone
September 1st	May 15th - August 31st
February 15th	December 15th – February 14th

On the Beginning Teachers dashboard, a red box will populate on the "Account Information" tile six months prior to their TEAM deadline date with the Red Zone date information for their TEAM deadline date. This information will also populate on the Mentor's *Beginning Teacher* page (see the Beginning Teachers section for more information).

MENTOR DASHBOARD

The Mentor dashboard provides tools to help monitor assigned Beginning Teacher progress and maintaining Mentor eligibility.

In this section we will review the Mentor Dashboard and corresponding menu available on the TEAM main menu. Many of these menu options are also available on the Mentor dashboard tile (may need to scroll down page).

Check out the following CSDE TEAM documents for more guidance on the Mentor role and responsibilities:

- TEAM Program Manual
- TEAM Modules Pacing Guide
- Suggested Annual Timeline

BEGINNING TEACHERS

Beginning teachers are matched to Mentors in the TEAM dashboard by the TEAM District Facilitator. When a match is facilitated by the District Facilitator, they have an option to notify the Mentor via email of the match.

The *Beginning Teacher* page is organized into three tabs:

- With Account
- No Account (Beginning Teacher must have a TEAM user account to display module progress and for meeting log entries)
- TEAM Complete
    - Beginning Teacher will automatically be moved to this tab once the TEAM completion date has been entered into the Educator Data System by the appropriate staff member within your district.

The **"With Account" tab** contains the following information:

- Module Progress chart with number of required and completed modules.
- Module Center – access via the "Module Center" button or by clicking on the bar in the "Module Progress" chart.
- TEAM Dates – the deadline date will be highlighted yellow if a Beginning Teacher is within 6 months of their TEAM deadline date. Please read the note in the blue box regarding important deadline submission timeframes.
- Meeting Log – current hours are the hours logged for the current school year (September-August) and the total are the total mentor hours logged. These hours do not include hours logged by other/past mentors.

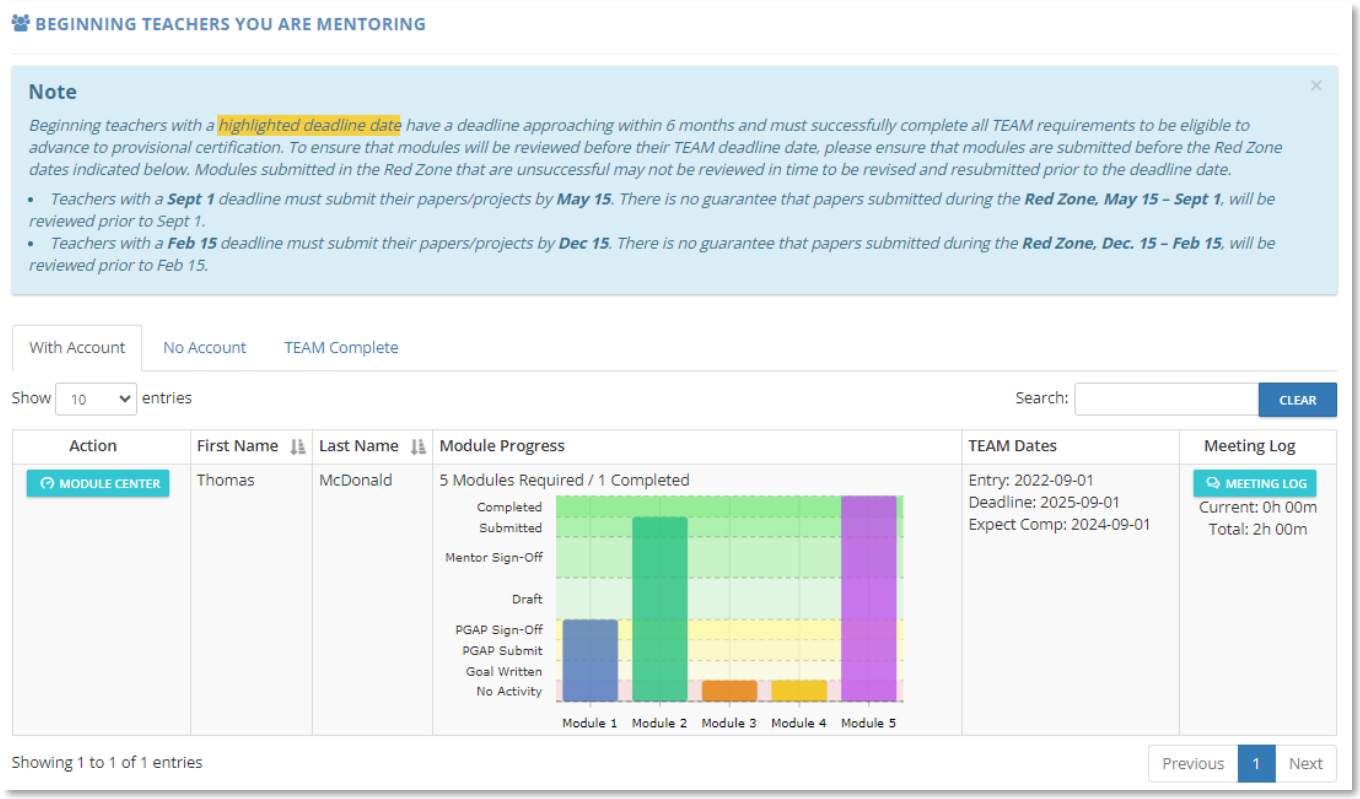
The **"No Account" tab** contains the following information:

- Educator ID Number and Name

- TEAM Dates – TEAM entry, deadline, and expected completion date.
- Beginning Teachers assigned school based on most recent district assignment data (see Educator Data System (EDS) section for more information)

The **"TEAM Complete" tab** contains the following information:

- Module Center
- Date Completed
- Meeting Log – current hours are the hours logged for the current school year (September-August) and the total are the total mentor hours logged. These hours do not include hours logged by other/past mentors.



TROUBLESHOOTING BEGINNING TEACHERS

If you are not seeing your Beginning Teacher on the *Beginning* Teacher page, complete the following to troubleshoot potential issues.

Newly Assigned Beginning Teacher

- Check the "No Account" tab. Beginning Teachers with a TEAM user account should populate on the "With Account" tab.
- Check with the Beginning Teacher to make sure they are currently linked to your district in TEAM (District, school, and match information is listed on the "Account Information" tile on the Beginning Teachers TEAM dashboard).
    - There is typically a delay in district assignment information being entered in TEAM at the beginning of each school year. Please allow through mid-October for new district assignment data to be reflected in TEAM. Follow up with your TEAM District Facilitator if your school/district information in TEAM is incorrect.

- If the Beginning Teacher is linked to your district and is not populating on any of the *Beginning Teacher* page tabs, check with your TEAM District Facilitator to make sure that the match has been created in the TEAM dashboard.

Beginning Teacher Disappeared from Dashboard

- If the Beginning Teacher was close to completing their required TEAM modules, check the "TEAM Complete" tab.
- Beginning Teachers that no longer meet TEAM participation requirements may disappear from your dashboard 90 days from the inactive status change date. If none of the above troubleshooting steps work, follow up with your TEAM District Facilitator. Beginning Teachers TEAM status may change to inactive due to:
    - Lapsed certification
    - District assignment compliance issues
    - Holds endorsement that is ineligible for TEAM participation (i.e. professional, 90-day, certain DSAPs). Please see APPENDIX B - Team Participation Categories by Endorsement Codes in the TEAM Program Manual for endorsements requiring TEAM participation)
    - Did not complete TEAM requirements by TEAM deadline date.

  TEAM module progress and access is automatically restored once the teacher's status is changed to active.

ACCESS BEGINNING TEACHER MODULE CENTER

To review Beginning Teacher progress, click on the "Module Center" button or click on a bar on the Module Progress bar graph to view the Beginning Teacher's Module Center. Mentors can utilize the Module Center to:

- Support PGAP development
- Provide Mentor feedback (draft submitted to Mentor in the dashboard)
- Mentor Final Sign-Off (draft submitted to Mentor in the dashboard)

MENTOR MEETING LOG

Mentors generate the initial log notes in the TEAM dashboard. Mentor Meeting Logs are visible to Beginning Teachers, Administrators, and TEAM District Facilitators and are used to help document progress and time spent on supporting your Beginning Teacher(s).

Once saved, the Beginning Teacher can add their comments. Once the Beginning Teacher has accepted the log entry, it cannot be edited by the Mentor or Beginning Teacher.

The Mentor Meeting Log is accessed via the *Beginning Teachers* page and is the last column in the table. Please note that this column may disappear if your screen size changes. Should this happen, please ensure that your browser window is full screen and/or zoom out your browser view.

Add a Log Entry

To add a new log entry:

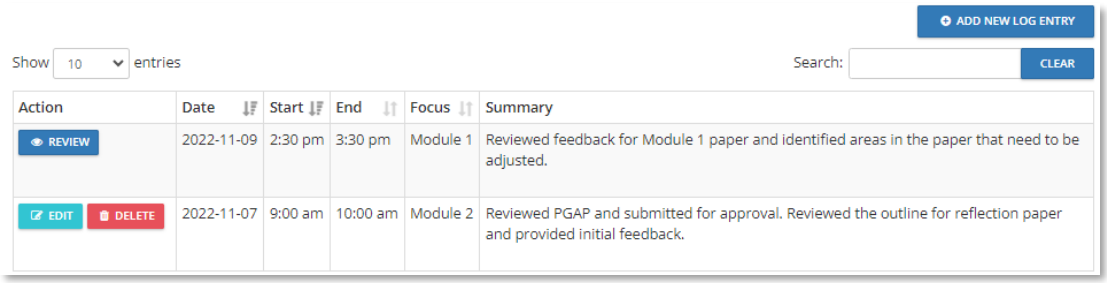
- Click on the "Meeting Log" button on the *Beginning Teacher* page.
- Click on the "Add New Log Entry" button then enter the following information:
    - Date of meeting

- Start and end time (This will be used to calculate the hours mentored)
- Focus
- Summary – summarize your meeting and what was done.
- Your Comments – add in your comments regarding the meeting and/or Beginning Teacher's progress.

- Click "Save" to record the entry or "Save and add another" to enter additional log entries. By saving, the Beginning Teacher will have the opportunity to view the log entry and add their comments.

Edit/Delete a Log Entry

Logs can be edited by clicking on the edit icon and/or deleted by clicking on the delete button. These options are only available if the Beginning Teacher has not accepted the note.



MODULE RESOURCES

The *Module Resources* link on the **Mentor** TEAM main menu leads to the CSDE TEAM page and includes:

- TEAM Program Manual
- TEAM Module Guidelines
- Module Review Criteria
- Module Resources and Sample Material

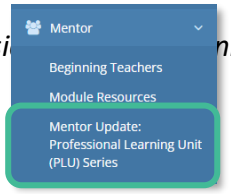
MENTOR UPDATE: PROFESSIONAL LEARNING UNIT (PLU) SERIES

To maintain Mentor eligibility, Mentors must complete three online Professional Learning Units (PLUs) over a three-year period. Mentors with lapsed eligibility must retake the Initial Support Teacher (IST) Training to become eligible to mentor again. CSDE recommends that Mentors take one PLU per year to maintain their eligibility.

ACCESS MENTOR UPDATE

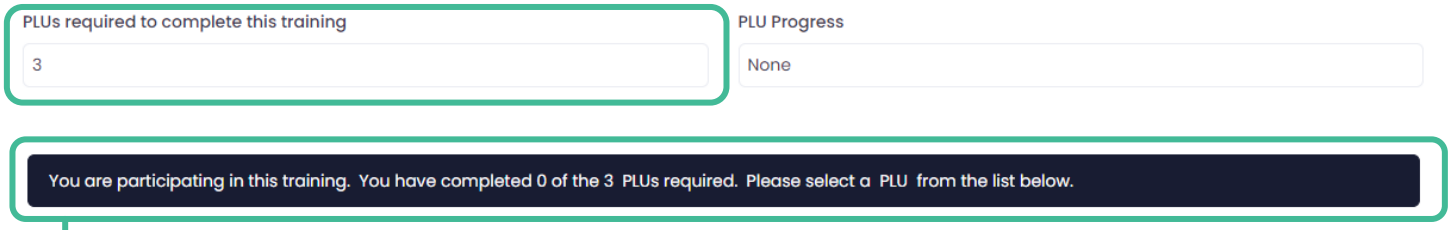
A printable version of how to access the Mentor Update is also available on the Dashboard Resources page on the TEAM main menu. To access the *Mentor Update: Professional Learning Unit (PLU) Series*:

1) Go to the Mentor Update training page
   - Click **Mentor** on the TEAM main menu, then click *Mentor Update: Professi…nit (PLU) Series*.
   - A new browser tab will open to https://team.habilislearning.com.
   - Login using your TEAM credentials.



2) Start the Mentor Update
   - Under the "New/Available Training Courses" or the "In Progress Training Courses" tile, select the *Mentor Update: Professional Learning Unit (PLU) Series.*
3) Complete the required number of PLUs
   - At the top of the page, select "Participate" to start the course.

- The required number of PLUs to renew Mentor eligibility are listed in the "PLUs required to complete this training" field under the training description (pictured below).
- Select "Begin" to start a PLU. Make sure to click the "Complete" button at the end of each PLU to ensure the PLU is counted toward your eligibility.
- Upon completing the required number of PLUs, make sure that the "PLUs required to complete this training" field is "0". If not, please make sure that the PLUs are marked as completed (you must click the "Complete" button on the last page of the training).
- The Mentor tile on the TEAM dashboard should automatically update with your new eligibility dates (may need to refresh the page).



NOTE: Mentor's eligibility year starts on 10/1**.** Mentors can only **complete one PLU per year toward their renewal.** It is cumulative so Mentors can complete a max of three PLUs in their third eligibility year. The black bar will indicate when and how many PLUs can be taken toward the next renewal. PLUs taken beyond this, will not be counted toward Mentor eligibility renewal.

- To view completed trainings, select **Training** on the main menu then "Participate in a Training Course". Click the "Completed" tab to view completed trainings.

MY CLASSES

Prior to their training start date, individuals registered for Initial Support Teacher and/or Initial Reviewer Training will be sent a link to confirm their training registration. By confirming their training registration, participants will be able to view the training class information in the TEAM dashboard. Please note that the training information available in the TEAM dashboard is at the trainer's discretion and certain training information such as Zoom links or pre-work material may be sent/available via other means (i.e. Protraxx, email).

PERSONAL JOURNAL

The Personal Journal provides a space to enter personal entries/notes. Personal Journal entries are only visible to the user and are ideal for entering notes, observations, resource information, etc.

The Personal Journal should NOT be used to document logged meeting hours between the Mentor/Beginning Teacher. It can be used if the Beginning Teacher or mentor wanted to document personal notes regarding the meeting(s) or their role/progress that do not need to be seen by the TEAM District Facilitator or Beginning Teacher.

REVIEW DISTRICT PLAN

The Review District Plan is available to all users and will populate a PDF of the last submitted district plan for the district the user is currently tied to in the TEAM dashboard.
See Edit District Plan on how to create/revise your district's plan.

DASHBOARD RESOURCES

The *Dashboard Resources* page contains dashboard, TEAM program, and district-specific resources posted by CSDE or TEAM District Facilitators. Video playlists are available for each role and are posted on the *Dashboard Resources* page or via the EASTCONN Applications YouTube page

Resources can be role-specific and may populate/disappear based on your dashboard roles.

PROFESSIONAL DEVELOPMENT

Professional Development will direct you to the CSDE TEAM Professional Development page. The TEAM Professional Development page may include the following training registration opportunities:

- District Facilitator Orientation (held in the fall)
- District Facilitator Meetings (held in the spring and fall)
- Initial Support Teacher (IST) Training – initial training for mentors and cooperating teachers
    - Mentors renewing eligibility can access the online Mentor Professional Learning Series via their TEAM mentor dashboard. Mentors with lapsed eligibility will need to retake the IST.
- Initial Reviewer Training (IRT) – initial training for TEAM reviewers
    - Reviewers renewing eligibility can access the Reviewer Professional Learning Series via their TEAM reviewer dashboard. Reviewers can renew their eligibility at any time by completing the required number of professional learning units in the Reviewer Professional Learning Series.

** Please note that the training/professional development registrations are managed by the hosting RESCs. Please contact the RESC directly for any issues regarding training registration issues. **

SUPPORT

TECHNICAL SUPPORT

For technical issues with the TEAM dashboard, individuals can submit a ticket by clicking the:

- Contact Support Link at the bottom of the TEAM page
- Technical Support on the TEAM main menu (logged into TEAM account)

Please be sure to be as specific as possible regarding your issue including the page you are having difficulty/issues with, the full name(s) of any individuals that the issue may impact, and, if possible, your EIN and the EINs of any individuals that may be impacted/involved with the issue.

TEAM PROGRAM SUPPORT

For issues regarding TEAM participation, program requirements, and/or policies, please contact the Connecticut State Department of Education (CSDE):

Ashley Wright, Program Manager	Ashley.Wright@ct.gov
Gady Weiner, Data Manager	Gady.Weiner@ct.gov

Regional Education Service Centers (RESCs) may offer customized technical assistance and in-district support. Please be aware that the RESCs may charge a fee for these services. Please contact your local RESC for additional information (RESC map).

ACES: Francesca Bickel (fbickel@aces.org)
CES: Kasey Dunn (dunnk@cestrumbull.org)
CREC: Jessica Kazigian (jkazigian@crec.org)
EdAdvance: Carrie Kilian-Sirois (kiliansirois@edadvance.org)
EASTCONN: Lauren Rodriguez (lrodriguez@eastconn.org)
LEARN: Michele Han (mhan@learn.k12.ct.us)

TEAM MODULES PACING GUIDE

Although there are varied ways to complete the module process within the 8-10 week timeframe, the chart below may provide you with some guidance. When planning your module process, please recognize that there may be some overlap and variation in how different teachers develop new learning to accomplish the goal of their module.

Potential Time Frame	Module Process
Weeks 1 - 3	**Phase 1 - *Reflect on Practice*** • Analyze data on teaching and student learning • Explore CCT Performance Profile • Select a CCT indicator for the focus of module work • Develop an Initial Summary of 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 that is achievable within an 8- 10 week timeframe. • Create a Professional Growth Action Plan (PGAP). • Determine and record the Anticipated Timeline for Module • Establish meeting dates with the mentor. • Share the Professional Growth Action Plan (PGAP) with the building administrator
Weeks 4 - 6	**Phase 3 - *Develop New Learning*** • Engage in professional learning activities • Record examples of what was learned and how it was learned • Think deeper about your own practice and how the new learning relates to it
Weeks 6 - 8	**Phase 4 - *Implement New Learning*** • Implement new learning in daily practice. • Discuss with mentor how implementing new learning is impacting practice and student learning • Make adjustments as needed or identify and develop additional new learning. • Analyze impact on teaching practice, instruction, and student learning • Record specific example/evidence of changes in practice and student outcomes
Weeks 8 - 10	**Phase 5 - *Reflect on Practice*** • Reflect on changes in practice and student learning, • Collaborate with mentor to assess and adjust subsequent instruction or engage in additional professional learning as needed • Document specific examples/evidence of impact on practice and student outcomes • Draft your reflection paper for your mentor to review and provide feedback. • Submit final draft of reflection paper

Be sure all meetings are recorded by your mentor in the BT/Mentor Meeting Log and use My Personal Journal to record thoughts, observations and reflections about your new learning throughout the module process.

SUGGESTED ANNUAL TIMELINE FOR TEAM MENTORS (TEAM MODULES)

The suggested annual timeline is reflective of best practices for building relationships and logistics or procedures for strong mentor/mentee relationships. For Instructional Coaches, you may want to reference the Instructional or Content Coaches Module Process. For Student Teachers or Clinical Placements, you may want to reference the CSDE Hub for Supporting and Sustaining Meaningful Clinical Fieldwork and Student Teaching Experiences.

MONTH	RECOMMENDATIONS
August	***Orientating your Mentee to the Building and District*** ○ Establish a "Meet and Greet" date with your mentee. ○ Attend the TEAM Beginning Teacher Orientation and Module 5 Session together. ○ Share the TEAM Program Manual and Three-Year District Support Plan with your mentee. Be sure each of you understand your roles and responsibilities. ○ Complete a Professional Learning Unit (PLU). Remember, to maintain Mentor eligibility, you must complete three PLUs every three years. One per year is encouraged (see Mentor Update: Professional Learning Unit (PLU) Series section).
September	*Setting TEAM Dates* ○ Guide your mentee to ctteam.org to help them create an account and explore their dashboard (see Beginning Teacher User Accounts section). ○ Set a date for your first meeting to begin working on the first module.

October	***Identifying Module Goals & Development of PGAP*** ○ Review the TEAM Module Guidelines (see Module Resources section) and choose a module to work on. ○ Ensure your mentee completes the Educator Preparation Program survey on the dashboard. This information could potentially be used as a source of evidence for reflection and goal setting. ○ Develop the Professional Growth Action Plan or PGAP (see Professional Growth Action Plan (PGAP) section) ○ Select an indicator to focus on. Refer to sample on your dashboard during these conversations. If your district offers additional resources to support Beginning Teachers within and beyond the TEAM Program, explore the resources available. If your district expects Beginning Teachers to review and reflect using another CCT-aligned rubric or tool, access and discuss it to support reflection. ○ Guide your Mentee through analyzing their students' data and have them identify a focus area for their professional learning. ○ Assist your mentee in developing an initial summary of current performance specific to the CCT indicator chosen. Point out the prompts that accompany each document on their dashboard. ○ Guide mentee in writing their SMART professional growth goal for the module. Reinforce that it is their learning goal, connected to the indicator chosen, and should describe how the teacher's learning will result in positive outcomes for the students. Invite your mentee to consider opportunities to align the module goal to support other school/district-based evaluation or professional practice goals. ○ Set an anticipated timeline completion date 8-10 weeks away. For mentees approaching their TEAM deadline date, the anticipated timeline completion should be prior to the Red Zone dates to allow for revisions and resubmission if needed. Be sure to reference dates the district has set for Paper/Project submissions. ○ Update Meeting Log in your dashboard to reflect meeting minutes (see Beginning Teachers section).
November	***Completion of PGAP and Implementation of Action Plan*** ○ Assist your mentee in finalizing their PGAP and submitting it for administrator approval (see Professional Growth Action Plan (PGAP) section). Conference with the school administrator and your mentee if revisions are needed for the PGAP to be accepted. ○ Assist your mentee in implementing the plan and collecting data and reflection notes. ○ Brainstorm activities to support their professional development (books, webinars, observations of district personnel, etc.). You may also want to encourage your mentee to review the Inspire modules. ○ Help your mentee connect with colleagues that they want to observe for their PGAP. ○ Update Meeting Log in your dashboard to reflect meeting minutes (see Beginning Teachers section).

December	***Reflect on Practices, Prepare for Submission*** ○ Coach your mentee to be reflective and analytical about the changes in their practice and the impact on students. ○ Encourage your mentees to keep a detailed journal of this process for their reflection paper/project. Consider creating a shared live document that is organized in alignment with the success criteria (new learning, impact on practice, impact on students). ○ Monitor the timeline set to finish this module and check in with your mentee often. For mentees approaching their TEAM deadline date, monitor timeline to ensure that module is submitted prior to Red Zone dates. ○ Review criteria for determining a paper/project as successful and review sample papers on the SDE website to see how a teacher successfully reflects and documents new learning, impact on practice, and impact on students. If your district expects projects, read and discuss any available examples of projects aligned to the expectations in your district (e.g., districts using the TEAM Review of Practice process may visit their TEAM ROP website for sample successful projects, etc.). ○ Discuss evidence/examples from the process that your mentee may include in their paper/project. Have them refer to their journal, which was organized by success criteria. ○ Direct your mentee to start drafting their paper/project and confirm the date for submission (see Draft section). ○ Update Meeting Log in your dashboard on a timely basis to ensure they accurately reflect meeting minutes (see Beginning Teachers section).
January	***Prepare for the Paper or Project Submission*** ○ Read over your mentee's first draft (see Mentor Review section). Provide specific and timely feedback that will assist your mentee in successfully documenting new learning, impact on practice, and impact on students. **NOTE:** Your mentee cannot submit a final paper/project for review until you have signed off on it. Any additional revisions will require mentor sign-off. ○ When all revisions have been made, sign off on the paper/project through the dashboard and direct your mentee to submit the paper/project for official review by the proposed submission date (see Mentor Final Sign-Off and Submit for Review sections). ○ Celebrate the successful completion of the module or help them make modifications should the paper/project be unsuccessful. Be sure to review the feedback provided from the reviewer. Monitor the timeline set to finish this module and check in with your mentee often. For mentees approaching their TEAM deadline date, develop timelines to revise and resubmit prior to Red Zone dates if possible. ○ Update Meeting Log in your dashboard to reflect meeting minutes (see Beginning Teachers section).

February	***Prepare for the Next Module*** ○ Review the TEAM Module Guidelines (see Module Resources section) and choose a module to work on. ○ Ensure your mentee completes the Educator Preparation Program survey on the dashboard. This information could potentially be used as a source of evidence for reflection and goal setting. ○ Develop the Professional Growth Action Plan or PGAP (see Professional Growth Action Plan (PGAP) section) ○ Select an indicator to focus on. Refer to sample on your dashboard during these conversations. If your district offers additional resources to support Beginning Teachers within and beyond the TEAM Program, explore the resources available. If your district expects Beginning Teachers to review and reflect using another CCT-aligned rubric or tool, access and discuss it to support reflection. ○ Guide your Mentee through analyzing their students' data and have them identify a focus area for their professional learning. ○ Assist your mentee in developing an initial summary of current performance specific to the CCT indicator chosen. Point out the prompts that accompany each document on their dashboard. ○ Guide mentee in writing their SMART professional growth goal for the module. Reinforce that it is their learning goal, connected to the indicator chosen, and should describe how the teacher's learning will result in positive outcomes for the students. Invite your mentee to consider opportunities to align the module goal to support other school/district-based evaluation or professional practice goals. ○ Set an anticipated timeline completion date 8-10 weeks away. For mentees approaching their TEAM deadline date, the anticipated timeline completion should be prior to the Red Zone dates to allow for revisions and resubmission if needed. Be sure to reference dates the district has set for Paper/Project submissions. ○ Update Meeting Log in your dashboard to reflect meeting minutes (see Beginning Teachers section).

March	***Completion of PGAP, Implementation of Action Plan, Submission of Paper*** ○ Assist your mentee in finalizing their PGAP. Keep in mind any dates the district sets (see Professional Growth Action Plan (PGAP). If it is the planning module, consider how you will help them stay in the planning process. Planning is what goes on prior to implementation. ○ Assist your mentee in submitting their PGAP and conference with the school administrator and your mentee if revisions are needed for the PGAP to be accepted. ○ Assist your mentee in implementing the plan and collecting data and reflection notes. ○ Brainstorm activities to support their professional development (books, webinars, observations of district personnel, etc.). You may also want to encourage your mentee to review the Inspire modules. ○ Help your mentee connect with colleagues that they want to observe for their PGAP. ○ Update Meeting Log in your dashboard to reflect meeting minutes (see Beginning Teachers section).
April	***Reflect on Practices, Prepare for Submission*** ○ Coach your mentee to be reflective and analytical about the changes in their practice and the impact on students. ○ Encourage your mentees to keep a detailed journal of this process for their reflection paper/project. Consider creating a shared live document that is organized in alignment with the success criteria (new learning, impact on practice, impact on students). ○ Monitor the timeline set to finish this module and check in with your mentee often. For mentees approaching their TEAM deadline date, monitor timeline to ensure that module is submitted prior to Red Zone dates. ○ Review criteria for determining a paper/project as successful and review sample papers on the SDE website to see how a teacher successfully reflects and documents new learning, impact on practice, and impact on students. If your district expects projects, read and discuss any available examples of projects aligned to the expectations in your district (e.g., districts using the TEAM Review of Practice process may visit their TEAM ROP website for sample successful projects, etc.). ○ Discuss evidence/examples from the process that your mentee may include in their paper/project. Have them refer to their journal, which was organized by success criteria. ○ Direct your mentee to start drafting their paper/project and confirm the date for submission (see Draft section). ○ Update Meeting Log in your dashboard on a timely basis to ensure they accurately reflect meeting minutes (see Beginning Teachers section).

May	***Prepare for the Paper or Project Submission*** ○ Read over your mentee's first draft (see Mentor Review section). Provide specific and timely feedback that will assist your mentee in successfully documenting new learning, impact on practice, and impact on students. **NOTE:** Your mentee cannot submit a final paper/project for review until you have signed off on it. Any additional revisions will require mentor sign-off. ○ When all revisions have been made, sign off on the paper/project through the dashboard and direct your mentee to submit the paper/project for official review by the proposed submission date (see Mentor Final Sign-Off and Submit for Review sections). ○ Celebrate the successful completion of the module or help them make modifications should the paper/project be unsuccessful. Be sure to review the feedback provided from the reviewer. Monitor the timeline set to finish this module and check in with your mentee often. For mentees approaching their TEAM deadline date, develop timelines to revise and resubmit prior to Red Zone dates if possible. ○ Update Meeting Log in your dashboard to reflect meeting minutes (see Beginning Teachers section).
June	***Wrap Up the School Year and Set Intentions for Next Year*** ○ Ensure all meeting log entries have been entered. Remember, the expectation is at least 10 hours per module (see Beginning Teachers section). ○ Complete end-of-year surveys, if any, from either the district or the State Department of Education. Your feedback is valuable to continue improving the program. ○ Confirm that 2 or 3 modules have been successfully completed. Aim to get the last 2 completed during the next school year. ○ Set a date for the first TEAM meeting of the next school year. ○ If you did not already do so at the beginning of the school year, complete a Professional Learning Unit (PLU). Remember, to maintain Mentor eligibility, you must complete three PLUs every three years. One per year is encouraged (see Mentor Update: Professional Learning Unit (PLU) Series section).

USEFUL ONLINE RESOURCES

TEAM Program Website

TEAM Dashboard Login

TEAM Training Schedule

Instructional or Content Coaches Module Process

Hub for Supporting and Sustaining Meaningful Clinical Fieldwork and Student Teaching Experiences