

TEAM REVIEWER 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 REVIEWER

Reviewers are educators selected by the district to review beginning teacher reflection papers or projects. All reviewers must participate in Initial Reviewer Training (IRT) to be eligible to review reflection papers or projects. Training is developed by the Connecticut State Department of Education (CSDE) in collaboration with RESC staff and delivered in the fall each year. Reviewers must participate in an online reviewer update training every two years to continue to review reflection papers or projects. The TCC establishes the district criteria for the selection of reviewers.

Districts that require a project at the end of each module, may provide training specifically for their reviewers once the reviewers have completed IRT. The process should be established in collaboration with the TCC and clearly explained in the district's three-year mentoring plan.

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



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. Reviewers must have a TEAM user account to review papers/projects 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.

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.

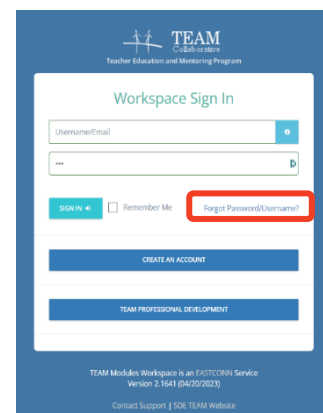
Please note that your TEAM user account will be linked to your school/district based on your district assignment in EDS and a new account does not need to be created upon switching to a new school/district.

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

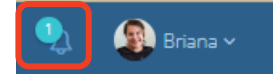
Click the "Change Password" tab to update your existing password. TEAM requires a minimum of 6 characters.

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

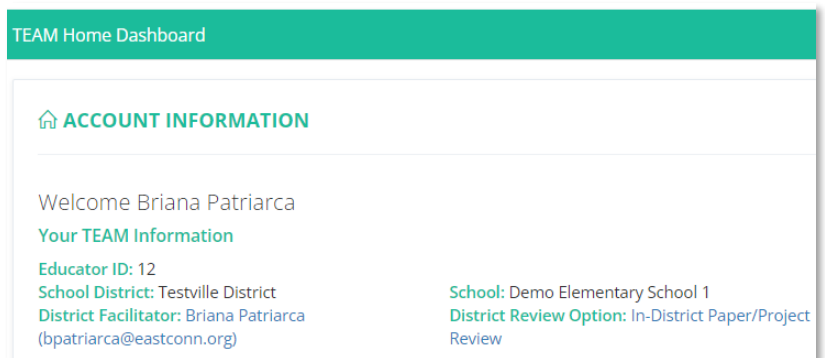
TEAM dashboards vary based on the roles linked to your TEAM account. Each role linked to your account will populate as a menu on the TEAM main menu and as a tile on the TEAM dashboard page. You can access your dashboard at any time by clicking on the TEAM logo at the top left of the page or clicking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

Districts determine whether Beginning Teachers can submit papers or projects and determine which review option their district will participate in. This review option is how papers/projects are submitted in the dashboard and how district reviewers will review papers in the dashboard. TEAM users can view their district's review option on the Account Information tile (See the [Account Information](#) section for more information).

There are three district review options:

	Description	How often is my paper reviewed?
Regional	Reflection papers are submitted to a statewide pool of trained reviewers and are reviewed anonymously.	<p>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.</p> <p>Successful completion will automatically update on the TEAM dashboard</p>
Private In-District	Reflection papers are submitted to an in-district pool of trained reviewers and are reviewed anonymously.	<p>Reflection paper or project is reviewed by a single reviewer. If reviewed as not meeting criteria, the module progress will reset to Draft stage.</p> <p>Successful completion will automatically update on TEAM dashboard.</p>
In-District	District Facilitator distributes reflection papers to selected reviewers.	<p>Reflection paper or project outcomes are manually entered by the TEAM District Facilitator.</p> <p>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.</p>

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.

REVIEWER DASHBOARD

The Reviewer dashboard provides tools to review Beginning Teacher module submissions and maintain Reviewer eligibility.

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

Check out the following CSDE [TEAM Program Manual](#) more guidance on the Reviewer role and responsibilities.

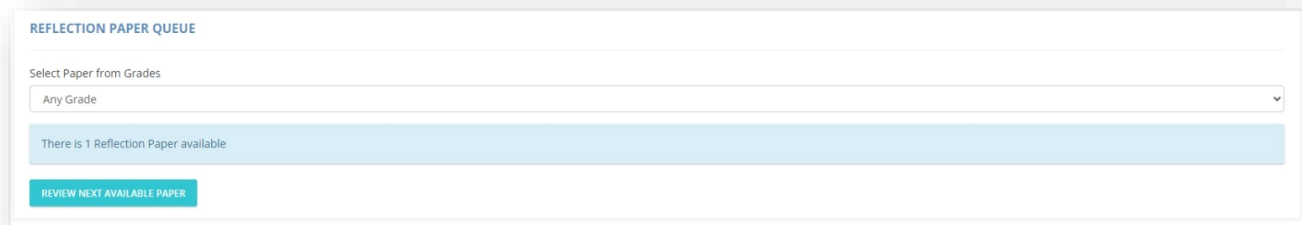
REFLECTION PAPER QUEUE (REGIONAL & PRIVATE REVIEW ONLY)

The Reflection Paper Queue page applies to the Regional and Private Review options only. Submitted papers go into a queue and reviewers can pick up papers by a selected grade range. Districts participating in In-District Review review modules outside of the TEAM dashboard (i.e. presentations, PDF print outs) and outcomes are manually entered by the TEAM District Facilitator.

PICKING UP A PAPER

To pick up a paper/project in the Regional or Private review queue:

- Go to **Reviewer** on the main menu then *Reflection Paper Queue*
- Select a grade range or any grade then click [REVIEW NEXT AVAILABLE PAPER](#) to pick up a paper
- Reviewers can only review one paper at a time and the number of papers available in the queue varies.

The screenshot shows the 'REFLECTION PAPER QUEUE' interface. At the top, it says 'Select Paper from Grades'. Below this is a dropdown menu currently showing 'Any Grade'. A light blue banner below the dropdown states 'There is 1 Reflection Paper available'. At the bottom of the interface is a teal button labeled 'REVIEW NEXT AVAILABLE PAPER'.

You can return to the paper by anytime by returning to your queue and clicking [RESUME REVIEW](#).

Review Timeframes

- *Regional reviewers* have seven days to complete reviews and will receive a reminder email on day six. Reviews that have not been completed within that timeframe will be returned to the regional review queue.
- *Private In-District reviewers* do not have enforced timeframes. It is recommended that reviewers only pickup papers if they can complete the review within two to four days. If Private In-District reviewers are unable to complete the review within a timely manner, please submit a technical support ticket to have the paper returned to the in-district queue (See [Technical Support](#) section).
- *In-District reviewers* complete reviews outside of the dashboard. Reviews are manually distributed by District Facilitators. To ensure that Beginning Teachers receive feedback within a timely manner, it is recommended that reviews be completed within a timely manner (i.e. two weeks).

Regional Review Paper Issues

Papers submitted to the Regional Review queue should be:

- Anonymous – should not include any information that would identify them or the school/district they work for
- Paper text – Occasionally, Beginning Teachers will submit a link to an external document (i.e. Google Doc) in lieu of pasting their paper in the dashboard. Reviewers cannot click external links in module submissions making it difficult to access the external link.

If a reviewer picks up a paper with either of these issues, it is at the discretion of the reviewer whether they would like to proceed with the review.

If they would like the paper returned to the Beginning Teacher to correct these issues, the reviewer should submit a technical support ticket noting the paper id and the issue(s) (See [Technical Support](#) section). TEAM Technical Support will then pull the paper from the reviewer's queue to return it to the Beginning Teacher.

Private Review Paper Issues

Papers submitted to the Private Review queue:

- Should follow district guidelines in terms of anonymity and the use of external documents/links.
- Do not have enforced return timeframes. Once picked up, the paper remains with the reviewer until the review is completed. It is highly recommended that reviewers do not pick up papers unless they are able to complete the review within a timely manner.
 - Please submit a technical support ticket if you are unable to complete the review within a timely manner so that paper can be returned to the queue.
- Does not have chief review/adjudication (chief reviews can only access submissions from the regional review queue).

REVIEWING TOOLS



Reviewer / Reflection Paper Review

REFLECTION PAPER REVIEW

Any work done during your review is saved automatically. You may exit this review at any time and return to complete it if necessary.

Paper ID
86928

Module

Subject
Mathematics (Algebra 2)

Grade
9-11

Indicator
2. Teach
Instruct

aligned with standards, builds on students' prior knowledge and assessment results, and provides an appropriate level of challenge for all students. ATTRIBUTE: Use of student data to plan

Reflection Paper

Evidence

Criteria and Feedback

Font Size

Clear All Evidence

Goal:

Enter Goal Here

Initial Summary

afdsfa

Reflection Paper:

I began the Planning for Active Learning Module by analyzing and discussing the assessment strategies that I have been implementing in my classroom throughout this school year with my mentor. Using the CCT Performance Profile as assessments I was using to monitor my students' progress (indicator three). Many of the assessments that I have given to my Algebra 2 class were summative, including tests and quizzes. Occasionally, I would use formative assessments assignments; but I did not use them as regularly as I should. While these formative assessments were helpful in identifying which students were having difficulty or misunderstanding a concept, students were not reflecting upon their own progress. They needed to better to excel in my class. This was obvious as many students would make a mistake on a formative assessment or homework assignment and then carry that mistake to a test or quiz.

In this module, I will introduce formative assessments into a polynomials unit within my Algebra 2 class. This unit has more concepts than the ones we have done prior in the school year and includes many new ideas that can seem abstract to students. I am hoping the formative assessments that I implement will allow students to see where their understanding needs to deepen, as well as, allow me to adjust and modify any future lessons based on my students' misunderstandings and needs.

My first learning activity was to read "Formative Assessment Activities: Can They Do the Math?" by Suzanne Walsh. This book discusses over thirty techniques that teachers can implement when using formative assessments, specifically focusing on a mathematics classroom. The book starts by discussing why formative assessments are crucial as they "provide teachers with new information regarding the problem-solving skills and abilities of their students, and in turn inform teachers' instruction" (Walsh 2013). Additionally, this book allowed me to broaden my ideas of what formative assessments are. Originally, I thought of warm-up problems, exit tickets, and homework problems but Walsh describes formative assessments as "opportunities to showcase their skills and abilities in less traditional ways" (Walsh 2013). The words "less traditional ways" really stood out to me. I want to expand the strategies I am currently using to better match my students' needs and learning styles, while also allowing them to reflect on their current understanding and progress.

Two strategies I plan on implementing that were described in "Formative Assessment Activities: Do They Know the Math?" are called 3, 2, 1 and Fingers on Chest. The 3, 2, 1 activity has students write on a sticky note three things they have learned, two things they found interesting, and one question they still have. This activity allows students to self-reflect and assess the concepts they have just learned about, without worrying if they are providing a right or wrong answer. I will implement this activity after teaching students about using polynomial division to factor. This lesson can be very abstract and confusing for students as they often think of division and factoring as two completely separate and different things. I plan on looking at students' questions and noting which concepts need to be reviewed or retaught.

The other strategy that I will implement within this unit is called Fingers on the Chest. This is a quick, on-the-fly assessment to see how students feel as they are comprehending a lesson. Students place one to four fingers on their chest, one being the lowest level of understanding and four being the highest. I am especially excited to use this strategy as in the past I have used a thumbs up, down, or in the middle for students to gauge their feelings and understanding of a lesson. When using thumbs, I only received participation from half of the class. When I asked students why they were not participating, they told me they did not want others to see or judge their responses. Fingers on the Chest allows students to privately share their feelings on the lesson with me, without concern for other students seeing it. I anticipate that all students will participate, and I will have a better understanding of what students need to work on and what they have mastered than when I only used the thumbs-up method.

In the "Formative Assessment Activities" text, Suzanne Walsh discussed how providing feedback on formative assessments, without grades, can help increase the speed of student learning. Throughout this school year, I have used graded exit tickets and warm-ups as my main form of formative assessments. I have noticed that many of my Algebra 2 students would get very nervous while completing these and take much longer to complete them than expected. They would be very meticulous while answering the questions as they were scared they would lose points for correct answers. Throughout my current unit focusing on polynomial functions, I plan to give these formative assessments without entering a grade into the online portal and will notify students of this prior to them completing the exit tickets and warm-ups. These will be given at the end of each practice day after students have had the opportunity to digest the new material along with trying out a variety of problems using the new concepts. I will have a discussion with them on the first day of implementation about how I use their responses to pinpoint areas of misconceptions and how they can use the feedback provided to modify what they are doing and improve their learning. I am hopeful that this change will alleviate some of my students' stress when it comes to formative assessments.

My next learning activity was reading "Making Moves: Formative Assessment in Mathematics" by Brent Ducker, Carrie Holmberg, and Joanne Rossi Becker. This article focuses on formative assessments through discussions while building students' mathematical language skills using seven specific moves. Through reading this article, I was able to broaden my understanding of feedback from formative assessments. Ducker, Holmberg, and Becker state that "making FA moves is about orchestrating and eliciting student understanding through speaking and listening routines that uncover prior knowledge and misconceptions" (2017). Prior to this module, the majority of my feedback was written on the formative assessments that students completed and mostly focused on how they solved a problem. The ideas from this article allow me to push away from the deficit overtones of written assessments and focus more on amplifying student voices.

Many of my lessons in Algebra 2 follow the same structure where students first work in small groups through discovery based activities and scaffolded questions, then as a whole class we debrief on what they have learned. Before this module, there would only be a handful of confident students who consistently participated in the debrief, so it was difficult to get a gauge on where students were with their understanding and which misconceptions they may have developed. Throughout the polynomials unit, I plan on implementing the moves of priming and bouncing. I envision that this will allow my students to have deeper discussions and I will be able to adjust the current lesson based on students' responses. Priming works by encouraging and preparing students to participate in these discussions. One way I plan on using priming throughout this unit will be to take questions that a specific group asks me one-on-one during the discovery and then asking them to share it with the whole group during the debrief. Saying something such as "That is a great question! Why don't we ask that of everybody?" will bring more students' voices to the debrief. Additionally, asking the student one-on-one to share during the debrief helps to encourage participation more than cold calling. Implementing this strategy throughout each of the lessons of this unit will allow me to pinpoint where students are confused on the topic and adjust the conversation accordingly.

In the same article, Ducker also describes the move of bouncing. While bouncing includes ensuring the conversation has a large sample size, meaning many student voices are included, he also describes this as the teacher "bouncing around listening for 'nuggets' while students were working" (Ducker 2017). While I already bounce around during the discovery portion of the lesson, I would usually share with a small group that their ideas were on the right track and would not connect it to the debrief. One way I can use bouncing to increase the participation in the debrief, is to tell groups, "Later I'm going to ask you to contribute what we just talked about." This will help to "bounce" their ideas from their small group to the whole class, whether they have a partial or deep understanding of the topic. Then, throughout the debrief myself and other students can work together to build on these ideas. This article has allowed me to realize that formative assessments are not just pencil and paper activities, it also includes listening to your students and their thinking. I anticipate that becoming more strategic in my own responses will not only allow for increased student participation, but will allow me to assess my students constantly throughout each lesson. I will be able to adjust any conversation during the debrief to best match my students' responses.

My third learning activity was to read "On Formative Assessments in Math- How Diagnostic Questions Can Help" by Craig Barton. This article discusses one formative assessment strategy, which focuses on the type of questions teachers ask their students in order to gain reliable evidence about students' understanding. Diagnostic questions are "designed to help identify and, crucially, understand students' mistakes and misconceptions in an efficient and accurate manner" (Barton 2018) through specific multiple-choice questions. They include one correct answer, with the other three choices revealing a specific mistake or misconception. Diagnostic questions also allow teachers to plan for errors by having explanations, resources, and strategies already in place to help students learn from their mistakes and further their learning.

Within this unit, my Algebra 2 students will learn about end behavior of polynomials and writing equations in factored form. One diagnostic question that I will implement following these two lessons asks students to match an equation to the graph of a function. Students will have the choices of A) $y = x(x+1)(x-2)$, B) $y = -x(x+1)(x-2)$, C) $y = x(x+1)(x+2)$, and D) $y = x(x+1)(x-2)$. Choice A being the correct answer. Choices B and D show students incorrectly writing zeros as factors, and Choices C and D show students having an end behavior error. Each of these choices provides me with specific insight into students' misconceptions, which will allow me to differentiate instruction during the following class period. Students will be grouped based on their responses and which errors they made. Group B will review how to convert from zeros to factors, Group C will receive practice on end behavior, and Group D will have remediation about both of these topics. Using this diagnostic question to differentiate instruction for my students will allow them to recognize where they need to improve while also correcting any misconceptions they have acquired. I anticipate that implementing this strategy will lead to higher quiz and test scores, as students will be aware of and overcome their conceptual and procedural errors.

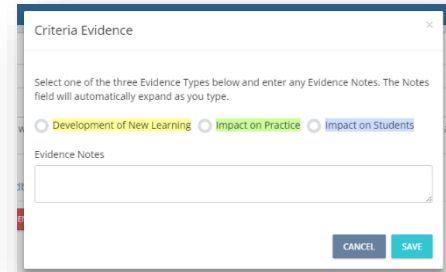
This module has provided me with many techniques to add to my toolbox, which will allow me to gather data that I am using to plan current lessons and I will use when planning future lessons for my students. I have learned that I do not need to recreate the wheel when planning formative assessments and they are not difficult to implement in any lesson. There are many strategies that can be done on the spot, without creating overcomplicated worksheets or problems for my students to complete. I have also realized that the best formative assessments occur when a classroom is a safe environment where students are able to take risks without feeling judged or overwhelmed. Additionally, I have learned to not only focus on which formative assessments I am implementing in my classroom, but also make deliberate decisions during class discussions about which questions will allow me to gain the most information about my students' understanding. Based on what I have learned from my readings and discussions with other teachers, I am confident that my lesson planning will improve to best fit my students' needs. I will be able to differentiate instruction based on my students' responses while also using a variety of techniques to gather data.

Evidence Notes

Highlight sections to note evidence criteria. A pop-up will appear where you can select the criteria and add your notes.

Reviewers can view all highlights and evidence notes by criteria on the “Evidence” tab.

These notes/highlights will not be seen by the beginning teacher but can be helpful if a module goes to chief review for adjudication.

A pop-up window titled "Criteria Evidence" with a close button (X) in the top right corner. Inside, it says "Select one of the three Evidence Types below and enter any Evidence Notes. The Notes field will automatically expand as you type." There are three radio buttons: "Development of New Learning" (selected), "Impact on Practice", and "Impact on Students". Below these is a text area labeled "Evidence Notes" and two buttons at the bottom: "CANCEL" and "SAVE".

Criteria and Feedback

Reviewers select which module criteria was met or not met.

If the criteria was not met, reviewers select from feedback statements. It is recommended that reviewers only select one, at most two, feedback statements, per criteria.

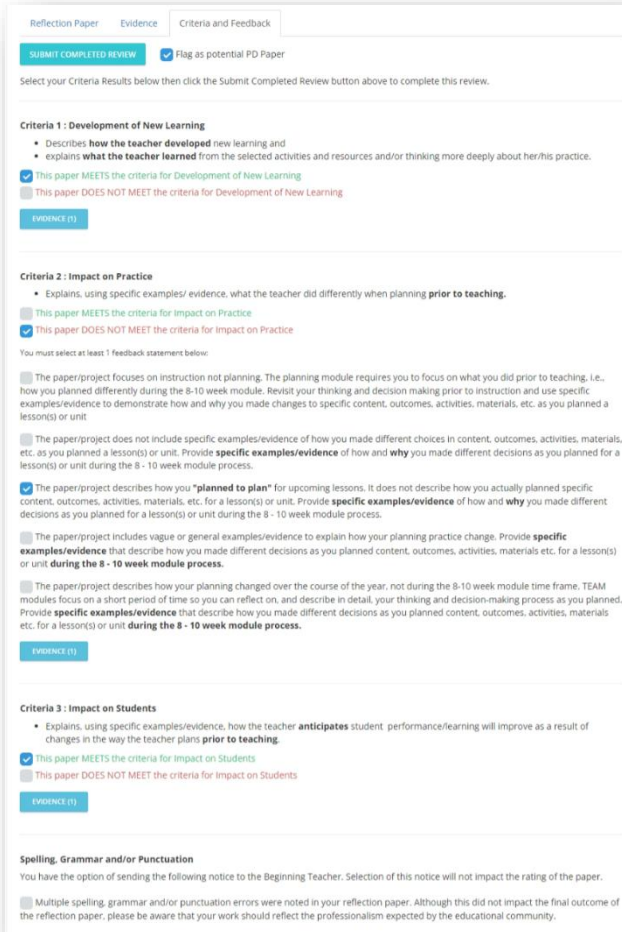
PD Paper

Flag exemplary submissions as well as submissions that require a lot of revisions as potential PD papers. PD papers are used as practice papers and examples in professional development and training. Flagged PD papers help our trainers provide a range of submissions to be used as training materials preparing reviewers and mentors in supporting beginning teachers.

Spelling, Grammar and/or Punctuation

This is an optional selection for informational purposes only. Beginning teachers will not be notified if this option is selected.

Once all selections have been made, click the **SUBMIT COMPLETED REVIEW** to **complete the review**.

A screenshot of the "Criteria and Feedback" tab in a review interface. At the top, there are tabs for "Reflection Paper", "Evidence", and "Criteria and Feedback". Below the tabs is a "SUBMIT COMPLETED REVIEW" button and a checkbox "Flag as potential PD Paper". A message says "Select your Criteria Results below then click the Submit Completed Review button above to complete this review." The form is divided into three sections: "Criteria 1 : Development of New Learning", "Criteria 2 : Impact on Practice", and "Criteria 3 : Impact on Students". Each section has a list of criteria with checkboxes for "MEETS" or "DOES NOT MEET". Below each section is a "FEEDBACK (S)" button. At the bottom, there is a section for "Spelling, Grammar and/or Punctuation" with a checkbox and a message.

REVIEWER UPDATE: PROFESSIONAL LEARNING UNIT (RPLU) SERIES

To maintain Reviewer eligibility, Reviewers must complete three online Reviewer Professional Learning Units (RPLUs) over a two-year period. Reviewers with lapsed eligibility can renew at any time by complete the required number of Reviewer Update RPLUs.

ACCESS REVIEWER UPDATE: PROFESSIONAL LEARNING UNIT (RPLU) SERIES

- Click **Reviewer** on the TEAM main menu, then click *Reviewer Update: Professional Learning Unit (RPLU) Series*.
- A new browser tab will open to <https://team.habilislearning.com>.
- Login using your TEAM credentials.
- Under “New/Available Training Courses” tile, select the *Reviewer Update: Professional Learning Unit (RPLU) Series* (If have already started a RPLU, it may show under the “In Progress Training Courses” tile).
- The required number of RPLUs to renew Reviewer eligibility are listed in the “RPLUs required to complete this training” field under the training description.
- At the top of the page, select “Participate” to start the course.
- Select “Begin” to start a RPLU. Make sure to click the “Complete” button at the end of each RPLU to ensure the RPLU is counted toward your eligibility.
- Upon completing the required number of RPLUs, make sure that the “RPLUs required to complete this training” field is “0”. If not, please make sure that the RPLUs are marked as completed (if they say “Continue” you must click the “Complete” button on the last page of the training).
- The Reviewer tile on the TEAM dashboard should automatically update with your new eligibility dates (may need to refresh the page).

Reviewer PLU (RPLU)s required to complete this training

3

Reviewer PLU (RPLU) Progress

None

You are participating in this training. You have completed 0 of the 3 Reviewer PLU (RPLU)s required. Please select a Reviewer PLU (RPLU) from the list below.

NOTE: Reviewers can start taking PLUs toward their next renewal **11 months after their last training/renewal date**. The black bar will indicate when and how many RPLUs can be taken toward the next 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.

CHIEF REVIEWER DASHBOARD

TEAM trained Chief Reviewers provide adjudication for the regional review queue. Chief Reviewers can support reviewers and provide adjudication within their district outside of the TEAM dashboard.

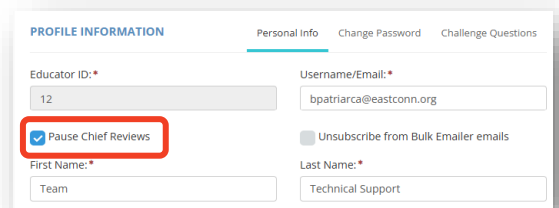
PAUSE CHIEF REVIEWS

Chief reviewers can pause Chief Review resubmits via their TEAM profile. Chief Reviewers should select this option if they are going to be out on leave or if they are no longer participating in TEAM.

To pause reviews:

- Select **My Profile** on the TEAM main menu
- Select “Edit Profile/Password”
- Select the “Pause chief reviews” checkbox
- Click **SAVE**

By selecting this option, any resubmits will be rerouted to the Chief Review queue.

A screenshot of a web form titled 'PROFILE INFORMATION'. It has three tabs: 'Personal Info' (selected), 'Change Password', and 'Challenge Questions'. The form contains several input fields: 'Educator ID: *' with the value '12', 'Username/Email: *' with the value 'bpatriarca@eastconn.org', 'First Name: *' with the value 'Team', and 'Last Name: *' with the value 'Technical Support'. There is also an unchecked checkbox for 'Unsubscribe from Bulk Emailer emails'. A red rectangle highlights the 'Pause Chief Reviews' checkbox, which is currently checked.

REFLECTION PAPER QUEUE

IN REVIEW

Chief Reviewers can pick up multiple papers. Once a paper has been reviewed by a chief reviewer, any additional submissions will be sent directly to that chief reviewer and will populate in the *In Review* tab.

The review tools for a chief reviewer are the same as initial reviewers except, chief reviewers can view past reviewers' criteria and feedback selections on the “All Reviews” tab (see [Reviewing Tools](#) section for more information).

Chief Review Timeframes

To ensure that papers are returned to Beginning Teachers within a timely manner, Chief Reviewers will have within fourteen days from the resubmission date or the date the paper was picked up to complete their review and will receive a reminder email on day thirteen.

It is recommended that Chief Reviewers email beginning teachers to provide additional clarification and support in understanding the feedback and revisions needed for their module. There is no set timeframe for Beginning Teachers to resubmit, but Chief Reviewers could recommend a timeframe.

REQUIRING REVIEW

Papers that are in the chief review queue and can be picked up for review. The dashboard prioritizes reviews for individuals within 6 months of their TEAM deadline date.

COMPLETED

Chief Reviewers can access and view past reviews.

INITIAL REVIEW QUEUE

Chief Reviewers can view the submissions pending initial review within the Regional Review queue. Chief Reviewers can only view submissions and cannot pick up initial review papers from this page (See [Reviewer Dashboard](#) section on how to pick up initial papers for review).

PD PAPERS

Chief Reviewers can access, and view papers flagged as PD papers. These submissions can be used for training purposes, though any identifying information (name and district) should be removed.

STATISTICS

Statistics provide insight on review rates and numbers by school year (September-August) and can be used for informational purposes.

EXPORT REVIEWS

Chief Reviewers can export their review counts by date. This is intended for RESC Chief Reviewers for invoicing so the payment due rates may not align with district Chief Reviewer rates.

CSDE does not provide direct compensation to district Chief Reviewers. Compensation for initial reviews and chief reviews is determined and dispensed at the district level.



(CR) CHIEF REVIEW EXPORT Reporting for Chief Reviews

Filter Options

Start Date: 10/01/2024 End Date: 12/31/2024

☒ Include Subtotals

RESET FILTER EXPORT

MY CLASSES

Prior to their training start date, individuals registered for Initial Support 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)

USEFUL ONLINE RESOURCES

[TEAM Program Website](#)

[TEAM Dashboard Login](#)

[TEAM Training Schedule](#)