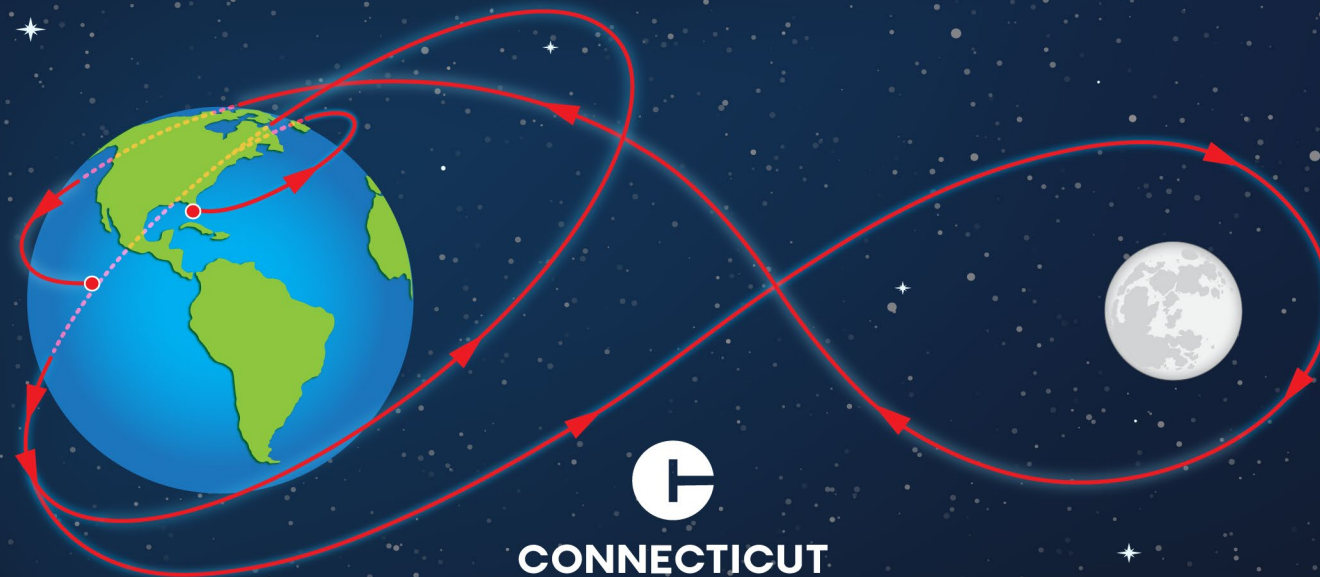


Teacher Education and Mentoring (TEAM) Program District Facilitator Meeting

CONNECTICUT'S MISSION: EMPOWER EVERY LEARNER'S JOURNEY

SCHOOL YEAR 2026-27

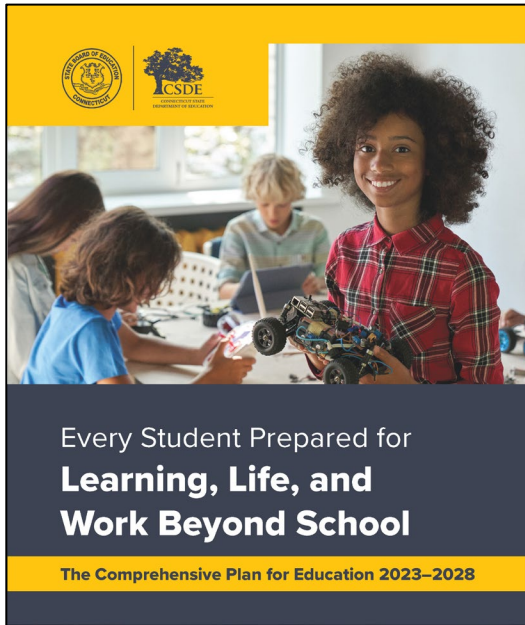


CONNECTICUT
Education

Inspired by the Artemis II mission

Connecticut State Department of Education – September 10, 2026

Every Student Prepared for Learning, Life, and Work Beyond School: State Board of Education Comprehensive Plan (2023-2028)



Ensure Equitable Access to Education

All learners are supported, including those with high needs, and have equitable access to education regardless of background or advantage, including access to great teachers and leaders, and a diverse educational workforce.



Ensure Safe and Healthy Learning Environments

Learning spaces are safe, compassionate, and culturally responsive. They are designed to support the academic, physical, and social-emotional well-being of all learners, including learners of color, multilingual learners, those with a disability, learners experiencing food and housing insecurities, learners coming from low-income families, and those who identify as LGBTQ.

Elevate Curriculum Frameworks

Elevate Connecticut's curriculum frameworks to provide support for the development of rigorous, engaging instruction and the reliable assessment of universally required skills for life beyond school and a lifelong love of learning.



Create Multiple Career Pathways

Create opportunities for all students to explore multiple career pathways through coordinated and rigorous programs that are developed in partnership with institutions of higher education and local/regional employers, and that align to economic opportunity and advance students in careers of their choice.



CSDE Strategic Focus Areas

**Every Student Prepared
for Learning, Life, and
Work Beyond School**



Expand our Educator Workforce



Support Safe and Healthy Learning Environments



Ensure Students are Present and Engaged



Elevate and Support High Quality Instructional Materials



Modernize and Expand Post-Secondary Pathways



Improve Outcomes for All Students, including Students with Varying Abilities



Strengthen and Promote School, Family, and Community Partnerships



CONNECTICUT'S MISSION: EMPOWER EVERY LEARNER'S JOURNEY



Agenda

- ★ Welcome and introductions
- ★ A message from the 2026 CT Teacher of the Year
- ★ Meeting Goals and 2025-2026 Year in Review
- ★ District and Mentor Spotlights
- ★ TEAM 2.0 - What is Changing and Why
- ★ 2026-2027 Transition Year
- ★ Beginning of Year Reminders
- ★ Small Group Discussion
- ★ Q & A and Resources



Meeting Norms

Be Present &
Engaged

Listen for
Understanding

Keep It Focused
& Forward-
Looking



WELCOME!

Meet the CSDE Team Behind TEAM

Dr. Shuana Tucker



Chief Talent Officer

Dr. Jade Gopie



Talent Office Bureau Chief

Ashley Wright



Education Consultant
TEAM Program Manager

Gady Weiner



Education Consultant
TEAM Data Manager

Victoria Malvey



Educational Services Specialist
TEAM Program Support

Who else is here with us today?
Let us know in the chat!



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Meeting Goals

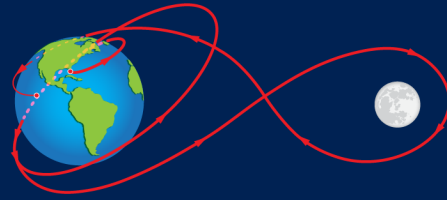


By the end of today's session, you should...

- Understand key TEAM updates and priorities.
- Know what to expect for the year ahead.
- Be prepared to support TEAM implementation in your districts.



CONNECTICUT'S MISSION: EMPOWER EVERY LEARNER'S JOURNEY



A Message from Brian Betesh,
the 2026 CT Teacher of the Year



The 2025-2026 Year in Review

Beginning Teachers Completed TEAM

- 26,500

Mentors Trained/Updated

- 3,100

Reflection Papers Successfully Completed

- 4,316

Attrition Rate

- 75.7% of teachers still in CT after completing TEAM
- 1 year: 93.7%
- 2 years: 86.6%
- 3 years: 82.7%

2025-2026 TEAM Completers

- 1,149

Beginning Teachers

- 3,139

BTs that completed in 2025-26 still in EDS

- 98.8%

Total # of Completed Modules

- 123,551





District Spotlight: Achievement First



Building Connection & Accountability Through TEAM Cohorts

- Achievement First organizes beginning teachers into cohorts and prioritizes pairing them with mentors within the same school to foster meaningful, in-person collaboration.
- Twice each year, the District Facilitator hosts a Module Kickoff to bring mentors and beginning teachers together to review expectations, establish timelines, address questions, and share ideas for developing meaningful PGAPs and selecting learning activities aligned with their goals.
- A strong example of how intentional structures can cultivate connection, consistency, and accountability while keeping TEAM focused on authentic professional growth.

To learn more, email DJ at djvandrilla@achievementfirst.org (Principal, District Facilitator)

[We invite you to complete the form highlighting the exceptional work being done by all participants in TEAM.](#)





Mentor Spotlight: Jumoke Academy



- **Kara McDonald** has been especially supportive of teachers who needed help in the middle of the TEAM process. She has stepped in when a teacher's original mentor left the school and has also supported teachers who transferred to Jumoke while already engaged in the TEAM process. She helps teachers understand where they are in the process, what still needs to be completed, and provides ongoing support along the way. Her support also extends beyond TEAM. Kara regularly helps new teachers with instructional best practices, classroom questions, and the day-to-day challenges that come with being new to the profession. Her consistency and willingness to step in when needed have made her a valuable support for beginning teachers.
- Mentoring is an important part of supporting beginning teachers in our district. Mrs. McDonald has shown the value of having a mentor who is knowledgeable, available, and willing to step in when additional support is needed. Her work with new teachers has supported both their completion of TEAM requirements and their growth as educators.
- TEAM mentors are recognized through district communication and opportunities to highlight their work with beginning teachers. Mentors may be acknowledged through TEAM newsletters, staff communications, and during TEAM meetings as teachers complete modules or reach milestones in the process. As a district, we are also looking for more intentional ways to recognize mentors for the time and support they provide to beginning teachers. This could include mentor spotlights, certificates of appreciation, recognition at district meetings, and highlighting mentors in future TEAM newsletters.

[In an effort to celebrate the amazing dedication of our mentors across Connecticut, we invite you to complete the form that recognizes mentors and shares your appreciation!](#)



To Our TEAM District Facilitators...

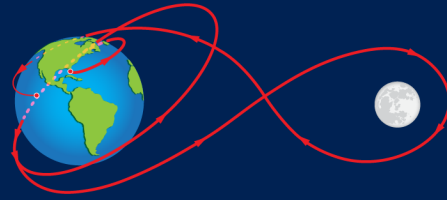


A strong start keeps teachers in Connecticut classrooms, and that start begins with you.

Thank you for the dedication, commitment, and professionalism you bring to this role each day.



CONNECTICUT'S MISSION: EMPOWER EVERY LEARNER'S JOURNEY



A Message from Dr. Shuana Tucker CSDE Chief Talent Officer



What TEAM Data and Feedback Have Told Us

Time is regarded as the most valuable resource

Time spent on documentation can reduce the time available for coaching and support

Administrative burden was found to be crowding out time for coaching

Documentation requirements have grown to outweigh the relationship they were meant to support

Significant amount of redundancy with educator preparation program (EPP) requirements

Beginning teachers report duplication of paper and project requirements between educator preparation programs (EPP) and TEAM

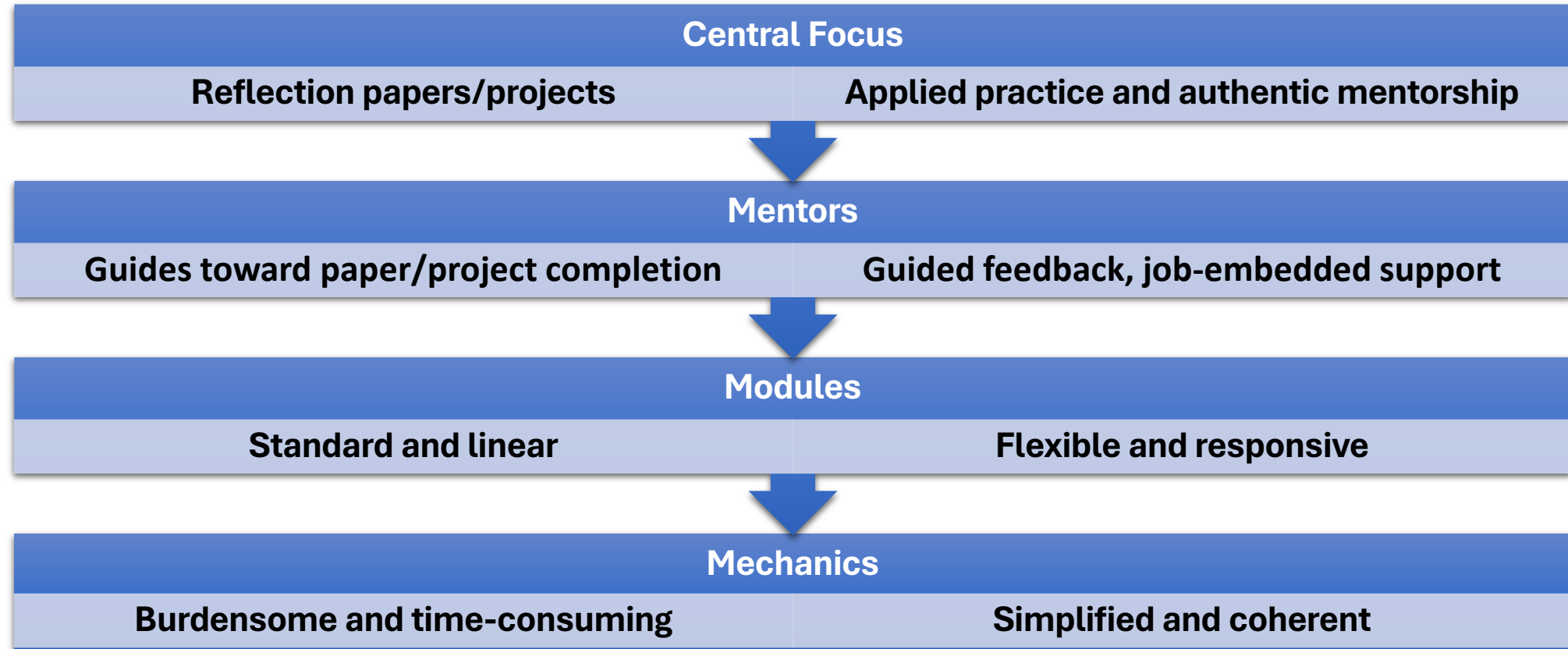
One size does not fit all

Flexible, differentiated pathways provide stronger support for the range of experience that beginning teachers bring to their varied assignments.

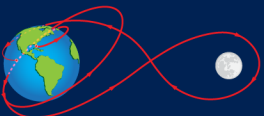


From TEAM to TEAM 2.0: A Renewed Approach to Teacher Induction

Meaningful Mentorship | Professional Growth | Educator Well-Being



The goal: Improve early-career teacher retention.
Simplified. Connected. Flexible. Practice-based.



Purpose of the Transition Year

- * Provide teachers and schools with a gradual on-ramp to full roll-out of TEAM 2.0 in 2027-28
- * Collect information about what works and what needs adjustment
 - * WEPC will survey mentors & beginning teachers in spring 2027 using the same set of questions asked in fall 2025 and spring 2026
 - * Questions ask about satisfaction with TEAM overall and with mentorship specifically, how they use their mentorship time, workload, burnout, and job satisfaction
 - * Comparing responses from the transition year to prior years will allow us to see how satisfaction, engagement, and time use are shifting and identify areas for refinement



2026-27 Transition Year

Pathway A	Pathway B
Reflection Paper/Project	Mentor Engagement Log

Both pathways will remain valid during the 2026–27 school year.



Cycle of Professional Learning

Process of Continuous Professional Growth



TEAM Module Process



Transition Year: Pathway B

Component	Who completes it?	Purpose
Date/time/type of engagement	Mentor	Establishes the required engagement hours
Focus/need	BT	Identifies the authentic professional need
Mentor support	Mentor	Documents the coaching/support provided
BT action/learning	BT	Demonstrates the beginning teacher's key takeaways and the next steps to be undertaken.
Follow-up	BT + Mentor	Ensures the continued progression of the mentoring cycle.

The purpose of the log is to document meaningful mentoring, not to shift and recreate the reflection paper in a different format.



Module Pathway Selection – TEAM Dashboard

Module 1: Classroom Environment, Student Engagement and Commitment to Learning

Module Pathway Selection

Starting September 1, 2026, beginning teachers (BTs) will have the option to (Pathway A) continue doing TEAM as is, or (Pathway B) pilot mentorship engagement logs in lieu of reflection papers/projects submissions.

Beginning teachers and mentors will decide which pathway they would like to use for each module, in consultation with their district. The CSDE recommends using Pathway B because it more closely resembles TEAM 2.0 and provides flexibility to Year 1 BTs to more easily transition in 2027. Both pathways will satisfy TEAM requirements.

Select your Pathway for this Module: (please consult with your Mentor before choosing)

Pathway A - Paper/Project Submission

- Mentor continues to submit mentor meeting log notes in TEAM dashboard
- BT drafts reflection paper/project and submits to mentor for sign-off Mentor selects "Paper/Project Submission" and signs off (one sign-off required)
- Paper/Project is submitted to the district's selected review queue (Regional, Private, or In-District)

Pathway B - Log Submission

- Mentor and BT collaboratively document a minimum of 10 hours of mentoring per module in Mentorship Engagement Logs
- Mentor submits Mentorship Engagement Logs in the TEAM dashboard
- Module marked complete

SUBMIT



Mentor Logs Engagement Log Entry

Entries can be submitted in 5-minute increments.

Log Entries

	Date and Time	Length	Status	Summary
 	Sep 8th, 2026 8:00am	0h 30m	Waiting BT	- First week back to school has been postive overall - Students are excited to learn, happy to be in the classroom, and engaged during instructional times - BT shared that transitions have been challenging (taking more than 5 minutes to move from breakfast to morning meeting) - Feels unsure how to improve transitions without raising voice and shared this is causing lots of frustration early in the day - Discussed having GLP (12-year veteran teacher) share tips with BT and possibly model while I cover classroom for 15 minutes one morning next week so BT can observe - Will reconnect briefly after to debrief
	Oct 20th, 2021 9:00am	1h 0m	BT Accepted	Reviewed Module 1 feedback. Prompted Charlie to identify revisions needed.
	Sep 10th, 2021 9:00am	1h 0m	BT Accepted	We talked about transitions - where they are now, and where Charlie wants them to be/go.
	May 13th, 2015 7:00am	2h 0m	BT Accepted	Erin and I worked alot today. She is a great BT.

- Bulleted lists are acceptable.
- Aligned to CCT. Domain and PGAP
- Next steps identified.

- Be specific.



Beginning Teacher Accepts Log Entry



Dashboard Home

My Profile

Module Center

Mentor Meeting Log

Personal Journal

Review District Plan

System Messages

Dashboard Resources

Technical Support

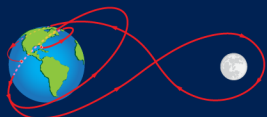
Mentor Meeting Log

MEETING LOG ENTRIES

Show 10 entries

Search:

Actions	Date	Start	End	Focus	Summary
ACCEPT	2026-09-08	8:00 am	8:30 am	Module 1	- First week back to school has been positive overall - Students are excited to learn, happy to be in the classroom, and engaged during instructional times - BT shared that transitions have been challenging (taking more than 5 minutes to move from breakfast to morning meeting) - Feels unsure how to improve transitions without raising voice and shared this is causing lots of frustration early in the day - Discussed having GLP (12-year veteran teacher) share tips with BT and possibly model while I cover classroom for 15 minutes one morning next week so BT can observe - Will reconnect briefly after to debrief



A Mentor's Checklist

Colleagues from CEA generously designed [this checklist](#) for TEAM mentors to use as a reference during this transition year.



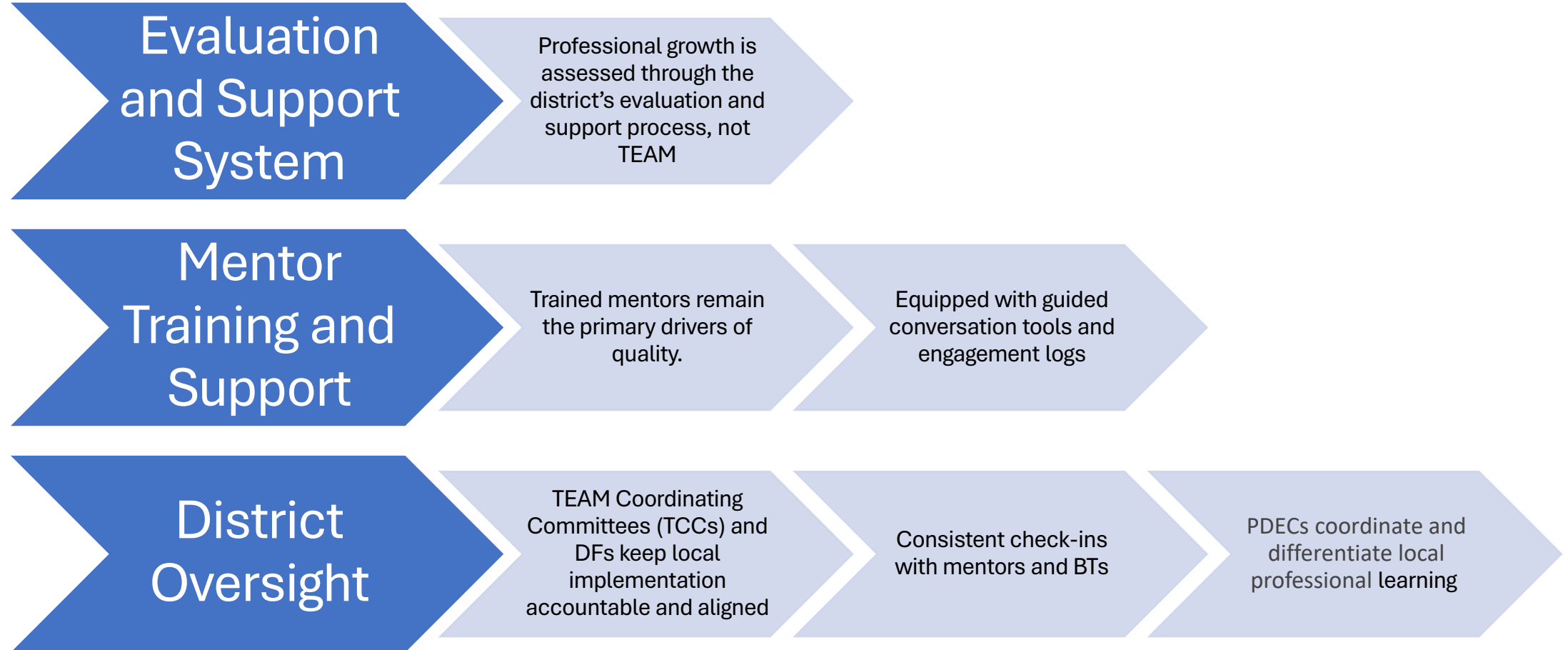
Transition Year: What We're Learning

- **Mentor documentation:** Mentors are capturing and submitting evidence of mentoring interactions.
- **BT engagement:** Beginning teachers remain active participants in the mentoring process, even when their contributions are less visible in the dashboard.
- **A different kind of evidence:** We're learning what documentation is most useful for showing professional growth without returning to a compliance-heavy model.
- **Looking ahead:** This year is helping us identify opportunities to better reflect the **shared nature of mentoring and professional growth** in TEAM 2.0.

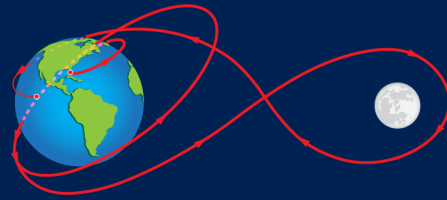


Maintaining High Standards

"If we don't have papers or projects, how will we know the BTs are growing professionally?"



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EMPOWER EVERY LEARNER'S JOURNEY**



Beginning of Year Reminders

The Role of a TEAM District Facilitator

- The DF **must**...
 - be appointed by the superintendent;
 - be a certified teacher or administrator in the district;
 - lead the TEAM Coordinating Committee; and,
 - function as the liaison between the CSDE, the district, beginning teachers, mentors and administrators regarding requirements of the TEAM program.
- Early in each school year, the superintendent will be asked to appoint the individual who will be responsible for the facilitation of TEAM in the district.
- A fact sheet containing an overview of DF responsibilities is included in [Appendix E of the TEAM Program Manual](#).



Beginning of the Year Reminders – Page 1

- Review the [annual timeline](#) on the website and make sure you are aware of all the TEAM activities and deadlines.
- Data updates to the dashboard occur on Tuesdays and Thursdays. Any updates to EDS/CECS will be reflected in the **subsequent** data transfer.
- Verify that all BTs and Mentors have created user accounts on the dashboard, recommending that they use a personal email address.
- Confirm with your central office staff that any new hires are entered into EDS at the earliest opportunity to ensure their assignments populate on the dashboard.



Beginning of the Year Reminders – Page 2

- 2 BTs per mentor, 3 w/ CSDE permission
- \$500 per BT – paid for by district, support from CSDE
- Stipend is tied to hours, not modules
- Share [this video](#) with building principals, especially those new to their role and supporting BTs
- When contacting the CSDE (email or helpdesk ticket) please be as specific as possible and include the teacher's EIN or at least full name.
- Review the monitoring list on the dashboard to ensure that all beginning teachers are included.



Payment Report

- Timeline
 - Report becomes available on 1/20/2027
 - Edits/corrections must be submitted before the 2/15/2027 deadline
 - The allocations are distributed via the grants system in late April
- The amount per BT is calculated based on the available funding and number of active BTs. The amount last year was \$230.
- To meet the required \$500 per mentor, districts are required to provide the remaining portion of the stipend.
- District Facilitators should be monitoring mentor meeting logs and module hours.



Mentor Eligibility

To maintain eligibility, mentors must complete a minimum of three online Professional Learning Units (PLUs) prior to their eligibility end date.

Mentor Criteria Checklist

- ✓ Experienced and accomplished teachers who have been carefully selected
- ✓ Completed Initial Support Teacher (IST) training
- ✓ Hold provisional educator certificate or higher
- ✓ Have three years of teaching experience, one of which is in the current district

Training Year

Year 1

Year 2

Year 3

School Year 4 and Beyond

IST or
Mentor
Update

Complete a minimum
of 3 PLUs

Must complete IST
Eligibility expires
Cannot serve as
mentor/cooperating teacher
District Facilitator Alert
about eligibility expiration

Effective 1/1/2024, mentors will be eligible to take one PLU per training year. Upon completing the Initial Support Training (IST) or completing the Mentor Update Professional Learning Series, they will be eligible to take a PLU toward their next eligibility renewal deadline of 9/30 of their training year and an additional PLU for every subsequent year during their eligibility period.



Exemption Requests



Your district recently hired an educator with experience in another state, but they are populating in the TEAM dashboard. Do they have to participate in TEAM?



Possibly. The prior experience must be evaluated by the Certification Office.

Former employer
sends ED 126 to
the Certification
Office



District Facilitator
notifies TEAM
Office



TEAM Office and
Certification Office
review ED 126 and
determine
exemption
eligibility



TEAM Office
notifies District
Facilitator



Extension Requests



What is the process for applying for an extension of the TEAM deadline?



The flowchart below illustrates the required steps. Note: These may only be accepted within six months of a deadline date.



Conversations with Colleagues

We encourage DFs to discuss...

- what teacher education and mentoring looks like in your district;
- what conditions are in place that support or constrain these practices;
- as a veteran DF, tips you would give to new DFs;
- how your TCC will communicate these shifts locally over the next year; and/or,
- the ways that the RESCs can best support your work.



We will monitor the clock and send a 2-minute and 1-minute reminder.



Resources for Your District

[CSDE/TEAM
Webpages](#)

[TEAM Newsletter](#)

[Optional Harmony
Professional
Learning Modules
for BTs](#)

[TEAM DF Annual
Timeline and BT
Orientation PPT](#)

[Cooperating
Teacher Handbook](#)



Frequently Asked Questions – Page 1



A teacher was called to active duty. Do we need to request an extension?



No, if a teacher is not listed in EDS with an assignment, the TEAM clock is paused until they reappear in EDS. Once they are back in EDS, the teacher will get the balance of time added to the deadline.



Since BTs won't be required to submit papers/projects, what will they submit instead?



BTs will submit their PGAP and ongoing comments in their engagement log. (More details to come with TEAM 2.0.)



Frequently Asked Questions – Page 2



A new educator joined the district. How will their user account reflect this change?



The assignment of a teacher to a district is determined by the assignment data in EDS. If a teacher needs to update their email address, please have them submit a tech support ticket that includes the new email address



A beginning teacher has been on medical leave (or active duty) and TEAM has been interrupted. Can their deadline be extended to prevent the IS/E?



When a teacher is no longer listed in EDS with an active assignment, their TEAM clock is stopped. Once the teacher returns to the classroom, an extension is granted based on the remaining balance of time.



Frequently Asked Questions – Page 3



Can a district have more than one district facilitator?



Yes, but only one primary user may edit the support plan and approve mentor stipends.



Can the role of district facilitator be assigned to a district's support staff?



No, only a certified educator may serve as the district facilitator.



Frequently Asked Questions – Page 4



Does the beginning teacher still have to complete a PGAP?



Yes. In both the transition year and the implementation of TEAM 2.0, beginning teachers will continue to formulate a PGAP that serves as the foundation for their professional learning and mentored support.



Does the mentor have to review/approve every engagement log?



The mentor and beginning teacher will document their engagement collaboratively.



Frequently Asked Questions – Page 5



Does the district facilitator score the quality of the mentoring conversation?



No. TEAM 2.0 is designed to be authentic and built upon trust between mentors and beginning teachers. It is a non-evaluative process.



Can a district facilitator reject an engagement log?



No. However, if the district facilitator has concerns about the engagement between the mentor and the beginning teacher, the district facilitator may arrange a conversation to address those concerns.



Frequently Asked Questions – Page 6



What happens if a beginning teacher doesn't demonstrate growth?



TEAM is non-evaluative. Professional growth is evaluated through the evaluation and support process.



Do mentors still need 10 hours per module?



Most beginning teachers are required to complete 50 total contact hours, including a minimum of 10 hours per module. Time should be allocated to areas where support will be most impactful.





District Facilitators are Key



As the district's primary point of contact for TEAM, you are responsible for being able to:

- ✓ Support mentors, beginning teachers, administrators, and the HR team
- ✓ Answer programmatic questions and clarify expectations
- ✓ Connect with CSDE when additional guidance is needed
- ✓ Help create a consistent, supportive TEAM experience across your district

For any other questions, please email CTteam@ct.gov and be sure to include as much information as possible (EIN, Name, district, etc.)

