

TEAM Program

**Transition Year Guidance for TEAM
Mentors and District Facilitators**

2026–2027



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

TEAM During the Transition Year

During the 2026–27 TEAM Transition Year, Beginning Teachers (BTs) may choose to complete TEAM requirements through either:

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

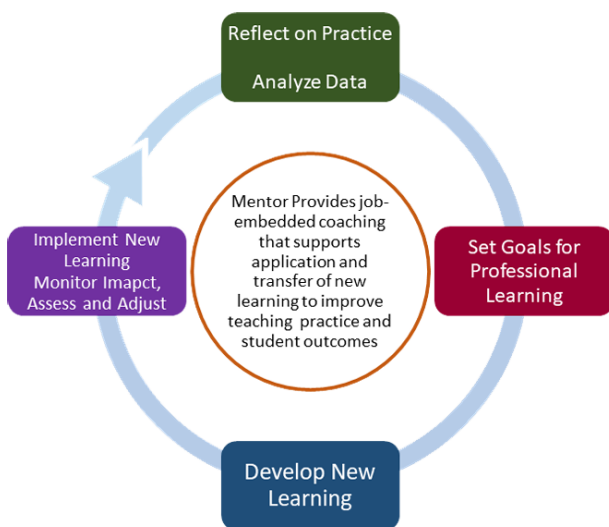
Either pathway satisfies TEAM requirements during the transition year. Pathway B is designed to support meaningful mentoring relationships and provide a flexible way to document professional learning without requiring a traditional reflection paper. The 2026–27 school year is an opportunity for mentors, Beginning Teachers, districts, and CSDE to learn from the transition to TEAM 2.0. Pathway B provides a way to document the professional learning that happens through the mentoring relationship.

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. **This process is maintained in Pathway B.**

Process of Continuous Professional Growth



TEAM Module Process



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

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.

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.



Screenshot of the PGAP to-do list on the BT's 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.

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 mentors can begin entering engagement logs.

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)

Selecting Module Pathway B

Before beginning a module, the Beginning Teacher selects **Pathway B: Mentor Engagement Logs** in the TEAM dashboard.

The process is designed to be collaborative:

1. Discuss the pathway

The mentor and Beginning Teacher discuss the available TEAM pathways and determine which pathway is appropriate for the Beginning Teacher.

2. Establish goals and expectations

The mentor and Beginning Teacher discuss how they will collaborate, including how they will document mentoring engagement. They may also discuss possible alignment between TEAM goals and evaluation goals.

3. Engage in meaningful mentoring

The mentor and Beginning Teacher engage in regular conversations and activities that support the Beginning Teacher’s professional growth.

4. Document mentoring engagement

The mentor documents significant mentoring interactions in the Mentorship Engagement Log on the TEAM dashboard. The Beginning Teacher reviews and approves the documentation.

5. Complete the module

A minimum of **10 mentoring hours must be documented for TEAM modules 1-4**. Once the required engagement has been documented, the mentor may mark the module complete in the 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

Screenshot of the Module Pathway Selection page on the BT's dashboard

Pathway B: Mentor Engagement Log

Although there are varied ways to complete the module process within the 8–10 week timeframe, the chart below may provide guidance for beginning teachers (BTs) and mentors who have selected Pathway B (Mentor Engagement Log) for a module. Please recognize that there may be some overlap and variation in how different teachers move through the module process.

Under Pathway B, the mentor and BT collaboratively document a minimum of at least 10 hours of mentoring per module in the Mentorship Engagement Log, in place of a reflection paper submission. The BT still develops and works from a Professional Growth Action Plan (PGAP). Entries may be submitted in 5-minute increments and should be specific, aligned to a CCT domain and the PGAP, and include next steps.

Beginning Teachers can use the "My Personal Journal" feature in the dashboard to record thoughts, observations, and reflections about new learning throughout the module process.

Suggested Module Pacing

Potential Timeframe	Module Phase	Pathway B Mentor Engagement Log Focus
Weeks 1–3	Phase 1 Reflect on Practice	- Analyze data on teaching and student learning. - Explore the CCT Performance Profile and select a CCT indicator as the focus of 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	- BT sets a Professional Growth Goal for the module, achievable within the 8–10 week timeframe. - BT and mentor collaboratively develop the Professional Growth Action Plan (PGAP). - Establish mentor meeting dates and the anticipated timeline for the module. - Share the PGAP with the building administrator. - Log this engagement, including focus/need, mentor support, and agreed next steps.
Weeks 4–6	Phase 3 Develop New Learning	- BT engages in professional learning activities aligned to the PGAP. - Mentor provides job-embedded coaching and guided feedback that supports application of new learning. - Document each engagement: date/time/type, focus/need, mentor support, BT's key takeaways, and next steps. - Continue building toward the minimum of 10 engagement hours for this module.
Weeks 6–8	Phase 4 Implement New Learning	- BT implements new learning in daily practice; mentor observes when applicable, and debriefs as appropriate. - Mentor and BT discuss how the new learning is impacting practice and student learning. - Make adjustments as needed, or identify additional new learning to pursue. - Log specific examples/evidence of changes in practice and student outcomes as part of the ongoing engagement entries. These should be informed by the BT.
Weeks 8–10	Phase 5 Reflect on Practice	- BT and mentor reflect together on changes in practice and student learning. - Collaborate to assess and adjust subsequent instruction, or identify additional professional learning as needed. - Complete the final engagement log entry(ies), confirming the module's 10-hour minimum has been met. - Mentor submits the Mentorship Engagement Logs in the TEAM dashboard; module is marked complete once submitted. - No reflection paper/project is submitted under Pathway B. The completed, collaboratively documented log fulfills the module requirement.

Module Engagement Log Components

Log Component	Person Responsible	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 BT's key takeaways and next steps to be undertaken.
Follow-up	BT + Mentor	Ensures the continued progression of the mentoring cycle.

Mentor Engagement Logs

Mentor Reminders:

- Entries should be collaborative and driven by conversations between the mentor and BT.
- Bulleted lists are acceptable.
- Entries should be aligned to the selected CCT Domain and the BT's PGAP
- Next steps are identified

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 “Module Center” button on the Beginning Teacher page.
- Click on the “Add 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.

The Beginning Teacher has selected Pathway B - Mentorship Engagement Logs

- 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

Hours Required

10

Hours Recorded

4

Hours Needed

6

Log Entries

ADD LOG ENTRY

	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

Screenshot of the mentor meeting log as displayed on the mentor’s dashboard

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.

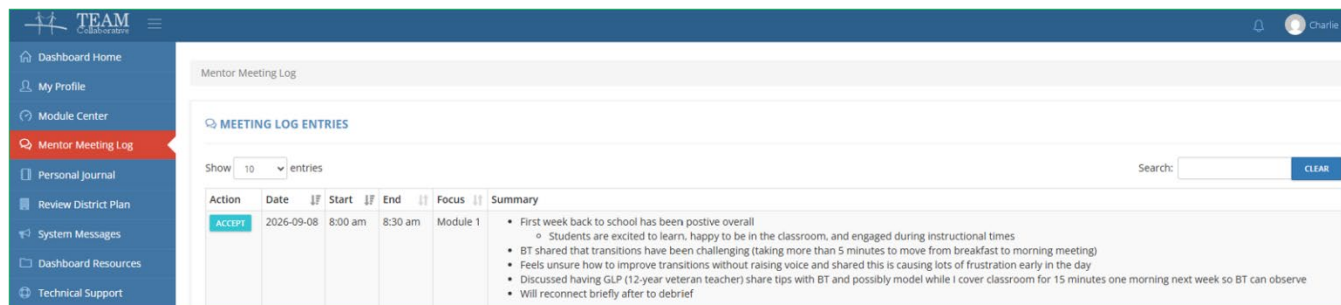
Show 10 entries

Action	Date	Start	End	Focus
REVIEW	2022-11-09	2:30 pm	3:30 pm	Module 1
EDIT DELETE	2022-11-07	9:00 am	10:00 am	Module 2

Screenshot of the mentor meeting log as entries

Beginning Teacher Reminders:

- Once a mentor submits a log entry, Beginning Teachers must navigate to the Mentor Meeting Log and click ACCEPT.
- Be sure all meetings are recorded by your mentor in the Mentor Meeting Log and use My Personal Journal to record thoughts, observations and reflections about your new learning throughout the module process.



Screenshot of the mentor meeting log as displayed on the BT's dashboard

Reminders for Pathway B

Pathway B is intentionally flexible. Mentoring should respond to the Beginning Teacher's needs, goals, context, and professional growth.

Build the Relationship

Mentors are encouraged to:

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

Support Professional Growth

Mentors and Beginning Teachers may:

- Observe the Beginning Teacher in a classroom or other professional setting.
- Invite the Beginning Teacher to observe the mentor in a classroom or other professional setting.
- Co-plan a lesson or unit.
- Review student work or assessment data.
- Engage in reflective conversations.
- Collaboratively work through problems and identify solutions.
- Connect the Beginning Teacher with colleagues, resources, or professional learning opportunities.
- Agree on one manageable next step after each conversation.

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

Document Mentoring Engagement

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

A log entry might include:

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

Example

Activity: Co-planning and reflective conversation

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

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

Roles and Responsibilities

The Beginning Teacher:

- Discusses pathway options with the mentor.
- Selects a pathway before beginning a module.
- Actively participates in mentor-guided professional learning.
- Collaborates with the mentor to identify goals and next steps.
- Reviews mentor engagement log entries in the TEAM dashboard.
- Engages in ongoing reflection about professional growth.

The Mentor:

- Discusses the TEAM pathways with the Beginning Teacher.
- Builds a trusting, supportive mentoring relationship.
- Supports the Beginning Teacher's professional growth and wellbeing.
- Engages in meaningful mentoring activities and conversations.
- Collaboratively documents a minimum of 10 mentoring hours per module.
- Logs concise summaries and agreed-upon next steps.
- Signs off on the appropriate submission in the TEAM dashboard.
- Stays informed about TEAM 2.0 updates and discusses relevant changes with the Beginning Teacher.

The District Facilitator:

- Supports mentors and Beginning Teachers in understanding Pathway B.
- Helps mentors understand the expectations for mentoring and documentation.
- Supports districts in establishing conditions for meaningful mentoring.
- Monitors overall TEAM participation and progress.
- Serves as a resource when questions arise.

District Facilitators do not review or approve the individual Mentorship Engagement Logs.

However, if concerns arise regarding engagement between Mentors and Beginning Teachers, the District Facilitator should initiate a meeting and provide support.