4.24   Mentor Teacher (Grades K-12)

To be endorsed as a Mentor Teacher, an applicant must hold a valid Colorado professional teacher license, have completed an approved Mentor Teacher training program provided by an educator preparation program and have demonstrated the competencies specified below. Upon completion of an approved Mentor Teacher training program, the candidate must also have completed at least one full school year of successful experience serving as a Mentor Teacher for a teacher candidate who is participating in clinical practice.

4.24(1) The mentor teacher develops instructional leadership skills to advance mentoring, the teaching profession, and equitable outcomes for every student.

　　4.24(1)(a)　　Develops and continuously pursues professional growth goals and short-term goal setting that are informed by mentor and beginning teacher data of practice and student learning data.

　　4.24(1)(b)　　Collects and analyzes mentor and beginning teacher data of practice to inform instructional mentoring decisions that are based on short-term goals and will improve beginning teacher practice and the academic, social, and emotional learning of every student.

　　4.24(1)(c)　　Supports the work of collaborative partnerships with school and district instructional leaders, teacher leaders, and school communities to advance the teaching profession and advocate for equitable outcomes for every student.

　　4.24(1)(d)　　Participates in and contributes to beginning teacher professional learning that is aligned with professional teaching standards, school and district instructional goals, and promotes development of optimal learning environments and rigorous content learning for every student.

4.24(2) Deepens and maintains own expertise around the practices that maximize student achievement including deep content knowledge, social and emotional learning, learner variability, culturally responsive pedagogy, and professional ethics.

　　4.24(2)(a)　　Deepens and maintains own knowledge of Colorado Academic Standards and evidence outcomes, lessons, and curriculum to ensure that every student has instruction that supports maximum achievement.

　　4.24(2)(b)　　Deepens and maintains own knowledge of research-based practices that create emotionally, intellectually, and physically safe classroom environments for every student.

　　4.24(2)(c)　　Engages in district and school-offered professional learning opportunities to deepen and maintain knowledge of strategies and research-based frameworks designed to support the beginning teacher to expect, plan for, and meet the variable learning needs of every student.

　　4.24(2)(d)　　Deepens and maintains own knowledge of best practices for coaching the beginning teacher in the use of equity principles and culturally responsive pedagogy to identify and address inequitable practices and reflecting on their own practice through an equity lens.

4.24(3) Creates and maintains collaborative, respectful, instructionally focused mentoring partnerships to foster beginning teacher ownership of continuous improvement of practice and advance the learning of every student.

　　4.24(3)(a)　　Cultivates relational trust, caring, mutual respect, and honesty with the beginning teacher to build ownership, solve problems, and foster beginning teacher agency, resilience, and commitment to the success of every student.

4.24(3)(b)   Uses purposeful language and instructionally focused tools and protocols to efficiently and effectively engage the beginning teacher in collaborative, instructionally focused, problem-solving conversations and reflective analysis to promote beginning teacher agency and improved student academic, social, and emotional growth.

4.24(3)(c) Creates strategic, flexible, and individualized mentoring outcomes and plans for meetings with the beginning teacher to address the needs of diverse beginning teacher contexts and advance beginning teacher practice and the learning of every student.

4.24(3)(d)   Facilitates reflective conversations about race, culture, and the diversity of the school and community to improve instruction and ensure that every student has what they need to be successful academically, socially, and emotionally.

4.24(3)(e)   Utilizes reflective conversations to build the beginning teacher's capacity to create effective partnerships with families and local communities to improve instruction and learning for students of all backgrounds.

4.24(4) Builds beginning teacher capacity to advance equitable learning by providing rigorous, standards-aligned instruction that meets the needs of every student.

4.24(4)(a)   Advances standards-aligned instruction and student learning of rigorous content by engaging the beginning teacher in ongoing, data-driven teaching-coaching cycles to advance equitable learning for every student.

4.24(4)(b)   Builds beginning teacher capacity to advance the learning of every student through use of appropriate assessments of student academic, social, and emotional skills.

4.24(4)(c)   Builds beginning teacher capacity to analyze student learning data to guide the planning and delivery of standards-aligned instruction that meets the variable learning needs of every student.

4.24(4)(d)   Builds beginning teacher capacity for continuous improvement through meaningful, ongoing, and actionable feedback that is aligned to the professional growth plan that will be used to inform the beginning teacher's annual evaluation.

4.24(5) Builds beginning teacher capacity to advance equitable and inclusive learning by providing an environment that is culturally responsive and meets the diverse academic, social, and emotional needs of every student.

4.24(5)(a)   Engages beginning teacher in developing and applying research-based knowledge, skills, and strategies to create emotionally, intellectually, and physically safe learning environments for every student.

4.24(5)(b)   Builds beginning teacher capacity to advance equitable and inclusive instruction for every student based on applying principles of equity, culturally responsive pedagogy, and professional ethics.

4.24(5)(c)   Builds beginning teacher capacity to establish and maintain an inclusive classroom environment that fosters self-regulation and learner agency.

4.24(5)(d)   Builds beginning teacher capacity to equitably meet the diverse learning needs of every student through the instructional use of technology, including the ability to adapt to contexts in which access to technology is limited.