About This Document

Purpose

Through many conversations with induction program providers, CDE has received requests for more guidance on what mentor selection and development should look like in effective induction programs. Programs are encouraged to start by reviewing the [aligned best practices](#) resource available on our website. This document provides best practices and resources that are aligned to the indicators in the program evaluation rubrics. CDE also understands that more detailed guidance may be needed in the varying contexts around Colorado. This document is intended to respond to that need. A similar guidance document for principal/administrator programs is planned in the future.

How to Use This Document

This guidance document is intended to assist districts, BOCES, and schools in their efforts to improve the quality of mentor selection and development in their induction programs for teachers and SSPs. Where responsibilities for mentor selection, development, and supervision are spread across multiple autonomous entities, this guidance can be used to calibrate expectations and promote collaborative systems of support.

The guidance is divided into requirements and best practices. Requirements reflect what is required by Colorado statute (C.R.S. 22-60.5-204) and Colorado State Board of Education rules (1 CCR 301-37 8.01-02). These program elements must be in place in all teacher/SSP induction programs. Best practices reflect research-based recommendations for effective induction programs.

Mentor Selection

Requirements

The selection of mentors must be rigorous to ensure high-quality induction and mentoring of inductees. The best practices below are recommended for ensuring the level of rigor in the program. Induction programs have local discretion in determining which practices are most appropriate for their school/district/BOCES context.

Best Practices

To the extent practicable, mentors should be experienced professionals who constantly model the quality standards with demonstrated excellence in practice as measured by the district educator effectiveness system. Recommendations for teachers to serve as mentors should come from the principal or supervisor. Such recommendations should contain evidence of the teacher's:

- o successful teaching and learning,
- o ability to work well with adults and sensitivity to the viewpoint of others, and
- o active and open learning style and demonstration of competence in interpersonal relationships and public relations

It is recommended that the mentor selection process include a formal application, interview with a selection committee, and use of a standardized set of selection criteria and rubric[1]

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[1] Center on Great Teachers and Leaders, Copyright © 2018 American Institutes for Research, Mentoring and Induction Toolkit; https://gtlcenter.org/products-resources/mentoring-and-induction-toolkit

Example Criteria

Induction program providers are encouraged to identify mentor selection criteria that are a good fit for their school communities. The *Qualities of an Effective Mentor* listed below from the [Center on Great Teachers & Leaders' Mentoring and Induction ToolKit](#) can be used as a resource in this work.

- o   Commitment to continuous improvement, lifelong learning, and equitable access to effective teaching

- o   History of leadership and advocacy resulting in positive change

- o   Ability to model effective, standards-based teaching

- o   Evidence of outstanding teaching practice

- o   Strong intra- and interpersonal skills

- o   Knowledge of student and adult learning needs, curriculum, and assessment

- o   Respect of peers, parents, and school community

- o   Ability to work effectively with students and adults from diverse backgrounds

- o   Commitment to and knowledge of professional learning and teaching standards

- o   Teaching experience and enthusiasm for the teaching profession

- o   Content and grade-level expertise

- o   Organizational and political literacy

Mentor Development

Requirements

Mentors should be provided ongoing professional development. This professional development must include the following components:
- o   Orientation to the educator induction program and process
- o   Information related to the Colorado Academic Standards and the Quality Educator Standards
- o   Familiarity of the primary role of a mentor as teacher, coach, advocate, supporter, guide and nurturer of new educators
- o   Educator standards that reflect the established profiles of a successful educator at various career stages

Resources for implementing these required professional development components are available in the [aligned best practices](#) resource.

Best Practices

To the extent practicable, it is recommended that ongoing professional development for mentors also address the following critical skills:
- o   Effectively facilitating the professional learning of adult learners including goal setting and monitoring progress toward professional goals
- o   Providing substantive feedback to inductees about their practice in a way that the mentee can understand and apply the feedback
- o   Understanding the Educator Effectiveness Evaluation model

An effective system for ongoing mentor professional learning also incorporates peer-to-peer professional learning communities, formative assessment and goal setting processes, and ongoing formative feedback to mentors on their performance as instructional coaches and leaders[1].