



COLORADO
Department of
Higher Education

Teacher Mentor Grant Program

Legislative Report on Senate Bill 19-190



2025

The Colorado Department of Higher Education
Report to the Colorado State Legislature, the Colorado Commission on Higher Education, the Colorado
Department of Education and the Colorado State Board of Education

Statute: 23-78-105(4)

The Colorado Department of Higher Education (DHE), under its own authority and through the Colorado Commission on Higher Education (CCHE), oversees and coordinates policy for 31 public institutions of higher education (including community colleges, independent local district colleges and local area technical colleges) and authorizes and regulates private colleges, universities and occupational schools.

Mission – We support students, advocate and develop policies to maximize higher education opportunities for all.

Vision – All Coloradans will have an education beyond high school to pursue their dreams and improve our communities.



Prepared and submitted by the Colorado Department of Higher Education
under the Executive Leadership of Dr. Angie Paccione
Pursuant to the statutory authority of 23-78-105(4)

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Executive Summary

Established by Senate Bill 19-190 the purpose of the Teacher Mentor Grant program is to provide funding to educator preparation programs (EPP) that partner with local education providers (LEP), including school districts, boards of cooperative services, and charter schools, to provide training and stipends for teachers who serve as mentors for teacher candidates participating in clinical practice and novice teachers in their initial years in the field. The Teacher Mentor Grant program continues to deliver measurable impact on educator development and retention across Colorado. In 2024-25:

- **\$615,120 in grant funding** was awarded to **5 educator preparation programs**.
- **The total number of mentors trained rose to 343, serving approximately 665 mentees statewide** over the course of the program's life cycle since 2021.
- Educators who received training through the grant partnerships reported an **average confidence rating of 8.39/10** across all five Colorado mentor competency domains (as recorded in 1 CCR 301-101), consistent with prior years of the program. The competency domains are Instructional Leadership, Student Achievement, Mentoring Partnerships, Standards-Based Instruction and Inclusive Classroom Environments.
- Nearly all mentors affirmed through survey responses that the program increased their awareness of their teaching practices (98%), encouraged them to be more thoughtful about instructional design (98%) and increased their attention to their own professional growth (99%). Additionally, many educators said that their programs increased their satisfaction with being a teacher (91%), confirmed their commitment to remain as an educator (96%) and encouraged them to think of themselves as a teacher leader (97%).
- Open-ended feedback highlights growth in **leadership skills, collaboration** and **career advancement opportunities**.

Collectively, these findings suggest that the Teacher Mentor Grant program is not only meeting its intended legislative goals but also contributing to broader improvements in instructional quality and teacher retention across Colorado schools.

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Introduction

This report fulfills the annual legislative requirement of the Colorado Department of Higher Education (CDHE) under CRS 23-78-105(4) to document the implementation, outcomes and recommendations for the Teacher Mentor Grant Program. Established by Senate Bill 19-190, the purpose of this program is to provide funding to educator preparation programs (EPP) that partner with local education providers (LEP), including school districts, boards of cooperative services and charter schools, to provide training and stipends for teachers who serve as mentors for teacher candidates participating in clinical practice and novice teachers in their initial years in the field. Grants are subject to available appropriations and qualifying applications and have a duration period of up to three budget years, subject to annual review and renewal. Funding for this program is legislatively renewed each year as part of the state budget.

As established by the legislation, grants are awarded to partnerships consisting of at least one LEP and at least one EPP. CDHE is charged with establishing application requirements. The department must also ensure that, to the extent practicable, grant recipients include applicants of varying sizes from rural, urban and suburban areas across the state. The department can only award grants to applicants who commit to implementing a teacher mentor program that:

- Recruits teachers who have at least three years of experience teaching and, to the extent practicable, are rated effective or higher through a licensed personnel performance evaluation system and hold a master certificate or are national board certified;
- Provides training in mentoring best practices for all teachers who are recruited to serve as mentor teachers;
- Ensures that the employing LEP provides time within the mentor teacher's schedule to deliver oversight and support for the teacher candidate;
- Pays each mentor teacher a stipend of at least \$2,000 per school year or at least \$2,500 per school year if the mentor teacher holds a master certificate or is national board certified;
- Provides mentoring for newly employed teachers through an induction program for at least two school years after initial employment;

- Collects and provides nonidentifying data concerning teacher effectiveness ratings, retention and other job satisfaction and success measures for teachers who receive mentoring through the teacher mentor program.

The bill also requires CDHE to provide an annual report on the implementation of the Teacher Mentor Grant Program. The report is to include:

- The number, amount and duration of the grants awarded and the names of educator preparation programs and local education providers participating in the grant recipient partnerships;
- A summary of the information received from grant recipients including teacher effectiveness ratings, retention and other job-satisfaction and success measures for teachers who receive mentoring through the program;
- Any regulatory or legislative recommendations for improving the implementation of teacher mentor programs across the state.

As shared with prospective applicants, the expected outcomes (developed by CDHE) include:

- Strengthening the clinical preparation of teacher candidates;
- Strengthening the development, practice and retention of novice teachers and;
- Increasing the alignment between teacher candidate preparation and early career development

To apply for the grants, applicants submit proposals outlining the program's particular design, including a rationale for the program including any history between the partners; an outline of EPP and LEP clinical roles and responsibilities; key components of the program including how it adapts for specific district and school partners; and the method of mentor selection, specifically including those guidelines called for in the legislation.

CDHE guidance for the proposals outlines other requirements for projects at EPPs to be funded:

- Budgets and all items contained within are not to exceed \$225,000;
- Mentor teacher stipend amounts are included in each budget and not used to offset program costs;
- Indirect costs are not permitted; allowable costs include clinical faculty stipends/salaries, travel for face-to-face meetings, mentor seminar materials and tuition or licensure costs to earn the CDE mentor teacher endorsement.

After submission, CDHE staff evaluate proposals using a rubric aligned with the language of the enacting statute. For 2025-26, five EPPs applied for the Teacher Mentor Grants.

Program Implementation—2021 to 2025

A total of five EPPs applied and were selected to receive funding for FY25, all of whom have participated in previous years of the program. In this section, each program's contributions and work are highlighted to present a full picture of their individual and collective efforts.

Adams State University (ASU)

LEP Partnerships: Center Consolidated School District and San Luis Valley BOCES

Adams State University's partnerships with the LEPs began before the origin of the Teacher Mentor Grant Program but have been strengthened through this work, offering opportunities to further support ASU teacher candidates and the local school districts' needs for qualified educators, providing candidates with a higher level of support, enhanced field experiences and a superior mentor/mentee experience. ASU's program has helped 63 teachers earn the mentor teacher endorsement with some of them mentoring multiple individuals during and since their time in the program. The 12-credit hour program includes in-person meetings with ASU faculty once a month, synchronous virtual sessions once a month, and asynchronous modules, readings and discussions throughout.

ASU program administrators report that mentors have increased their self-efficacy as the academic years have progressed and have valued their experiences in coursework and their own classrooms. “By meeting every two weeks we saw the teachers progress through the materials—by first internalizing the teachings and applying the listening and learning in their classroom—to eventually applying it to working with peers. This cognitive shift took reflection and practice to develop.”

Mentor candidates complete a survey at the end of each term where they address questions about their experience in the courses and how the implementation of mentoring/coaching has impacted them and their work. The results of the survey demonstrate that the mentor candidates increase their understanding of and skills in mentoring because of participating in the program. Candidates draw connections between what they learn in the program with becoming a better teacher, suggesting that their self-efficacy also increases because of program participation. Data also suggests that the mentors are good coaches with their mentees and that the mentors encourage their mentees to be more reflective in their practices.

Data from mentees who have been paired with newly trained mentors who went through the ASU program suggest that mentors were good coaches for their mentees and were helpful in developing their teaching skills and guiding them with curriculum. The largest jump in ratings scores for mentees between fall and spring surveys was in the statement, “I plan to be a classroom teacher the following school year.” During the 2024-25 school year was also the first time that any mentees decided not to return to the classroom the next year, but they were alternative program candidates who decided that teaching was not the best fit for them. That said, mentees working with ASU mentors feel supported in their practices.

Adams State University reports that according to their best calculations, nearly all the mentors who have completed their programs over the past few years remain in the teaching workforce. Of 63 program participants since 2021-22, 61 remain in the workforce, with no attrition of participants in 2023-24 or 2024-25. The same is true of their mentees, with 95% in the same positions the following year. Because ASU partners with districts in the San Luis Valley through

this program, it has become a valuable resource—strengthening their experienced teacher corps while mentoring and retaining early-career teachers in this rural region.

Colorado Mountain College (CMC)

LEP Partnerships: Aspen 1, Bayfield SD, Buena Vista SD, Eagle County RE-50, Garfield 16, Garfield RE-1, Garfield RE-2, Harrison 2 SD, Lake County R-1, Morgan SD, Salida R-32, Steamboat Springs RE-2, Summit RE-1

Colorado Mountain College’s program is oriented toward ensuring that a cadre of highly skilled teachers receives training, support and recognition to become mentors able to support newly trained teachers and creates a permanent mentoring support structure, improving teacher retention, job satisfaction and teaching success in the classroom.

Each of CMC’s district partners has a strong collaborative history with the EPP and is in a community that is either in or near a high-cost tourist industry-dominated community. CMC has trained almost 80 new mentors in their four years of participation in the grant, guiding those educators to develop formal mentoring skills that directly assist in supporting newly graduated rural teacher candidates from CMC’s education baccalaureate program. This work builds on an already established informal mentoring program by providing additional professional credentials and augmented skills for teachers willing to serve in the mentor role. As a full preparation program, CMC supports about 200 student teachers and has an average of about 90 mentor teachers per year working with those mentees, with some mentors serving more than one student. More than two-thirds of CMC’s mentors return for multiple years and mentor multiple candidates and report that the endorsement reinvigorates their practice, sharpens their leadership skills and inspires broader school impact.

CMC reports that mentors continue to apply what they have learned with grade-level teams, new teachers, school leadership teams and district-level work, showing an organic evolution of teacher leadership. Additionally, the institution has been able to use increased program funding from HB24-1376 to scale the number of their participants and broaden the scope of mentorship to include new teachers and registered apprentices, maximizing the return on investment across multiple educator

pathways. The stipend and training costs of this program in CMC's partner communities are minimal compared to the long-term expense of teacher turnover, meaning it serves as an effective retention strategy, an investment in professional equity and a community-building tool.

Colorado Mountain College reports that of the 100 mentor teachers who have completed the endorsement, 47 have returned to mentor in at least one subsequent year and 16 have returned to mentor two or more times since completion while remaining employed in their districts. Many of the participants mentor new teachers in their own schools even when not formally mentoring a CMC student. Some of CMC's mentor completers have moved into additional professional roles, which highlights the expansion of their career development and contributes to a broader ecosystem of teacher leadership because of participation in the program. Finally, CMC estimates that about 135 mentees have been served throughout the time of their involvement in the grant program.

University of Colorado Denver (UCD)

LEP Partnerships: Denver Public Schools, Aurora Public Schools, Jeffco Public Schools, Mapleton Public Schools, St. Vrain Public Schools, and 21 school in The Partnership for Rural Educator Preparation (T-PREP) Rural Education Consortium through Otero College and Trinidad State College

The UCD Mentor Teacher Training Program is designed as a flexible, online three-course (nine credit) certificate with mentor teachers having the ability to begin the program in any semester (summer, fall or spring) and participate in a monthly virtual community of practice together. The collection of modules that make up the program stacks into a graduate clinical teacher certificate. Participants can be recommended for a mentor teacher endorsement after successfully mentoring a teacher candidate for two semesters and submitting a portfolio for evaluation.

The Teacher Mentor Grant Program has enabled UCD to establish the Mentoring for Excellence in Equity Grant program with the explicit goal of "seeking to honor mentor teachers' expertise, insight and experience through professional learning designed to deepen their skills as equity-minded mentors and teacher leaders." Through the first four years of the program, UCD has supported almost 130 mentor teachers from across dozens of school districts and now has a small group of lead mentors who

completed the program during its initial years and are working alongside UCD faculty and current mentors to support the program and further develop their own teacher leadership by co-facilitating the virtual mentor community of practice seminars.

Additionally, during the past year of the program, UCD implemented a new teacher leadership initiative, Mentor Learning Labs, for teams of mentor teachers and site coordinators from five partner schools to deepen and expand high-quality feedback experiences within their schools where cohorts of teacher candidates complete their early field experiences and residency internships. These labs enabled participants to delve deeply into research and collaborate on feedback for novice teacher development and grounded in the indicators of practice that mentors and site coordinators use to evaluate teacher candidate development. According to UCD, evaluations from participants about this new experience were overwhelmingly positive for having dedicated time together in teams and across schools to deepen and strengthen practices around mentor feedback together. UCD plans to expand this professional learning design in the coming year in this program and across more of their teacher preparation pathways.

Mentors who complete the UCD program rate the impact of the program as very high with nearly 100% of them rating their skill development at an eight or higher on a 10-point scale across all Colorado mentor endorsement standards and indicating that the program has increased their perception of themselves as capable teacher leaders, solidifying their satisfaction with and commitment to the profession.

University of Colorado Colorado Springs (UCCS)

LEP Partnerships: Colorado Springs D11, Fountain-Fort Carson SD8, Widefield SD3, Harrison SD2, Calhan SD RJ-1, Academy SD20, El Paso SD49, Lewis-Palmer SD38

The College of Education at the University of Colorado Colorado Springs began offering the coursework for the Mentor Teacher endorsement in the fall of 2023. The program offers two three-credit graduate courses and concludes with a capstone action research project in which participants explore, experiment and evaluate improvement to their mentoring practices and share their findings at an in-

person symposium. The two courses, Essentials of Teacher Mentoring and Applied Inquiry in Teacher Mentoring, require weekly readings and reflective video postings, monthly synchronous online seminars, one-on-one participant-guided coaching sessions and 100 hours of practicum experience. Since 2023, the Mentor Teacher Endorsement Program (MTEP) has served 40 local teachers working with UCCS candidates or first-year educators.

The MTEP's goals are to:

- Increase supports for preservice educators, leading to improved professional preparation and increased career longevity;
- Strengthen practices and increase professional opportunities for established educators and;
- Foster collaboration among schools, districts and institutions of higher education.

In 2024-25, seven participants who finished the initial program in the year prior returned to complete the coursework and action research requirements of the Lead Mentor Teacher (LMT) program, a selective program for exceptional MTEP completers in which they complete two three-credit sessions of the Advanced Teacher Mentoring course. Building upon the MTEP foundation, the LMT is designed to:

- Prepare participants for formal roles in mentoring, induction and peer coaching;
- Support the development of teacher leadership through self-directed transformative learning and original scholarship;
- Build a sustainable cross-district network of educators invested in professional mentoring, induction and retention efforts and;
- Contribute to the ongoing development and improvement of supports for beginning teachers at the school and district levels.

In the 2024-25 academic year, a total of 17 teachers from four local school districts were enrolled in MTEP and seven from four districts in LMT.

Surveys of participants in both aspects of the UCCS programs indicated improvements in all program metrics from pre-program to post-program with the most growth in supporting partnerships with

school stakeholders to advance teaching and equitable learning, contributions to beginning teacher learning in alignment with standards and competency to increase knowledge of both Colorado Academic Standards and practices that support safe classrooms, among other individual metrics. And much like surveys at the other partner institutions, results indicate personal empowerment as leaders, more reflections on practices, more confidence in supporting new teachers and the use of new approaches in classrooms and departments to get improved results in local contexts. Finally, UCCS reports that most of their participants remain in the field, either in the classroom or by moving up into teacher leadership positions.

Western Colorado University (WCU)

LEP Partnerships: Thompson SD, Platte Valley SD RE-7, Delta County SD, Douglas County Schools, Telluride SD R-1, Fort Morgan SD RE-3, Poudre SD, Montrose County SD, Brust SD RE-2J, Jeffco Public Schools, Rangely SD RE-4, Canon City Schools

Western Colorado University's curriculum is designed to develop and refine mentor skills in coaching their mentees to be highly effective beginning teachers and allow them to earn the Mentor Teacher endorsement on their professional license through the completion of 12 credits in two courses: Acclimation of Beginning Teachers and Professional Growth for Beginning Teachers. The two courses provide mentors with resources and skills to introduce new teachers to their careers. The WCU program values practitioner-based coursework with continuous focus on mentoring essentials such as refining practices of novice teachers in lesson or unit planning, writing SMART goals, trauma-informed practices and differentiation, among others.

Once mentors earn the endorsement, they can continue toward the completion of a master's degree with an emphasis on mentoring beginning teachers. Program participants who choose that path receive a three-credit scholarship from the institution. The program identifies four essential mentor skills: healthy relationships, consistent communication, exchanging constructive feedback and providing all three throughout the academic year. The coursework is designed to develop the proficiency of mentor teachers in all the required Colorado standards connected to the endorsement.

To date, the WCU program has enrolled almost 80 mentors and served as many mentees. WCU program leadership has found that among mentees who worked with Mentor Teacher Endorsement (MTE) participants, a higher percentage completed their preparation program and pursued teaching positions compared to the rest of the WCU educator preparation programs. In reflecting on their impact on mentees, mentors in the program have expressed confidence that they can assist in building their school community, contribute to new teachers' confidence and retention and provide professional development for both mentees and experienced colleagues. Survey results show that mentors feel the program equipped them with a range of skills and support for their role. They feel that they have fostered their own leadership capacity, feel supported in their mentoring, have improved teaching and mentoring practices and have found space to reflect on their career and daily teaching. Many mentors shared that the program was restorative for them because it forced them to do what is sometimes uncomfortable: to celebrate themselves and the contributions made to the community that often go unnoticed. Mentor teachers also developed their personal leadership skills to guide school or district-level induction programs. The WCU MTE program demonstrates that investing in training mentor teachers yields more new teachers completing their preparation program and great retention of veteran teachers in Colorado K-12 schools.

Western Colorado University has calculated that their mentor retention in the field is nearly 100%. In previous years of the program before 2024-25, WCU found that among mentees who worked with mentor program participants, a higher percentage completed their initial program and pursued teaching positions compared to the rest of the WCU preparation program. Also, their program serves mentor endorsement participants across the state who report that they are more engaged with their schools and districts in several ways (instructional coaching, curriculum development, engaging with school boards) while they continue their work as educators.

Historical Implementation and Outcomes—2021 to 2025

For the 2025-26 year, all institutional participants from the previous year applied for and were awarded funding to continue or enhance their work. See the partnerships and their funding levels in Table 1, along with historical context from the life of the program.

Table 1: Teacher Mentor Grant Program Implementation, 2021-2025

Educator Preparation Program	2021-25 Total Funding Received	2025-26 Funding Received	Current Award Duration	Mentors Trained/Mentees Served 2021-25
Adams State University	\$384,170	\$85,340	1 Year	63 Mentors/76 Mentees
Colorado Mountain College	\$323,953	\$135,540	1 Year	78 Mentors/135 Mentees
University of Colorado Colorado Springs	\$159,980	\$100,000	1 Year	40 Mentors/41 Mentees
University of Colorado Denver	\$606,955	\$180,540	1 Year	87 Mentors/Approx. 325 Mentees ¹
Western Colorado University	\$513,749	\$113,700	1 Year	75 Mentors/87 Mentees
Total	\$1,988,807	\$615,120		343 Mentors/Approx. 665 mentees

Source: Colorado Department of Higher Education program data

¹ According to UCD staff, mentors trained through their program serve within their extensive partner schools network and continue to mentor candidates even after program completion. Most mentor two different candidates during an academic year, one in each semester, and others mentor one candidate in the entire year. Hence, this is a cumulative calculation of mentees that considers their work across the cumulative years of the program.

Data Reporting

C.R.S. 23-78-205(4) requires that each grantee “collects and provides to the Department of Higher Education nonidentifying data concerning teacher effectiveness ratings, retention and other job satisfaction and success measures for teachers who receive mentoring through the Teacher Mentor Grant Program.” As this has proven to be somewhat burdensome for the programs to track the job retention rates of educators up to four years after completion of the mentor endorsement program, CDHE will be partnering with the Colorado Department of Education (CDE) to collect more detailed information in the coming year after the [Educator Preparation Dashboard](#) has been updated, which is set to occur in spring 2026.

To explore the impact on teachers participating in the mentor endorsement program, evaluators and representatives from the four original partner institutions and CDHE developed an online post-survey based on the Colorado Standards for Mentor Teachers and relevant literature. The survey included two closed response sections:

- **Competency Assessment** – 20 items asking respondents to rate mentor competencies that align with Colorado Standards 4.24-1 through 4.24-5; items used a scale of 1 = “developing/little or no confidence” to 10 = “accomplished/very confident.”
- **Impact Assessment** – 12 items asking respondents to reflect on statements on a scale of 1 = “not true at all” to 5 = “very true.”

Three additional survey items collected open-response feedback.

In May 2025, the survey was sent to the 2024-25 participants by representatives of each partner institution. Complete and partial responses were received from 100 individuals. The chart below shows the distribution of responses by institution.

Table 2: Teacher Mentor Grant Survey Respondents

Institution	2024-25 Respondents
Adams State University	19
Colorado Mountain College	18
University of Colorado Colorado Springs	23
University of Colorado Denver	22
Western Colorado University	18
Total	100

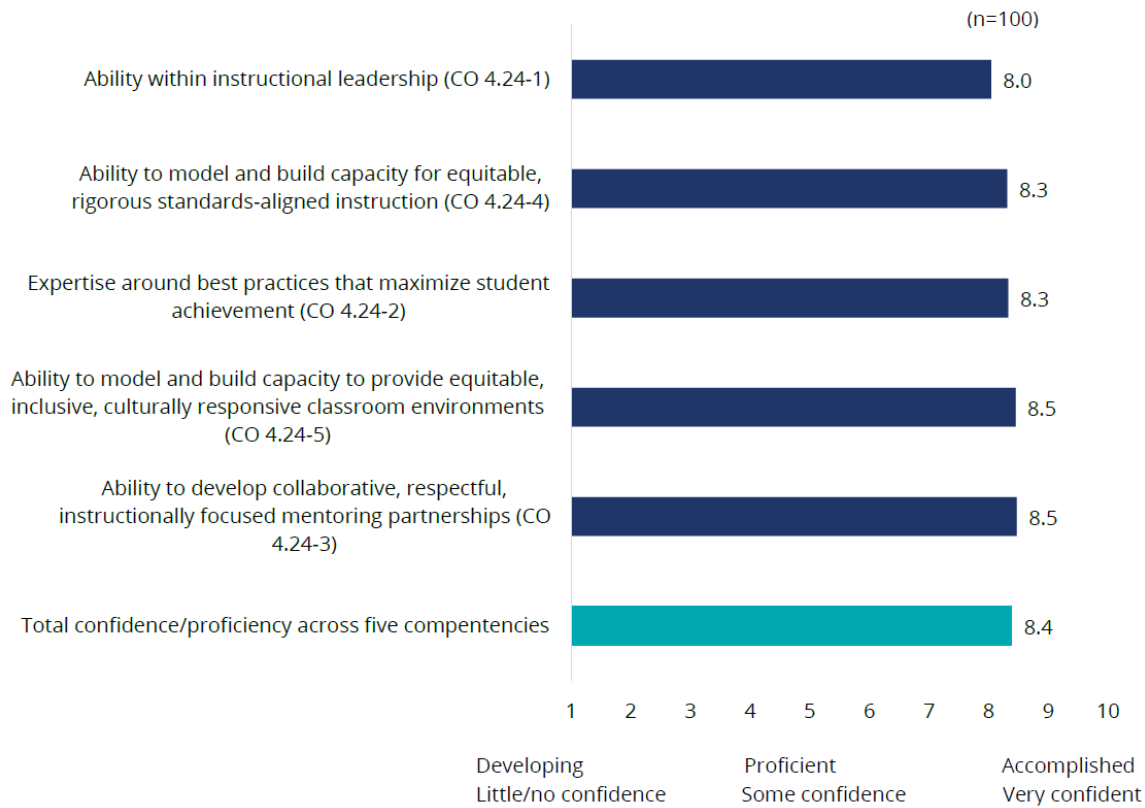
Source: The Evaluation Center at the University of Colorado Denver

As compiled and organized by The Evaluation Center at the University of Colorado Denver, the survey results below are summarized across institutions using descriptive statistics for numeric items and thematic coding for open-response text and combines data from partnering institutions for the 2024-25 program year. For the individual competency items, evaluators grouped survey responses of 1-3 as “developing,” 4-7 as “proficient,” and 8-10 as “accomplished.”

Summary Across Competencies

At the conclusion of the 2024-25 school year, participants in the mentor endorsement preparation programs reported high levels of confidence and proficiency across the five competency areas. The average self-rating across all five competency domains was 8.39 on a 10-point scale (Figure 1). These results are consistent with surveys from prior years.

Figure 1. Survey Responses Across Mentor Teacher Endorsement Competencies

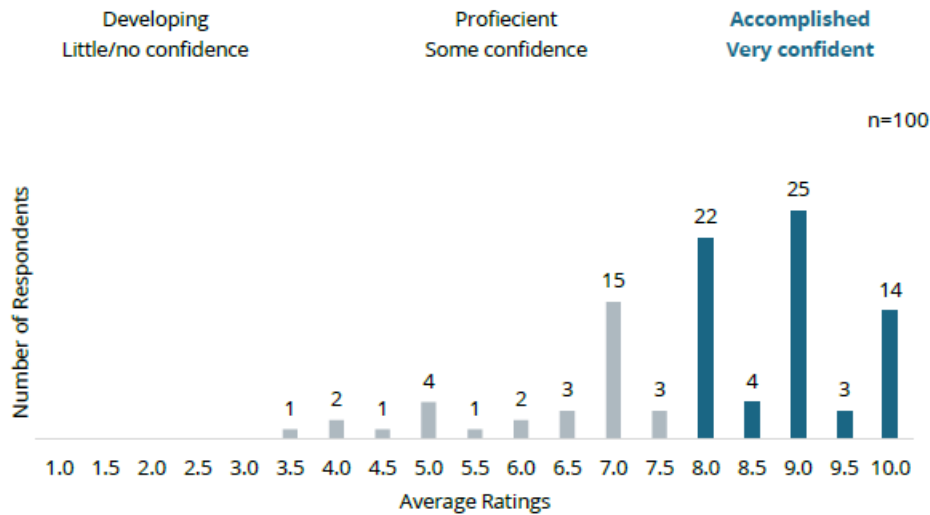


Source: The Evaluation Center at the University of Colorado Denver

Competency: Instructional Leadership

Most survey respondents reported high confidence and proficiency in instructional leadership. In the chart below, the average summary self-ratings for the four items related to competency 4.24-1 are shown. **Overall, 68% of respondents rated their skills as 8 or higher (on a 10-point scale) in this domain.**

Figure 2. Survey Responses Related to Instructional Leadership

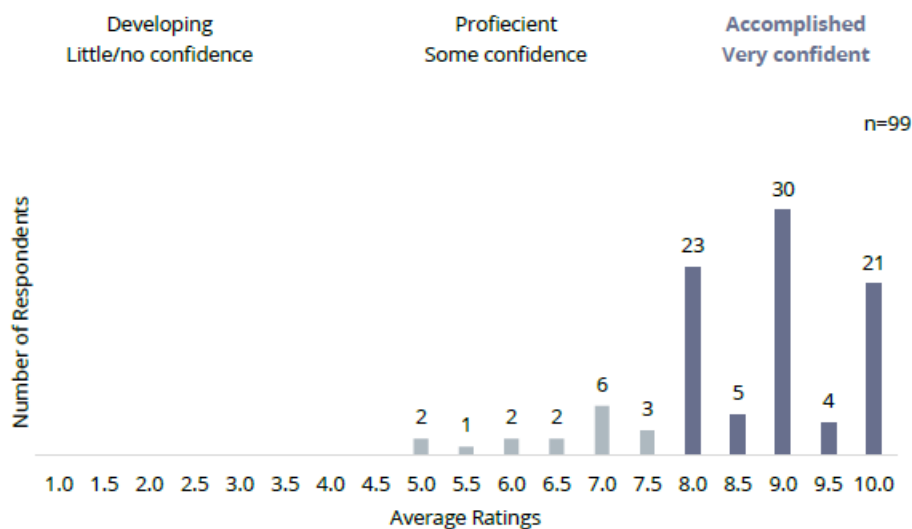


Source: The Evaluation Center at the University of Colorado Denver

Competency: Student Achievement

Most survey respondents reported high confidence and proficiency in best practices that maximize student achievement. In the chart below, the average summary self-ratings for the four items related to competency 4.24-2 are shown. **Overall, 84% of respondents rated their skills as 8 or higher (on a 10-point scale) in this domain.**

Figure 3. Survey Responses Related to Student Achievement

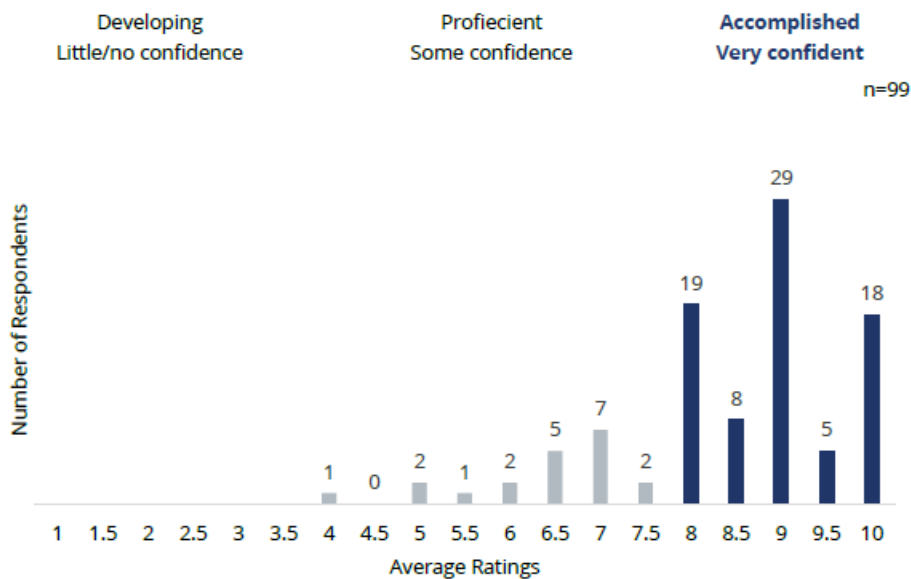


Source: The Evaluation Center at the University of Colorado Denver

Competency: Mentoring Partnerships

Most survey respondents reported high confidence and proficiency in their ability to develop collaborative, respectful, instructionally focused mentoring partnerships. In the chart below, the average summary self-ratings for the four items related to competency 4.24-3 are shown. **Overall, 80% of respondents rated their skills as 8 or higher (on a 10-point scale) in this domain.**

Figure 4. Survey Responses Related to Mentoring Partnerships

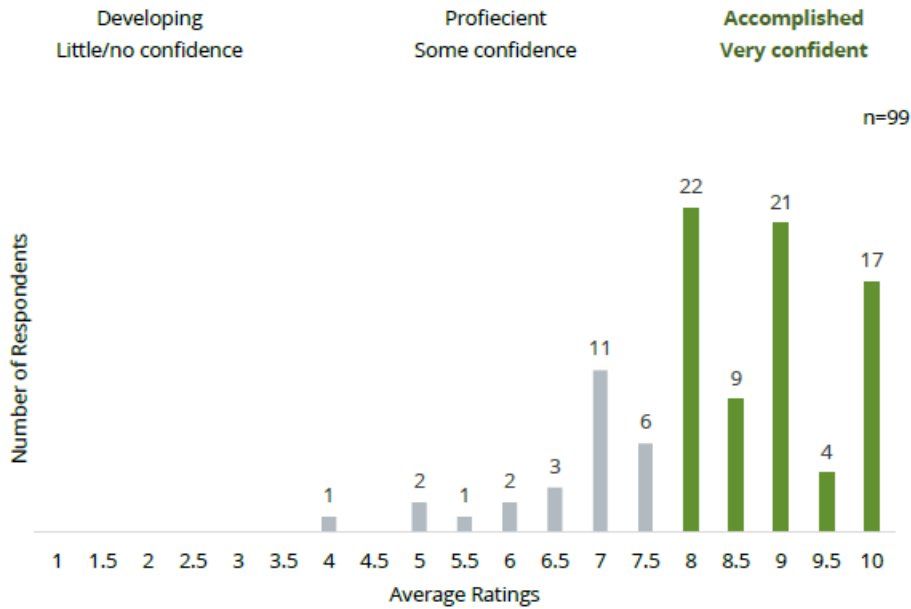


Source: The Evaluation Center at the University of Colorado Denver

Competency: Standards Based Instruction

Most survey respondents reported high confidence and proficiency in their ability to model and build capacity for equitable, rigorous standards-aligned instruction. In the chart below, the average summary of self-ratings for the four items related to competency 4.24-4 are shown. **Overall, 74% of respondents rated their skills as 8 or higher (on a 10-point scale) in this domain.**

Figure 5. Survey Results Related to Standards-Based Instruction



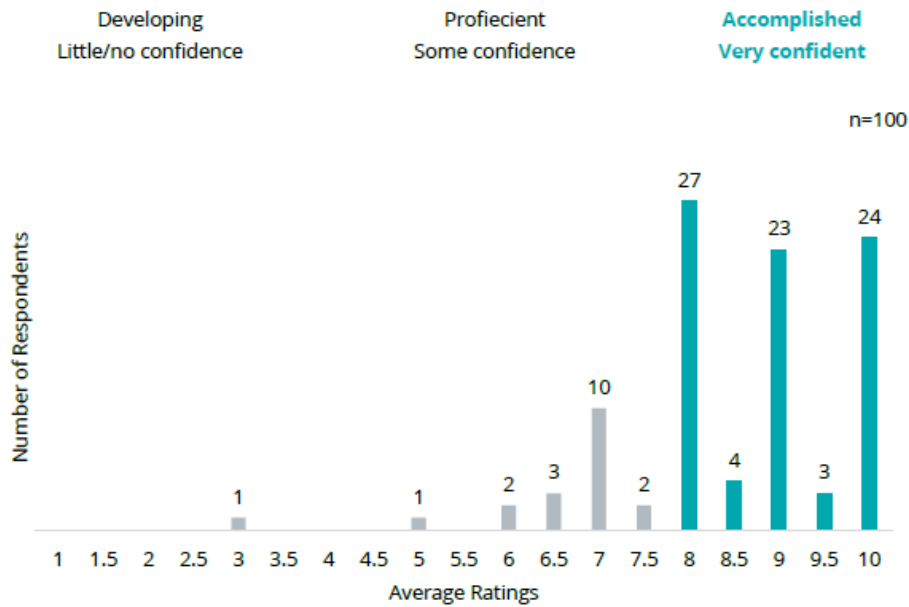
Source: The Evaluation Center at the University of Colorado Denver

Competency: Inclusive Classroom Environments

Most survey respondents reported high confidence and proficiency in their ability to model and build capacity to provide equitable, inclusive, culturally responsive classroom environments. In the chart below, the average summary self-ratings for the four items related to competency 4.24-5 are shown.

Overall, 81% of respondents rated their skills as 8 or higher (on a 10-point scale) in this domain.

Figure 6. Survey Responses Related to Inclusive Classroom Environments

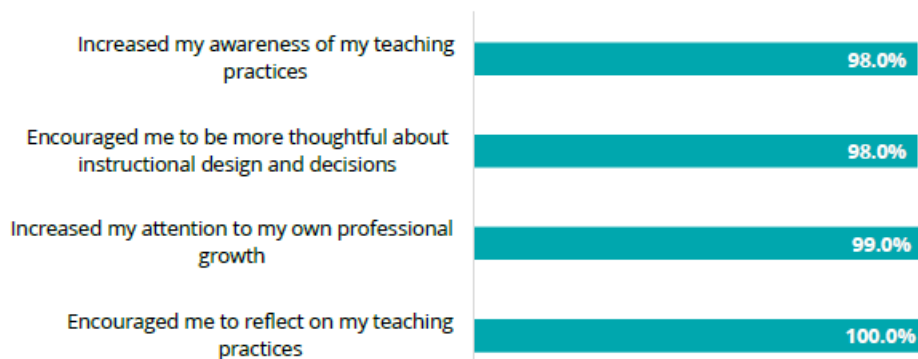


Source: The Evaluation Center at the University of Colorado Denver

Professional Impact

Most survey respondents said the mentor teacher endorsement preparation program encouraged them to reflect on their profession and their teaching practices. The chart below shows the percent of respondents reporting the statements as “true” or “very true” (4 or 5 on a 5-point scale).

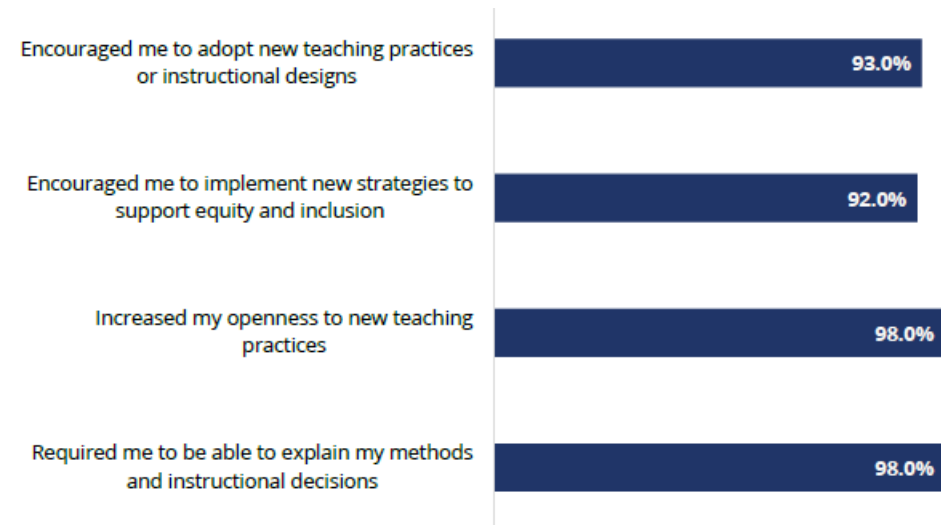
Figure 7. Survey Responses Related to Professional Impact



Source: The Evaluation Center at the University of Colorado Denver

Most respondents said that their experience in the mentor teacher program impacted their professional practices.

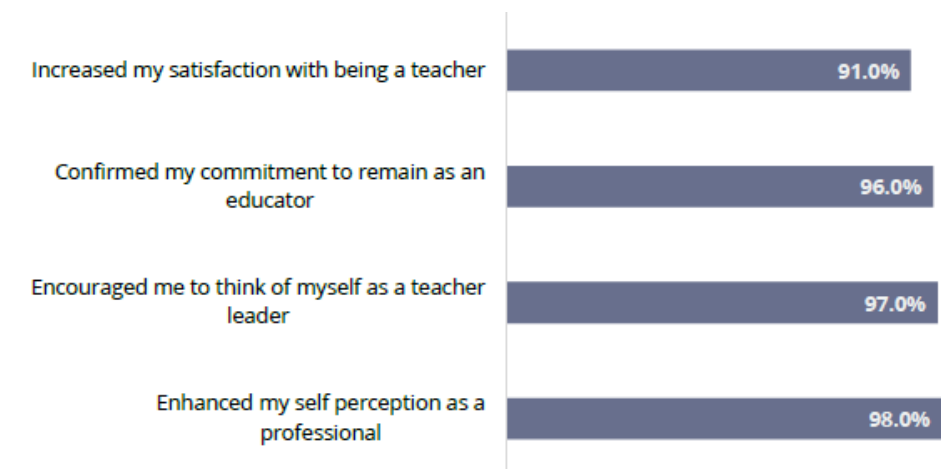
Figure 8. Survey Responses Related to Professional Practices



Source: The Evaluation Center at the University of Colorado Denver

Most respondents also said their experience enhanced their professional identity.

Figure 9. Survey Responses Related to Professional Identity



Source: The Evaluation Center at the University of Colorado Denver

Open Survey Responses

Survey respondents reported they benefited from their mentor endorsement program experience in multiple ways. Themes and representative quotes are presented below.

Professional Growth and Reflection

- I was able to reflect on what I do with my students through this process. While helping my mentee access and provide different ways for her students to show success, it really made me think I am also meeting the needs of my students.
- I now know that I look at things from many perspectives. I take more time to see things from all views, where before I might not have done that. This process brought more reflection than I expected it to.
- I have always believed in supporting new and upcoming teachers. Our profession faces many challenges, and we need people to rally around each other and grow our profession, skills, and leadership. I hope to continue mentoring young professionals and new teachers and look forward to continuing my own growth.

Program Value and Career Advancement

- The value of the mentor endorsement is very important to me. As I look into the future and have plans to become an instructional coach or even an administrator, I feel this mentor endorsement has given me a step up to look at how I can support new teachers and even veteran teachers. I feel that the learning I have experienced in this program has been very beneficial and will guide me in many facets in my career.

Confidence and Identity as a Leader

- I grew more than I anticipated through this process. I have become more confident in my leadership skills not only with a pre-service teacher, but also as a leader in my school and district.
- I have stepped into new roles in my school and have become a mentor for other teachers and newer teachers in our building.

- I have become more confident in my leadership skills not only with a pre-service teacher, but also as a leader in my school and district.

Collaboration and Influence

- I expect to feel more confident in my abilities to provide meaningful feedback to mentees.
- I feel like this experience provided me with the opportunity to hear from other professionals I may not have collaborated with otherwise. I think that what I have to say and offer to my colleagues will have research to back it up.

Survey respondents reported they are applying their teacher leadership skills beyond their work with their teacher candidate. Themes and representative quotes are represented below.

Impact on Others (Mentees and Colleagues)

- I would love to utilize my skills and my resources to better any teacher within my building and/or district. I would like to be seen as a lead teacher and mentor teacher throughout the district as well as in my building and to provide constant and consistent support wherever and whenever I may be needed.

Continuation in Leadership Roles and Support at District Level

- I have led my team in our weekly Professional Learning Community (PLC) meetings. We are using data to drive instruction more than ever before. I found a weakness in our reading curriculum and launched a new program that we will be using at our school next year. I designed a PD (professional development) that I will be teaching to my school and district in the fall this year.
- I serve on the building leadership team and collaborate with many colleagues. I am the most seasoned on my grade level team and will continue to support my teammates. Ultimately, I will look forward to continuing to grow in my own teaching.

- I feel I will continue as a lead teacher supporting new teachers in my building and by having future teacher candidates in my classroom. If I end up going into administration, then I will use the skills learned here to support teachers who I will have to evaluate.

Professional Growth and Reflection

- I applied things I learned or read in this class with my grade level team. They appreciated the insight and other ways to look at our teaching. The research I did was also beneficial to my teammates because they implemented exactly what I was researching.

Program Value and Career Advancement

- My confidence in leading others has grown immensely over the course of this program. I feel honored to have been a part of this as I know that my knowledge and leadership will help many other educators to come.

Conclusion

The 2024-25 Teacher Mentor Grant program continues to demonstrate strong outcomes for participating educators. Survey results indicate high levels of confidence across all five Colorado mentor teacher competency domains, with an overall average rating of 8.39 out of 10, consistent with prior years of the program. Respondents reported professional growth, increased reflection on instructional practices and strengthened teacher leadership skills. Nearly all participants affirmed that the program enhanced their professional identity, encouraged adoption of new strategies for equity and inclusion and confirmed their commitment to remain in the teaching profession.

Open-ended responses further underscore the program's value, highlighting its role in fostering collaboration, advancing career aspirations and expanding leadership influence beyond mentoring relationships. Collectively, these findings suggest that the Teacher Mentor Grant program is not only meeting its intended goals but also contributing to broader improvements in instructional quality and teacher retention across Colorado schools.