Mentor Practice Standards

NEW TEACHER CENTER

CONTENTS

MENTOR PRACTICE STANDARDS
AN INTRODUCTION

Over the last 20 years, New Teacher Center (NTC) has worked with teachers, teacher leaders, schools and school districts, researchers, state agencies, policy-making organizations, and a range of educational institutions to define the characteristics and fundamental elements of high-quality mentoring. The goal of NTC's *Mentor Practice Standards* is to accelerate the development of new teacher effectiveness, improve teacher retention, build teacher leadership, increase student learning, and support equitable outcomes for every learner. These standards are carefully framed to support maximum impact on teaching and learning, regardless of context.

MENTOR PRACTICE STANDARDS
AN OVERVIEW

This graphic represents three defining aspects of instructional mentoring addressed by the **Mentor Practice Standards:**

1. **Foundational**—critical knowledge, skills, and professional goals necessary for effective mentoring

2. **Structural**—partnerships that characterize and support quality mentoring

3. **Instructional**—strategic focus on optimal and equitable classroom practice and student learning

A cycle of **Continuous Improvement Toward Equitable Outcomes** encircles the graphic to highlight the importance of ongoing formative teaching and coaching cycles.

Each of the six **Mentor Practice Standards** is subdivided into two basic components:

1. **Key Elements**

2. **Reflective Questions**

The Key Elements describe important aspects that further define a given practice standard. Each Key Element is further described by a set of Reflective Questions that invite mentors to consider specific ways to implement a given standard in practice. They are largely framed as concrete questions such as: *How do I…? To what extent do I…? When, how, and how often are…? In what ways do I…?*

Effective mentors recognize that all standards are equally important and interrelated; strong practices in all areas are essential for maximum impact.

MENTOR PRACTICE STANDARDS

Foundational

1.0 Develops as an instructional leader to advance mentoring, the teaching profession, and equitable outcomes for every student.

2.0 Deepens and maintains own knowledge of rigorous content standards, social and emotional learning, learner variability, and culturally responsive pedagogy.

Structural

3.0 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.

4.0 Engages school leaders and instructional leadership team in productive partnerships to advance beginning teacher effectiveness and the learning of every student.

Instructional

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

6.0 Builds beginning teacher capacity to advance equitable and inclusive learning by providing an environment that meets the diverse academic, social, and emotional needs of every student.
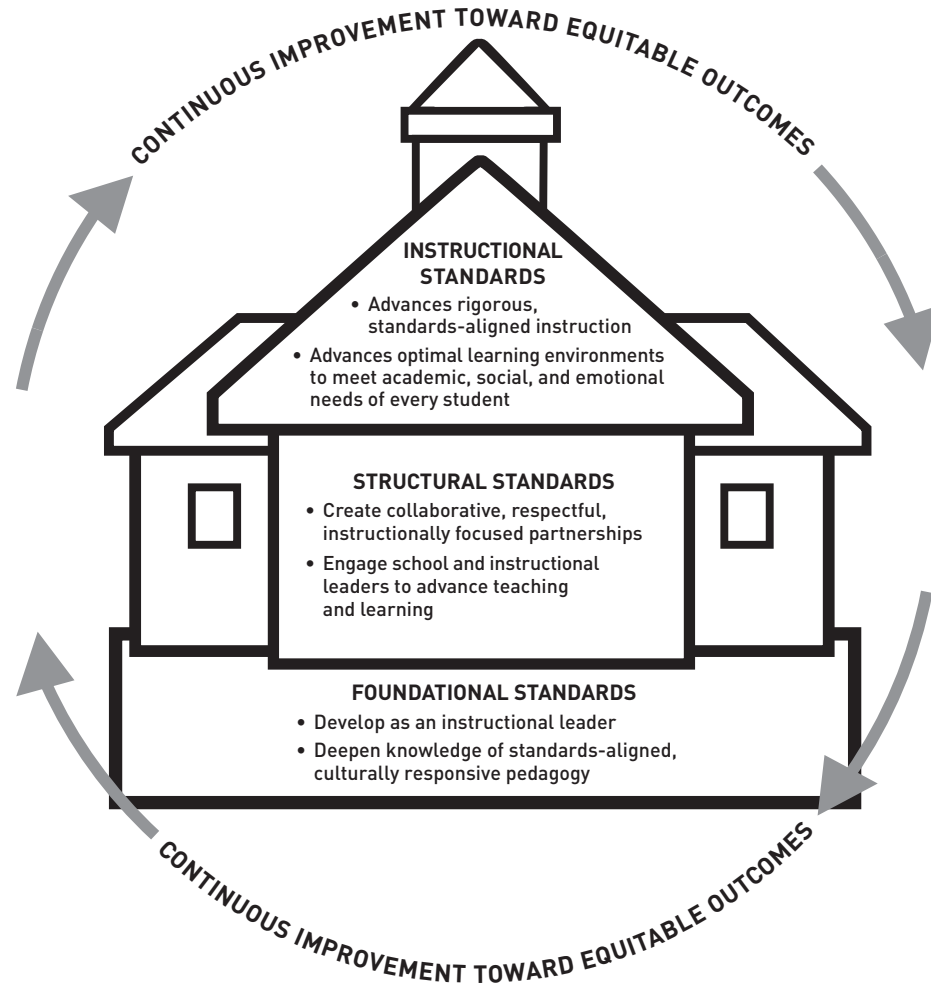
FOUNDATIONAL

1.0	Develops as an instructional leader to advance mentoring, the teaching profession, and equitable outcomes for every student.

1.1 Develops and continuously pursues professional growth goals and action plans that are grounded in mentor standards and expectations and are continually informed by mentor and beginning teacher data of practice and student learning data.

- When I assess my practice using the mentor standards and expectations, what areas of strength can I identify and what areas of growth can I prioritize?
- In what ways do my mentor professional growth goals serve the program's mission to improve beginning teacher effectiveness and foster equitable outcomes for every student?
- What knowledge and skills do I need to identify inequities in the classroom in order to pursue equitable outcomes for every student with the beginning teacher? How do I improve my observation skills and use strategies, stances, tools, and entry points to ensure equitable outcomes for every student?
- What processes and protocols can I use to continually assess qualitative and quantitative mentor data, beginning teacher data, and student learning data to measure progress toward my mentor goals? How can my mentor colleagues and/or program leader support me in this process?

1.2 Collects and analyzes mentor and beginning teacher data of practice to inform instructional mentoring decisions that will improve beginning teacher practice and the academic, social, and emotional learning of every student.

- How can I analyze beginning teacher formative assessment data in ways that inform my mentoring focus and strategies throughout ongoing, instructionally focused teaching-coaching cycles with the beginning teacher? How can our program's mentor expectations support and guide me and my colleagues in this process? To what extent am I meeting or exceeding these benchmarks?
- How often do I elicit feedback from the beginning teacher on the mentoring process? In what ways do my words and actions exemplify a commitment to improving practice in service of every learner?
- How do I position myself as a learner and actively seek constructive feedback on my practice from mentor peers and program leader?
- What can I learn about my mentoring practice from participating in in-field coaching cycles with mentor colleagues and program leader?

1.3 Engages in mentor professional learning opportunities and contributes fully to the mentor community of practice to advance own learning and that of mentor colleagues.

- How do my behaviors and actions in mentor professional learning contribute to building a professional community and upholding norms of collaboration, reflection, and transparency?
- In what ways is my participation in mentor professional learning and communities of practice contributing to emotionally and intellectually safe environments for all mentors to learn and grow?
- How do I use my own data of mentoring practice and that of my mentor colleagues to engage in thoughtful dialogue and reflection to solve mentoring related problems?
- What is my comfort and skill level in giving and receiving instructionally focused, evidence-based feedback with my mentor peers in ways that support inquiry/curiosity and risk-taking?
- How do I continually challenge myself to take risks in mentor professional learning contexts, such as in-field coaching and mentor professional learning communities, to deepen and expand my instructional mentoring knowledge and skills?

1.4 Builds 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.

- In what ways do I see myself as an instructional leader?
- How can I create and leverage opportunities to learn from and collaborate with instructional leadership team members and other teacher leaders to advance standards-aligned instruction and equitable outcomes for every student?
- What opportunities do I have to collaborate with school and district leaders to inform and/or advance school-based instructional goals and priorities?
- What is my comfort and skill level in describing to other teacher leaders the instructionally focused nature of my mentoring work and its impact on beginning teacher effectiveness and equitable outcomes for every student?
- In what ways can I advocate for conditions that support optimal learning environments that address the variable learning needs of every student?

1.5 Promotes, designs, and/or facilitates beginning teacher professional learning that is aligned with professional teaching standards, school and district instructional goals, and program vision, mission, and goals and promotes development of optimal learning environments and rigorous content learning for every student.

- How do I collaborate with my mentor colleagues to differentiate beginning teacher professional learning based on adult learning principles and assessed needs and interests of beginning teachers?
- How will the beginning teacher professional learning environment model classroom environments that are emotionally, intellectually, and physically safe?
- How will beginning teacher professional learning ensure alignment to teaching standards and rigorous content standards?
- How will beginning teacher professional learning ensure alignment to school/district goals and priorities and program vision and goals?

FOUNDATIONAL

2.0 — **Deepens and maintains own knowledge of rigorous content standards, social and emotional learning, learner variability, and culturally responsive pedagogy.**

2.1 — **Deepens and maintains own knowledge of grade-level content standards and standards-aligned tasks, lessons, and curriculum to ensure that every student has access to rigorous standards-aligned content.**

- How do I develop knowledge of what constitutes rigor in the content areas taught by the beginning teacher? Examples: For math, how do I develop and maintain basic knowledge of the major work of the grade? For ELA/literacy, how do I develop and maintain basic knowledge of text complexity and academic vocabulary of grade-appropriate texts?
- How do I use my knowledge of content standards and task alignment to engage the beginning teacher and advance their ability to plan and deliver instruction that develops both the content knowledge and student skills required by the standards?
- What additional knowledge and skills do I need to support the beginning teacher's ability to deliver standards-aligned instruction in ways that promote learner agency and opportunities for self-directed learning?

2.2 — **Deepens and maintains own knowledge of research-based practices that create emotionally, intellectually, and physically safe classroom environments for every student.**

- What research-based resources and skills do I need to learn about and integrate into my practice to help the beginning teacher embrace a growth mindset and create a classroom characterized by positive, trusting relationships, supported risk-taking, learner agency, productive struggle, and healthy expression of emotions?
- What data and research-based resources can I incorporate into my mentoring practice to help the beginning teacher deepen their knowledge of the inextricable connection between social and emotional learning and academic achievement?
- What research-based strategies and guidelines can I draw upon for mentoring the beginning teacher to create procedures, routines, and classroom designs that support safe and engaged student interactions?
- How do I engage with program leader and mentor colleagues within and outside of professional learning to expand my knowledge of how teachers purposefully use language and design and structure classroom routines and procedures in ways that promote safe and engaged teacher/student and student/student interactions?
- How do I seek out and use additional resources to further my knowledge of the practices that contribute to emotional, intellectual, and physical safety?
- How do I deepen my knowledge of and ability to articulate the inextricable connection between social and emotional learning and academic achievement?

2.3 — **Deepens and maintains own 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.**

- How prepared am I to scaffold learner variability strategies and frameworks into my mentoring practice and share with the beginning teacher?
- How can I expand my repertoire of research-based, standards-aligned instructional strategies that support the variable learning needs of every student to improve my mentoring of the beginning teacher? How can I collaborate with colleagues to build expertise in my use of research-based, standards-aligned instructional strategies with the beginning teacher?
- How do I participate in professional learning, engage with others, and conduct personal research to improve my knowledge of strategies and frameworks for meeting the variable learning needs of every student?
- What research can I reference with the beginning teacher to underscore that having variable learners in the classroom and planning for each one of them is to be expected?

2.4 — **Deepens and maintains own knowledge of equity principles and culturally responsive pedagogy to identify and address inequitable practices and engage the beginning teacher in using an equity lens to reflect on their practice.**

- What is my definition of equity in education and my role in it?
- How does my background and experience shape my views, interactions, and beliefs? What are my biases?
- How do I deepen my comfort and skill level in having equity-based conversations, including conversations about race, with the beginning teacher and other peers?
- What are the connections between high expectations, rigorous content and curriculum, and equity?
- What additional knowledge and skills do I need to recognize and promote curriculum that is culturally responsive and inclusive?

STRUCTURAL

| 3.0 | 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. |

(3.1) 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.
- In what ways do I convey empathy, caring, honesty, and respect in my instructional mentoring conversations?
- How am I modeling a growth mindset in my words and actions regarding the beginning teacher, their students, and myself as a mentor?
- How do I help the beginning teacher value their own background experiences and knowledge and see the connections between what they already know and the problems they are trying to solve?
- How do I build on the beginning teacher's comments and questions to extend their knowledge and sense of teacher agency and autonomy?
- In what ways can I leverage relational trust to support the beginning teacher's ability to analyze complex teaching issues and take responsible risks to improve instructional practice to meet the variable learning needs of every student?
- To what extent have I established an emotionally and intellectually safe environment with the beginning teacher in which they are willing to engage in productive struggle and responsible risk-taking to address complex issues?

(3.2) Uses mentoring language and stances to 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.
- How do I differentiate the types of mentoring language I use to facilitate strengths-based, reflective conversations?
- How can I expand and deepen my use of mentoring language stems to facilitate beginning teacher reflection, agency, and willingness to engage in complex problem-solving with curiosity and persistence?
- What contextual factors do I consider when employing different mentoring stances: instructive, collaborative, and facilitative? To what extent am I moving fluidly between stances to support beginning teacher agency, reflection, and ownership in our instructionally focused conversations?
- To what extent do I identify strategic mentoring stems when planning for specific mentoring conversations?
- How can my strategic use of mentoring language and stances support the beginning teacher to engage in productive struggle in the use of rigorous content standards?

(3.3) Creates strategic mentoring outcomes and plans for meetings with the beginning teacher to advance beginning teacher practice and the learning of every student.
- What do I know about the beginning teacher's current context and social and emotional needs?
- What aspects of their teaching practice might be most appropriate to address developmentally? By extension, what are my strategic outcomes for the beginning teacher in the short and long range?
- What instructional focus would be most strategic at this time? What entry points can I listen for?
- How can I be responsive to the beginning teacher's immediate needs in each mentoring conversation and maintain focus on my short- and long-range strategic outcomes for them?

(3.4) Uses mentoring and collaboration time effectively to implement instructionally focused tools and protocols that advance instruction and the learning of every student.
- How do I ensure that I am prioritizing and committing to mutually agreed-upon time to meet with the beginning teacher for durations and frequencies that align with research-based expectations and program requirements?
- How am I using interaction data to assess the amount and types of interactions I have with the beginning teacher and the extent to which those interactions focus on standards-aligned instruction and evidence of student learning?
- How do I support the beginning teacher to commit to mutually agreed-upon times to meet? How do I engage with the program leader and school leaders to problem-solve if lack of teacher prep time or other systemic issues lead to inadequate time for beginning teacher/mentor meetings?
- How do I use my mentoring time to more effectively blend program requirements, meet the beginning teacher's needs, address issues that surface in data of practice, and forge them into relevant strategies for beginning teacher professional learning?
- How do I prioritize mentoring time available to effectively balance my strategic mentoring outcomes with the immediate needs of the beginning teacher and ensure beginning teacher ownership?

(3.5) 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.
- How do I foster equity-focused conversations that are characterized by respectful listening, perspective-taking, and honesty?
- How do I help the beginning teacher develop a knowledge of historic and current systemic inequities and embrace high expectations for every student?
- How do I become more comfortable and prepared to share my own self-reflections regarding my racial lens, bias, and privilege, despite discomfort it may cause?
- How am I supporting the beginning teacher to develop the knowledge, mindsets, and skills to recognize and address bias in their classrooms and in the school environment?
- How do I become more comfortable and prepared to initiate tough conversations about equity?

(3.6) Builds the beginning teacher's capacity to create effective partnerships with families and local communities to improve instruction and learning for students of all backgrounds.
- To what extent does the beginning teacher understand the role of the family in student achievement? What knowledge and skills does the beginning teacher need to cultivate effective, strengths-based partnerships with families and to understand the critical role of the family in student achievement?
- How do I ensure that the communication structures, resources, and supports I offer are culturally responsive and will strengthen the beginning teacher's partnerships with families and local communities?
- How do I guide the beginning teacher in communicating with families in ways that are timely, welcoming, and responsive to individual student and family needs and that convey respect and understanding of cultural norms?
- How do I support the beginning teacher to become familiar with students' communities and to feel comfortable and capable engaging with community members to inform and strengthen instruction and support for families and students?
- How do I improve my knowledge of local communities and resources to support the beginning teacher in making connections for families and students to advance student learning?

STRUCTURAL

4.0	Engages school leaders and instructional leadership team in productive partnerships to advance beginning teacher effectiveness and the learning of every student.

4.1 **Initiates and maintains collaborative partnerships with school leaders to establish mentor's instructional role within the school and deepen alignments to school and district instructional priorities.**

- How do I draw on mentoring language and stances in my meetings with school leaders in order to build collaboration and trust and ensure collaborative, two-way communication that advances support of the beginning teacher?
- What mentor conversation protocols do I use to guide collaborative conversations with school leaders that result in clearly identified next steps, specify who will do what by when, and establish next meeting times?
- How do I make clear the role of relational trust and confidentiality between mentor and the beginning teacher and their impact on improved practice?
- How do I share information about the beginning teacher's practice in ways that do not break trust with the beginning teacher? How do I decide what needs to be shared specifically and what could be generalized?
- How do I elicit in-depth responses from school leaders regarding their vision and instructional goals and priorities for the school?
- How do I articulate the alignments between the school's instructional goals and priorities and my instructional mentoring goals to advance standards-aligned instruction and equitable outcomes for every student?
- How do I capitalize on entry points in discussions with school leaders to address barriers and promote optimal working conditions and protected time for professional learning for beginning teachers?

4.2 **Deepens school leaders' and instructional leadership teams' knowledge of the standards-aligned, formative assessment teaching-coaching cycle and its impact on instruction and equitable outcomes for every student.**

- How do I build awareness of the instructionally focused teaching-coaching cycle and formative assessment tools and processes with instructional leaders? What entry points can I leverage to collaboratively explore their relevance to school-based instructional goals?
- How do I use formative assessment artifacts, anecdotes, and student learning data to illuminate the potential impact of the teaching-coaching cycle on teacher effectiveness and improved outcomes for every student?
- How do I use induction program data appropriately to illustrate the ways in which instructionally focused teaching-coaching cycles contribute to students' continuous academic, social, and emotional growth?
- What is my comfort level in raising awareness about school-wide patterns of instructional inequities that may have surfaced in the course of the teaching-coaching cycle?

4.3 **Builds collaborative partnerships with instructional leadership team to better meet beginning teacher needs, ensure mentoring aligns with school instructional priorities, and foster a learning environment in which every student can be successful.**

- How do I engage the instructional leadership team to contribute resources, strategies, and expertise that will advance the beginning teacher's practice and support the variable learning needs of every student?
- How do I build the beginning teacher's capacity to select appropriate data and artifacts to share with instructional leaders?
- How do I raise the instructional leadership team's awareness of the effectiveness of analyzing student learning within the teaching-coaching cycle? How can I help them see the value and relevance of the analyzing student learning process for site-based professional learning communities and grade-level teams striving to address school-wide instructional goals and improve learning outcomes for every student?

INSTRUCTIONAL

| 5.0 | Builds beginning teacher capacity to advance equitable learning by providing rigorous, standards-aligned instruction that meets the needs of every student. |

(5.1) **Advances standards-aligned instruction and student learning of rigorous content by engaging the beginning teacher in ongoing teaching-coaching cycles to advance equitable learning for every student.**

- How do I use entry points to introduce specific formative assessment tools and processes at each stage of the teaching-coaching cycle to surface potential areas for growth or gaps in the beginning teacher's knowledge of rigorous content identified in the standards? How can I use those potential areas for growth or gaps as entry points to engage in deeper learning and shared inquiry through the teaching-coaching cycle? How do I secure resources for the beginning teacher that support growth and close gaps?

- How do I use formative assessment tools and processes at each stage of the teaching-coaching cycle to engage the beginning teacher in surfacing issues that impact student learning of rigorous, standards-aligned content and in making instructional modifications to address them?

- How do I engage the beginning teacher in delivering and reflecting upon rigorous, standards-aligned lessons through ongoing teaching-coaching cycles of inquiry in ways that are timely and responsive to the beginning teacher's needs?

- Which formative assessment tools and processes can the beginning teacher and I use to analyze the extent to which lessons, tasks, and curriculum are aligned to rigorous, grade-level content standards? If there is not alignment, how can I use the teaching-coaching cycle to build the beginning teacher's capacity to determine what adjustments need to be made to the lesson, task, or curriculum to ensure alignment to the standards?

- How can my mentoring through teaching-coaching cycles inspire shared commitment to providing every student with equitable access to rigorous, standards-aligned content?

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

- How do I support the beginning teacher in identifying their students' individual learning preferences, strengths, and areas for growth academically, socially, and emotionally?

- How do I build the beginning teacher's capacity to determine which assessments and sources of information about individual students will help them assess students' individual learning preferences, social and emotional skills, and academic performance?

- How do I build the beginning teacher's capacity to engage students in setting personal learning goals and monitoring their own progress using data from assessments?

- How do I support the beginning teacher to analyze student assessments for bias? How do I support the beginning teacher to revise assessments to address bias and/or to engage with school leaders to address bias apparent in required assessments?

- How do I support the beginning teacher in designing student assessments that have a range of appropriate options for students to demonstrate their learning and provide a complete and accurate picture of their skills and needs?

(5.3) **Builds beginning teacher capacity to analyze student assessments to guide the planning and delivery of standards-aligned instruction that meets the variable learning needs of every student.**

- How do I build the beginning teacher's capacity to analyze and interpret evidence of student learning to strategically plan and adjust instruction that is aligned with rigorous content standards and that provides appropriate challenge and scaffolds to meet the needs of each learner?

- How do I use formative assessment tools and processes for observation and analysis of student learning to engage the beginning teacher in surfacing students' variable learning needs and in planning ways to support every learner to meet the demands of rigorous content standards?

- How do I hold myself and the beginning teacher accountable for providing every student with equitable access to rigorous, standards-aligned content and improving each student's learning outcomes?

- How do I model a growth mindset in which learner variability is understood, expected, and welcomed when analyzing student assessments and planning and delivering standards-aligned instruction to meet the needs of every student?

- What support personnel or additional expertise can the beginning teacher and I seek out to ensure that the variable learning needs of every student are being addressed?

(5.4) **Builds beginning teacher capacity for continuous improvement through professional goal-setting based on assessments of practice and student learning and aligned with school and district instructional priorities and professional teaching standards.**

- How can I support the beginning teacher to create professional goals that are aligned with school instructional goals and priorities and grounded in their knowledge of rigorous, grade-appropriate content standards, professional teaching standards, and data on instruction and student learning?

- How do I facilitate the beginning teacher's self-assessment and professional goal-setting process using results of academic, social, and emotional assessments? How do I capitalize on entry points to raise the beginning teacher's awareness of growth in meeting the academic, social, and emotional needs of every student?

- What do I need to do to be fully prepared to engage in co-assessment of the beginning teacher's content knowledge and support related goal-setting?

- How do I foster a sense of teacher agency and a growth mindset throughout the beginning teacher's professional goal-setting process?

INSTRUCTIONAL

6.0	**Builds beginning teacher capacity to advance equitable and inclusive learning by providing an environment that meets the diverse academic, social, and emotional needs of every student.**

6.1 **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.**

- How do I foster a shared knowledge of the connections between social and emotional growth and academic achievement?
- How do I ensure the beginning teacher and I focus on individual student strengths to support academic, social, and emotional growth?
- How do I model a growth mindset and articulate its role in fostering socially and emotionally safe learning environments?
- How do I build the beginning teacher's capacity to explore classroom conditions that are conducive to learning and that support positive, caring relationships, risk-taking, and healthy expression of emotions? What research-based resources, knowledge, and skills can I draw on to support beginning teacher success in implementing strategies that improve the learning environment?
- What formative assessment tools and processes can I use with the beginning teacher to observe for and provide feedback on conditions of social and emotional safety in their classroom?

6.2 **Builds beginning teacher capacity to advance equitable and inclusive instruction for every student based on applying principles of equity and implementing culturally responsive pedagogy.**

- How do I convey my professional commitment to diversity, equity, and inclusion in words and actions?
- How do I apply an equity lens in my instructional mentoring conversations about cultural competencies and culturally responsive pedagogy?
- What tools and resources can we use to assess the needs of second language learners and build the beginning teacher's capacity to ensure that curriculum and instruction is scaffolded, accessible, and responsive to every student's language learning needs?
- If equitable access to curriculum is not observed in a classroom, how do I use formative assessment tools and processes to surface issues? How do I engage the beginning teacher in a positive way to feel safe to reflect on the issues and problem-solve collaboratively?
- How do I engage the beginning teacher in a positive way to feel safe and problem-solve collaboratively if formative assessment surfaces issues of equitable access to curriculum in a classroom?
- How can conversations about diversity, equity, and inclusion fortify the beginning teacher's professional commitment to providing rigorous, standards-aligned, scaffolded instruction that supports the variable needs of every student?
- When and how do I facilitate reflective conversations with the beginning teacher regarding their emerging role as a teacher leader and advocate for equitable and inclusive learning environments for every student?

6.3 **Builds beginning teacher capacity to establish and maintain an inclusive classroom environment that fosters self-regulation and learner agency.**

- What formative assessment observation tools and processes do I use with the beginning teacher to collect data to assess ways in which the classroom environment is inclusive?
- What research-based resources, knowledge, and skills can I draw on to support the beginning teacher in creating and maintaining an inclusive classroom environment?
- How do I support the beginning teacher to increase their knowledge of how students' perceptions of belonging in the classroom impact learning and learner agency?
- How can I support the beginning teacher to incorporate or refine instructional strategies to foster learner agency for every student?
- What entry points can I capitalize on to support the beginning teacher to explore and implement routines and procedures to increase student self-regulation and learner agency?

6.4 **Builds beginning teacher capacity to equitably meet the diverse learning needs of every student through the instructional use of technology.**

- To what extent do the beginning teacher and their students have equitable access to technology in the classroom? If there are inequities, in what ways can I advocate for access?
- How do I capitalize on entry points to explore technology-based strategies for scaffolding instruction and/or providing varied learning pathways to meet the needs of every student?
- How do I engage the beginning teacher in assessing student access to and use of technology outside of classroom/school for research and projects related to classroom assignments? How do I support the beginning teacher to leverage use of technology in class/school to mediate students' varying levels of access to and use of technology outside of school and advance equitable learning for every student?
- How do I build beginning teacher capacity to advocate for systematic and intentional uses of classroom and school-wide technology that enhance and advance equitable learning for every student?

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