



Kansas Model Mentor and Induction Program Guidelines for New Teachers and School Specialists

Each local education agency (LEA) shall have an approved program providing systemic mentoring and induction support to all new teachers and school specialists. The program must include, but is not limited to, the following:

	GUIDELINE	EXPLANATION FROM KSDE
1.	Program provides practical application of practices that outline a new teacher's/specialist's professional learning needs related to: the learner and learning; content knowledge; instructional practice; professional responsibility.	The four areas listed are aligned with the Kansas Professional Education Standards. http://ksde.org/Portals/0/TLA/HigherEd/Professional%20Education%20Jan132015.pdf
2.	<p>Program must include selection criteria and training for mentors.</p> <p>A. Selection Criteria:</p> <ol style="list-style-type: none"> Mentor must have a minimum of three years of successful experience and have a professional license in effect. School specialist mentoring can be cross-district if necessary. <p>B. Training:</p> <ol style="list-style-type: none"> Initial training of mentor must occur by October 1. Initial training is paired with ongoing professional learning for the mentor that: <ul style="list-style-type: none"> Addresses the mentor's role Develops strategies for building relationships with new teachers Development of skills for observation of new teacher's practice, assessment of needs of new teacher, strategies to address those needs Coaching language and practice Strategies for guiding new teachers to use reflection in their practice Skills for guiding new teachers in using various types of formative assessment to focus instruction and differentiate for student needs Guiding new teachers in collecting and analyzing various types of student data to show evidence of learning Guiding new teachers in their use of content standards when planning lessons/units Skills in using the professional education standards as a measure of assessing teacher practice 	<ul style="list-style-type: none"> Mentor experience and endorsement area(s) do NOT have to be in same subject or same grade level as the mentee (teacher mentors). Initial training session should be an overview of all topics bulleted in item 2.B.ii., <i>with a particular emphasis on</i> the mentor's role and strategies for building relationships with new teachers. Ongoing professional learning should occur regularly throughout the year and should involve in-depth learning around each bulleted item.
3.	<p>Program provides one year of structured, intensive support for new teachers/specialists, with a documented plan for providing a second year of support if needed. Support during the one year of structured, intensive support must include:</p> <ol style="list-style-type: none"> Communication: on a weekly basis (e-mail, face to face, phone, etc.) Observation: virtual or in person, minimum of three per year System for mentor to provide reflective verbal dialogue and feedback 	<ul style="list-style-type: none"> Program design should contain an established plan for Year 1. Program design should contain an established plan for Year 2. Year 1 plan should require at least <u>weekly</u> communication between mentor and mentee. Year 1 plan should specify a minimum for how often the communication should be face-to-face. Year 1 plan should require mentor to observe mentee's performance at least three (3) different times during the year, spread throughout the year (beginning, middle, end). Year 1 plan should require the establishment of a system for mentor and mentee to dialogue – for reflection, feedback, support. Items to address in a plan for succeeding year(s) could include the reason for the individual being on the plan; specific area(s) of focus for the plan; training, resources, support to be provided specific to the area of focus; structured contact schedule. Regardless of the length of the mentoring and induction period, alignment is needed between goals for evaluation, on an individual professional development plan, or focus areas.

4.	Program provides a defined accountability process to measure program effectiveness in providing effective support and growth at all levels.	<p>District defines “effectiveness.” A key word in this guideline is “process.” For example, if an end-of-program survey of participants is collected, who is responsible for reviewing the results and implementing any changes suggested by the data? By what date will these results be reviewed and reported? To whom will they be reported? <i>Giving</i> the survey is only one step of the process.</p> <ul style="list-style-type: none"> • What criteria will you use to assess the program's quality and success? • What data (qualitative and quantitative) will you collect for this purpose? • How will you collect that data? • How will the program evaluation be used after it is completed?
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