

eMentoring for Student Success (eMSS) Update

January 2015

Kansas Mentees – Who are they?

Year 1

- 77 Mentees
- 75% Participation Rate
- 42 Different Districts
- 27 Returned to eMSS for the following year

Year 2

- 101 Mentees
- 90% Participation Rate
- 54 Different Districts
- 15 Returned to eMSS for the following year

Year 3

- 94 Mentees
- 90% Participate Rate

What We Expect

Twice Weekly Interactions

Completion of 1 Exploration

Completion of 2 Observations

Meet Kindra

- * Kindra is a professionally licensed mentee teaching special education in a small, rural community in central Kansas. Kindra completed two years of eMSS.
- * See Kindra' Blog about her eMSS experience.
<http://www.newteachercenter.org/blog/lost-outer-space>



Kansas Survey Results

eMSS participation was influential to his/her professional growth [74%]

The eMSS Community was influential to his/her professional growth [66%]

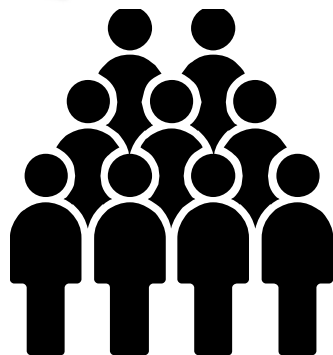
eMSS was influential in making him/her a more reflective practitioner [74%]

For the past three years, I have felt so alone because my school is clear out in the country and I am the only Special Education teacher there. I learned that there is a community of teachers out there with the knowledge and experience to help me if I just reach out to them... and it has helped me not be so overwhelmed.

Elementary Special Education Teacher, KS

My students received better instruction... because I participated in the program.

Elementary Special Education Teacher, KS



The ideas from others ... really helped make this an easier situation. I learned new ways to keep students engaged.. I learned a new way to organize my goals and thoughts by using the Analyzing Student Work tool.

Elementary Special Education Teacher, KS

Retention



eMSS retains 80 – 95% of participants

Comparable with in-person mentoring

One year retention rate of 86.3% for the 2012-13 Kansas eMSS cohort

National retention rates:
50% of new teachers leave the profession in the first 5 years

- higher in special education
- higher in schools of high poverty

eMSS Mentors – Who are they?

Online Application

- Mentors selected based on projected need and qualifications

Summer Institutes

- 3 week asynchronous PD for new, experienced and advanced mentors
- Must meet criteria to be selected

Asynchronous Forums

- Ongoing professional development throughout the year
- Highly monitored for quality assurance

eMSS Mentors

A key differentiating feature is the commitment & quality of expert teachers who serve as mentors

Over 30% are
Presidential
Award
recipients or
finalists

Over 70% have
received state or
national level
recognition

Over 40% are
National Board
Certified

Mentor Place



Ongoing mentor
professional development
and support

1 Facilitator
30 mentors

Meet Linda

- Linda is a **professionally licensed** Kansas special educator with more than 30 years of experience.
- She is **one of 23** mentors actively serving Kansas mentees and represents **one of 27** different Kansas school districts with eMSS mentors. Mentors from AZ, CA, ID, MN, MT, and NC also serve Kansas mentees.



Texts and Technology

- * How to Reach and Teach Children with Challenging Behavior
- * Explicit Instruction: Effective and Efficient Teaching
- * Beyond the Bake Sale: The Essential Guide to Family School Partnerships

- * iPad minis and Swivl technology are provided to Kansas eMSS mentees and mentors.
- * Upon completion of the observation requirement, mentees keep the iPad.

Symposiums

February 2013

Behavior with Linda Wilkerson

July 2013

Paraeducator Supervision Academy

April 2014

Collaboration with Dr. Richard Villa

September 2014

Behavior with Lee Stickle & Linda Wilkerson

March 3, 2015

IEPs with Deb McVey and

Family Engagement with Jane Groff

Room to Grow!

- * Recruitment, recruitment, recruitment!
- * Vertical implementation slices
- * Integration with other mentoring work
- * General education participation in symposium offerings and mentoring when applicable

Mentoring Guidelines

- * 1. Meets the needs of new teachers as related to the learner and learning; content knowledge; instructional practice; professional responsibility.
- * 2. Training
- * 3. Structured, intensive support
 - Communication
 - Observation
 - Reflective dialogue and feedback
- 4. Measure of program effectiveness