

Teacher/School Specialist Mentoring Plan Checklist and Plan Review Process

Please use this checklist to ensure that your mentoring plan has the minimum components required based on KSDE guidelines and Kansas statutes and regulations

There are 4 components. You determine how these components are placed in your plan, unless otherwise specified. These are minimum requirements and allow the content of your plan to expand to include everything that makes it successful.

These components are listed under the following headings:

1. Guideline 1- Mentoring Support
2. Guideline 2- Mentor Selection
3. Guideline 3- Mentoring Plan Process
4. Guideline 4- Mentoring Plan Effectiveness

Each plan should also include a cover page and introductory material to include the vision and goals of your mentoring program and any other information that you decide helps explain and implement the program.

This plan should reflect how your system/district provides or supports mentoring in its jurisdiction. KSDE is interested in knowing how you are doing something, rather than just having a document stating that you do or plan to do something.

You can use this checklist for a combined teacher/school specialist mentoring plan or create separate plans for each with separate checklists.

If the component is listed as a process or procedure, that can be in a narrative in the body of the plan or in an appendix, depending on what it is. It can be a form or some other document that verifies the process. Please include any forms, surveys or other tools as part of your

plan if you expect those things to be used by the staff that uses the plan.

To help keep yourself on the right track, imagine that KSDE will audit your plan. Does what you're doing match your plan? Do you have the documentation to verify that? Does your staff know what's in the plan and would they be able to answer questions about it? Would their answers match yours?

KSDE will use this checklist to ensure a consistent, thorough and timely review of mentoring plans.

Each component is assigned a number.

Before you submit your plan for review, put that number to the left of the narrative, paragraph, table, picture, or appendix/addendum item that corresponds to that component. The number can be part of the plan document or written on the document and then scanned and emailed to KSDE (See small clip of document below). Make the number obvious.

IV. Selection Process

A. Criteria for mentor selection.

2.1

1. Mentors should be experienced and have had above average evaluations. Mentors will be selected at the discretion of [redacted] administration based on the quality of their classroom/professional performance. If possible, mentors should be working in the same content area or comparable grade level as the mentee, with a minimum of three years of experience. Mentors must have a professional teaching license or professional license in the area of specialty. [redacted] administration will establish a pool of mentors by the end of each school year.

Once you have all components in the plan, send the marked-up plan, including attachments/appendices, etc., to KSDE, who will review it and, if needed, work with you to get a final version. Once that final version is set, you will remove the component numbers and provide KSDE a clean version to go in the KSDE files and database as your approved mentoring plan.

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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 guidelines:

Guideline 1-Mentoring Support

Mentoring and Induction support must be mentee driven. Mentees are required to complete a needs assessment and its results are to be used to match the appropriate mentor to the mentee.

Your program must provide **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.

GUIDANCE: The four areas listed in the guideline are categories used to group standards addressing the knowledge and skills needed by every teacher and school specialist to ensure every PK-12 student is college and career-ready by high school graduation. Developed by the Council of Chief State School Officers' (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC), these standards are known nationally as the InTASC Model Core Teaching Standards.

Generally, all professional education standards, including the Kansas Professional Education Standards, Charlotte Danielson's Framework for Teaching, the Marzano Teacher Evaluation Domains, and those used in the McREL Teacher & Principal Evaluation System, are rooted in the InTASC Model standards. As a result, the various versions include similar, if not the same, content but may use different verbiage.

In Kansas, the professional education standards are used in preparation programs and are applied throughout teachers' and school specialists' careers to guide individual professional learning. The purpose of

professional learning is to increase the effectiveness of an educator; however, completion of a learning activity that addresses at least one of the professional education standards may also be eligible to have points awarded by a professional development council and have those points be used to renew a license, as long as the activity also addresses a goal on the teacher's or school specialists' individual professional development plan.

The Kansas Educator Evaluation Protocol (KEEP) instrument utilizes the same four categories listed in this guideline, but in KEEP they are known as "constructs." Regardless of the specific evaluation instrument being used in a district, it should be aligned to the appropriate set of professional education standards so those being evaluated will know the performance expectations.

Also, the standards help lend structure to evaluators. The evaluation process should assist with determining professional learning needs, which leads to the creation of goals. This process results in a continuous cycle of learning, rather than evaluation as a one-time event.

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The State Board believes that a quality program would, at a minimum, address certain topics and skills in each of the four areas as shown below.

The Learner and Learning Content

Knowledge

- The teacher/school specialist plans instruction based on learning and developmental levels of all students.
- The teacher/school specialist recognizes and fosters individual differences to establish a positive classroom culture.
- The teacher/school specialist establishes a classroom environment conducive to learning.

Content Knowledge

- The teacher/school specialist demonstrates a thorough knowledge of the content.
- The teacher/school specialist provides a variety of innovative applications of knowledge.

Instructional Practice

- The teacher/school specialist uses methods and techniques that are effective in meeting student needs.
- The teacher/school specialist uses varied assessments to measure learning progress.
- The teacher/school specialist delivers comprehensive instruction for students.

Professional Responsibility

- The teacher/school specialist engages in reflection and continuous growth.
- The teacher/school specialist participates in collaboration and leadership opportunities.

Guideline 1 Checklist

- 1.1**
Mentoring plan provides a process that will ensure that the mentoring program is driven by the needs of its mentees.
- 1.2**
Mentoring plan provides a process for the mentee needs assessment. A copy of the assessment tool can be included in the body of the plan (in text or by hyperlink) or in an appendix.
- 1.3**
Mentoring plan provides a process that will describe how the results of the mentee needs assessment are to be used to match the appropriate mentor to the mentee.

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- 1.4**
Mentoring plan provides a process that will ensure and describe how the district's program provides teachers/school specialists with practical application experiences in the area of the learner and learning.
- 1.5**
Mentoring plan provides a process that will ensure and describe how the district's program provides teachers/school specialists with practical application experiences in the area of content knowledge.
- 1.6**
Mentoring plan provides a process that will ensure and describe how the district's program provides teachers/school specialists with practical application experiences in the area of instructional practice.
- 1.7**
Mentoring plan provides a process that will ensure and describe how the district's program provides teachers/school specialists with practical application experiences in the area of professional responsibility.

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Guideline 2-Mentor Selection

GUIDANCE: Adult learners have very different needs, and a mentor must have the knowledge, skills, and mindset to guide the learning of new teachers/school specialists. Some of the skills may be inherent in the individual; however, many can be learned in the training required of all mentors.

Mentor Selection Criteria

- Mentor must have a professional license in effect.
- Mentors must complete approved mentor training.
- For teachers, mentor experience and license do NOT have to be in same subject or same grade level.
- For school specialists, mentors MUST have the same endorsement as the mentee.

Mentor Program Logistics

- A pool of mentors should be in place by the end of each school year.
- Mentors must be matched to the mentee, based on the needs assessment, by the first day of the mentee's contract.
- For school specialists, cross-district mentoring is acceptable, if needed.
- Mentors must be trained by system-approved trainers before the start of the school year, or before being assigned a mentee.

Mentor Training

Initial mentor training is paired with ongoing professional learning for the mentor.

Initial mentor training must include, but may not be limited, to the following components:

- Learning to observe, coach, and give constructive feedback to peers, including strategies for self-reflection;
- Utilizing best instructional practices, classroom management, and organization;
- Dealing with difficult or resistant people and conflict resolution;
- Enhancing communication skills and building relationships;
- Clarifying mentor's roles and responsibilities;
- Practicing time management; and
- Developing knowledge of school/district policies and procedures including student assessment, curriculum, guides and supplemental resources.

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Ongoing mentor training should be professional learning that:

- Addresses the mentor’s role
- Develops strategies for building relationships with new teachers
- Develops skills for observation of a new teacher’s practice, assessment of needs, and strategies to address those needs
- Teaches coaching language and practice
- Provides additional 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
- Guides new teachers in how to collect and analyze various types of student data to show evidence of learning
- Guides 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

Guideline 2 Checklist

- 2.1**
Mentoring plan provides a process for and evidence of how the district will ensure that every teacher/school specialist mentor across the district meets the selection criteria expressed in the guidelines.
- 2.2**
Mentoring plan provides a process for and evidence of how the district will ensure that all required training topics are covered with every teacher/school specialist mentor.
- 2.3**
Mentoring plan provides a process for and evidence of how the district will ensure that all required mentoring program logistics requirements are met.

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Guideline 3-Mentoring Plan Process

GUIDANCE: Research shows that mentoring and induction not only results in higher retention rates of teachers but also, when provided support for three years, in the acceleration of effectiveness in classroom practice, yielding higher levels of student learning more quickly (Ingersoll and Strong, 2011). Recognizing that most districts don't have the luxury, financially, of providing three years of mentoring support to new teachers, the Kansas guideline reflects the minimum requirement.

Additional guidance regarding the components listed in the guideline is provided below; however, when ensuring a district mentor and induction program addresses all the guidelines, the professional education standards should also be considered when determining the goals of the program. Using these standards helps define and communicate from day one what the district expects of its teachers so there is no surprise when the new teacher is formally evaluated. This not only informs the new teacher, but also gives direction to the mentors as they determine how they will assist and provide support to their mentees.

With two exceptions (school psychologists and school counselors who have completed a direct-entry preparation program), new school specialists have previous teaching experience and will have different needs from new teachers. Except for the two mentioned

above, all new specialists should be familiar with the professional education standards and have used them in their previous teaching experience. While still applicable in their new positions, given the different types of school specialists, mentoring support provided to them will generally be more content-and role-focused. As the level and type of mentoring and induction support will vary, the district will make the distinction(s) in the program document.

Mentors for school specialists must have the same specialist endorsement as their mentees, which is a notable difference compared to mentors for new teachers. For the specialist positions listed in the paragraph above, there is an additional difference. As a final component of their preparation programs, school psychologists and direct-entry school counselors are required to be concurrently enrolled in an internship at their college or university while in their first year of employment. While this internship fulfills the mentoring requirement to upgrade to a professional-level specialist license, district-provided induction for these staff members is also important so they will still receive support in their new positions. If there is a difference in the mentoring and induction provided to them, the district program document should reflect what support will be given.

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The Mentoring Plan should include multi-year support for the mentee, depending on the type of license and date of licensure for the professional. A minimum of two years of structured support is required, with an annual needs assessment to determine needs of mentee into 2nd year and beyond, if needed, for teachers that are licensed after 7/1/2017.

One year of structured, intensive support for new teachers (licensed on or before 7/1/2017) and school specialists, with a documented plan for providing a second year of support, if needed.

Questions to help determine what needs to be included in the Mentoring Plan for this Guideline 3:

A. Communication

- Will there be specific forms/templates to be used to document conversations?
- Will district require certain number of face-to-face meetings?
- Is there an expectation of how long (i.e. minutes) a regular interaction should be?
- Will there be an expected scope/sequence for the introduction of various topics throughout the year?
- How will this communication be documented?

B. Observation

- Will it be virtual or in-person?
- What type of data will be collected?
- Will district dictate specific times or give mentor authority to schedule?
- What time of day?
- Will classroom coverage or substitute be needed for the mentor?
- Will newly licensed teachers (after 7/1/2017) have a chance to observe other teachers in practice?
- How will these observations be documented?

C. Reflection

- Will mentor feedback be provided within a certain period of time after the observation?
 - Will feedback be delivered in person or another method?
 - Is feedback tied to specific professional learning goals/domains/constructs?
 - How will these reflections be documented?
 - How would you describe your district's system for reflective verbal dialogue and feedback between teacher/school specialist mentor and mentee?
- 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.

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Guideline 3 Checklist

3.1

3.1.a Mentoring Plan provides a process for and evidence of one year of structured, intensive support for new teachers (initially licensed before 7/1/2017) and school specialists, with a documented plan for providing a second year of support, if needed.

3.1.b The plan includes regular communication, observation and reflective verbal dialogue and feedback opportunities between the mentor and the mentee.

3.2

3.2.a Mentoring Plan provides a process for and evidence of multi-year support for the teacher mentees licensed on or after 7/1/2017. A minimum of two years of structured support is required, with an annual needs assessment to determine needs of mentee into 2nd year and beyond, if needed.

3.2.b The plan includes regular communication, observation and reflective verbal dialogue and feedback opportunities between the mentor and mentee.

3.3

Plan provides evidence that support beyond the minimum required timeframes in 3.1 and 3.2 is included so that it is available, if needed.

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Guideline 4-Mentoring Plan Effectiveness

GUIDANCE: Each district has to be able to determine whether its mentor and induction program is effective, based on how the district defines “effective” in the program plan. Multiple measurable goals/objectives, as well as a process for collecting specific data for each, should be a part of the program plan so overall effectiveness can be assessed. If the program is determined to be semi- or not effective, the data results for each individual measure should help determine whether specific areas of the program need additional analysis or professional learning.

Accountability measures of program effectiveness in providing effective support and growth at all levels should include retention data of new teachers, evaluation of progress on needs assessments and feedback by the building principal.

Districts define “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? Giving the survey is only one step of the process.

Examples of measures of effectiveness:

- school or district retention rates of new teachers
- number of mentor/mentee interactions
- principal walk-through data
- mentor observation data
- evidence of movement along a continuum measuring various aspects of the professional education standards
- evidence of progress made toward a goal given during an evaluation
- overall evaluation results

Defining effectiveness:

- What criteria will be used to assess the effectiveness of the program?
- What data (quantitative and qualitative) will be collected for the criteria selected in the question above?
- What process will be used to collect the selected data points?
- What actions will be taken after collecting and analyzing the data (whether data finds the program effective or not)?

Other questions to help determine what needs to be included in the Mentoring Plan for this Guideline 4:

- What data will district collect for the purpose of assessing the teacher/school specialist portion of its mentoring program?
- How will district collect the data?
- How -- and by what date each year -- will the data be reviewed and analyzed, and to whom will the evaluation be reported?

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Other questions to help determine what needs to be included in the Mentoring Plan for this Guideline 4 (cont'd):

- What action will be taken as a result of the data review and analysis?
- 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?

Guideline 4 Checklist

4.1

Mentoring plan provides a process for and evidence of determining mentoring program effectiveness. Districts will define "effectiveness" for its mentoring program to include, at a minimum the following:

- 4.1.a Use of retention data of new teachers
- 4.1.b Evaluation of progress of mentee needs-assessment
- 4.1.c Feedback from building principals, mentors and mentees.

4.2

Mentoring plan provides a process for and evidence of the following:

- 4.2.a Establishment of criteria used to assess program's quality and success and a rationale for why those were chosen based on the district definition of success.
- 4.2.b Use of quantitative and qualitative data to determine if the above criteria are met.
- 4.2.c Process of how the above data and feedback from building principals, mentors and mentees are analyzed.
- 4.2.d Process of what action will be taken based on the results of the evaluation and how and to whom those results will be given.