

Kansas Model Mentor and Induction Program Guidelines for New Leaders

Each local education agency (LEA) shall choose and provide to all new school leaders hired under an initial license, a year-long approved program providing systemic mentoring and induction support. The program must include, but is not limited to, the following:

1. Program provides practical application of the ISLLC and Kansas professional standards.
2. Program must include mentor selection criteria and training:
 - A. Selection Criteria:
 - i. Mentor must hold a professional license in the mentoring area
 - ii. Mentor must have a minimum of three years of experience in the area of mentoring
(for example, an educator with one year of principal/building level experience and five years of superintendent/district level experience may mentor a new superintendent, but not a new principal)
 - B. Training Criteria:
 - i. Addresses roles and processes of mentoring
 - ii. Coaching Skills
3. Program provides one year of structured, intensive support for the new leader. The program must include:
 - A designated structured contact schedule. At a minimum, 40 contact hours, including at least three face-to-face meetings.
 - Professional interaction with colleagues from the greater educational community.
 - A documented plan for providing additional training and support as appropriate (beyond the first year).
4. Program must include a mechanism in place to evaluate the mentoring program.

District Leader Mentor and Induction Program Guidance

July 2022, Interim guidance for Leader Mentoring

BUILDING AND DISTRICT LEADERS

Why Mentor New Building and District Leaders?

- Having a first-rate school without a first-rate principal is impossible. (NAESP, 2001)
- [Benefits to new leaders]: increased confidence about their professional competence; ability to see theory translated into practice; creation of a collegial support system; sense of belonging (Daresh, 2001).
- [New leaders] learn more about their professional lives and gain more insight into their personal needs, visions, and values than through any other kind of learning experience (Daresh, 2001).
- “The primary goal of mentoring should be clear and unambiguous: to provide new principals with the knowledge, skills and courage to become leaders of change who put teaching and learning first in their schools” (The Wallace Foundation, 2007, p. 4).
- “Mentors report greater overall job satisfaction, increased recognition from their peers, greater opportunities for career advancement, and renewed enthusiasm for the profession” (Daresh, 2001, as cited in The Education Alliance at Brown University and National Association of Elementary School Principals, 2003, p. 11).
- “Districts report higher motivation levels and job satisfaction among staff members, increased productivity, and an attitude of lifelong learning” (Daresh, 2001, as cited in The Education Alliance at Brown University and National Association of Elementary School Principals, 2003, p. 11).

Initial, Current Guidance Published February, 2015

GUIDELINE	EXPLANATION FROM KSDE
Program provides practical application of the ISLLC and Kansas professional standards.	Hands-on application of newest Kansas Leadership Standards (based on ISLLC standards) as they relate to the mentee's specific position. Hands-on application of Kansas Professional Education Standards in the role of mentor/coach.
<p>Program provides one year of structured, intensive support for the new leader. The program must include:</p> <ul style="list-style-type: none"> • A designated structured contact schedule. At a minimum, of 40 contact hours, including at least three (3) face-to-face meetings. • Professional interaction with colleagues from the greater educational community. • A documented plan for providing additional training and support as appropriate (beyond the first year). 	<ul style="list-style-type: none"> • Contact should occur regularly throughout the year, during the beginning, middle, and end of the year. Each meeting should be part of a planned series, rather than a one-on-one conversation related to a specific situation. Also envision what happens during face to face meetings. • Professional interaction – Ongoing collegial interaction should be regular and sustained throughout the year and should include colleagues outside of the mentee's employing system. The interaction could be conducted through a structured network provided by a professional organization or through an electronic networking medium such as Facebook or Twitter. • Natural networking and informal mentoring (among leaders/coops) are, of course, part of the mentoring process but should not take the place of the formal mentoring structure. • Items to address in a plan for succeeding year(s) could include the reason for the individual being on the plan; specific area of focus for the plan; training, resources, support to be provided specific to the area of focus; structured contact schedule.
Program must include a mechanism in place to evaluate the mentoring program.	<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?
<p>Program must include mentor selection criteria and training:</p> <p>A. Selection Criteria</p> <ol style="list-style-type: none"> i. Mentor must hold a professional license in the mentoring area. ii. Mentor must have a minimum of three years of experience in the area of mentoring. <p>B. Training Criteria</p> <ol style="list-style-type: none"> i. Address roles and processes of mentoring ii. Coaching skills 	<p>Experience example: An educator with one year of principal/building level experience and five years of superintendent/district level experience may mentor a new superintendent, but not a new principal.</p>

BUILDING AND DISTRICT LEADERS

Guideline 1

Program provides practical application of the ISLLC and Kansas professional standards.

GUIDANCE

The Interstate School Leaders Licensure Consortium standards, more commonly known as the ISLLC standards, serve as a set of high-level policy standards for education leadership. The standards used in Kansas for both Leadership preparation programs and as overall content standards when a leadership endorsement is added to a license, are adapted from the ISLLC standards. The term “Kansas professional standards,” as used in the guideline above, refers to two sets of standards: the Professional Education Standards and the Leadership content standards. In addition to their role in the mentor and induction program, these standards guide future individual and group professional learning for mentors, new leaders, and other experienced leaders.

The constructs to be measured on the Kansas Educator Evaluation Protocol (KEEP) for Building Leaders are different than, but similar to, those on the District Leader instrument. While the constructs of both are based on the same leadership standards, positional context dictates the differences. Regardless of the different evaluation instruments being used by districts for building and district leadership positions, alignment with and knowledge of the leadership standards being used in Kansas is necessary. A crucial piece of the support needed by new building and district leaders is to set them up for success in their new positions. Mentors, new leaders, and evaluators must have a common understanding of performance expectations to ensure that success.

The charts below reflect the constructs and components from the KEEP evaluation instruments for Building and District Leaders.

BUILDING LEADERS:

Setting Direction

- The building leader will lead stakeholder team in developing vision, mission, and goals.
- The building leader will lead the development of a plan to implement the school vision with stakeholders.
- The building leader will lead the implementation of a school improvement plan.

Developing the Learner

- The building leader will monitor the instructional program and provide support based on student data.
- The building leader will share student learning results.
- The building leader will implement a variety of student activities.
- The building leader will provide student support services.

Making the Organization Work

- The building leader will create a positive culture for learning and teaching.
- The building leader will direct and manage resources and facilities.
- The building leader establishes and sustains a culture of collaboration with staff and community members to achieve school and district goals.

Developing Staff

- The building leader will conduct staff evaluations.
- The building leader will guide professional learning (courses, coaching, mentoring, evaluation) and promote a culture of learning and collaboration.
- The building leader will develop and promote shared instructional and leadership opportunities for staff.

DISTRICT LEADERS:

Setting Direction and Making the Organization Work

- The district leader will establish and communicate the district vision to support student learning and development.
- The district leader will develop, implement and monitor a strategic plan that addresses continuous improvement.
- The district leader will secure and allocate resources to meet optional needs and to support the district strategic plan.

Supporting Learner Growth and Development

- The district leader will implement a rigorous and relevant curriculum and support services that promote success for all students.
- The district leader will support rigorous and relevant instruction.
- The district leader will use an assessment and accountability system to support student learning.

Engaging Stakeholders and External Influencers

- The district leader will advocate for educational policy (local, state, national).
- The district leader will collaborate with the local community and special interest groups.

Developing Staff

- The district leader will establish and maintain a culture of learning that builds collective efficacy and demands continuous learning for all staff.
- The district leader will establish and maintain a process for staff evaluations.
- The district leader will create a system that uses data to drive professional learning that is aligned with district goals and improvement plans and supports a differentiated professional learning program.
- The district leader builds and sustains capacity for leadership throughout the system.

BUILDING AND DISTRICT LEADERS

Guideline 2

Program provides one year of structured, intensive support for the new leader. The program must include:

- A designated structured contact schedule reflecting, at a minimum, 40 contact hours, including at least three (3) face-to-face.
- Professional interaction with colleagues from the greater educational community.
- A documented plan for providing additional training and support as appropriate (beyond the first year).

GUIDANCE

Compared to the general expectation that new teachers will receive mentoring and induction support, those in new building and/or district leadership positions are not always provided any formal support. Just as new teachers aren't expected to exit their preparation programs having learned everything they need to know from their short student teaching experience and preparation program, new building and district leaders cannot be expected to learn all they need to know from theirs.

Given the increasing responsibility and importance of these roles for the overall success of schools, districts can no longer afford to allow those new to leadership positions to be "thrown into their jobs without a lifejacket" if they are to stand any reasonable chance of succeeding in their increasingly tough positions (The Education Alliance at Brown University, 2003, p. 6 and The Wallace Foundation, 2007, p. 3).

Research done by The Wallace Foundation regarding mentoring and induction programs for principals led them to the conclusion that, while there may be truth in the thinking that "some mentoring is better than none," they also suggest that a larger vision should be embraced. Their proposition is that mentoring and induction programs should go "beyond a buddy system that merely helps new principals adapt to a flawed system, to one whose core goal is to help prepare a new generation of principals willing and able to challenge the status quo and lift the quality of teaching and learning in every school" (The Wallace Foundation, 2007, p. 3-4). As KSDE does not intend to place limitations on districts' visions, we want to clarify that the three program requirements bulleted above are the *minimum* requirements for a leadership mentoring and induction program. Districts are always free to include requirements that go beyond those stated.

BUILDING AND DISTRICT LEADERS

Guideline 3

Program must include a mechanism in place to evaluate the mentoring program.

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.

Examples of measures of effectiveness:

- school or district retention rates of new leaders
- type and number of contacts
- total of contact hours
- evidence showing results of interactions with colleagues from the greater education community
- evidence of movement along a continuum measuring various aspects of the ISLLC and Kansas Leadership 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)?

BUILDING AND DISTRICT LEADERS

Guideline 4

Program must include mentor selection criteria and training:

- A. Selection Criteria
 - i. Mentor must hold a professional license in the mentoring area.
 - ii. Mentor must have a minimum of three years of experience in the area of mentoring.
- B. Training Criteria
 - i. Address roles and processes of mentoring
 - ii. Coaching skills

GUIDANCE

Experience as a successful principal and/or superintendent does *not* guarantee that he or she will be a successful mentor to someone in either of those positions. As established in the mentor selection criteria and training for new teacher and school specialist guidelines, the rules change, in terms of the knowledge and skills needed to mentor principals and superintendents effectively. Nadya Aswad Higgins, executive director, Massachusetts Elementary School Principals Association, agrees, saying, “It’s one thing to live the job, but it’s another thing to teach someone to live the job” (The Education Alliance at Brown University, et al., 2003, p. 13).

High-quality training for mentors does not simply provide a new principal or superintendent with “war stories” or “right answers.” Instead, it aims to move the new leader from dependence to independence (The Wallace Foundation, 2007, p. 7). Also, mentoring expert Susan Villani states that inadequate training of mentors can lead to “buddies” who don’t commit to support and challenge new leaders to reflect upon their practice. She further says that the buddies might be well-intentioned, but that isn’t enough support for new leaders (as cited in The Wallace Foundation, 2007, p. 7). Effective questioning and listening skills, as well as the ability to coach a new leader into making the right decision, must be a part of a mentor’s toolkit. Luckily, these are skills that can be learned, if provided as part of mentor training. John Daresh summarizes by saying, “Effective mentoring must be understood as a process that is much more sophisticated than simply sharing craft knowledge when called upon by organizational newcomers. It must be seen as a proactive instructional process in which a learning contract is established between the mentor and the protégé” (as cited in The Education Alliance at Brown University, et al., 2003, p. 11).

Summary of Questions

Educational Leader Section

GUIDELINE 1

- How does district's program provide educational leaders with practical application experience in the area of "shared vision of learning"?
- How does district's program provide educational leaders with practical application experience in the area of "culture of learning"?
- How does district's program provide educational leaders with practical application experience in the area of management?
- How does district's program provide educational leaders with practical application experience in the area of collaboration?
- How does district's program provide educational leaders with practical application experience in the area of professional ethics?
- How does district's program provide educational leaders with practical application experience in the area of advocacy?

GUIDELINE 2

- What is the district's structured educational leader mentor-mentee contact schedule? How will district document this requirement?
- How will district document educational leader mentee interaction with colleagues from the greater educational community?
- Describe district's plan for providing new educational leaders with additional training and support beyond the first year. Will a second year be required of all new educational leaders or only those identified as needing it?

GUIDELINE 3

- What criteria will district use to assess the quality and success of the educational leader portion of its mentoring program?
- What data will district collect for the purpose of assessing the quality and success of the educational leadership 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?
- What action will be taken as a result of the data review and analysis?

GUIDELINE 4

- How will district ensure that every educational leader mentor across the district meets the selection criteria expressed in the guidelines?
 - How will district ensure that all required training topics are covered with every educational leader mentor?