



Kansas Model Mentor and Induction Program Guidelines for New Educational 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:

| | GUIDELINE | EXPLANATION FROM KSDE |
|----|---|---|
| 1. | <p>Program provides practical application of the ISLLC and Kansas professional standards.</p> | <p>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> <p>Draft of 2014 Kansas Leadership Standards (currently posted for public comment): Building Leaders: http://www.ksde.org/Portals/0/TLA/Program%20Standards/Building%20Leadership%20Standards.pdf District Leaders: http://www.ksde.org/Portals/0/TLA/Program%20Standards/District%20Leadership%20Standards.pdf</p> <p>Kansas Professional Education Standards (adopted by State Board 1-13-2015): http://ksde.org/Portals/0/TLA/HigherEd/Professional%20Education%20Jan132015.pdf</p> |
| 2. | <p>Program must include mentor selection criteria and training:</p> <p>A. Selection Criteria</p> <p style="padding-left: 20px;">i. Mentor must hold a professional license in the mentoring area.</p> <p style="padding-left: 20px;">ii. Mentor must have a minimum of three years of experience in the area of mentoring.</p> <p>B. Training Criteria</p> <p style="padding-left: 20px;">i. Address roles and processes of mentoring</p> <p style="padding-left: 20px;">ii. Coaching skills</p> | <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> |
| 3. | <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. • 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 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? |
|----|--|--|