

**Kansas State  
Department of Education**

**District  
Mentor and Induction  
Program Guidance**



**April 2015**

## **Acknowledgements**

*To assist in us crafting guidelines requiring what research shows is most effective, yet also remaining realistic given the various contexts within our state, KSDE gratefully acknowledges the work of the following educators.*

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## Introduction

The words “mentor” and “induction” are often used interchangeably; however, each is defined differently, and both are needed to support educators new to the profession or to a position. The online Merriam-Webster dictionary ([www.merriam-webster.com](http://www.merriam-webster.com)) defines “induction” (noun) as the formal act or process of placing someone into a new job or position. The same source defines “mentor” (noun) as someone who teaches or gives help and advice to a less experienced person. “Mentoring” (noun), then, would be *the act or process of giving help or advice to a less experienced person*.

Usually involving the formal and informal processes and rules of an organization or workplace, induction takes place over a short period of time, and its purpose is to provide procedural and logistical information needed for a new employee to get started. In a district or school context, this process might include, for example, such assistance as directions for the using the copy machine, a tour of the building, and background information regarding building/district processes, rules, and culture.

On the other hand, mentoring involves the more complex knowledge, skills, philosophies, and judgements necessary for excellence in the specific profession and takes place over a longer period of time. This process involves a guide, or *mentor*, who works with the inexperienced person, or *mentee*. In a district or school context, topics such as classroom management, curriculum development, or engaging stakeholders come to mind. A wide body of research indicates that the importance of an effective formal mentoring and induction program for licensed education professionals cannot be underestimated.

The type and level of additional support being provided to new educators varies widely between states and, in all likelihood, districts within states. One commonality across the country, though, is that the additional support has generally been provided only to new teachers. The support needs of those educators in new positions/roles (school specialist, building leadership or district leadership) have traditionally not been addressed in a formal plan. However, more experienced colleagues may informally provide some type of induction.

Much research exists regarding mentor and induction programs for new teachers, and the findings consistently show the positive effects on practice when a program exists, versus when a program isn't in place. Limited research exists regarding mentor and induction programs for school specialists, principals and superintendents; however, several national professional organizations have begun advocating for them. Additional information and resources are given throughout this document.

Effective in May, 2008, by policy, and October, 2014, by regulation [K.A.R 91-1-203(b)(1)(A), (b)(2)(A), (b)(3)(A), and (b)(5)], the performance assessment required in Kansas to move from an initial to a professional license has been defined as successful completion of at least a year of mentoring in an approved program based on model mentoring program guidelines. As a result, districts are required to have a formal mentor and induction program and plan approved by KSDE and implemented locally for the start of the 2015-16 school year.

Each district program and plan must address, at minimum, the Kansas Model Mentor and Induction Guidelines located in this document and distributed across KSDE curriculum leader, principal, and superintendent listservs in February, 2015. This document is a resource providing guidance and assistance as district programs and plans are developed.

While regulations K.A.R. 91-41-1 through 91-41-4 still remain active and do address requirements for mentors and district programs, they are only applied when the legislature allocates funding to reimburse districts for stipends paid to mentors. As they do not necessarily align with more recent research and our current direction for mentoring and induction, they will likely be amended in the future.

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# SECTION I: TEACHERS AND SCHOOL SPECIALISTS

## Why Mentor New Teachers and School Specialists?

### National Research

- Classroom instruction is the number one school-related factor contributing to what students learn at school (Leithwood, Seashore-Louis, Anderson, Wahlstrom, 2004).
- New teachers typically take between three and five years to teach at a level that maximizes student learning (Sun, 2012).
- Glazerman’s research suggests that comprehensive induction can “reduce the rate of teacher attrition, accelerate the professional growth of new teachers, provide a positive return on investment, and improve student learning” (as cited in Paliokas and Killion 2013).
- A study conducted by Strong, Fletcher, and Villar found that gains in student achievement for new teachers who had been mentored versus veteran teachers who had not previously been in a comprehensive mentoring and induction program demonstrated that new teachers were, on average, as effective as fourth-year teachers (as cited in NTC, 2007, p.3).
- Between 40% and 50% of new teachers leave within the first five years of entry into the profession. The reason cited most often is the lack of support provided to them (Ingersoll, 2012).
- A positive link exists between beginning teachers’ participation in mentoring and induction programs and their retention in the profession (Ingersoll, 2012).
- Findings from a benefit-cost study by Villar and Strong described how every \$1.00 invested in a comprehensive mentoring and induction program produces a return of \$1.66 after five years, adjusted for inflation (as cited in NTC, 2007, p. 3).
- The data indicate that teacher turnover is a problem for schools...there is a strong link between teacher turnover and the difficulties schools have adequately staffing classrooms with qualified teachers... the data suggest that school staffing problems are to a large extent a result of a “revolving door” – where large numbers of teachers depart teaching for reasons other than retirement. (Ingersoll, 2003, p. 9-10,17).

### Kansas Licensed Personnel Data *(from 2013-14 unless otherwise noted)*

- Five-year retention rate for the cohort of new teachers who began teaching in the 2009-10 school year (2009-2014): 79.93%
- Number reported as “Left Profession” in the Kansas Exit Data: 2010-11: 416; 2011-12: 491; 2012-13: 669; and 2013-14:717
- 14.75% of all licensed personnel are age 20-29; 11.79% are age 55-59; 10.77% are age 60+; 2.67% are age 65+
- From 2012-13 Report: Percent of the state teacher total: 5.94% = first year teachers; 20.52% = less than 5 yrs. experience; 39.22% = less than 10 yrs. Experience
- From 2012-13 Report: 41.19% of general education and 40.47% of special education classes taught by educators with less than 10 years of experience.

## Initial Guidance Published February, 2015

	GUIDELINE	EXPLANATION FROM KSDE
1.	<p>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.</p>	<p>The four areas listed are aligned with the Kansas Professional Education Standards.</p>
2.	<p>Program must include selection criteria and training for mentors.</p> <p>A. Selection Criteria:</p> <ol style="list-style-type: none"> <li>i. Mentor must have a minimum of three years of successful experience and have a professional license in effect.</li> <li>ii. School specialist mentoring can be cross-district if necessary.</li> </ol> <p>B. Training:</p> <ol style="list-style-type: none"> <li>i. Initial training of mentor must occur by October 1.</li> <li>ii. Initial training is paired with ongoing professional learning for the mentor that:               <ul style="list-style-type: none"> <li>• Addresses the mentor's role</li> <li>• Develops strategies for building relationships with new teachers</li> <li>• Development of skills for observation of new teacher's practice, assessment of needs of new teacher, strategies to address those needs</li> <li>• Coaching language and practice</li> <li>• Strategies for guiding new teachers to use reflection in their practice</li> <li>• Skills for guiding new teachers in using various types of formative assessment to focus instruction and differentiate for student needs</li> <li>• Guiding new teachers in collecting and analyzing various types of student data to show evidence of learning</li> <li>• Guiding new teachers in their use of content standards when planning lessons/units</li> <li>• Skills in using the professional education standards as a measure of assessing teacher practice</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Experience and license do NOT have to be in same subject or same grade level.</li> <li>• Initial training session should be an overview of all topics bulleted in item 2.B.ii., <i>with a particular emphasis on the mentor's role and strategies for building relationships with new teachers.</i></li> <li>• Ongoing professional learning should occur regularly throughout the year and should involve in-depth learning around each bulleted item.</li> </ul>
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> <p>A. Communication: on a weekly basis (e-mail, face to face, phone, etc.)</p> <p>B. Observation: virtual or in person, minimum of three per year</p> <p>C. System for mentor to provide reflective verbal dialogue and feedback</p>	<ul style="list-style-type: none"> <li>• Program design should contain an established plan for Year 1.</li> <li>• Program design should contain an established plan for Year 2.</li> <li>• 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.</li> <li>• 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).</li> <li>• Year 1 plan should require the establishment of a system for mentor and mentee to dialogue – for reflection, feedback, support.</li> <li>• 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.</li> </ul>
4.	<p>Program provides a defined accountability process to measure program effectiveness in providing effective support and growth at all levels.</p>	<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"> <li>• What criteria will you use to assess the program's quality and success?</li> <li>• What data (qualitative and quantitative) will you collect for this purpose?</li> <li>• How will you collect that data?</li> <li>• How will the program evaluation be used after it is completed?</li> </ul>

# TEACHERS AND SCHOOL SPECIALISTS

## Guideline 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; and 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.

### **GUIDANCE**

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**

- 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.

#### **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.

#### **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.

#### **Professional Responsibility**

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

# TEACHERS AND SCHOOL SPECIALISTS

## Guideline 2

Program must include selection criteria and training for mentors.

### A. Selection Criteria

- i. Mentor must have a minimum of three years of successful experience and have a professional license in effect.
- ii. School specialist mentoring can be cross-district if necessary.

### B. Training

- i. Initial training of mentor must occur by October 1.
- ii. Initial training is paired with ongoing professional learning for the mentor that:
  - 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

### **GUIDANCE**

When thinking about who should mentor new teachers and school specialists, it's logical to think immediately of teachers/school specialists who have achieved National Board certification, have been recognized as a part of a Kansas Teacher of the Year team, are a department chair, or are even simply known within a building/district as the teacher/school specialist every parent wants for his/her child.

While these veteran teachers may know their content, have great classroom management skills, and have high-achieving students, it's possible they may actually not make the best mentors for new teachers/school specialists. These skills are certainly needed as a mentor; however, it's very important to remember that a mentor works with adults, not children. 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.



# TEACHERS AND SCHOOL SPECIALISTS

## Guideline 3

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:

- A. Communication: on a weekly basis (e-mail, face to face, phone, etc.)
- B. Observation: virtual or in person, minimum of three per year
- C. System for mentor to provide reflective verbal dialogue and feedback

### **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. Utilization of 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.

#### **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 weekly interaction should be?
- Will there be an expected scope/sequence for the introduction of various topics throughout the year?

#### **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?

#### **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?

# TEACHERS AND SCHOOL SPECIALISTS

## Guideline 4

Program provides a defined accountability process to measure program effectiveness in providing effective support and growth at all levels.

### 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 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)?

## SECTION II: 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 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"> <li>• A designated structured contact schedule. At a minimum, of 40 contact hours, including at least three (3) face-to-face meetings.</li> <li>• Professional interaction with colleagues from the greater educational community.</li> <li>• A documented plan for providing additional training and support as appropriate (beyond the first year).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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"> <li>• What criteria will you use to assess the program's quality and success?</li> <li>• What data (qualitative and quantitative) will you collect for this purpose?</li> <li>• How will you collect that data?</li> <li>• How will the program evaluation be used after it is completed?</li> </ul>
<p>Program must include mentor selection criteria and training:</p> <p>A. Selection Criteria</p> <ol style="list-style-type: none"> <li>i. Mentor must hold a professional license in the mentoring area.</li> <li>ii. Mentor must have a minimum of three years of experience in the area of mentoring.</li> </ol> <p>B. Training Criteria</p> <ol style="list-style-type: none"> <li>i. Address roles and processes of mentoring</li> <li>ii. Coaching skills</li> </ol>	<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).

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## Links to Other Resources

- “Revolving Door of Teachers Costs Schools Billions Every Year,” article dated 3/30/15 on the NPR Ed website: <http://www.npr.org/blogs/ed/2015/03/30/395322012/the-hidden-costs-of-teacher-turnover>
- Good Principals Aren’t Born – They’re Mentored: Are We Investing Enough to Get the School Leaders We Need?, published by the Southern Regional Education Board (SREB), made available online by The Wallace Foundation: <http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Good-Principals-Arent-Born-Theyre-Mentored.pdf>
- Kansas Mentor and Induction Center (KMIC)  
<http://webs.wichita.edu/?u=coedhome&p=/wsumentoringcenter/>
- AASA State Affiliates’ Superintendent Mentoring Programs  
<http://www.aasa.org/SchoolAdministratorArticle.aspx?id=6796>
- “Superintendent Mentoring the State Way” by Kate Beem  
<http://www.aasa.org/SchoolAdministratorArticle.aspx?id=6798>
- Kansas Educational Leadership Institute (KELI) Superintendent Mentoring/Induction Program  
<http://coe.k-state.edu/annex/keli/superintendent.html>
- KELI Principal Mentoring/Induction Program  
<http://coe.k-state.edu/annex/keli/principal.html>
- Kansas Professional Education Standards  
<http://www.ksde.org/Portals/0/TLA/HigherEd/Professional%20Education%20Jan132015.pdf>
- InTASC Model Core Teaching Standards  
<http://www.ccsso.org/Documents/2011/InTASC%202011%20Standards%20At%20A%20Glance.pdf>
- Kansas Building Leadership Standards (link added after April, 2015 State Board meeting)
- Kansas District Leadership Standards (link added after April, 2015 State Board meeting)
- ISLLC Standards  
[http://blogs.edweek.org/edweek/District\\_Dossier/Draft%202014%20ISLLC%20Standards%2009102014.pdf](http://blogs.edweek.org/edweek/District_Dossier/Draft%202014%20ISLLC%20Standards%2009102014.pdf)

# Application for Approval of Mentoring Program – Summary of Questions

Access the application at <https://www.surveymonkey.com/s/EdMentorProgram>.

## Teacher/School Specialist Section

### GUIDELINE 1

- How does district's program provide teachers/school specialists with practical application experiences in the area of the learner and learning?
- How does district's program provide teachers/school specialists with practical application experiences in the area of content knowledge?
- How does district's program provide teachers/school specialists with practical application experiences in the area of instructional practice?
- How does district's program provide teachers/school specialists with practical application experiences in the area of professional responsibility?

### GUIDELINE 2

- How will district ensure that every teacher/school specialist 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 teacher/school specialist mentor?

### GUIDELINE 3

- How will district document weekly communication between teacher/school specialist mentor and mentee?
- How will district document teacher/school specialist mentor's observation of mentee?
- Explain district's system for reflective verbal dialogue and feedback between teacher/school specialist mentor and mentee
- Describe district's plan for providing new teachers/school specialists with additional training and support for a second year. Will this second year be required of all new teachers/school specialists or only those identified as needing it?

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

## 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

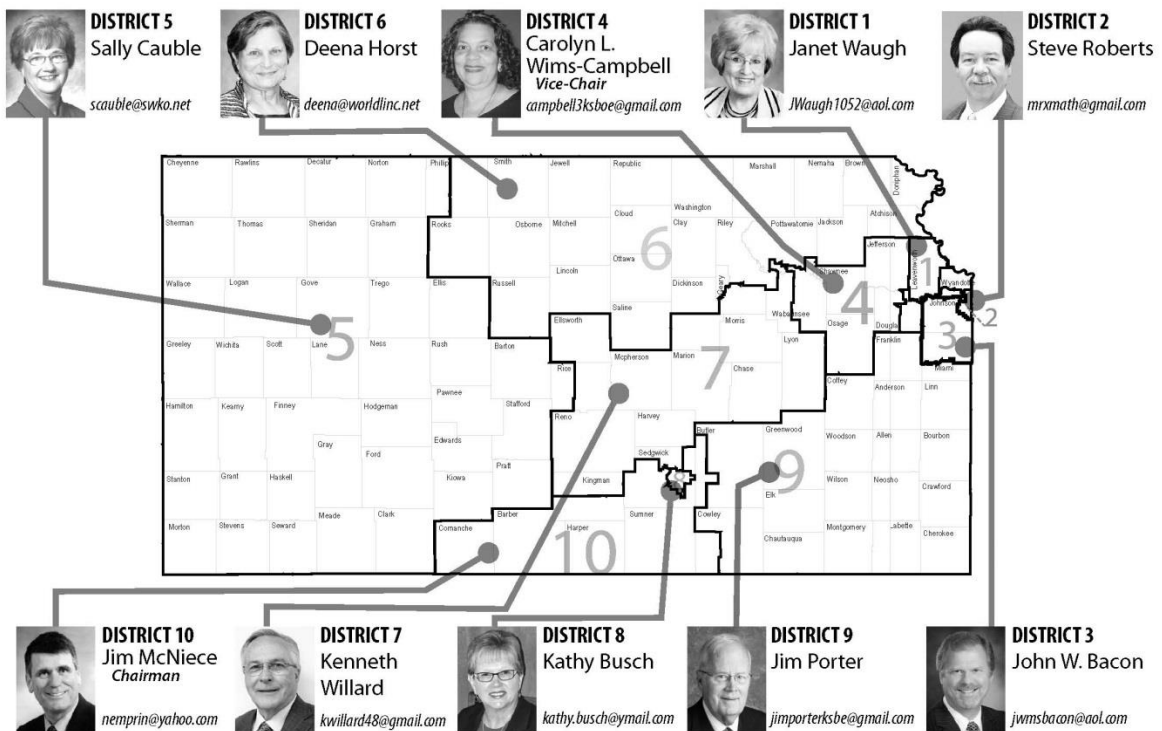
- How will district ensure that every educational leader mentor across the district meets the selection criteria expressed in the guidelines?
  - How will district ensure that all required training topics are covered with every educational leader mentor?

Great students Great teachers Great leaders Great citizens

The mission of the Kansas State Board of Education is to prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents. To accomplish this mission the State Board has identified five goals. They are as follows:

- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Promote and encourage best practices for early childhood programs.
- Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy makers.

Adopted Mar. 2013



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JANUARY 2015