



Teacher Licensure and Accreditation

Kansas State Department of Education
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April 18, 2017

TO: Kansas Education Systems

FROM: Dr. Scott Myers, Director, Teacher Licensure and Accreditation

RE: How to address changes to teacher mentoring and induction guidelines

The Kansas State Board of Education has adopted new guidelines for teacher mentor and induction programs.

Since 2015-2016, education systems – educational agencies that employ licensed teachers – have been required to have on file with KSDE an approved mentoring and induction program for teachers new to the profession and working under an initial license.

Last month, at the regular March meeting of the State Board, the board approved amended guidelines for TEACHER mentoring and induction. Because of these changes, the State Board is requiring that all approved mentoring plans be updated and resubmitted for approval.

Employing systems must have the approved plan on file with KSDE by August 1, 2017, in order for 2017-2018 mentoring to count toward a new teacher's license upgrade.

In order to meet this approval deadline, here are the employing systems' options:

PLANS THAT ARE ALREADY APPROVED:

1. For automatic approval: Only add the addendum – make no other changes. Simply add the addendum **(page 2 of this document)** at the front of the final version of your plan and then email the updated plan in Word or pdf format to Lynn Bechtel. **DEADLINE: July 14, 2017**

OR

2. Review of plan revisions: Revise the content of your document, including changes required by the new guidelines, **HIGHLIGHT** all revisions, and then email the updated plan in Word or pdf format to Lynn Bechtel for approval. **DEADLINE: July 14, 2017**

NO APPROVED PLAN YET:

Develop a document for your system that incorporates the guidelines. Email the plan in Word or pdf format to Lynn Bechtel for approval. Refer to the web page (<http://www.ksde.org/Default.aspx?tabid=977>) or contact Lynn Bechtel for assistance.

DEADLINE: July 14, 2017

Submit plans via email or direct questions to:

Lynn Bechtel
785-296-8110

lbechtel@ksde.org

ADDENDUM TO TEACHER MENTORING AND INDUCTION PLAN

Effective 7-1-2017

Each item in this addendum is a change or addition to this plan's contents. This addendum DOES NOT replace the contents of this plan. These items DO supersede any contradictory information found within the contents of this plan.

1. Teachers new to the profession and working under a license that is not professional level will participate for **two full calendar years** in this formal, KSDE-approved mentoring and induction program. *(adds one year to minimum length of program)*
2. Formal mentoring **beyond the second year** may be provided as determined by building and/or system administration. *(changes "first year" to "second year")*
3. Each mentee will complete a needs assessment at the beginning of **each year** of formal mentoring, and the results of this needs assessment will drive the content of each individual participant's mentoring experience. *(adds annual needs assessment requirement)*
4. This education system will establish a pool of mentors by the end of each school year. *(new requirement)*
5. Mentors will be trained prior to the start of the school year *(changed from "by October 1")* or before being assigned a mentee if such assignment occurs after the start of the school year *(clarifying language for mid-year staffing)*.
6. Mentors and mentees will be paired by the date of the mentee's first contract day. *(adds this deadline)*
7. Support for mentees will include "regular communication" with mentor and observations of other classrooms *(removes specificity of communication frequency, which was previously "on a weekly basis")*.
8. Mentor training and professional learning will address, but not necessarily be limited to, the following state-required components *(replaces previous list of 9 items)*:
 - i. Learning to observe, coach, and give constructive feedback to peers, including strategies for self-reflection
 - ii. Utilizing best instructional practices, classroom management, and organization);
 - iii. Dealing with difficult or resistant people and conflict resolution;
 - iv. Enhancing communication skills and building relationships;
 - v. Clarifying mentor's roles and responsibilities;
 - vi. Practicing time management; and
 - vii. Developing knowledge of school/system policies and procedures including student assessment, curriculum, guides and supplemental resources.
9. Accountability measures of program effectiveness will include, but not necessarily be limited to, retention data, evaluation of mentee progress on needs assessment, and feedback by the building principal *(adds these three measures)*.