

USD 348 Baldwin City
"Teaching and Learning for Excellence"

**Mentor and Induction Program for New Teachers, School Specialists and
Educational Leaders**

Mission: The mission of this program is to provide systemic mentoring and induction support to all new teachers, school specialists and educational leaders providing them with professional learning related to: the learner and learning; content knowledge; instructional practice; collaboration; professional ethics and professional responsibility. Additionally educational leaders will receive professional learning related to: setting a direction; developing culture and capacity; management; and advocacy. With the ultimate goal of improving instruction to meet the district's mission of *"Teaching and Learning for Excellence"*.

The structure of this professional learning will align with the Kansas Professional Education Standards and Kansas Leadership Standards

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)*.

Kansas Professional Education Standards

Kansas Licensure Standards for Professional Education

*****Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.**

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	
Function 1: The teacher understands how learners grow and develop.	
Content Knowledge (CK):	Professional Skills (PS):
1.1.1CK The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes. 1.1.2CK The teacher understands the role of language and culture in learning.	1.1.3PS The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. 1.1.4PS The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
Function 2: The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	
Content Knowledge (CK):	Professional Skills (PS):
1.2.1CK The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning.	1.2.2PS The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and enables each learner to advance his/her learning.
Function 3: The teacher designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	
Content Knowledge (CK):	Professional Skills (PS):
1.3.1CK The teacher knows how to use instructional strategies that promote student learning. 1.3.2CK The teacher knows how to make instructional decisions that build on learners' strengths and needs.	1.3.3PS The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds to the next level of development. 1.3.4PS The teacher modifies instruction to make language comprehensible and instruction accessible, relevant, and rigorous.

Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

Function 1: The teacher uses an understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments.

Content Knowledge (CK):	Professional Skills (PS):
2.1.1CK The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	2.1.4PS The teacher uses strategies and accesses resources, including specialized assistance and services to meet particular learning differences or needs.
2.1.2CK The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.	2.1.5PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
2.1.3CK The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.	2.1.6PS The teacher brings multiple perspectives to the discussion of content, including attention to learner's personal, family, and community experiences and cultural norms.

Function 2: The teacher uses an understanding of differences in individuals, cultures, and communities to enable each learner to meet rigorous standards.

Content Knowledge (CK):	Professional Skills (PS):
2.2.1CK The teacher understands and identifies differences in appropriate approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.	2.2.3PS The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in multiple ways.
2.2.2CK The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate each learner's experiences, cultures, and community into instruction.	2.2.4PS The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
	2.2.5PS The teacher designs instruction to activate prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

Function 1: The teacher works with others to create environments that support individual and collaborative learning.

Content Knowledge (CK):	Professional Skills (PS):
<p>3.1.1CK The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3.1.2CK The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines and organizational structures.</p>	<p>3.1.3PS The teacher manages the learning environment to actively engage all learners appropriately by organizing, allocating, and coordinating the resources of time, space and learner's attention.</p> <p>3.1.4PS The teacher uses a variety of methods to engage learners by evaluating the learning environment and by observing and collaborating with learners to make appropriate adjustments.</p>

Function 2: The teacher works with others to create environments that include teacher and student use of technology.

Content Knowledge (CK):	Professional Skills (PS):
<p>3.2.1CK The teacher understands digital citizenship, knows safe and appropriate technology tools for teachers and students, and their effective use in classrooms.</p>	<p>3.2.2PS The teacher works collaboratively with technology leaders to promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>3.2.3PS The teacher intentionally builds learner capacity to collaborate through applying effective academic activities and discussions in virtual and classroom environments.</p>

Function 3: The teacher works with others to encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge (CK):	Professional Skills (PS):
<p>3.3.1CK The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-governance, self-direction, and ownership of learning.</p>	<p>3.3.2PS The teacher collaborates with learners, families and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry.</p> <p>3.3.3PS The teacher develops learning experiences that engage learners in collaboration, self-governance, self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>3.3.4PS The teacher collaborates with learners and</p>

	<p>colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p> <p>3.3.5PS The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the diverse backgrounds and differing perspectives learners bring to the learning environment.</p>
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Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Function 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

Content Knowledge (CK):	Professional Skills (PS):
<p>4.1.1CK The teacher understands major concepts, assumptions, debates, the process of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>4.1.2CK The teacher understands common misconceptions that occur in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>4.1.3CK The teacher has a deep knowledge of Kansas College and Career Ready Standards and their learning progressions for the discipline(s) s/he teaches.</p>	<p>4.1.4PS The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</p> <p>4.1.5PS The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline and appropriateness for his/her learners.</p> <p>4.1.6PS The teacher uses supplementary resources and technologies effectively to ensure accessibility, rigor, and relevance for all learners.</p>

Function 2: The teacher creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas.

Content Knowledge (CK):	Professional Skills (PS):
<p>4.2.1CK The teacher knows and uses the academic language of the discipline and knows how to make it accessible, relevant, and rigorous.</p> <p>4.2.2CK The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p>	<p>4.2.3PS The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>4.2.4PS The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>4.2.5PS The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p>4.2.6PS The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.</p> <p>4.2.7PS The teacher creates opportunities for students to learn, practice, and master academic</p>

	<p>language in their content.</p> <p>4.2.8PS The teacher accesses school and/or district based resources to evaluate the learner's content knowledge in their primary language.</p>
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Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Function 1: The teacher engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.

Content Knowledge (CK):	Professional Skills (PS):
<p>5.1.1CK The teacher understands how cross-curricular themes interlace and provide an in-depth learning experience.</p> <p>5.1.2CK The teacher understands varied communication methods are used as vehicles for gaining and expressing learning, and for gaining an understanding of and expressing multiple perspectives.</p>	<p>5.1.3PS Using content specific pedagogy, the teacher creates interdisciplinary lessons connecting content themes and literacy.</p> <p>5.1.4PS The teacher develops learners' communication skills by creating interdisciplinary learning opportunities requiring the employment of varied forms of communication tailored to given audiences and purposes.</p> <p>5.1.5PS The teacher facilitates learning opportunities that require examination of issues from multiple perspectives, expanding understanding of local and global issues.</p>

Function 2: The teacher facilitates learning opportunities involving critical and creative thinking.

Content Knowledge (CK):	Professional Skills (PS):
<p>5.2.1CK The teacher understands thinking processes which lead to creative and critical analysis.</p> <p>5.2.2CK The teacher understands the role of high level questioning to promote independent thinking.</p>	<p>5.2.3PS The teacher facilitates innovative learning experiences that require creative and critical analysis.</p> <p>5.2.4PS The teacher engages learners through experiences requiring analysis of complex issues resulting in inventive solutions through original thinking.</p> <p>5.2.5PS The teacher engages learners in questioning and challenging assumptions and processes to foster innovative thinking and problem solving.</p>

Function 3: Through concept-based teaching, the teacher incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively.

Content Knowledge (CK):	Professional Skills (PS):
<p>5.3.1CK The teacher understands the concepts that govern his/her content area.</p> <p>5.3.2CK The teacher understands how concept based teaching leads to conceptual and philosophical understandings.</p>	<p>5.3.4PS The teacher creates concept-based lessons, which facilitate conceptual and philosophical understandings.</p> <p>5.3.5PS The teacher facilitates the application of conceptual and philosophical understandings to</p>

5.3.3CK The teacher understands the role information literacy skills play in understanding issues and solving problems independently and collaboratively.

the resolution of local and global issues.

5.3.6PS Through the use of varied technologies and resources, the teacher facilitates the acquisition and application of that knowledge to solve real world problems.

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Function 1: The teacher understands how to use multiple measures to monitor and assess individual student learning.

Content Knowledge (CK):	Professional Skills (PS):
<p>6.1.1CK The teacher understands the difference between formative and summative assessment.</p> <p>6.1.2CK The teacher understands the multiple methods of assessment and how to select assessments based that are both reliable and valid based on the specific learning goals and learner needs.</p> <p>6.1.3CK The teacher understands the role of feedback in learner achievement and can supply feedback in a variety of communication modes.</p>	<p>6.1.4PS The teacher designs assessment plans with a balance between formative and summative assessments.</p> <p>6.1.5PS The teacher designs assessments aligned with the learning goals, utilizing multiple measures that maintain validity and reliability.</p> <p>6.1.6PS The teacher differentiates assessments and assessment environments based on learner needs.</p> <p>6.1.7PS The teacher provides effective feedback and shares this with learners in a variety of communication modes.</p>

Function 2: The teacher understands how to engage learners in self-assessment.

Content Knowledge (CK):	Professional Skills (PS):
<p>6.2.1CK The teacher knows when to engage learners in analyzing their own assessment results.</p> <p>6.2.2CK The teacher knows how and when to engage learners in setting goals for future achievement.</p> <p>6.2.3Ck The teacher knows how to prepare learners for assessments.</p>	<p>6.2.4PS The teacher engages learners in analyzing their own assessment data.</p> <p>6.2.5PS The teacher guides learners through a process of analyzing their own thinking and learning, resulting in goal setting using data.</p> <p>6.2.6PS The teacher engages learners in the assessment process through appropriate feedback utilizing technology and other communication modes.</p>

Function 3: The teacher understands how to make informed decisions.

Content Knowledge (CK):	Professional Skills (PS):
<p>6.3.1CK The teachers knows how to analyze and report assessment data to understand patterns and gaps in learning based on given learning goals.</p> <p>6.3.2CK The teacher knows how to use data to guide planning and instruction.</p> <p>6.3.3CK The teacher knows how to provide relevant feedback to all learners.</p>	<p>6.3.4PS The teacher works independently and collaboratively to examine test and other performance data to understand patterns and gaps in learning based on given learning goals.</p> <p>6.3.5PS The teacher works independently and collaboratively to examine test and other performance data to understand each learner's differentiated needs and to guide planning and</p>

	<p>instruction accordingly.</p> <p>6.3.6PS The teacher communicates feedback from assessments to assist students in making relevant decision.</p>
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Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Function 1: The teacher plans instruction that supports every student in meeting rigorous learning goals.

Content Knowledge (CK):	Professional Skills (PS):
<p>7.1.1CK The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>7.1.2CK The teacher knows when and how to adjust plans based on assessment information and learner responses.</p>	<p>7.1.3PS The teacher develops and evaluates plans in relation to short- and long-range goals.</p> <p>7.1.4PS The teacher systematically adjusts plans to enhance each student's learning.</p>

Function 2: The teacher plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy.

Content Knowledge (CK):	Professional Skills (PS):
<p>7.2.1CK The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>7.2.2CK The teacher understands how integrating cross- disciplinary skills in instruction engages learners in applying content knowledge in relevant ways.</p> <p>7.2.3CK The teacher knows when and how to access multiple types of resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p>	<p>7.2.4PS The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>7.2.5PS The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.</p>

Function 3: The teacher plans instruction based on knowledge of learners and the community context.

Content Knowledge (CK):	Professional Skills (PS):
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<p>7.3.1CK The teacher understands learning theory, human development, cultural diversity, community context, and individual differences and how these impact ongoing planning.</p> <p>7.3.2CK The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p>	<p>7.3.3PS The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>7.3.4PS The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7.3.5PS The teacher plans for instruction based on formative, informative, and summative assessment data, prior learner knowledge, and learner interest.</p>
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Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Function 1: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.

Content Knowledge (CK):	Professional Skills (PS):
<p>8.1.1CK The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>8.1.2CK The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8.1.3CK The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p> <p>8.1.4CK The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for rigor, quality, accuracy, and effectiveness.</p>	<p>8.1.5PS The teacher uses appropriate strategies and resources to differentiate instruction to meet the needs of individuals and groups of learners.</p> <p>8.1.6PS The teacher continuously monitors student learning, engages learners in assessing their progress and setting goals, and adjusts instruction in response to student learning needs.</p> <p>8.1.7PS The teacher collaborates with learners to design and implement relevant and rigorous learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>8.1.8PS The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, co-teacher, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>8.1.9PS The teacher engages all learners in developing higher order questioning skills and the metacognitive processes.</p> <p>8.1.10PS The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p>

Function 2: The teacher understands and uses a variety of instructional strategies to encourage learners to build skills to apply knowledge in relevant ways.

Content Knowledge (CK):	Professional Skills (PS):
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<p>8.2.1CK The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</p> <p>8.2.2CK The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p>	<p>8.2.3PS The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p> <p>8.2.4PS The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8.2.5PS The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, visual representation, and viewing.</p>
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Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Function 1: The teacher engages in ongoing professional learning.

Content Knowledge (CK):	Professional Skills (PS):
<p>9.1.1CK The teacher understands the laws related to learner rights and teacher responsibilities (educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, and reporting situations related to possible child abuse).</p> <p>9.1.2CK The teacher understands ethical practice, and upholds the Kansas Educator Code of Conduct focused on the best interests of their students, and responsibilities to the student(s) and families, the district, and the profession.</p>	<p>9.1.3PS The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in using social media.</p>

Function 2: The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Content Knowledge (CK):	Professional Skills (PS):
<p>9.2.1CK The teacher understands the role and goals of reflection in professional growth.</p> <p>9.2.2CK The teacher understands how the elements of the evaluation protocol corresponds with professional learning experiences or opportunities.</p>	<p>9.2.3PS The teacher effectively uses student data, self assessment, teaching evaluations/observations, school and district goals, and problem solving strategies to analyze and reflect on his/her practice related to all stakeholders, and to plan for professional growth.</p>

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

Function 1: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.

Content Knowledge (CK):	Professional Skills (PS):
10.1.1CK The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.	<p>10.1.2PS The teacher is able to incorporate multiple measures of student learning with a clear focus on improving teacher practice.</p> <p>10.2.3PS The teacher is an active participant in professional learning communities, recognizing that all teachers share responsibility for student success.</p>

Function 2: The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

Content Knowledge (CK):	Professional Skills (PS):
<p>10.2.1CK The teacher understands the importance of the multiple roles of teachers with regards to the diversity of learners, families, colleagues, other school professionals, and community members and interacts with each appropriately in planning, instructing, collaborating, mentoring, learning, leading, etc.</p> <p>10.2.2CK The teacher knows how to collaborate with families, colleagues, other school professionals, and community members to contribute to a common culture that supports high expectations for student learning.</p>	<p>10.2.3PS The teacher welcomes families; participates in regular two-way, meaningful communication; supports student successes; advocates for every child; shares power with the families and professionals involved with each individual student; and collaborates with appropriate school and community resources (PTA.org, n. d.).</p> <p>10.2.4PS The teacher provides information to families about the instructional programs, each individual student's progress, and ways that they can be engaged in learning activities (Danielson, 2013).</p> <p>10.2.5PS The teacher works with colleagues in a leadership role to examine teacher practice and student data to plan and jointly meet the needs of learners.</p> <p>10.2.6PS The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, to identify common goals, and monitor and evaluate progress toward those goals.</p>

Kansas Leadership Standards

Kansas Licensure Program Standards for Building Level Leadership

Standard 1: Shared School Vision of Learning: An education leader at the building level applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision for high expectations of learning that is shared and supported by all stakeholders. Note. Stakeholder refers hereafter to those groups or individuals who can affect, or are affected by, the achievement of the Kansas public schools (Freeman, 1984) – including key members from home, school and community circles/spheres.

Function 1: Collaborate: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

Content Knowledge	Professional Skills
1.1.1 <ul style="list-style-type: none"> processes for guiding collaborative school visioning using a variety of resources theories relevant to building, articulating, implementing, and stewarding a school vision methods for involving diverse school stakeholders in the visioning process aligning school vision, mission, and goals to, district, state, and federal policies such as content standards and achievement targets 	1.1.1 <ul style="list-style-type: none"> support a collaborative process for developing and implementing a school vision articulate a school vision of learning characterized by a respect for students and their families and community partnerships develop a comprehensive plan for communicating the school vision to appropriate school constituencies formulate plans to steward school vision statements

Function 2: Data Analysis: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.

Content Knowledge	Professional Skills
1.2.1 <ul style="list-style-type: none"> the design and use of assessment data for learning organizational effectiveness and learning strategies; tactical and strategic program planning implementation and evaluation of school improvement processes variables that affect student achievement 	1.2.1 <ul style="list-style-type: none"> develop and use evidence-centered research strategies and strategic planning processes create school-based strategic and tactical goals collaboratively develop implementation plans to achieve those goals lead process for developing a school improvement plan that aligns to district improvement plans

Function 3: Sustainability: Candidates understand and can promote continual and sustainable school improvement.

Content Knowledge	Professional Skills
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<p>1.3.1</p> <ul style="list-style-type: none"> • continual and sustained improvement models and processes • school change processes for continual and sustainable improvement • role of professional learning in continual and sustainable school improvement 	<p>1.3.1</p> <ul style="list-style-type: none"> • identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement • design processes for transformational change plan at the school-building-level when needed • oversee a comprehensive, building-level professional development program
<p>Function 4: Evaluation: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.</p>	
<p>Content Knowledge</p>	<p>Professional Skills</p>
<p>1.4.1</p> <ul style="list-style-type: none"> • effective strategies for engaging diverse staff and community in monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models 	<p>1.4.1</p> <ul style="list-style-type: none"> • develop a school plan to monitor program development and implementation of school goals • construct an evaluation process to assess the effectiveness of school plans and programs • interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders

Standard 2: School Learning Culture: An education leader at the building level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	
Function 1: Culture building: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	
Content Knowledge	Professional Skills
2.1.1 <ul style="list-style-type: none"> theories on human development behavior, personalized learning environment, and motivation school culture and ways it can be influenced to ensure student success methods for providing ongoing feedback on using data, assessments, and evaluation strategies to improve practice 	2.1.1 <ul style="list-style-type: none"> collaborate with others to accomplish school improvement goals incorporate cultural competence in development of programs, curriculum, and instructional practices monitor school programs and activities to ensure personalized learning opportunities recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices facilitate the use of appropriate content based learning materials and learning strategies promote trust, equity, fairness, and respect
Function 2: Instructional Evaluation: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	
Content Knowledge	Professional Skills
2.2.1 <ul style="list-style-type: none"> curriculum development and use of differentiated instructional delivery theories, materials, and other resources to address diverse learner populations measures of teacher performance high quality research and data-based multiple methods of evaluation, accountability systems, data collection, and analysis of evidence school technology and information systems to support and monitor student learning for all 	2.2.1 <ul style="list-style-type: none"> collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum use evidence-centered research in making curricular and instructional decisions interpret information and communicate progress toward achievement design a process for ensuring evaluation systems and school plans are based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. regular analysis and disaggregation of data about all students to improve

	learning
Function 3: Manage Capacity: Candidates understand and can develop and supervise the Instructional and leadership capacity of school community.	
Content Knowledge	Professional Skills
2.3.1 <ul style="list-style-type: none"> • high-quality professional development for school staff and leaders • instructional leadership practices • leadership theory, change processes, and evaluation • standards for high-quality teacher, principal, and district practice 	2.3.1 <ul style="list-style-type: none"> • work collaboratively with school community to improve teaching and learning • ensure processes that emphasize the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction • design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards
Function 4: Promote Technology: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.	
Content Knowledge	Professional Skills
2.4.1 <ul style="list-style-type: none"> • technology and its uses for instruction within the school • infrastructures for the ongoing support, review, and planning of instructional technology 	2.4.1 <ul style="list-style-type: none"> • use technologies for improved classroom instruction, student achievement, and continuous school improvement • monitor instructional practices within the school and provide assistance to teachers • use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting

Standard 3: Management: An education leader at the building level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	
Function 1: Evaluation: Candidates understand and can monitor and evaluate school management and operational systems.	
Content Knowledge	Professional Skills
3.1.1 <ul style="list-style-type: none"> school management of organizational, operational, and legal resources acquisition and maintenance of equipment and materials to support teaching and learning school management of marketing and public relations functions 	3.1.1 <ul style="list-style-type: none"> analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school develop school operational policies and procedures develop plans to implement and manage long-range plans for the school
Function 2: Efficiency: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	
Content Knowledge	Professional Skills
3.2.1 <ul style="list-style-type: none"> methods and procedures for acquiring and managing school resources, including the strategic management of human capital school operations, and school facilities alignment of resources to building priorities and forecasting resource requirements for the school acquisition and maintenance of technology and appropriate management systems 	3.2.1 <ul style="list-style-type: none"> develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals analyze a school's budget and financial status develop facility and space utilization plans for a school project long-term resource needs of a school use technology to manage school operational systems
Function 3: Policy Management: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.	
Content Knowledge	Professional Skills
3.3.1 <ul style="list-style-type: none"> school strategies supporting safe and secure learning environments including prevention, crisis management, and public relations school strategies supporting student development of self-management, civic literacy, and positive leadership skills school-based discipline management policies and plans 	3.3.1 <ul style="list-style-type: none"> develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment plan an aligned building discipline management policies and plan evaluate and implement discipline management plans
Function 4: Develop Capacity: Candidates understand and can develop school capacity for distributed leadership.	

Content Knowledge	Professional Skills
3.4.1 <ul style="list-style-type: none"> the meaning of distributed leadership in a school environment and how to create and sustain it recruiting and retaining highly qualified personnel 	3.4.1 <ul style="list-style-type: none"> identify leadership capabilities of staff model distributed leadership skills and assign personnel to address diverse student needs and equity goals involve school staff in decision making processes
Function 5: Prioritize: Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.	
Content Knowledge	Professional Skills
3.5.1 <ul style="list-style-type: none"> supervision strategies that ensure that teachers maximize time spent on high-quality instruction and student learning management theories on effective school time, priorities, and schedules 	3.5.1 <ul style="list-style-type: none"> develop school policies that protect time and schedules to maximize teacher instructional time and student learning develop a school master schedule

Standard 4: Collaboration: An education leader at the building level applies knowledge that promotes the success of every student by collaborating with faculty and school, home and community members, responding to diverse stakeholder interests and needs, and mobilizing external resources.

Function 1: Collaboration: Candidates understand and can collaborate with faculty and school, home and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

Content Knowledge	Professional Skills
4.1.1 <ul style="list-style-type: none"> • collaboration and communication techniques to improve the school's educational environment • information pertinent to the school's educational environment • information pertinent to the school's educational environment 	4.1.1 <ul style="list-style-type: none"> • use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information • communicate information about the school within the community • develop family and community partnerships

Function 2: Resource Management: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.

Content Knowledge	Professional Skills
4.2.1 <ul style="list-style-type: none"> • identify and mobilize effective community resources; • school-based cultural competence • diverse cultural, social, and intellectual resources among district stakeholders 	4.2.1 <ul style="list-style-type: none"> • identify and use diverse stakeholder resources to improve school programs

Function 3: Relationship Building: Candidates understand and can respond to stakeholder interests and needs by building and sustaining positive school relationships with families and caregivers.

Content Knowledge	Professional Skills
4.3.1 <ul style="list-style-type: none"> • the needs of students, parents or caregivers; • school organizational culture that promotes open communication with families and caregivers • school strategies for effective oral and written communication with families and caregivers • approaches to collaboration with families and caregivers 	4.3.1 <ul style="list-style-type: none"> • conduct needs assessments of families and caregivers; • develop collaboration strategies for effective relationships with families and caregivers • involve families and caregivers in the decision-making processes at the school

Function 4: Relationship Building: Candidates understand and can respond to stakeholder interests and needs by building and sustaining productive school relationships with community partners.

Content Knowledge	Professional Skills
4.4.1	4.4.1

<ul style="list-style-type: none"> • the needs of school community partners • school organizational culture that promotes open communication with community partners • school strategies for effective oral and written communication with community partners • collaboration methods to develop and sustain productive relationships with community partners 	<ul style="list-style-type: none"> • conduct needs assessment of community partners • develop effective relationships with a variety of community partners • involve community partners in the decision-making processes at the school
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Standard 5: Professional Ethics: An education leader at the building level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	
Function 1: Ethical Behavior: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.	
Content Knowledge	Professional Skills
5.1.1 <ul style="list-style-type: none"> practices demonstrating principles of integrity and fairness federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice 	5.1.1 <ul style="list-style-type: none"> act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success create an infrastructure that helps to monitor and ensure equitable practices
Function 2: Model Ethical Behavior: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	
Content Knowledge	Professional Skills
5.2.1 <ul style="list-style-type: none"> the basic principles of ethical behavior established by legal and professional organizations the relationship between ethical behavior, school culture, and student achievement; the effect of ethical behavior on one's own leadership 	5.2.1 <ul style="list-style-type: none"> formulate a school-level leadership platform grounded in ethical standards and practices analyze leadership decisions in terms of established ethical practices
Function 3: Professional Values: Candidates understand and can safeguard the values of democracy, equity, and diversity.	
Content Knowledge	Professional Skills
5.3.1 <ul style="list-style-type: none"> democratic values, equity, and diversity protection of rights and appropriate confidentiality of students and staff 	5.3.1 <ul style="list-style-type: none"> develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues develop appropriate communication skills to advocate for democracy, equity, and diversity
Function 4: Evaluation: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.	
Content Knowledge	Professional Skills
5.4.1 <ul style="list-style-type: none"> moral and legal consequences of decision making in schools strategies to prevent difficulties related to moral and legal issues 	5.4.1 <ul style="list-style-type: none"> formulate sound school strategies to educational dilemmas evaluate school strategies to prevent difficulties related to moral and legal

	issues
Function 5: Professional Behavior: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.	
Content Knowledge	Professional Skills
5.5.1 <ul style="list-style-type: none"> the relationship between social justice, school culture, and student achievement theories of efficacy 	5.5.1 <ul style="list-style-type: none"> review and critique school procedures, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school develop the resiliency to uphold core values and persist in the face of adversity

Standard 6: Advocacy: An education leader at the building level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	
Function 1: Advocacy: Candidates understand and can advocate for school students, families, and caregivers, as well as empower families to self-advocate.	
Content Knowledge	Professional Skills
6.1.1 <ul style="list-style-type: none"> • policies, laws, and regulations enacted by state, local, and federal authorities that affect schools • the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning 	6.1.1 <ul style="list-style-type: none"> • analyze how law and policy is applied consistently, fairly and ethically within the school • advocate based on an analysis of the complex causes of poverty and other disadvantages • serve as a respectful spokesperson for students and families within the school
Function 2: Decision Maker: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	
Content Knowledge	Professional Skills
6.2.1 <ul style="list-style-type: none"> • the larger political, social, economic, legal, and cultural context • ways that power and political skills can influence local, state, or federal decisions 	6.2.1 <ul style="list-style-type: none"> • advocate for school policies and programs that promote equitable learning opportunities and student success • communicate policies, laws, regulations, and procedures to school community
Function 3: Visionary: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	
Content Knowledge	Professional Skills
6.3.1 <ul style="list-style-type: none"> • future issues and trends that can affect schools (e.g., entrepreneurial approaches) • contemporary and emerging leadership strategies to address trends 	6.3.1 <ul style="list-style-type: none"> • identify and anticipate emerging trends and issues likely to affect the school • adapt leadership strategies and practice to address emerging school issues

Kansas Licensure Program Standards for District Level Leadership

Standard 1: Shared District Vision of Learning: An education leader at the district level applies knowledge that promotes the success of every student by guiding shared commitment for the development, articulation, implementation, and stewardship of a vision of high expectations for learning that is supported by all stakeholders. Note. Stakeholder refers hereafter to those groups or individuals who can affect, or are affected by, the achievement of the Kansas public schools (Freeman, 1984) – including key members from home, school and community circles/spheres.

Function 1: Collaborate: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.

Content Knowledge	Professional Skills
1.1.1 <ul style="list-style-type: none"> processes for guiding collaborative district visioning using a variety of resources theories relevant to building, articulating, implementing, and stewarding a district vision methods for involving diverse district stakeholders in the visioning process aligning vision, mission, and goals to school, district, state, and federal policies such as content standards, achievement targets 	1.1.1 <ul style="list-style-type: none"> lead a collaborative process for developing and implementing a district vision articulate a district vision of learning characterized by a respect for students and their families and community partnerships communicate the district vision to appropriate district constituencies formulate plans to steward district vision statements

Function 2: Data Analysis: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

Content Knowledge	Professional Skills
1.2.1 <ul style="list-style-type: none"> the purposes and processes for collecting, analyzing, and using appropriate district data to drive decision making that effects student learning using assessment data for learning organizational effectiveness and learning strategies tactical and strategic program planning implementation and evaluation of district improvement processes variables that affect student achievement use evidence-centered research strategies and strategic planning processes to create tactical district goals 	1.2.1 <ul style="list-style-type: none"> collaboratively develop implementation plans to achieve goals evaluate district improvement processes and revise district plans, programs, processes and priorities based on evidence

Function 3: Sustainability: Candidates understand and can promote continual and sustainable district improvement.

Content Knowledge	Professional Skills
1.3.1 <ul style="list-style-type: none"> continual and sustained district improvement 	1.3.1 <ul style="list-style-type: none"> identify strategies or practices to build

<p>models and processes</p> <ul style="list-style-type: none"> • strategic district management of human capital and its effect on continual and sustainable improvement • district change processes for continual and sustainable improvement 	<p>organizational capacity to support continual and sustainable district improvement</p> <ul style="list-style-type: none"> • identify strategies for developing district leadership capacity • recognize when a district plan to implement transformational change is needed • oversee design of a comprehensive, district-level professional development program
<p>Function 4: Evaluation: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.</p>	
<p>Content Knowledge</p>	<p>Professional Skills</p>
<p>1.4.1</p> <ul style="list-style-type: none"> • effective strategies for engaging diverse staff and community in monitoring the implementation and revision of plans to achieve district improvement goals and program evaluation models 	<p>1.4.1</p> <ul style="list-style-type: none"> • develop a district plan to monitor program development and implementation of district goals • construct evaluation processes to assess the effectiveness of district plans and programs • interpret data and other information in order to communicate progress toward vision, mission, and goals for educators, school community and other stakeholders

Standard 2: District Learning Culture: An education leader at the district level applies knowledge that promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Function 1: Culture Building: Candidates understand and can sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

Content Knowledge	Professional Skills
<p>2.1.1</p> <ul style="list-style-type: none"> theories on human development, behavior, personalized learning environments, and motivation district culture and ways it can be influenced to ensure student success methods for providing ongoing feedback on using data, assessments, and evaluation strategies to improve practice 	<p>2.1.1</p> <ul style="list-style-type: none"> lead district change and collaboration focused on improvements to district practices, student outcomes, curriculum, and instruction incorporate cultural competence in development of programs, curriculum, and instructional practices use learning management systems to support personalized learning across the district develop comprehensive programs that meet the unique learning needs and interests of diverse student populations and school personnel across the district promote trust, equity, fairness, and respect among school board members, school administrators, faculty, parents, students, and the district community

Function 2: Instructional Evaluation: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.

Content Knowledge	Professional Skills
<p>2.2.1</p> <ul style="list-style-type: none"> curriculum development and use of differentiated instructional delivery theories, materials, and other resources to address diverse learner populations measures of teacher performance high quality research and data-based multiple methods of program evaluation, accountability systems, data collection, and analysis of evidence district technology and information systems to support and monitor student learning for all 	<p>2.2.1</p> <ul style="list-style-type: none"> align curriculum and instruction with content standards, professional development, evaluation methods, and district assessments collaborate with faculty across the district to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum use evidence-centered research in making curricular and instructional decisions secure district resources to support quality curriculum and instruction establish district evaluation and accountability systems, make district plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence regular analysis and disaggregation of data

	about all students to improve learning
Function 3: Manage Capacity: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.	
Content Knowledge	Professional Skills
2.3.1 <ul style="list-style-type: none"> • high-quality professional development for school staff and leaders • instructional leadership practices • leadership theory, change processes, and evaluation • district systems that promote effective and efficient practices in the management of people, processes, and resources 	2.3.1 <ul style="list-style-type: none"> • collaboratively develop plans to improve the district's effect on teaching and learning • oversee the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction within the district • facilitate school leadership through development of district activities that focus on teaching and student learning • design district-level professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards • use a variety of district approaches to improve school staff performance • develop district systems for effective and efficient management of policies, procedures, and practices
Function 4: Promote Technology: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.	
Content Knowledge	Professional Skills
2.4.1 <ul style="list-style-type: none"> • technology and its uses for instruction within the district • infrastructures for the ongoing support, review, and planning of district instructional technology 	2.4.1 <ul style="list-style-type: none"> • use technologies to enrich district curriculum and instruction • monitor instructional practices across the district and provide assistance to school administrators • use district technology and performance management systems to monitor, analyze, and evaluate district data results for accountability reporting

Standard 3: Management: An education leader at the district level applies knowledge that promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	
Function 1: Evaluation: Candidates understand and can monitor and evaluate district management and operational systems.	
Content Knowledge	Professional Skills
3.1.1 <ul style="list-style-type: none"> district management of organizational, operational, and legal resources, including maintenance of physical plants for safety, ADA requirements and other access issues; and acquisition and maintenance of equipment district management of marketing and public relations functions 	3.1.1 <ul style="list-style-type: none"> analyze district processes and operations to identify and prioritize strategic and tactical challenges for the district develop district operational policies and procedures develop plans to implement and manage long-range goals for the district develop plans to create and sustain strategic alignment throughout the district
Function 2: Efficiency: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.	
Content Knowledge	Professional Skills
3.2.1 <ul style="list-style-type: none"> operates effectively within budget and fiscal guidelines methods and procedures for managing district resources, including the strategic management of human capital, district operations, and facilities directed toward teaching and learning alignment of resources to district priorities and forecasting resource requirements for the district Acquisition and maintenance of technology and appropriate management systems 	3.2.1 <ul style="list-style-type: none"> develop multi-year fiscal plans and annual budgets aligned to the district's priorities and goals analyze a district's budget and financial status develop facility and space utilization plans for the district project long-term resource needs of a district use technology to manage district operational systems
Function 3: Policy Management: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.	
Content Knowledge	Professional Skills
3.3.1 <ul style="list-style-type: none"> district strategies supporting safe and secure learning environments including prevention, crisis management, and public relations district strategies supporting student development of self-management, civic literacy, and positive leadership skills district-based discipline management policies and plans comprehensive safety and security planning 	3.3.1 <ul style="list-style-type: none"> improve and implement district policies and procedures for safe and secure central office and school-work environments (including district office, school personnel, students, and visitors) that encompass crisis planning and management evaluate and implement district-wide discipline management plan

Function 4: Develop Capacity: Candidates understand and can develop district capacity for distributed leadership.	
Content Knowledge	Professional Skills
3.4.1 <ul style="list-style-type: none"> the meaning of distributed leadership in a district environment and how to create and sustain it distribution and oversight responsibilities for leadership of operational systems recruiting and retaining highly qualified personnel 	3.4.1 <ul style="list-style-type: none"> identify leadership capabilities of staff at various levels within the district model distributed leadership skills; assign personnel to address diverse student needs and equity goals involve district and school personnel in decision-making processes
Function 5: Prioritize: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.	
Content Knowledge	Professional Skills
3.5.1 <ul style="list-style-type: none"> supervision strategies that ensure that educational staff across the district maximize time spent on high-quality instruction and student learning management theories on effective district time, priorities, and schedules 	3.5.1 <ul style="list-style-type: none"> develop district policies that protect instructional time and schedules develop district calendars and schedules

Standard 4: Collaboration: An education leader at the district level applies knowledge that promotes the success of every student by collaborating with faculty and school, home and community members, responding to diverse stakeholder interests and needs, and mobilizing external resources.	
Function 1: Collaboration: Candidates understand and can collaborate with faculty and school, home and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.	
Content Knowledge	Professional Skills
4.1.1 <ul style="list-style-type: none"> • collaboration and communication techniques to improve the district's educational environment • information pertinent to the district's educational environment • information pertinent to creating a welcoming school climate • comprehensive strategies for positive community and media relations 	4.1.1 <ul style="list-style-type: none"> • use collaboration strategies to collect, analyze, and interpret information pertinent to the district environment; • communicate information about the district environment to the community. • develop family and community partnerships
Function 2: Resource Management: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the stakeholder's diverse cultural, social, and intellectual resources throughout the district.	
Content Knowledge	Professional Skills
4.2.1 <ul style="list-style-type: none"> • recognize district cultural competence; share responsibility to improve teaching and learning • diverse cultural, social and intellectual resources within a district community • identify key stakeholders 	4.2.1 <ul style="list-style-type: none"> • identify and use diverse stakeholder resources to improve district programs • use appropriate assessment strategies to accommodate diverse student and community conditions and dynamics
Function 3: Relationship Building: Candidates understand and can respond to stakeholder interests and needs by building and sustaining positive district relationships with families and caregivers.	
Content Knowledge	Professional Skills
4.3.1 <ul style="list-style-type: none"> • the needs of students, parents, and caregivers; • district organizational culture that promotes open communication with families and caregivers • district strategies for effective oral and written communication with families and caregivers • district collaboration methods for productive relationships with families and caregivers 	4.3.1 <ul style="list-style-type: none"> • conduct needs assessments of families and caregivers within the district • develop collaboration strategies for effective district relationships with families and caregivers • involve families and caregivers in district decision-making about their student's education
Function 4: Relationship Building: Candidates understand and can respond to community interests and needs by	

building and sustaining productive district relationships with community partners.

Content Knowledge	Professional Skills
4.4.1 <ul style="list-style-type: none">• the needs of district community partners• district organizational culture that promotes open communication with community partners• district strategies for effective oral and written communication with community partners• district collaboration methods for productive relationships with community partners	4.4.1 <ul style="list-style-type: none">• conduct needs assessment of district community partners• develop effective relationships with a variety of district community partners; including health and social services• involve community partners in the decision-making processes within the district• uses public resources effectively

Standard 5: Professional Ethics: An education leader at the district level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	
Function 1: Ethical Behavior: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.	
Content Knowledge	Professional Skills
5.1.1 <ul style="list-style-type: none"> practices demonstrating principles of ethics, justice, integrity, and fairness federal, state, and local legal and policy guidelines to create operational definitions of accountability, equity, and social justice within the district 	5.1.1 <ul style="list-style-type: none"> act with integrity and fairness in supporting district policies and staff practices that ensure every student's academic and social success create an infrastructure that helps to monitor and ensure equitable district practices.
Function 2: Model Ethical Behavior: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district and goals for professional growth	
Content Knowledge	Professional Skills
5.2.1 <ul style="list-style-type: none"> the basic principles of ethical behavior established by legal and professional organizations the relationship between ethical behavior, district culture, and student achievement the effect of ethical behavior on one's own leadership 	5.2.1 <ul style="list-style-type: none"> formulate a district-level leadership platform grounded in ethical standards and practices analyze district leadership decisions in terms of established ethical practices reflects on own work, analyzes strengths and weaknesses
Function 3: Professional Values: Candidates understand and can safeguard the values of democracy, equity, and diversity.	
Content Knowledge	Professional Skills
5.3.1 <ul style="list-style-type: none"> democratic values, equity, and diversity protection of rights and appropriate confidentiality of students and staff 	5.3.1 <ul style="list-style-type: none"> develop, implement, and evaluate district policies and procedures that support democratic values, equity, and diversity issues develop appropriate communication skills to advocate for democracy, equity, and diversity
Function 4: Evaluation: Candidates understand and can evaluate the potential moral and legal consequences of decision making in a district.	
Content Knowledge	Professional Skills
5.4.1 <ul style="list-style-type: none"> moral and legal consequences of decision making in districts strategies to prevent difficulties related to moral and legal issues 	5.4.1 <ul style="list-style-type: none"> formulate sound district strategies to educational dilemmas evaluate district strategies to prevent difficulties related to moral and legal issues
Function 5: Professional Behavior: Candidates understand and can promote social justice within the district to ensure that individual student needs inform all aspects of schooling.	

Content Knowledge	Professional Skills
<p>5.5.1</p> <ul style="list-style-type: none"> the relationship between social justice, district culture, and student achievement theories of efficacy respecting diversity of community stakeholders 	<p>5.5.1</p> <ul style="list-style-type: none"> review and critique district policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the district develop the resiliency to uphold core values and persist in the face of adversity

Standard 6: Advocacy: An education leader at the district level applies knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	
Function 1: Advocacy: Candidates understand and can advocate for district students, families, and caregivers.	
Content Knowledge	Professional Skills
6.1.1 <ul style="list-style-type: none"> • policies, laws, and regulations enacted by state, local, and federal authorities that affect districts; • the effect that poverty, disadvantages, and lack of resources have on families, caregivers, communities, students, and learning • how to facilitate constructive discussions about laws, policies, regulations, and requirements affecting school improvement 	6.1.1 <ul style="list-style-type: none"> • analyze how district law and policy is applied consistently, fairly, and ethically • advocate for equity and advocacy based on an analysis of the complex causes of poverty and other disadvantages • serve as a respectful spokesperson for students and families served by the district
Function 2: Decision Maker: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.	
Content Knowledge	Professional Skills
6.2.1 <ul style="list-style-type: none"> • the larger political, social, economic, legal, and cultural context • ways that power and political skills can influence local, state, and federal decisions 	6.2.1 <ul style="list-style-type: none"> • advocate for district policies and programs that promote equitable learning opportunities for student success • communicates to improve public understanding of policies, laws/regulations, and procedures to appropriate district stakeholders
Function 3: Visionary: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.	
Content Knowledge	Professional Skills
6.3.1 <ul style="list-style-type: none"> • future issues and trends that can affect districts (e.g., entrepreneurial approaches) • contemporary and emerging district leadership strategies to address trends • analyze data on economic, social and other emerging issues impacting schools and student learning 	6.3.1 <ul style="list-style-type: none"> • identify current and anticipate emerging trends and issues likely to affect the district • adapt district leadership strategies and practice to address emerging district issues • builds strong relationships with the school board, district and state education leaders and policy actors to inform and influence policies and policymakers in service of children and adults

New Teacher and School Specialists

Mentor Selection Criteria and Training Requirements

Selection Criteria

1. Mentors must have a minimum of three years of successful experience.
2. Mentors must have a professional license in effect.
3. Mentors experience and endorsement areas do not have to match the new teacher (but it would be preferred).
4. Mentors do not have to be in the same subject area or grade level as the new teacher (but it would be preferred).
5. Mentors must have gone through initial training by October 1st of the year of mentoring.
6. School specialist mentoring can be cross district if needed.
7. Mentors must be professionally competent as indicated by the board's most recent evaluation including competency in the teacher's area of licensure, communication skills and efficacy of instruction.
8. If the original assigned mentor is unable to fulfill the responsibilities of the mentorship a successor mentor meeting the above criteria would be assigned by the building administrator as soon as possible. It should be understood that the successor still must meet the training deadline, so more than likely they would have to have been previously trained. The mentor stipend will be pro-rated based on the remaining timeline and duties in the mentorship.

Training Requirements

1. Initial training must occur by October 1st of the year of mentoring.
2. The initial training and ongoing professional learning should:

- Address the roles and processes of the program
- Develop strategies for building relationships with new teachers.
- Develop skills for observation of new teacher's practice, assessment of

needs of new teacher, strategies to address those needs.

Develop coaching language and practice.

Develop strategies for guiding new teachers to use reflection in their practice.

Enhance skills for guiding new teachers in using various types of formative assessment to focus instruction and differentiate for student needs.

Train mentors in guiding new teachers in collecting and analyzing various types of student data to show evidence of learning.

Train mentors in guiding new teachers in their use of content standards when planning lessons/units.

Develop skills in using the professional education standards as a measure of assessing teacher practice.

Align with district and school improvement plans professional development initiatives

It is expected that Mentors and mentees will grow professionally along side each other during the mentoring process and that both of them will take advantage of professional development opportunities throughout the year that can enhance the mentor and mentees experience.

Program Requirements

This program provides two years of structured, intensive support for new teachers/specialists to the profession. Building administrators should assign and introduce mentors and mentees as soon as possible. Mentors and mentees must maintain a record, either digitally or paper, recording dates and times of meetings, observations and communications. The record would also contain notes, reflections or specific learnings, specifically how the learning is addressing the professional education standards. The following minimum supports for each year are required.

Year 1

1. Weekly communication – emails, phone calls, face to face meetings, etc(mentors and mentees should be tracking dates and times).
2. Bi-monthly face to face meetings. These face to face meetings should contain dialogue for reflection, feedback and support. The status of the mentees progress on the professional education standards should be reviewed(mentors and mentees should be recording dates and times).
3. Minimum of three classroom observations by the mentor, the first completed by September 15th, the second between October 31st and January 31st and the third between February 28th and April 30th. Each observation should be for a minimum of 30 minutes(mentors and mentees should be tracking dates and times). If a sub is necessary

please arrange with the building administrator. After each classroom observation at the next face to face meeting the mentor should share their observations, feedback and reflections. The mentor should also provide suggestions for improvements. If the mentor observes something that should be addressed immediately, schedule accordingly.

4. Minimum of two classroom observations by the mentee, one with the mentor and one with another experienced (more than three years) teacher. One should be completed by December 20th and the other after January 15th but before March 31st. Each of these observations should be a minimum of 30 minutes. The mentee should track the date and times of these observations and at the next face to face meeting with the mentor should share questions and reflections of those observations. If a sub is needed to complete this requirement please arrange with the building administrator.

5. Minimum of one face to face meeting with the building administrator, mentor and mentee in each of the following months: September, November, January, and April (mentors, mentees and administrators should be tracking dates and times). This meeting should review the status of learning as it pertains to the professional education standards and that regular meetings have been occurring. The administrator may ask to review the mentorship record. These meetings would also be the time to discuss concerns or achievements.

6. The mentor and mentee will complete an on-line survey regarding the effectiveness of the mentorship by May 15th. The results of the surveys will go directly to the superintendent of schools. The superintendent will review the results of the surveys and determine successes/failures and will make adjustments to the plan before the following school year if necessary. Administrators will be responsible to report issues within the mentorship program or in an individual mentorship at the earliest opportunity to the superintendent. Administrators will also need to report to the superintendent on each mentorship that all requirements have been met or not met after reviewing the record and based on their face to face meetings by May 31st. The superintendent will then report by June 2nd to the district's financial director any mentorship stipends that need to be paid.

7. If at anytime during the mentorship, the mentor or mentee feel there are significant concerns in the relationship between the two teachers or there is a significant classroom performance issue, these issues should be brought to the building administrators attention immediately.

Year 1 Calendar

August

Weekly communication

Two face to face meetings

Introductions

Thorough review of Kansas Professional Education Standards

Make sure both teachers understand roles in mentorship

Review minimum requirements to complete mentorship

Mentor should help mentee with classroom setup, establishing classroom rules, and overall prep for first day

Mentor should help teacher with initial Individual Professional Development Plan

Discuss keeping a record of all activities

Discuss August professional development activities

September

Weekly communication

Two face to face meetings

Mentor Completes first classroom observation

Face to Face with Administrator

Discuss September professional development activities

October

Weekly communication

Two face to face meetings

Mentor prepares mentee for first parent teacher conferences

Mentor prepares mentee for first grading period grades

November

Weekly communication

Two face to face meetings

Second face to face meeting with administrator

December

Weekly communication

Two face to face meetings

Mentee should complete first classroom observation

Mentor prepares mentee for first semester grades

January

Weekly communication

Two face to face meetings

Mentor should complete second classroom observation

Third face to face meeting with administrator

February

Weekly communication

Two face to face meetings

Discuss February professional development activities

March

Weekly communication

Two face to face meetings

Mentee should complete second observation

Mentor should prepare mentee for third grading period grades

April

Weekly communication

Two face to face meetings

Mentor should complete third classroom observation

Fourth face to face meeting with administrator

Discuss April professional development activities

May

Weekly communication

Two face to face meetings

Mentor should help mentee with year end requirements

Mentor and Mentee should complete on-line surveys regarding the effectiveness of the mentorship by May 15th

Mentor and mentee should submit mentorship record to building administrator for review and administrator should return after review.

Administrator should notify the district office by May 31st that the mentorship completed or did not complete all requirements.

Year 2

1. Bi-Weekly(every other week) communication – emails, phone calls, face to face meetings, etc(mentors and mentees should be tracking dates and times).

2. Once monthly face to face meetings. These face to face meetings should contain dialogue for reflection, feedback and support. The status of the mentees progress on the professional education standards should be reviewed(mentors and mentees should be tracking dates and times).

3. Minimum of one classroom observation by the mentor, completed by December 20th. The observation should be for a minimum of 30 minutes(mentors and mentees should be tracking dates and times). If a sub is necessary please arrange with the building

administrator. After the classroom observation at the next face to face meeting the mentor should share their observations, feedback and reflections. The mentor should also provide suggestions for improvements. If the mentor observes something that should be addressed immediately, schedule accordingly.

4. One classroom observation by the mentee. One should be completed by December 20th. This observation should be a minimum of 30 minutes. The mentee should record the date and time of this observation and at the next face to face meeting with the mentor should share questions and reflections of this observation. If a sub is needed to complete this requirement please arrange with the building administrator.

5. Minimum of one face to face meeting with the building administrator, mentor and mentee in each semester(mentors, mentees and administrators should be tracking dates and times). This meeting should review the status of learning as it pertains to the professional education standards and that regular meetings have been occurring. The administrator may ask to review the mentorship record. These meetings would also be the time to discuss concerns or achievements.

6. The mentor and mentee will complete an on-line survey regarding the effectiveness of the mentorship by May 15th. The results of the surveys will go directly to the superintendent of schools. The superintendent will review the results of the surveys and determine successes/failures and will make adjustments to the plan before the following school year if necessary. Administrators will be responsible to report issues within the mentorship program or in an individual mentorship at the earliest opportunity to the superintendent. Administrators will also need to report to the superintendent on each mentorship that all requirements have been met or not met after reviewing the record and based on their face to face meetings by May 31st. The superintendent will then report by June 2nd to the district's financial director any mentorship stipends that need to be paid.

7. If at anytime during the mentorship, the mentor or mentee feel there are significant concerns in the relationship between the two teachers or there is a significant classroom performance issue, these issues should be brought to the building administrators attention immediately.

Year 2 Calendar

August

Bi-Weekly communication

One face to face meeting

Thorough review of Kansas Professional Education Standards

Make sure both teachers understand roles in mentorship

Review minimum requirements to complete year 2 of mentorship
Mentor should review with mentee classroom setup, establishing classroom rules, and overall prep for first day
Mentor should help teacher with second Individual Professional Development Plan
Discuss August professional development activities

September

Bi-Weekly communication
One face to face meeting
Discuss September professional development activities

October

Bi-Weekly communication
One face to face meeting
Mentor reviews with mentee preparation for parent teacher conferences
Mentor reviews with mentee preparation for first grading period grades

November

Bi-Weekly communication
One face to face meeting

December

Bi-Weekly communication
One face to face meeting
Mentor should complete classroom observation
Mentee should complete classroom observation
First face to face with administrator should be complete

January

Bi-Weekly communication
One face to face meeting

February

Bi-Weekly communication
One face to face meeting
Discuss February professional development activities

March

Bi-Weekly communication
One face to face meeting

April

Bi-Weekly communication

One face to face meeting

Final face to face meeting with administrator should be completed

Discuss April professional development activities

May

Bi-Weekly communication

One face to face meeting

Mentor should review year end requirements with mentee

Mentor and Mentee should complete on-line surveys regarding the effectiveness of the mentorship by May 15th

Mentor and mentee should submit mentorship logs to building administrator by May 15th for review and administrator should return after review.

Administrator should notify the district office by May 31st that the mentorship completed or did not complete all requirements.

Of course during this mentorship the probationary(new) teacher will be evaluated by the building administrator using the district's negotiated evaluation process and instrument. If at anytime during this process it is determined by the administrator that an intensive plan of assistance is needed some of the above requirements may be expanded in order to best help the new teacher.

Mentors are paid stipends as per the negotiated agreement for successfully meeting the requirements of the mentorship. They are paid according to the following:

1 st year teacher mentor	\$1,000
2 nd year teacher mentor	\$500

These stipends are paid in late June after approval from the building administrator that all mentorship requirements were met and completion of the mentorship surveys in a timely fashion.

All new teachers to USD 348 will attend district and building orientations usually the first week of August. This consists of two days, one at the district office and one day at the building where the teacher's assignment is located. Usually this is first time they are informed that they will have a mentor and it is possible they will be told who they will be working with for the mentorship. The orientations specifically introduce them to a number of staff they will need to know and answer questions such as: How do I get answers to questions? What form do I need? Where is this located? Tell me who will support me. Where is my classroom?

New Educational Leaders

Mentor Selection Criteria and Training Requirements

Selection Criteria

1. Mentors must have a minimum of three years of successful experience in the mentoring area.
2. Mentors must have a professional license in the mentoring area in effect.
3. Mentors must be professionally competent as indicated by the board's most recent evaluation including competency in the new leaders area of licensure.
4. If the original assigned mentor is unable to fulfill the responsibilities of the mentorship a successor mentor meeting the above criteria would be assigned by the superintendent/board as soon as possible. The mentor stipend will be pro-rated based on the remaining timeline and duties in the mentorship.

Training Requirements

1. Training and ongoing professional learning should:

Address the roles and processes of the program

Develop Coaching language and skills

Develop strategies for guiding new leaders to use reflection in their practice

Develop skills in using the professional education standards and leadership standards as a measure of assessing leader practice.

Align with district and school improvement plans professional development initiatives

Enhance skills for guiding new leaders in using various types of formative assessment to focus instruction and differentiate for student needs and teacher professional development.

Train mentors in guiding new leaders in collecting and analyzing various types of student data to show evidence of learning.

It is expected that Mentors and mentees will grow professionally along side each other during the mentoring process and that both of them will take advantage of professional development opportunities throughout the year that can enhance the mentor and mentees experience.

Program Requirements

This program provides two years of structured, intensive support for new leaders to the profession. The superintendent should assign and introduce mentors and mentees as soon as possible. Mentors and mentees must maintain either a digital or paper record of dates and times of meetings and communications. This record should also contain notes, reflections or specific learnings, specifically how the learning is addressing the professional education and leadership standards. The following minimum supports for each year are required. Face to face meetings should be planned and not be a conversation regarding a specific situation.

Year 1

1. A structured contact schedule should be agreed upon early in the process(August). The contact schedule should contain a minimum of 40 hours through the year. There should be at least three face to face meetings. The first of which should be scheduled prior to the first day teachers return in August, the second should be scheduled in either December or January and the third should be scheduled in May or June. These 40 contact hours can include face to face meetings, phone calls, observations and or electronic communications. All communications should be documented.
2. The mentee must have collegial interaction with colleagues outside of the district. This can be accomplished through a structured network like a professional organization or through electronic networking medium such as Facebook or Twitter. All of these interactions should be documented and then shared with the mentor.
3. For new building leaders there should be at least two meetings scheduled with the mentor, mentee and the superintendent/board president to discuss the status of the mentorship and any concerns or achievements. The discussion will surround the status of learning as it applies to the standards. These meetings can be face to face or they can be by phone conference. One of the meetings should occur in the first semester and one in the second semester and the scheduling of the meeting should be coordinated by the mentee.
4. The mentor and mentee will complete an on-line survey regarding the effectiveness of the mentorship by May 31st. The results of the surveys will go directly to the superintendent of schools. The superintendent will review the results of the surveys and determine successes/failures and will make adjustments to the plan before the following school year if necessary. Mentors or mentees will be responsible to report issues within the mentorship program or in an individual mentorship at the earliest opportunity to the superintendent/board president. Mentors will also need to report to the superintendent/board president on each mentorship that all requirements have been met

or not met. The mentor should share the record of the mentorship with the superintendent by May 31st. The superintendent/board president will then report by June 5th to the district's financial director any mentorship stipends that need to be paid.

5. If at anytime during the mentorship, the mentor or mentee feel there are significant concerns in the relationship between the mentor and mentee or there is a significant performance issue, these issues should be brought to the superintendents attention immediately.

Year 1 Calendar

July – August

Introductions

First face to face meeting

Thorough review of the Kansas Professional Education Standards

Thorough review of the Kansas Licensure Program Standards for Building Level Leadership

Thorough review of the Kansas Licensure Program Standards for District Level Leadership

Mentor should help leader with initial Individual Professional Development Plan

Mentor and new leader should discuss how to meet program requirement number two.

September – January

Ongoing contact hours

Second face to face meeting in Dec or Jan

Meeting with superintendent/board president

January – June

Ongoing contact hours

Third face to face meeting in April or May

Second meeting with the superintendent/board president

Mentor and mentee should complete on-line surveys regarding the effectiveness of the mentorship by May 31st

Mentor and mentee should submit mentorship logs to the superintendent/board president for review and the superintendent/board president should return after review.

The superintendent/board president should notify the district office by June 5th that the mentorship completed or did not complete all requirements.

Year 2

1. A structured contact schedule should be agreed upon early in the process(August). Also, if there were any concerns with performance in the first year a plan of assistance

should be made in early August. The contact schedule should contain a minimum of 20 hours through the year. There should be at least two face to face meetings. The first of which should be scheduled prior to the first day teachers return in August, the second should be scheduled in either December or January. These 20 contact hours can include face to face meetings, phone calls, observations and or electronic communications. All communications should be documented.

2. The mentee must continue to have collegial interaction with colleagues outside of the district. This can be accomplished through a structured network like a professional organization or through electronic networking medium such as Facebook or Twitter. All of these interactions should be documented and then shared with the mentor.

3. For second year building leaders there should again be at least two meetings scheduled with the mentor, mentee and the superintendent/board president to discuss the status of the mentorship and any concerns or achievements. The discussion will surround the status of learning as it applies to the standards. These meetings can be face to face or they can be by phone conference. One of the meetings should occur in the first semester and one in the second semester and the scheduling of the meeting should be coordinated by the mentee.

4. The mentor and mentee will complete an on-line survey regarding the effectiveness of the mentorship by May 31st. The results of the surveys will go directly to the superintendent or board president. The superintendent will review the results of the surveys and determine successes/failures and will make adjustments to the plan before the following school year if necessary. Mentors or mentees will be responsible to report issues within the mentorship program or in an individual mentorship at the earliest opportunity to the superintendent/board president. Mentors will also need to report to the superintendent/board president on each mentorship that all requirements have been met or not met. The mentor should share the mentorship record with the superintendent by May 31st. The superintendent/board president will then report by June 2nd to the district's financial director any mentorship stipends that need to be paid.

5. If at anytime during the mentorship, the mentor or mentee feel there are significant concerns in the relationship between the mentor and mentee or there is a significant performance issue, these issues should be brought to the superintendents attention immediately.

Year 2 Calendar

July – August

First face to face meeting

Status of the Kansas Professional Education Standards

Status of the Kansas Licensure Program Standards for Building Level Leadership
Status of the Kansas Licensure Program Standards for District Level Leadership
Mentor should help leader with Individual Professional Development Plan
Mentor and mentee should review program requirement number two.

September – January

Ongoing contact hours

Second face to face meeting in Dec or Jan

Meeting with superintendent/board president

January – June

Ongoing contact hours

Second meeting with the superintendent/board president

Mentor and mentee should complete on-line surveys regarding the effectiveness of the mentorship by May 31st

Mentor and mentee should submit mentorship records to the superintendent/board president for review and the superintendent/board president should return after review.

The superintendent/board president should notify the district office by June 5th that the mentorship completed or did not complete all requirements.

Of course during this mentorship the new leader will be evaluated by the superintendent or board using the district's evaluation process and instrument. If at anytime during this process it is determined by the superintendent or the board that an intensive plan of assistance is needed some of the above requirements may be expanded in order to best help the new leader.

Mentors are paid stipends for successfully meeting the requirements of the mentorship. They are paid according to the following:

1 st year leader mentor	\$1,000
2 nd year leader mentor	\$500

These stipends are paid in late June after approval from the superintendent/board president that all mentorship requirements were met and completion of the mentorship surveys in a timely fashion.

New Teacher/School Specialist Evaluation of Mentoring Program

Name: _____ Date: _____

Mark the statement with the number that corresponds with your opinions of the USD 348 Mentoring Program.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | My mentor provided support by being caring and listening. |
| 1 | 2 | 3 | 4 | I had contact with my mentor at least once a week. |
| 1 | 2 | 3 | 4 | My mentor oriented me to the school and the school's policies and procedures. |
| 1 | 2 | 3 | 4 | My mentor was available when I needed his or her help. |
| 1 | 2 | 3 | 4 | My mentor suggested resources (both people and materials) that helped me in my first year of teaching. |
| 1 | 2 | 3 | 4 | The mentor program helped me be a better teacher/specialist. |
| 1 | 2 | 3 | 4 | My observation of other teachers/specialists was valuable. |
| 1 | 2 | 3 | 4 | The amount of documentation for the mentorship was adequate. |

What suggestions do you have to improve the mentorship program at USD 348?

What questions/concerns do you have about the mentorship program at USD 348?

Mentor Teacher/School Specialist Evaluation of Mentoring Program

Name: _____ Date: _____

Mark the statement with the number that corresponds with your opinions of the USD 348 Mentoring Program.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | I was adequately prepared to be a new teacher mentor. |
| 1 | 2 | 3 | 4 | I had contact with my mentee at least once a week. |
| 1 | 2 | 3 | 4 | I observed my mentee teaching a lesson, which included a follow-up conference. |
| 1 | 2 | 3 | 4 | My mentee observed me teaching a lesson, which included a follow-up conference. |
| 1 | 2 | 3 | 4 | I familiarized the new teacher to the school and the schools' policies and procedures. |
| 1 | 2 | 3 | 4 | My mentee accepted suggestions and help as offered. |
| 1 | 2 | 3 | 4 | I provided suggestions to find resources (people and materials) to my mentee. |
| 1 | 2 | 3 | 4 | The amount of documentation for the mentorship was adequate. |

What suggestions do you have to improve the mentorship program at USD 348?

New Educational Leader Evaluation of Mentoring Program

Name: _____ Date: _____

Mark the statement with the number that corresponds with your opinions of the USD 348 Mentoring Program.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | My mentor provided support by being caring and listening. |
| 1 | 2 | 3 | 4 | I had contact with my mentor regularly according to the schedule. |
| 1 | 2 | 3 | 4 | My mentor oriented me to the school and district policies and procedures. |
| 1 | 2 | 3 | 4 | My mentor was available when I needed his or her help. |
| 1 | 2 | 3 | 4 | My mentor suggested resources (both people and materials) that were helpful. |
| 1 | 2 | 3 | 4 | The mentor program helped me be a better educational leader. |
| 1 | 2 | 3 | 4 | The amount of documentation for the mentorship was adequate. |

What suggestions do you have to improve the mentorship program at USD 348?

What questions/concerns do you have about the mentorship program at USD 348?

Mentor Educational Leader Evaluation of Mentoring Program

Name: _____ Date: _____

Mark the statement with the number that corresponds with your opinions of the USD 348 Mentoring Program.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | I was adequately prepared to be a new educational leader mentor. |
| 1 | 2 | 3 | 4 | I had contact with my mentee regularly according to the schedule. |
| 1 | 2 | 3 | 4 | The amount of documentation for the mentorship was adequate. |
| 1 | 2 | 3 | 4 | My mentee and I met face to face according to the schedule. |
| 1 | 2 | 3 | 4 | I familiarized the new educational leader with the school's and district's policies and procedures. |
| 1 | 2 | 3 | 4 | My mentee accepted suggestions and help as offered. |
| 1 | 2 | 3 | 4 | I provided suggestions to find resources (people and materials) to my mentee. |

What suggestions do you have to improve the mentorship program at USD 348?

Possible Topics For New Teachers:

- Discuss confidentiality
- Teacher work area-desk, computer, email, etc
- Room set-up, student desks
- Planning for the first day and first week of school
- Discipline and office referrals
- Plan book, how to plan, sub-plans, organization, pacing, curriculum map
- Learn about copier, printers, projectors, and other resources and equipment
- State and district standards—ksde.org
- Locations of texts, instructional materials, and other supplies
- Ordering supplies – requisitions
- District technology (Power School, TalentED, Aesop)
- Classroom management techniques
- Building tour – work area, mailbox, parking, restrooms, etc
- School procedures – Mission statement, Code of Conduct, Handbook
- District calendar
- Communications – use of email, phone, etc
- Community expectations
- Appearance and professionalism
- Classroom management (time, discipline, schedule, classroom setup)
- Curriculum and curriculum mapping
- Testing: MAP, DIBELS, State assessments, ACT
- Chain of command/protocol
- Grades/grade book/progress reports
- Parent night
- Staff development procedures and timelines (using Locus)
- Copies and office use
- Requesting Leave– Using Aesop, discretionary/professional leave, sub plans
- Emergency plans and procedures
- Parent-teacher Conferences
- Checking out school vehicles
- MTSS
- Field trips
- Classroom management
- Special education
- Meetings – IEP, CARE
- Parent-teacher conferences
- Evaluations: Talent ED, walk-throughs
- Diverse populations
- Collaboration time – purpose and planning
- Staff personnel and their roles
- Working with parents – visits and volunteers
- Working with paraprofessionals – optimal utilization
- Encouraging or motivating low-achieving students

- Analyze data from local assessments
- Tardy and attendance policy
- IPDP
- End of semester duties
- Discussion of testing window for state assessments
- Preparing "ALL" students for state assessments
- Parent contact
- Teacher contract notification (renewal/non-renewal)
- Graduation issues (BHS)
- Discuss licensure with mentee – if first year, need to change provisional to professional licensure using Mentorship documentation. (ksde.org)
- Fees (lost books, etc.)
- End of year preparation
- Textbook and classroom inventory
- Plan – equipment and supplies for next year
- Summer payroll options
- Finals schedule (BHS)
- Field day
- Teacher check-out procedures (keys, books, grades, etc.)

Summer Months

If you will mentor a second year, stay in touch. Keep building rapport.