

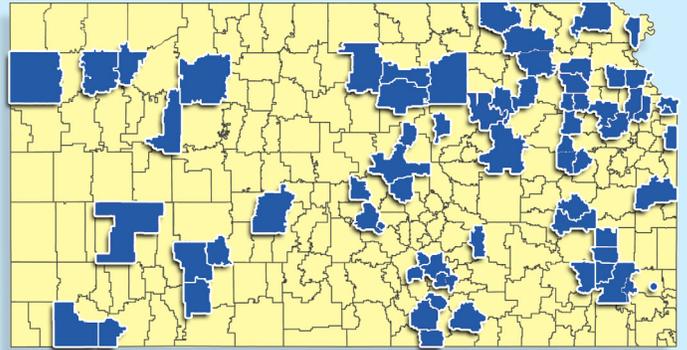
**Kansas Early Career Special Educator Mentoring** provides ongoing, online mentoring to teachers beginning their careers in special education. This project represents a partnership among the Kansas Education Employment Board at the Southeast Kansas Education Service Center, the New Teacher Center, and the Kansas Parent Information Resource Center. Mentors and experienced special educators in Kansas and nationwide are trained by the New Teacher Center in order to ensure that quality mentorship is provided.



Mentee participation is reviewed by project staff and reported to local administrators and mentors on a monthly basis to create self-correcting feedback loops at the district, mentor, and project levels for continuous improvement. Based on virtual observations and mentoring conversations, mentors rate each mentee's level of proficiency on indicators aligned with the Kansas Educator Evaluation Guidelines. Mentees also self-rate their proficiency. For 2015-2016, mentors were more likely to rate mentees as proficient than the mentees rated themselves.

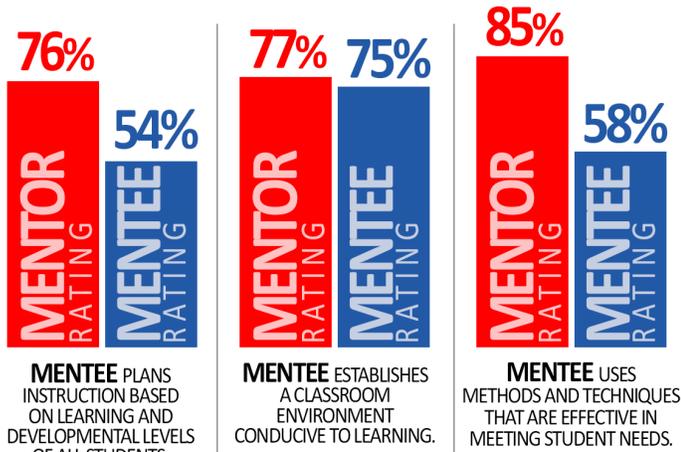
In the past four years, 355 early career special educators in 82 Kansas school districts have been impacted by Early Career Special Educator Mentoring.

## KANSAS DISTRICTS IMPACTED



## 2016 MENTEE SUCCESS: PERCENTAGE RATED 'PROFICIENT'

(Scale: NOT PROFICIENT, SOMEWHAT PROFICIENT or PROFICIENT)



Mentor Ratings (n=63) Mentee Ratings (n=67)

*"eMSS does an outstanding job of training and providing resources to us."*

*"I feel VERY well supported."*

Mentee

Mentee

Mentee retention is tracked through an annual follow-up survey, which is administered to mentees in February/March of each year. When necessary, additional data and data verification are obtained from KSDE. **Two years after participating in mentoring, 98% of early career special education teachers are still teaching.**

Of the 84 mentees who participated during the 2013-14 school year, 74 mentees (88.1%) returned to a special education position in 2015-16 and 4 (4.8%) are still working as educators, but not in special education positions. Six (7.2%) are either no longer employed by schools or their current positions are not known. Overall, 96% of mentees participating in the 2015-16 school year agreed with the statement "I am generally satisfied with being a teacher at this school."

Mentors provide training, coaching, and reflection opportunities that guide new teachers to implement evidence-based instructional practices. Additionally, mentees participate in one to two Explorations (i.e., eight-week guided conversations with application and reflection components on a topic related to classroom practices) and monthly Dilemmas (i.e., discussions related to short scenarios focused on specific teaching issues).

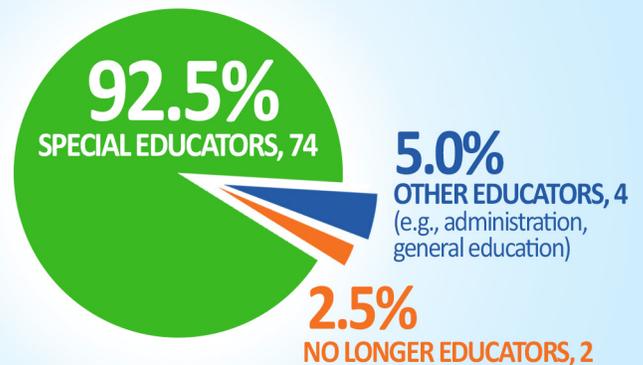
For the past three years, *Developing IEPs* has consistently been the most frequently completed Exploration. This year, *Partnering with Families* was introduced. This Exploration together with *Developing IEPs* were developed by KEEB and KPIRC, and are now offered nationally. Additional topics for Explorations are added based on both mentor and mentee feedback.

### Cumulative Top Five Explorations

- Developing IEPs* (77)
- Accommodations and Modifications* (37)
- Working with Paraprofessionals* (34)
- Managing Student Behavior* (20)
- Using Technology* (20)



## CURRENT TEACHING ROLES OF 2013-2014 MENTORING PARTICIPANTS



Includes mentees who moved out of Kansas (1 Special Educator, 2 Other Educators, 2 No Longer Educators). Does not include 4 mentees whose current teaching roles are unknown.

TO LEARN MORE VISIT: [WWW.KSDETASN.ORG/KEEB](http://WWW.KSDETASN.ORG/KEEB)