

The **Kansas e-Mentoring for Student Success (eMSS)** program provides ongoing, online mentoring to teachers beginning careers in special education. This project represents a partnership between the **Kansas State Department of Education** and the **Kansas Education Employment Board** at the **Southeast Kansas Education Service Center**. Mentors, who are experienced educators in Kansas and nationwide, undergo a rigorous training process to ensure mentees receive quality mentorship.



Mentors provide training, coaching, and reflection opportunities that guide new teachers to implement evidence-based instructional practices. Additionally, mentees participate in one to three Explorations (i.e., eight-week guided conversations with application and reflection components on a topic related to classroom management, professional practice, or family engagement). Of the 23 responses special educators provided to give feedback on the Explorations, the vast majority agreed or strongly agreed that the Explorations were beneficial:



Mentee participation is reviewed by project staff and reported to local administrators and mentors on a monthly basis to create feedback loops at the district, mentor, and project levels. Based on weekly mentoring conversations and multiple virtual classroom observations, mentors rated each mentee's level of proficiency on indicators aligned with the Kansas Educator Evaluation Guidelines.

MENTORS' RATINGS OF EARLY CAREER SPECIAL EDUCATORS	
Percentage <i>Proficient or Highly Effective</i>	
	0% 20% 40% 60% 80% 100%
Plans instruction based on learning and developmental levels of all students.	<b>93.3%</b>
Establishes a classroom environment conducive to learning.	<b>93.3%</b>
Provides a variety of innovative applications of knowledge.	<b>92.9%</b>
Uses methods and techniques that are effective in meeting student needs.	<b>93.3%</b>

Seventeen early career special educators responded to a survey indicating that the mentoring was beneficial to their development as a teacher of students with disabilities.

#### Mentee Agreement With Mentoring Components

- My mentor supported my development as an educator – **94.1%**
- My mentor encouraged me and provided social-emotional support when I needed it – **82.4%**
- The Exploration(s) I participated in supported my development as an educator – **82.4%**
- The virtual classroom observations supported my reflective process – **88.2%**

*"As a new teacher, my mentor always had ideas for me to try when I needed advice on how to keep my students fully engaged."*

-- MENTEE

*"My mentor was extremely valuable! We could talk about assessments, IEPs and paperwork, instructional methods, curriculum, and everything else that comes with Special Education."*

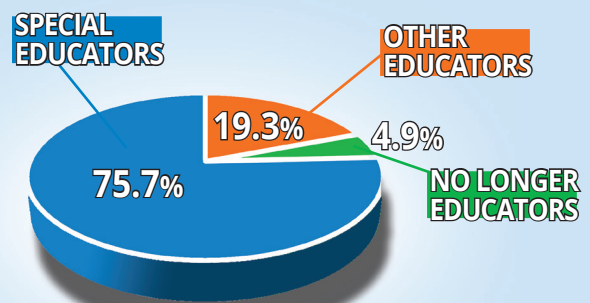
*"My mentor coached me through many low moments and celebrated many moments with me as well."*

-- MENTEE

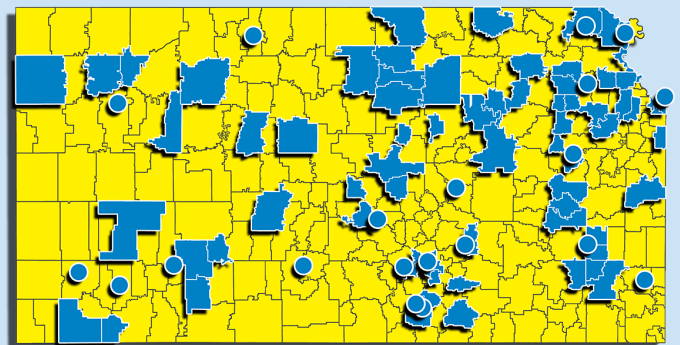
**95% OF MENTEES FROM 2012-2017 ARE STILL WORKING AS EDUCATORS**

Mentee retention is tracked through an annual follow-up survey. Of the 348 mentees who completed participation between the 2012-13 and 2016-17 school years, both the locations and current teaching positions were ascertained for 305 (88%). Of these 305 mentees, 290 (95%) are still working as educators, and 231 (76%) are still working as special educators.

#### CURRENT TEACHING ROLES OF FORMER MENTORING PARTICIPANTS



#### DISTRICTS / RELATED ORGANIZATIONS IMPACTED (2012-19)



The eMSS program has the capacity to support 100 mentees annually. During the 2018-19 school year, 30 special educators participated in mentoring, representing 17 Kansas school districts or related organizations (e.g., special education cooperatives, early childhood centers). Since 2012, 433 early career special educators in 92 districts or related organizations in Kansas have completed at least one year of mentoring.