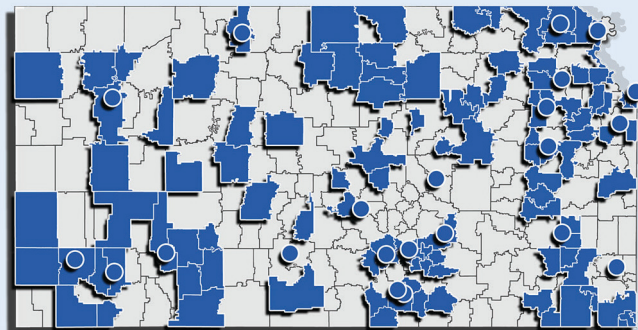


The Kansas e-Mentoring for Student Success (eMSS) program provides ongoing, online mentoring to early career special education teachers. This project represents a partnership between the **Kansas State Department of Education** and the **Kansas Education Employment Board** at the **Southeast Kansas Education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



DISTRICTS / RELATED ORGANIZATIONS IMPACTED (2012—2020)



Dots represent the location of related organizations.

During the 2019–20s school year, 97 special educators participated in mentoring, representing 78 Kansas school districts or related organizations (e.g., special education cooperatives, early childhood centers). Since 2012, 509 early career special educators in 139 districts or related organizations in Kansas have completed at least one year of e-mentoring.

EXPLORATION	PARTICIPATION
Managing Student Behavior	32
Accommodations & Modifications	23
Working With Paraeducators	23
Developing IEPs	19
Other Explorations	9

Mentors provide coaching, virtual observations, and reflection opportunities to guide early career special educators in implementing evidence-based instructional

practices. During the 2019–20 school year, mentees also completed a combined 107 Explorations (i.e., eight-week guided conversations with application and reflection components).

Of the 66 responses on the Exploration post-survey, the vast majority agreed or strongly agreed that the Explorations were beneficial:



Indicated the Exploration **enhanced their knowledge** and **helped them grow professionally**



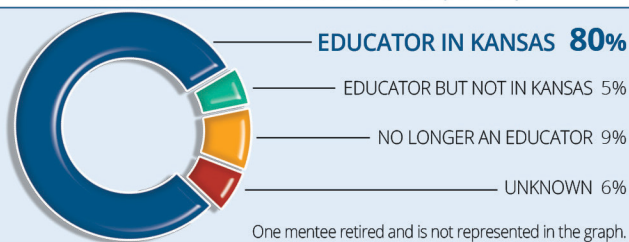
Indicated they **applied what they learned** in the Exploration **in their professional practice**



Indicated that **participation in an Exploration impacted their students' learning**

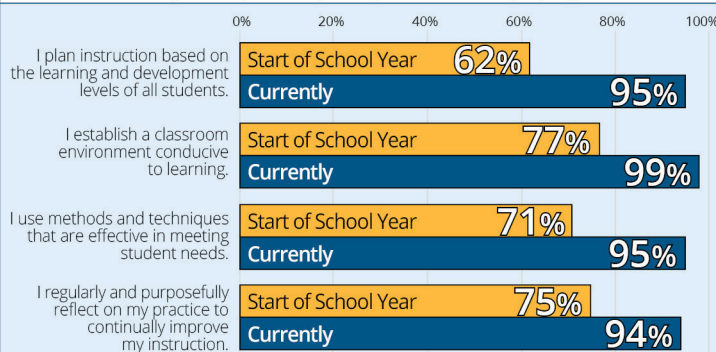
Mentee retention is tracked through an annual follow-up survey. Of the 79 educators who participated in mentoring during 2014–15, 63 (80%) are still educators in Kansas, four (5%) are educators in other states, seven (9%) are no longer educators, and the location of five (6%) could not be determined.

FIVE-YEAR RETENTION OF MENTORING PARTICIPANTS (N=79)



Eighty-four early career special educators responded to a survey evaluating their mentoring. Reflecting on their level of proficiency on indicators aligned with the Kansas Educator Evaluation Guidelines, mentees noted growth in proficiency through eMSS participation.

Reflecting back on your instructional practices, how would you rate yourself on these Kansas educator constructs at the beginning of the school year and now?
Percentage Responding "Proficient" or "Highly Effective"



Mentee participation is reviewed by project staff and reported to local administrators and mentors on a monthly basis, creating feedback loops at the district, mentor, and project levels. Prior to the school building closures due to COVID-19, mentees averaged 92% weekly participation; mentees maintained an average of 71% weekly participation in March–May despite no longer having the mentoring requirements in place after school building closures.

"I honestly can't say enough wonderful things about my mentor. As a first-year teacher in my building, I leaned on my mentor through e-Mentoring primarily for questions on instruction, feedback, and support with IEPs. My mentor checked in weekly via email and always responded in a timely manner to any questions. I found her feedback from my videos to be very valuable and found myself really reflecting on what she had to say and how to incorporate her feedback into my practice. She also has been unbelievably supportive during this tough transition to online learning, providing me with resources and continuing to check-in. I really am so thankful for this opportunity to have worked with my mentor."