



# Kentucky Educator Mentorship Program (KEMP) Guidance

Office of Educator Licensure and Effectiveness

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Kentucky Department of  
**E D U C A T I O N**

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## Introduction

With the passage of Senate Bill (SB) 265 in the 2024 legislative session, [KRS 161.031](#) was established requiring the Education Professional Standards Board to develop standards and guidance for school districts to implement new teacher induction and mentor programs. The following information provides the statutory components as well as guidance to assist districts in designing and implementing programs to meet district needs.

The purpose of new teacher induction and mentoring programs is to provide a teacher new to the profession the assistance and support necessary to begin a successful teaching career through a collaborative relationship throughout their first year of employment in a district. The program will assist new teachers in acquiring a deeper understanding of instructional strategies, teaching techniques, district and building procedures, requirements, as well as expectations specific to grade level or subject area assignment.

The guidance provided in this document is to deliver districts an overview of the statutory requirements for each district-level induction and mentoring program as well as considerations to include in their plan. For districts that are currently operating an induction and mentoring program, the information provided can serve as a checkpoint to identify current practices and ensure the minimum requirements are met in the current plan. While districts have extreme flexibility in developing their local induction and mentoring programs, there are some minimum requirements all plans must meet. This guidance is intended to help districts create and implement induction and mentoring plans to improve pedagogical skills of new teachers; retain new teachers by providing support; and assist new teachers as they transition from preservice to a professional career.

## Requirements for Induction and Mentoring Programs

***Per KRS 161.031(2)***

***The Education Professional Standards Board shall develop standards and guidance for local districts to implement new teacher induction and mentor programs. All school districts shall provide an induction program for teachers in their first year of teaching.***

The guidance in this document is centered around the requirements outlined in KRS 161.031. The guidance includes each required component that all districts must include in their induction and mentoring programs. Each component will provide the minimum requirements along with additional information for districts to consider adding to their plans.

- An **orientation program** for new teachers and other incoming teachers to be provided at the beginning of and throughout the first year of employment.
- **Assignment of a mentor** teacher to a new teacher within the first two weeks of teaching and remaining with the new teacher for the first year of the new teacher's employment in the school. The mentoring relationship shall be composed of activities that the new teacher and mentor participate in together, including but not limited to co-teaching, lesson planning, and observation.
- The creation of a **support team** to provide assistance for new teachers, including focus on each new teacher's individual **professional growth and development plan**.

- **New Teacher Workshops and training** - professional development opportunities specifically designed for the new teacher that provides vital information on topics relevant during the first year in the classroom.
- **Mentor Workshops and training** for mentors prior to assignment to a new teacher on the skills necessary for effective mentoring.
- **Designated Meeting Time** - Opportunities for the new teacher to meet with the assigned mentor to share successes and troubleshooting strategies.
- **Support teams** to link the new teacher with a network of teachers in the school or district, in addition to their mentor, that the new teacher can rely on for assistance and guidance, especially for content specialization.
- **Formative and summative evaluations** to provide feedback for a new teacher to gain an understanding of his or her strengths and weaknesses and to grow professionally.

## Orientation Program

***Per KRS 161.031(3)(a)***

***An orientation program for new teachers and other incoming teachers to be provided at the beginning of and throughout the first year of employment.***

### **Required**

- Orientation program for new teachers to the profession and district

### **Consideration for Orientation Programs**

When developing or revising an orientation program for new teachers, it's crucial to move beyond traditional steps associated with the new hire process. The following are some focal points for districts to consider:

#### Purpose and Vision Setting

- Clearly communicate the purpose of the orientation program to welcome new teachers and integrate them into the district processes and culture to set them up for success.
- Align the orientation program with the district's educational vision and goals. Help new teachers understand how their role contributes to these broader objectives.

#### Holistic Onboarding Approach

- Go beyond administrative tasks (like paperwork and benefits orientation) to include sessions that emphasize the district's commitment to growth, support and professional development.
- Include sessions or activities that foster community-building among new teachers and with existing staff members.

#### Comprehensive Sharing

- Provide critical information about district policies, procedures and expectations in a clear manner.
- Equip new teachers with foundational knowledge needed to navigate their roles as an effective teacher and team member.

#### Support Systems and Resources

- Introduce new teachers to district support systems, such as the induction and mentorship program, counseling services and professional learning communities and networks.
- Provide information on district technology, tools, instructional resources and curriculum resources that will support their instructional practices.

#### Professional Growth Opportunities

- Highlight opportunities for ongoing high quality professional learning and possible career advancement opportunities within the district.
- Encourage new teachers to set personal career goals and discuss pathways for advancement.

#### Feedback and Continuous Improvement

- Solicit feedback from new teachers about their orientation experience to identify strengths and areas for improvement.
- Use feedback information to identify strengths and areas of growth to ensure orientation meets the needs of new hires.

#### Orientation Beyond Day One

- Consider extending orientation activities beyond the initial day to provide ongoing support for new teachers.
- Provide follow-up sessions for new teachers to check in and address questions or concerns that arise after the initial onboarding period.

Through strategic design, districts have an opportunity to create a comprehensive orientation program that not only fulfills mandated requirements, but it can also provide opportunities to cultivate an environment of support and continuous growth for new teachers.

## Mentor Assignment

### ***Per KRS 161.031(3)(b)***

***Assignment of a mentor teacher to a new teacher within the first two weeks of teaching and remaining with the new teacher for the first year of the new teacher's employment in the school. The mentoring relationship shall be composed of activities that the new teacher and mentor participate in together, including but not limited to co-teaching, lesson planning and observation.***

#### **Required**

- A mentor must be assigned within two weeks of teaching.
- Have at least three full years of experience under a professional certificate.
- Received training to support a new teacher.

Identifying and assigning mentors to work with and support new teachers is a critical step in establishing a strong induction and mentoring program. While providing daily support and advice, a mentor will take on additional duties and responsibilities to help ensure the new teacher has a successful first year in both the school and community.

### **Considerations for Mentor Assignment**

#### Steps to Identifying Mentors:

- Define Mentor Criteria
  - Experience - Choose teachers with three years or more of successful teaching experience.
  - Skills - Look for teachers with strong communication, leadership and interpersonal skills.
  - Commitment - Ensure potential mentors are willing to dedicate time and effort to support new teachers.
- Recruitment Process
  - Volunteering - Encourage experienced teachers to volunteer as mentors.
  - Nomination - Allow staff to nominate colleagues who they believe would make excellent mentors.

- Application - Have interested teachers fill out an application outlining their interest and qualifications.
- Selection Process
  - Review Applications - A committee should review applications or nominations based on predefined criteria.
  - Interviews - Conduct interviews to assess candidates' suitability and commitment to the mentoring role.
- Matching Process
  - Compatibility - Match mentors and new teachers based on subject area, grade level and personality compatibility.
  - Proximity - Consider the physical proximity of classrooms to facilitate daily interactions.

### **Other considerations**

Assign mentors prioritizing **teachers**:

1. with the same certification in the same school
2. with the same certification in the same district
3. in the same school
4. in the same district
5. in an adjacent school district.

Through intentional selection and assignment of mentors, providing high quality resources and maintaining ongoing support, schools can create a robust induction and mentoring program that helps provide positive experiences and ensures new teachers thrive in their first year and beyond.

## Support Team

***Per KRS 161.031(3)(c)***

***The creation of a support team to provide assistance for new teachers, including focus on each new teacher's individual professional growth and development plan.***

### **Required**

- Support team to provide assistance for new teachers
- Support centered around the new teacher's professional growth plan (PGP)

While this team may look similar to the makeup of the former Kentucky Teacher Internship Program (KTIP) Committee, districts have the autonomy to structure their support teams based on need and structure. It is advisable for districts to include members who can assist new teachers in identifying their needs and offer coaching to foster ongoing professional growth. Districts also have the flexibility to determine support team structures such as meeting times and frequency to best support their new teachers. The composition of these teams should be deliberate and strategic, aiming to assemble individuals with diverse expertise and experience relevant to supporting educators.

Ideally, support teams could consist of experienced teachers who excel in mentoring, instructional coaches who specialize in pedagogical strategies and implementation of the district adopted high-quality instructional resources; administrators with leadership and instructional expertise; and possibly

specialized staff such as counselors or technology integrators. Each team member should bring unique insights and skills that complement the new teacher's development goals.

#### **Considerations for Support Team Membership**

- Mentor
- Leadership – principal, assistant principal, dean of students
- Instructional Coach
- Teacher Leaders
- EPPs
- Co-ops

Intentionally selecting team members who can provide targeted support and guidance, districts and schools can create an environment conducive to continuous improvement and professional development. This approach not only enhances the effectiveness of mentoring programs, but it also helps promote a culture of collaboration and shared learning for educators.

## New Teacher Workshops and Training

#### ***Per KRS 161.031(3)(d)***

***Workshops and training including professional development opportunities specifically designed for the new teacher that provides vital information on topics relevant during the first year in the classroom.***

#### **Required**

- Workshops and trainings
- Professional Development

Effective mentoring programs for new teachers hinge on comprehensive training and professional development opportunities tailored to cultivate effective classroom teaching skills. Each district's plan should prioritize initial training for new teachers, coupled with ongoing professional learning opportunities that provide vibrant adult learning experiences for navigating the first year of teaching. (i.e., launch professional learning for the adopted high-quality instructional resources and/or classroom management strategies). This structured approach not only establishes clear expectations and practices within the induction and mentoring program but also enables a deeper understanding and proactive addressing of common challenges faced by new educators.

Furthermore, on-going professional learning provides new teachers with valuable insights into tools and resources that support effective classroom practices. By integrating yearly planned high-quality professional learning structures (workshops, professional learning communities, communities of practice, etc.), districts can empower new teachers with the knowledge and strategies needed to succeed in their roles. This holistic approach to professional development fosters a supportive environment where new teachers can thrive, continuously improve and contribute positively to student learning experiences and outcomes.

**Resource: [High Quality Professional Learning](#)**

## Considerations

When identifying and designing professional learning opportunities for new teachers, districts may collaborate or partner with:

- EPPs
- Education Cooperatives
- Neighboring Districts
- State or National organizations

## Mentor Workshops and Training

***Per KRS 161.031(3)(e)***

***Mentor Workshops and training for mentors prior to assignment to a new teacher on the skills necessary for effective mentoring.***

### Required

- Workshops and training for mentors

Effective mentoring programs are crucial for supporting mentors in their role of guiding adults, necessitating comprehensive training and ongoing professional development opportunities. Mentors benefit significantly from learning strategies rooted in adult learning theory, enhancing their ability to effectively communicate and build relationships with new teachers. Additionally, coaching techniques and effective conversation strategies empower mentors to navigate diverse mentoring dynamics adeptly.

Mentors may engage in professional learning focused on content-driven topics such as unit and lesson internalization for adopted High Quality Instructional Resources (HQIR), evidence-based instructional practices, Instructional Practice Guides (IPGs) for the content areas and peer observation protocols. Understanding data-driven teaching practices and student assessment methods equip mentors to assist new teachers in implementing high-quality standards-aligned instruction. Collaboration with faculty and professionals from higher education institutions may help enrich mentor professional development, ensuring they possess current knowledge and resources to support new teachers seamlessly through their journey from pre-service to in-service teaching roles. By continuously refining their skills through targeted training, mentors can effectively guide and empower educators, fostering a supportive and growth-oriented learning environment.

## Considerations

When identifying district needs and designing professional learning opportunities for mentors, districts may collaborate or partner with:

- EPPs
- Education Cooperatives
- Neighboring Districts
- State or National organizations



## Meeting Time

***Per KRS 161.031(3)(f)***

***Opportunities for the new teacher to meet with the assigned mentor to share successes and troubleshooting strategies.***

### **Required**

- Allocated time for the mentor and new teacher to meet for feedback and coaching.

While each district must designate time for mentor/new teacher meetings to occur, there is flexibility for the structures for meeting implementation.

### **Considerations**

To ensure effectiveness, mentors and new teachers require adequate time and opportunities for coaching sessions and collaborative activities. This can be facilitated through various means such as professional learning communities, dedicated professional development days, and utilizing before or after school time, planning periods or substitutes as needed, tailored to the preferences and needs of the district or school.

- Districts have flexibility in structuring mentoring programs with no statutory requirements for specific hours or days for mentor meetings.
  - meeting frequency
  - time of day
  - length requirements
  - location
  - other opportunities for the mentor and new teacher to engage in support activities.
- Creative approaches can be adopted to align with the unique needs of districts and new teachers.
- Options include scheduled mentoring times weekly, monthly or per semester, or flexible arrangements at the school or individual level.
- Emphasis can be placed on ensuring a sufficient number of meaningful contacts between mentors and new teachers rather than strict time requirements.
- Prioritizing quality and impactful mentoring interactions supports the professional growth and development of new teachers.

By leveraging flexibility and focusing on meaningful engagement, districts can create mentoring programs that are responsive, supportive and conducive to the success of new teachers.

## Networks

***Per KRS 161.031(3)(g)***

***Support teams to link the new teacher with a network of teachers in the school or district, in addition to their mentor, that the new teacher can rely on for assistance and guidance, especially for content specialization.***

### **Required**

- Network of teachers for new teacher support

Support network teams of teachers expand beyond the previously mentioned support teams, offering leaders and teachers the ability to connect with colleagues who possess specific expertise beneficial to new teachers. Examples include those who are experts in (1) content or discipline-specific knowledge, (2) establishing a positive learning climate, (3) pedagogical practices, (4) HQIR implementation, (5) data analysis, (6) classroom management strategies and (7) other local priorities or initiatives. This network-based approach enables involvement from educators across and outside the district, fostering collaboration and resource-sharing opportunities within the community. This creates opportunities in identifying teachers and other education professionals who align closely with the new teacher’s professional needs, enhancing personalized support and development.

Moreover, districts may opt to collaborate with Educator Preparation Programs to supplement support and provide valuable feedback opportunities. This partnership serves as a crucial bridge between student teaching and the first year of teaching, offering insights and guidance rooted in both academic theory and practical classroom experience. By leveraging this dual approach—district-wide teacher networks and partnerships with EPPs—educators receive comprehensive support that enhances their effectiveness and promotes ongoing professional growth throughout their careers.

#### **Considerations for Network Membership**

- Instructional Coaches
- District teachers with strengths in
  - content
  - discipline-specific knowledge
  - classroom learning management/climate
  - pedagogical practices
  - HQIR
  - data analysis for instructional design
- EPPs
- Co-ops

## Formative and Summative Evaluations

### ***Per KRS 161.031(3)(h)***

***Formative and summative evaluations to provide feedback for a new teacher to gain an understanding of his or her strengths and weaknesses and to grow professionally.***

#### **Required**

- Formative evaluations
- Summative evaluations

While formative and summative evaluations are a required component, the purpose of mentoring plans is to serve as assistance and support necessary for new teachers to begin a successful teaching career through a collaborative relationship throughout their first year of employment. Using common formative feedback tools such as [Kentucky Framework for Teaching \(KY FfT\)](#), [Learning Walks](#), IPGs or other district created tools may establish common language, creating consistency in instructional

practices and coaching. However, maintaining confidentiality and building trust are crucial in mentor/new teacher relationships. It is imperative that the mentor be viewed as a trusted colleague rather than an evaluator or judge.

### Considerations for Mentoring vs. Evaluation

- **Collegial vs. Hierarchical** - Mentoring focuses on a supportive, collegial relationship where both parties collaborate as peers. Evaluation, on the other hand, typically involves hierarchical judgment and assessment.
- **Ongoing vs. Defined by Policy** - Mentoring is often continuous and adaptable to the needs of the new teacher, whereas evaluation is often structured by specific policies and frameworks set by districts or provinces.
- **Encouraging Growth vs. Judging Performance** - Mentoring aims to foster self-reliance and personal growth in the new teacher, while evaluation tends to assess and judge individual performance against predetermined standards.
- **Confidentiality vs. Judgment** - Mentoring interactions often involve confidential discussions aimed at personal and professional development, whereas evaluation uses data to make judgments and decisions that can impact careers.
- **Value Judgments by Mentor/New Teacher vs. Supervisor** - In mentoring, value judgments about progress and goals are collaboratively made between the mentor and new teacher. Evaluation typically involves judgments made by supervisors or external assessors based on specific criteria.

These distinctions highlight why trust and a supportive, non-judgmental atmosphere are crucial in effective mentoring relationships, fostering an environment conducive to growth and development.

Resource: [“Mentoring New Teachers A fresh look”](#)

## Definitions

### **Per KRS 161.031(1)(a)**

A "**Mentor**" is defined as an educator who has at least three full years of experience under a professional certificate and who has been trained to assist a beginning educator in the same professional role with his or her professional responsibilities and general school and district procedures.

### **Per KRS 161.031(1)(b)**

**“New teacher induction and mentor program”** means a multiyear, structured program of mentorship and professional development in which trained mentors provide constructive feedback to new teachers.

## Resources

[Curriculum-Based Professional Learning Guidance Document](#)

[Curriculum Implementation Framework](#)

## [Evidence-Based Instructional Practices \(EBIPS\)](#)

## [High Quality Instructional Resources \(HQIR\)](#)

## [High Quality Professional Learning](#)

**Instructional Practices Guide** - The Instructional Practice Guides describe core instructional practices shown to improve student outcomes and are aligned to the *Kentucky Academic Standards (KAS)* for the specific content area. The IPGs support curriculum-focused:

- Observation-based feedback on classroom practice contributing to student outcomes;
- Reflection on instructional practices and shifts; and
- Identification of professional learning needed to support standards-aligned practice.

### IPGs:

- **Math IPG** - [https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Math\\_IPG.docx](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Math_IPG.docx)
- **K-12 Comprehension in Reading and Writing IPG** - [https://education.ky.gov/curriculum/standards/kyacadstand/Documents/K-12\\_Reading\\_Writing\\_IPG.docx](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/K-12_Reading_Writing_IPG.docx)
- **K-3 Foundational Skills IPG** - [https://education.ky.gov/curriculum/standards/kyacadstand/Documents/K-3\\_Foundational\\_Skills\\_IPG.docx](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/K-3_Foundational_Skills_IPG.docx)
- **Science IPG** - [https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Science\\_IPG.docx](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Science_IPG.docx)

## [Kentucky Framework for Teaching – KY FFT](#)

## [Learning Walk Protocol](#)

**[“Mentoring New Teachers A fresh look”](#) - How can renewed approaches to mentoring help new teachers? (SREB)**

# Essential Roles and Responsibilities

## Role of a Mentor Teacher

A mentor’s role is to provide assistance through guidance and support for new teachers. While a mentor’s qualifications are a school and/or district decision, it is recommended that the mentor has been identified as an effective educator by school/district leadership through formative and summative evaluation. Additionally, per KRS 161.031 (1)(a), a mentor must also have a minimum of three years of full-time teaching experience. Mentors should exhibit the appropriate skills and dispositions necessary for supporting and coaching new teachers to the profession.

The role of the mentor is to:

- Understand the common needs and challenges of new teachers.
- Develop and use a variety of strategies and practices to assist the new teacher.
- Demonstrate best practices and strategies through modeling and co-teaching.
- Learn and utilize effective one-on-one coaching techniques.
- Focus on areas of need for new teachers.
- Be accessible to support new teachers.

## Responsibilities of a Mentor Teacher

- Serve as a professional role model.
- Participate in New Teacher Orientation to facilitate onboarding and promote understanding of district and school context, policies and procedures, including content area instructional visions.
- Assist the new teacher in understanding and meeting the responsibilities of the profession.
- Meet formally and informally with the new teacher and administrator on a regular basis throughout the school year to support new teacher needs.
- Collaborate with the new teacher to:
  - Identify areas of strength(s) and areas for growth through a self-assessment process related to the KY FfT.
  - Utilize the self-assessment process to help the new teacher develop a Professional Growth Plan (PGP) to address areas of growth.
  - Monitor implementation of the PGP providing support and feedback throughout the year.
- Observe the new teacher in instructional settings. Provide non-evaluative formative and summative feedback to promote continuous growth.
- Engage with teachers in professional learning (PL) to develop a shared understanding of the curriculum and HQIR(s).
- Assist the new teacher in developing and implementing effective practices for classroom management, unit and lesson internalization, lesson rehearsal, and student work analysis.
- Support the new teacher in understanding school, district and community resources.
- Maintain confidentiality regarding all aspects of the mentoring program, including the observations, conversations, etc. with the new teacher.
- Participate in program evaluation for continuous growth.

## Roles of an Administrator

The role of school administration is to provide support by facilitating the components of the mentor program and providing the new teacher and mentor with the necessary time and resources to fulfill their respective responsibilities. The school principal and leadership team are in a position to identify mentor and new teacher partnerships based on the needs of the new teacher and strengths of school staff.

The role of the school administrator is to:

- Facilitate the process of mentorship within the school. Principals need to initiate mentorship programs based on individual needs.

- Inform potential mentors and new teachers about the process and program.
- Facilitate the use of time and resources for the mentorship program.
- Assign/approve mentorship partnerships early in the school year or prior to the start of the year. At a minimum, mentors must be assigned within two weeks of teaching for hires.

## Responsibilities of an Administrator

- Assist teachers new to the district/assigns from a pool of mentors with emphasis to building proximity, same-subject and/or grade level teaming when possible.
- Orient the entire building faculty regarding the school district's mission and the mentor program's purpose.
- Recruit individuals to serve as mentors. Match new faculty with mentors based on strengths and needs.
- Provide release time or joint planning time to facilitate mentor/new teacher interaction.
- Allow for release time to complete mentor/new teacher classroom visits.
- Provide professional learning for mentors/new teachers on coaching, classroom observations, targeted feedback, and model classroom visits anchored in HQIR(s).
- Share resources for professional learning opportunities aligned to meet the specific needs of the mentor(s) and new teacher(s).
- Re-assign a mentor if necessary.
- Reflect on the year and offer suggestions to improve the mentor program.
- Ensure that the mentor relationship and the evaluation process for new teachers is seamless and centered on professional growth.

## Role and Responsibilities of the New Teacher

The roles and responsibilities of the new teacher are to:

- Be an active participant in the mentoring relationship.
- Be a reflective educator who identifies areas he/she needs assistance with from the mentor, building administrator and support team.
- Be willing to seek out help and understand that he/she needs to communicate what is needed.
- Be open to feedback from others to continue to enhance professional growth.
- Be willing to observe effective teachers and be willing to be observed for support.
- Participate regularly in meetings with the mentor as well as other support team members in the district.
- Engage in on-going PL and use curriculum and HQIR(s) as designed in instruction.
- Work collaboratively to prepare for lesson delivery through unit/lesson internalization and lesson rehearsal.
- Receive feedback and guidance on use of the curriculum, HQIR(s) and instructional practices.
- Provide input and evaluation of the mentor program.

## Role of Education Cooperatives (Co-ops)

Districts are encouraged to partner with their regional educational cooperatives to support both their new teachers and mentors. The educational cooperatives will provide new teacher and mentor networking to build community and provide “real time” support. The educational cooperatives will also provide professional learning opportunities for new teachers to help prepare and support them in the following areas: beginning of the school year preparedness, classroom environment, professional

responsibility, standards-aligned instruction, planning and intellectual preparation for use of HQIRs, inclusive education, assessment, classroom procedures, collaboration, stress management, organization, student-centered learning, technology and innovation, culturally responsive teaching, student feedback, student engagement, and communication. The educational cooperatives will also train administrators in cognitive coaching to improve student outcomes through evidenced-based practices for improving teacher efficacy.

## Role of Education Preparation Providers

Districts are also encouraged, when possible, to partner with local colleges and universities to help provide peer networks and support content and subject area expertise, strategies for monitoring and/or evaluating the program, teacher recruitment assistance, etc. EPP networks can help provide teachers with safe spaces to process their first-year experiences, discuss challenges, reflect and problem solve in a familiar community facilitated by EPP faculty and staff. Additionally, EPPs can help assist in designing and delivering professional learning opportunities for mentors as well as new teachers. Because EPPs know how their alumni have been trained, EPPs are in a unique position to create a bridge between preparation and first-year growth.

## New Teacher Evaluation

**Per KRS 161.031**

***(4) The Education Professional Standards Board shall develop evaluations and rubrics aligned to state academic standards and state and local procedures that shall be based on the following standards of effective teaching:***

- (a) Curriculum, content mastery, planning and assessment;***
- (b) Teaching all students; and***
- (c) Family engagement.***

***(5) Rubrics shall describe practice in detail at different levels of performance.***

***(6) Categories of evidence shall be included to assess educator performance, including multiple measures of student learning, observation, and additional relevant evidence.***

***(7) Evaluations shall include new teacher self-assessment, individual goal setting and plan development, implementation of the plan, formative assessment, and a summative evaluation.***

Along with the induction and mentoring requirement in SB 265, the bill also requires that the Education Professional Standards Board develop:

- evaluations and rubrics aligned to state academic standards and state and local procedures based on the following standards of effective teaching:
  - **Curriculum, content mastery, planning and assessment;**
  - **Teaching all students; and**
  - **Family engagement.**
- Rubrics shall describe practice in detail at different levels of performance.
- Categories of evidence shall be included to assess educator performance, including multiple measures of student learning, observations and additional relevant evidence.
- Evaluations shall include new teacher self-assessment, individual goal setting and plan development, implementation of the plan, formative assessment, and a summative evaluation.

In Kentucky, teacher evaluation requirements are governed by statute ([KRS 156.557](#)) and regulation ([704 KAR 3:370](#)). These statutes mandate that district Certified Evaluation Plans (CEP) align with the

[Kentucky Framework for Teaching \(KY FFT\)](#). The required components of SB 265—curriculum, content mastery, planning, assessment, teaching all students, and family engagement—are integrated within the four domains of the KY FFT. Although the purposes of induction and mentoring differ from those of teacher evaluation, with induction and mentoring focusing on support and development, and evaluation concentrating on performance assessment, common practices and evidence make it possible to create a system where these elements work seamlessly together.

### **Considerations for Making Induction/Mentoring and Evaluation Work Together**

To help make new teacher induction and mentoring programs work seamlessly with teacher evaluation systems, it is crucial to establish a consistent and supportive structure that integrates the following elements effectively:

- **Unified Vision and Goals:**
  - Ensure the objectives of induction, mentoring and evaluation are consistently aligned to support teacher development, enhance instructional practices and improve student outcomes.
  - Communicate a consistent and clear vision to all stakeholders, including new teachers, mentors and evaluators, to help foster a shared understanding and commitment.
- **Structured Framework:**
  - Develop comprehensive plans detailing how induction, mentoring and evaluation will intersect, including timelines, roles, responsibilities and expected outcomes.
  - Use consistent criteria and language across all programs to ensure coherence, with evaluation criteria reflecting the competencies and skills emphasized in induction and mentoring.
- **Collaborative Relationships:**
  - Encourage regular meetings and communication between mentors and evaluators to ensure alignment regarding new teacher progress and needs.
  - Create support teams that include mentors, evaluators and new teachers to facilitate regular reviews of progress, goal setting and addressing challenges together.
- **Balanced Feedback:**
  - Integrate formative feedback from mentors and networks, focusing on ongoing development, with summative feedback from evaluators, providing a broader assessment of performance.
  - Encourage reflective practice, allowing new teachers to use feedback from all supports such as mentors, evaluators and teacher networks to inform their professional growth.
- **Supportive Evaluation Practices:**
  - Emphasize development and growth in evaluations, especially for new teachers.
  - Tailor evaluations to account for the unique needs and experiences of new teachers, recognizing that they are in a developmental phase of their careers. This developmental focus helps create a supportive environment conducive to professional growth.
- **Continuous Improvement and Reflection:**
  - Regularly review the integration of induction, mentoring and evaluation to identify areas for improvement.
  - Hold reflective sessions where new teachers, mentors and evaluators can discuss their experiences, providing valuable insights for ongoing refinement.



Maintaining clear communication and support structures is essential. Open lines of communication between new teachers, mentors and evaluators help ensure everyone has a common understanding of the processes and expectations. Establishing support networks where new teachers can seek advice and assistance from both mentors and peers allows for further enhancement of the supportive environment.

Through strategic implementation, schools and districts can create a cohesive system that supports new teachers through induction and mentoring while also seamlessly integrating the district evaluation system. This approach helps promote continuous professional growth, strong instructional practices, and positive student outcomes.

## Induction/Mentoring and Evaluation Alignment

The following tables provide a crosswalk alignment of the required standards of effective teaching in SB 265 and the KY FfT Components. For each component referenced in the crosswalk, the KY FfT provides detailed performance level indicators showcasing a continuum of practice from Ineffective, Developing, Accomplished and Exemplary. Possible Examples and Critical Attributes aligned to each performance level are also included.

<b>Standards for Effective Teaching and Primary Alignment to Kentucky Framework for Teaching Components</b>	
a. Curriculum, content mastery, planning and assessment	<ul style="list-style-type: none"> <li>• 1A: Knowledge of Content and Pedagogy</li> <li>• 1C: Setting Instructional Outcomes</li> <li>• 1E: Designing Coherent Instruction</li> <li>• 1F: Designing Student Assessment</li> <li>• 3A: Communicating with Students</li> <li>• 3D: Using Assessment in Learning</li> <li>• 4E: Growing and Developing Professionally</li> </ul>
b. Teaching all students	<ul style="list-style-type: none"> <li>• 1B: Demonstrating Knowledge of Students</li> <li>• 2A: Creating an Environment of Respect and Rapport</li> <li>• 2B: Establishing a Culture for Learning</li> <li>• 3B: Questioning and Discussion Techniques</li> <li>• 3C: Engaging Students in Learning</li> <li>• 3E: Demonstrating Flexibility and Responsiveness</li> <li>• 4F: Showing Professionalism</li> </ul>
c. Family engagement	<ul style="list-style-type: none"> <li>• 4C: Communicating with Families</li> <li>• 4D: Participating in a Professional Community</li> </ul>

<b><i>Self-Assessment</i></b>	<b><i>Primary Alignment to Kentucky Framework for Teaching Components</i></b>	<b><i>Considerations</i></b>
<p>Self-assessment is a critical component of an educator’s growth and evaluation process because it provides educators the opportunity to reflect and create a personalized continuum of professional growth.</p>	<ul style="list-style-type: none"> <li>• 4A: Reflecting on Teaching</li>   <li>• 4E: Growing and Developing Professionally</li> </ul>	<ul style="list-style-type: none"> <li>• Is self-reflection a required evidence source for your CEP? If so, what instrument is used?</li> <li>• How might a self-assessment using the Ky FfT be used to support a professional growth plan, evidence collection during an observation and a personalized plan for instructional support?</li> <li>• Why might it be difficult for a new teacher to engage in an honest and transparent examination of current practice? What practices might be implemented to ensure this occurs?</li> <li>• How might the mentor, principal, or school culture support/impede an honest and transparent examination of practice?</li> </ul>

<b><i>Individual Goal Setting and Plan Development</i></b>	<b><i>Primary Alignment to Kentucky Framework for Teaching Components</i></b>	<b><i>Considerations</i></b>
<p>Through an honest and transparent examination of current practice, educators are able to develop a plan for professional learning and needed support that addresses specific and individual learning needs.</p>	<ul style="list-style-type: none"> <li>• 4A: Reflecting on Teaching</li> <li>• 4E: Growing and Developing Professionally</li> </ul>	<ul style="list-style-type: none"> <li>• Is the development of a Professional Growth Plan a required evidence source for your CEP? If so, what template is used? How might the template be used to support the unique professional needs of new teachers?</li> <li>• How might collaboration among teacher, mentor and principal be utilized during this process to support the individualized goals of the new teacher?</li> <li>• How might there be an alignment to building and district goals?</li> <li>• What process is in place to ensure that multiple needs of a new teacher do not become overwhelming or unattainable?</li> <li>• How might strategic professional learning structures be utilized to support new teachers?</li> <li>• How do mentors use the new teacher’s goals and action plans to inform and guide their mentoring?</li> </ul>

<b><i>Implementation of the Plan</i></b>	<b><i>Primary Alignment to Kentucky Framework for Teaching Components</i></b>	<b><i>Considerations</i></b>
<p>Implementation of evidenced-based practices aligned with identified needs.</p>	<ul style="list-style-type: none"> <li>• 4A: Reflecting on Teaching</li> <li>• 4E: Growing and Developing Professionally</li> </ul>	<ul style="list-style-type: none"> <li>• How might a continuous cycle of feedback, reflection, refinement, be used during the implementation phase?</li> <li>• What data and relevant evidence might be most useful for measuring progress?</li> </ul>

<b>Implementation of the Plan</b>	<b>Primary Alignment to Kentucky Framework for Teaching Components</b>	<b>Considerations</b>
		<ul style="list-style-type: none"> <li>• How might regular observations be a tool to support plan implementation?</li> <li>• What structures might be most conducive to feedback that advances practice?</li> </ul>

<p><b>Formative Assessment:</b> Informal, cyclical data collection system focused on supporting teacher growth.</p> <ul style="list-style-type: none"> <li>• Mentor and supervisors provide feedback regarding progress toward teacher goals</li> <li>• Ongoing and focused on growth</li> <li>• Evidence used to inform planning</li> </ul>	<p><b>Summative Evaluation:</b> Required by the district’s Certified Evaluation Plan.</p> <ul style="list-style-type: none"> <li>• Conducted by primary supervisor</li> <li>• Uses data to inform performance ratings</li> <li>• Occurs at end of cycle</li> </ul>
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**Considerations**

- How can mentors work in partnership with new teachers and their school leaders to recognize the alignment between the formative assessment process and a teacher’s summative evaluation while still respecting confidentiality?
- How might the formative assessment system be aligned with the district’s instructional priorities and practices for teacher evaluation?
- How might the formative assessment process support the principal’s summative evaluation focus?
- How might the intersection of new teacher development and teacher evaluation be articulated?

**Considerations for Principals**

- How might you evidence your commitment to being a true partner in the mentorship program at your school?
- How might you facilitate growth planning for the mentor and new teacher?
- How might you provide common release time for the new teacher and mentor to focus on either instructional or non-instructional issues on a regular and ongoing basis?
- How might you recruit mentors who meet determined criteria?
- How might you ensure structures are in place to ensure the mentorship program is effective?
- How might intentional communication structures be enacted to ensure all parties are on the same page and demonstrate a deep level of investment in the growth and development of new teachers?
- How might you ensure mentors help new teacher proactively more often than reactively?
- How might a mentor's teaching duties be altered to support mentoring activities?
- How might defined logistics about the mentor’s time and activities each week encourage mentoring that is well-planned and occurs regularly?
- How might you identify barriers to consistent, quality mentoring and use human capital structures to address the challenges?

- Check that selection criteria communicate mentors' crucial role in helping new teachers acclimate to their school community and the culture of teaching. Mentors need to be empathetic and understanding about the concerns and challenges new teachers have.
- Inspect existing induction activities for unintentional stressors. New teacher induction programs often include orientation sessions to attend early in the year and portfolios to assemble throughout the year. These activities can compound the stress new teachers feel and detract from the intended purpose.
- Prioritize the availability of mentors to help new teachers get physically and mentally prepared for the school year. Seemingly mundane practices, such as setting up their classrooms and making copies, will allow new teachers to begin the school year feeling positive, calm and focused.

## Reporting

*Per KRS 161.031*

***(8) Beginning Oct. 1, 2024, and by Oct. 1 each year thereafter, the Education Professional Standards Board shall provide a report to the Legislative Research Commission for referral to the Interim Joint Committee on Education. The report shall include but not be limited to:***

- (a) The number of mentor teachers and the educator preparation programs that were attended by the mentor teachers;***
- (b) The number of new teachers and the educator preparation programs that were attended by the new teachers;***
- (c) An analysis of how prepared new teachers are upon entering the profession;***
- (d) The types of training utilized by districts to train new teachers, mentors and support teams;***
- (e) The types of remediation or supports needed by districts for new teachers that were not covered in the educator preparation programs;***
- (f) The major components of each new teacher induction and mentor program;***
- (g) How new teacher induction and mentor programs are operated and funded;***
- (h) How long new teachers receive mentor support;***
- (i) The estimated annual amount spent per new teacher;***
- (j) Measures being utilized to gauge the new teacher induction and mentor program's effectiveness; and***
- (k) Impact on teacher retention.***

***(9) The Education Professional Standards Board shall accumulate long-term data for analysis of the impact of teacher induction and mentor programs on new teacher retention.***

## EPSB Reporting Requirements and District Contribution

As mandated, the Education Professional Standards Board (EPSB) is required to submit a report to the Legislative Research Commission for referral to the Interim Joint Committee on Education by Oct. 1 of each year, detailing each of the data points identified in the statute. In determining the methodology for collecting this data and developing the required report, EPSB/OELE must collaborate with districts to gather the necessary information to present to the legislature.

Understanding that mentoring plans are developed and implemented based on district needs, the following considerations and resources are provided for districts to use when supplying information on local induction and mentoring programs.

### **Considerations**

#### ***The number of mentor teachers and the educator preparation programs that were attended by the mentor teachers***

Possible resources to identify the number of mentors:

- District Point of Contact for the Mentoring Program
- Director of Human Resources
- MUNIS – if stipends are provided

Office of Educator Licensure & Effectiveness (OELE)/EPSB, along with the stakeholder workgroup continue to work on identifying possible data sources for easily reporting the education preparation programs mentors attended.

- ***The number of new teachers and the educator preparation programs that were attended by the new teachers***

Possible resources to identify the number of new teachers:

- District Point of Contact for the Mentoring Program
- Director of Human Resources
- MUNIS
- New Teacher Orientation

OELE/EPSB, along with the stakeholder workgroup continue to work on identifying possible data sources for easily reporting the education preparation programs new teachers attended.

- ***An analysis of how prepared new teachers are upon entering the profession***

Possible resources to determine new teachers' preparedness:

- Support team meetings
- Network team meeting
- Formative feedback loops from the mentoring program for the
  - new teacher
  - mentor teacher
  - administrator

OELE/EPSB, along with the stakeholder workgroup continue to work on identifying possible data sources for easily reporting how prepared new teachers are for entering the profession.

- ***The types of training utilized by districts to train new teachers, mentors and support teams***

Possible resources to determine trainings for new teacher, mentors and support teams:

- District Point of Contact for the Mentoring Program
- District Professional Development Coordinator

- Education Cooperatives
- Education Preparation Providers

OELE/EPSPB, along with the stakeholder workgroup continue to work on identifying possible data sources for easily reporting the types of trainings districts use for training new teachers, mentors and support team members.

- ***The types of remediation or supports needed by districts for new teachers that were not covered in the educator preparation programs***

Possible resources to determine the types of remediation needed for new teachers:

- Support team meetings
- Network team meeting
- Formative feedback loops from the mentoring program for the
  - new teacher
  - mentor teacher
  - administrator

OELE/EPSPB, along with the stakeholder workgroup continue to work on identifying possible data sources for easily reporting the types of remediation needed to support new teachers.

- ***The major components of each new teacher induction and mentor program***

Possible resources to determine the major components of the new teacher induction and mentoring program:

- District Point of Contact for the Mentoring Program
- Induction and Mentoring Plan

OELE/EPSPB, along with the stakeholder workgroup continue to work on identifying possible methods for reporting the major components of each induction and mentoring program.

- ***How new teacher induction and mentor programs are operated and funded***

Possible resources to determine how induction and mentoring programs are funded:

- District Point of Contact for the Mentoring Program
- Director Finance Officer
- Director of Federal Programs – Title funds
- MUNIS

OELE/EPSPB, along with the stakeholder workgroup continue to work on identifying possible methods for reporting how districts are operated and funded.

- ***How long new teachers receive mentor support***

Possible resources to determine how long new teacher receive mentor support:

- District Point of Contact for the Mentoring Program
- Induction and Mentoring Plan

OELE/EPBSB, along with the stakeholder workgroup, continue to work on identifying possible methods for reporting how districts are operated and funded.

- ***The estimated annual amount spent per new teacher***

Possible resources to determine how much is spent on supporting each new teacher:

- District Point of Contact for the Mentoring Program
- Director Finance Officer
- MUNIS

OELE/EPBSB, along with the stakeholder workgroup, continue to work on identifying possible methods for reporting the cost of supporting each new teacher in the program.

- ***Measures being utilized to gauge the new teacher induction and mentor program's effectiveness***

Possible resources to determine the mentor program's effectiveness:

- District Point of Contact for the Mentoring Program
- Support team meetings
- Network team meeting
- Formative feedback loops from the mentoring program for the
  - new teacher
  - mentor teacher
  - administrator

OELE/EPBSB, along with the stakeholder workgroup, continue to work on identifying possible methods for reporting mentor program effectiveness.

- ***Impact on teacher retention***

Possible resources to identify how the mentor program impacts teacher retention:

- District Point of Contact for the Mentoring Program
- Director of Human Resources
- MUNIS
- Building administrators

OELE/EPBSB, along with the stakeholder workgroup, continues to work on identifying possible data sources for easily reporting how the mentor programs impact teacher retention.

While EPSB/OELE continues to collaborate with the stakeholder workgroup and the field, districts are encouraged to utilize the provided guidance to align with local plans and practices. This will help in developing quality assurance processes and procedures for evaluating program impact and fostering continuous growth. Offering robust induction and mentoring support throughout a new teacher's first year can significantly impact teacher retention, enhance classroom instruction and climate, and positively affect student success.



## Bibliography

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## Contact Information

For questions of support on the induction and mentoring guidance, please contact the Kentucky Department of Education's **Office of Educator Licensure and Effectiveness** at **(502) 564-5846** or email:

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