

Mentoring and Induction for Educators/Personnel Supporting Students with Disabilities

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Objectives

- Participants will:
 - Learn about evidence-based strategies, tools, and resources for strengthening mentoring and induction programs
 - Examine strategies to create collaborative partnerships between state education agencies, local education agencies, and educator preparation programs to strengthening mentoring and induction
 - Examine their role in strengthening mentoring and induction for teachers of students with disabilities.



Format

- Engagement Activity
- Center on Great Teachers and Leaders
 - Overview Mentoring and Induction for Educators of Students with Disabilities
 - Alignment Activity
- CEEDAR Center
 - Special Educators Mentoring and Induction
 - Activity
- Georgia Department of Education
 - Statewide Mentoring and Induction & High Leverage Practices
- Facilitated Discussion



Discussion

Given your role, what do you perceive as the most critical element to ensure mentoring and induction programs are effective?



Mentoring and Induction Toolkit

- The purpose of the GTL Center's Mentoring and Induction Toolkit is to give state education agencies (SEAs) **tools, resources, and support** to facilitate meaningful conversations with local education agencies (LEAs) to design and implement effective, high-quality mentoring and induction programs.



Overview of the Toolkit

- Module 1: Introduction to the GTL Mentoring and Induction Toolkit
- Module 2: Mentor Recruitment, Selection, and Assignment
- Module 3: Mentor Professional Learning, Development, and Assessment
- Module 4: Beginning Teacher Professional Learning and Development
- Module 5: The Role of the Principal in Mentoring and Induction
- **Module 6: Mentoring and Induction for Educators of Students with Disabilities**
- Module 7: Collecting Evidence of Induction Program Success



Module Components

- **Anchor Presentation:** Summarizes research and best practices related to the topic.
- **Handouts:** Provide information to supplement the anchor presentation.
- **Team Tools:** Help teams plan, design, and implement the components of a comprehensive mentoring and induction program.
- Anchor presentations, handouts, and team tools are available on the GTL Center [website](#).
- SEA personnel may request consultation from GTL experts to learn more about customizing the toolkit materials.



Module 6 Objectives

- Strengthen collaboration and shared investment between SEAs, LEAs, and educator preparation programs (EPPs) in M&I programs that span across preservice and inservice.
- Establish consistency in expectations of instructional practice that offer all students equitable access to the general education curriculum.
- Promote evidence-based/high-leverage instructional practices and provide teacher candidates and novice teachers with practice-based opportunities to advance their practice.



The Context

- Increasingly diverse classrooms—with a diverse set of backgrounds and learning needs.
- Achievement gap persists between students with disabilities and their same-age peers; gap has existed for decades with little improvement (Vaughn & Wanzek, 2014).
- Teacher shortages are prevalent; supply has dwindled over the years, and alternative certification routes have become more popular as a result (Papay et al., 2018).

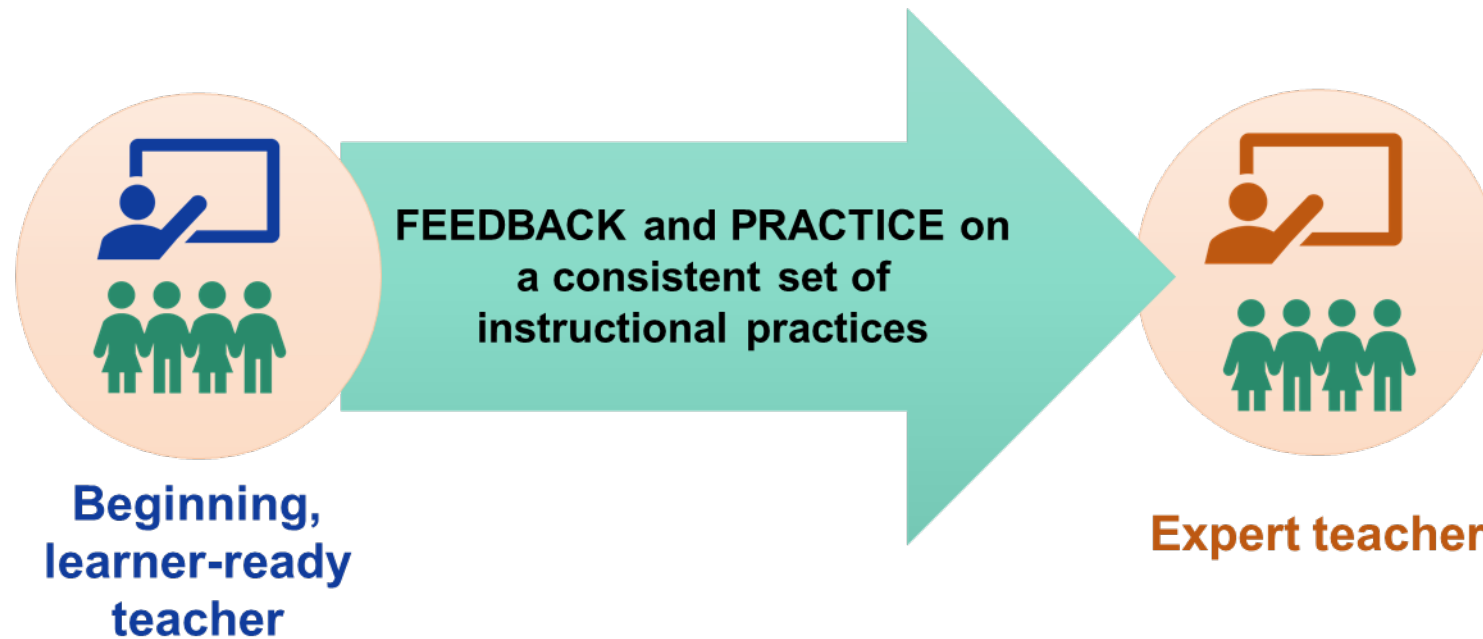


Educator Perspective

- Special educators
 - 2.5 times more likely than general education teachers to leave teaching (Smith & Ingersoll, 2004).
 - Cite a lack of shared ownership of students with disabilities (SWDs) and role ambiguity as reasons for leaving the profession (Holdheide & DeMonte, 2016).
- General educators
 - play a primary role in the education of SWDs, but often report feeling unprepared to take this role (Cameron & Cook, 2007).
 - On average, are offered only 1.5 courses that address SWDs, and only 23 states require general education teacher candidates to have clinical experiences involving SWDs (Goldrick, Sindelar, Zabala, & Hirsh, 2001).



How Do We Support Beginning Teachers to Become Effective Instructors?



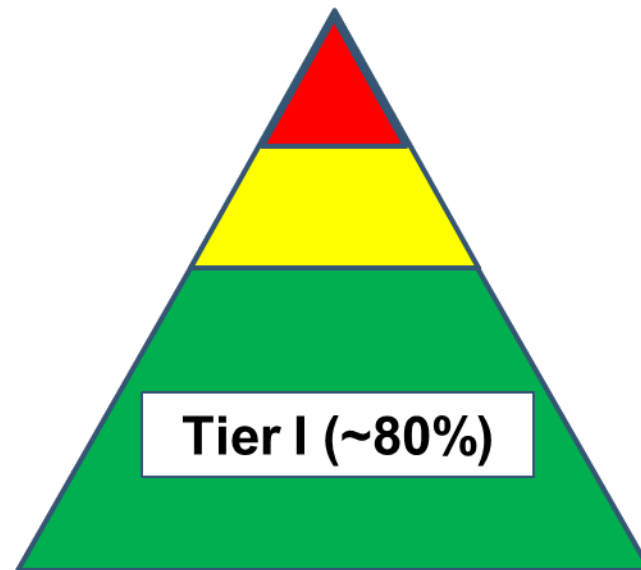
The Opportunity

- Mentoring and induction can be used to:
 - ✓ Facilitate partnerships among SEAs, LEAs, and EPPs
 - ✓ Establish consistent expectations of instructional practice from preservice to inservice
 - ✓ Provide multiple, practice-based opportunities to move teachers from novices to experts
 - ✓ Help low-performing schools exit targeted status

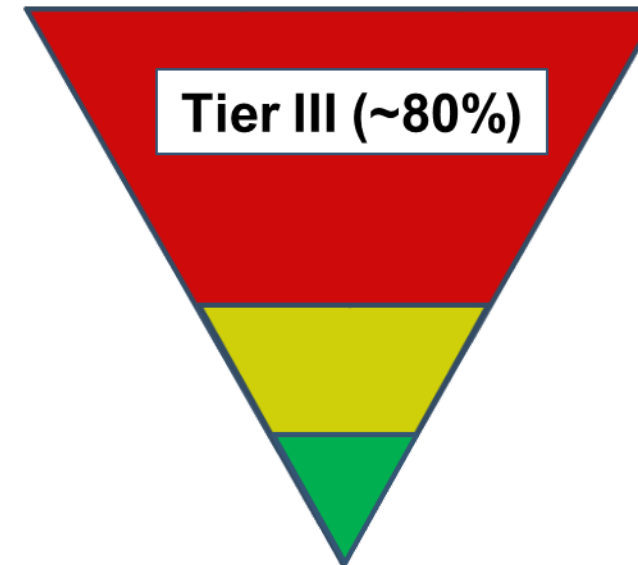


Equitable Access to Effective Instruction

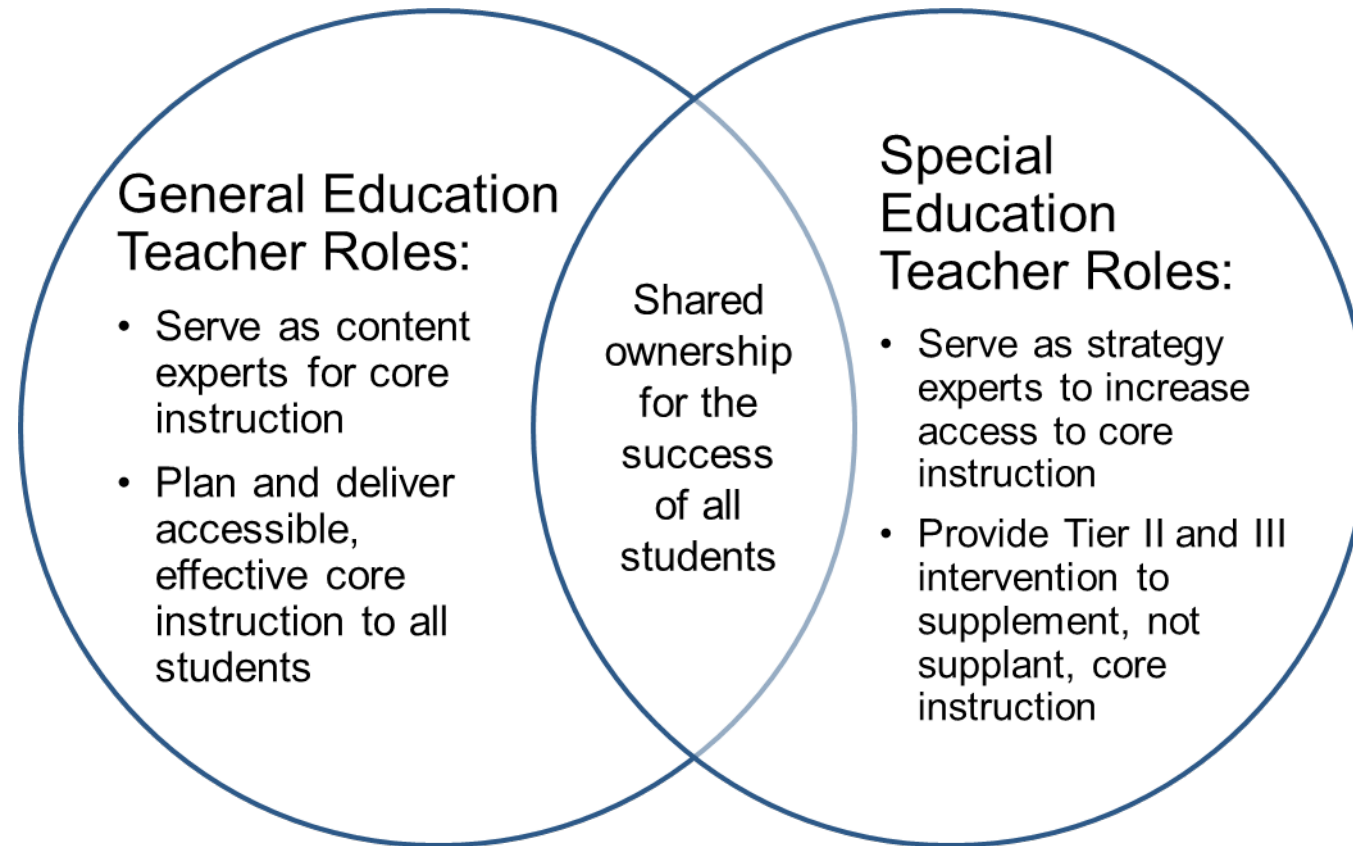
**Effective
Core Instruction**



**Ineffective
Core Instruction**



Effective Core Instruction Requires Shared Ownership



Mentoring & Induction is a Game-Changer

- No preparation program can prepare a beginning teacher with all the skills necessary to be an expert on day 1.
- A purposefully designed M&I program can bridge the preservice-to-inservice transition by reinforcing instructional practices that strengthen core instruction for all students.
- High-quality core instruction means less likelihood of an “inverted triangle” that causes additional stress on school resources and teachers’ time.



Content of Mentoring and Induction

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What Are High-Leverage Practices (HLPs)?

“A set of practices that are fundamental to support K–12 student learning, and that can be taught, learned, and implemented by those entering the profession.”

(Windschitl, Thompson, Braaten, & Stroupe, 2012, p. 880)



Features of HLPs

- Focus directly on instructional practice
- Occur with high frequency in teaching
- Research based and known to foster student engagement and learning
- Broadly applicable and usable in any content area or approach to teaching
- Fundamental to effective teaching when skillfully executed

Source: Council for Exceptional Children and CEEDAR (2017)



HLP Frameworks

HLPs in Special Education *(examples)*

- Explicit Instruction
- Systematic instruction
- Flexible grouping
- Active student engagement
- Positive and constructive feedback
- Organized and respectful learning environments

Teaching Works HLPs *(examples)*

- Explaining and modeling content and practices
- Coordinating and adjusting a lesson during instruction
- Specifying and reinforcing productive student behavior
- Building respectful relationships with students

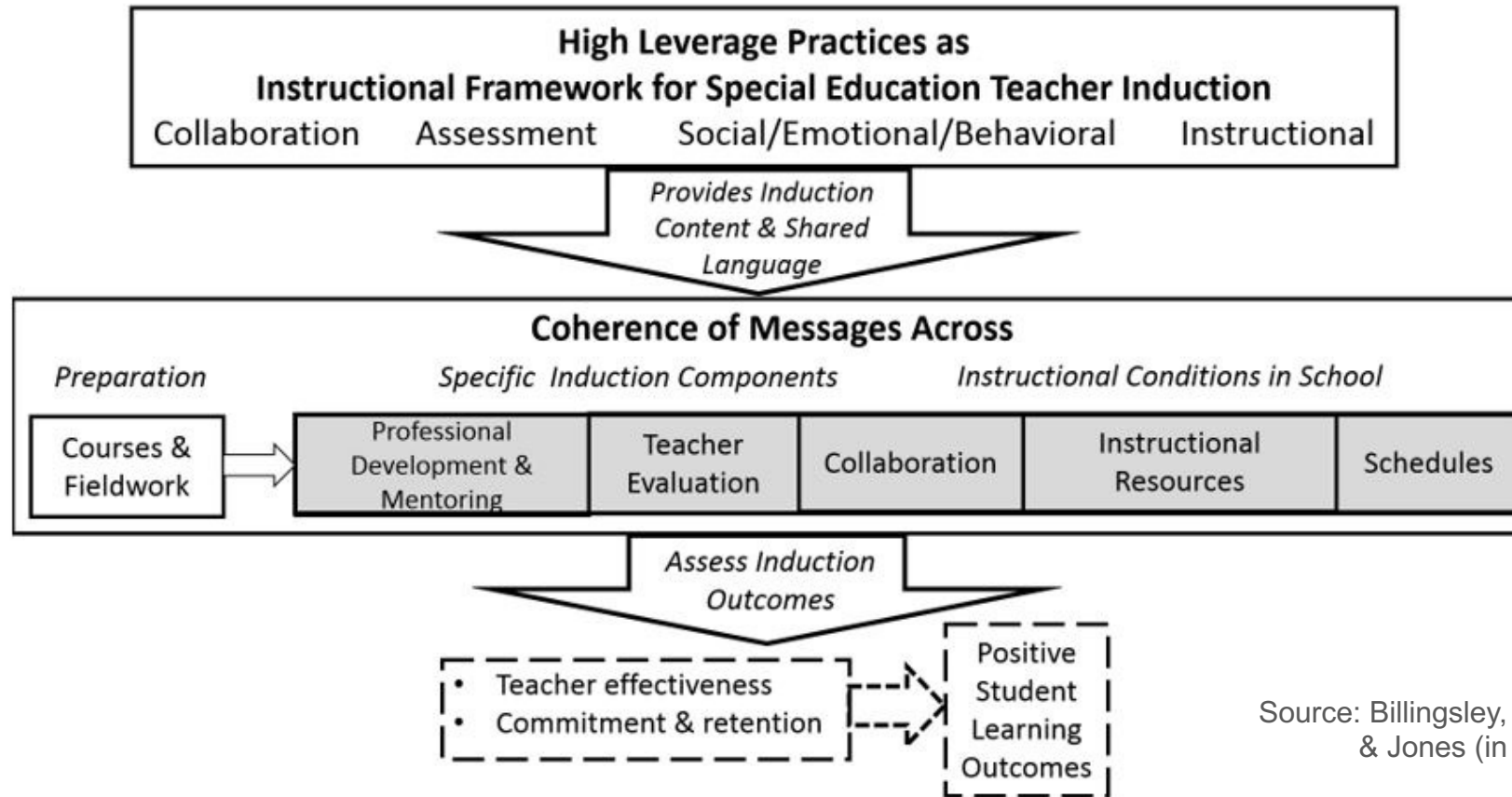


Why Should We Focus on HLPs?

- HLPs provide a set of **consistent, clearly-defined** expectations for the things all novice teachers should know and be able to do.
- HLPs are the basis for the **content** of clinical experiences.
- This can help create a **seamless system of support** for teachers throughout their career.



A Common Language for Core Instruction



Discussion

- How is the **content** of mentoring and induction defined in your context?
- Are expectations for instructional practice **consistent** and **clearly-defined** in a way that is accessible to a beginning practitioner?



Structure of Mentoring and Induction

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Practice-Based Opportunities (PBOs)

- Experiences embedded within preparation that afford candidates opportunities to integrate both content and pedagogy acquired through coursework into instruction.
 - High-quality PBOs include:
 - ✓ **Focus:** Emphasize critical content and pedagogy
 - ✓ **Duration:** Extend learning to develop mastery
 - ✓ **Coherence:** Reinforce common expectations of instructional practice
 - ✓ Essential features of PBOs include:



Source: Benedict et al. (2016)



Learning to Teach Resources

- **BRIEF**: Learning to Teach: Practice-Based Preparation in Teacher Education
- **RUBRIC**: Framework for Crafting High-Quality, Practice-Based Preparation ([Word version](#))
- **PRACTICAL EXAMPLES**:
 - Bug-in-ear coaching
 - Coursework-aligned, field-based practice opportunities
 - Structured tutoring
 - Virtual simulation
 - Lesson study
 - Laboratory experiences
 - Video analysis

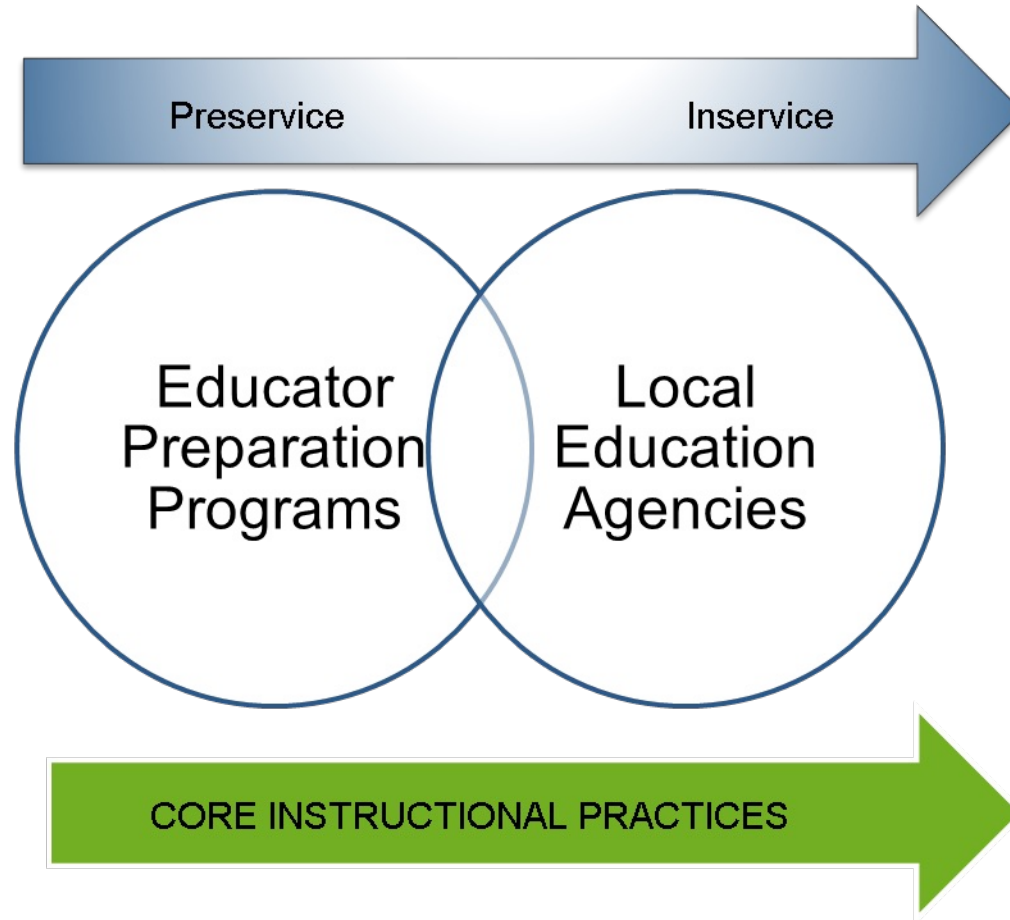


Partnerships for Mentored Clinical Practice

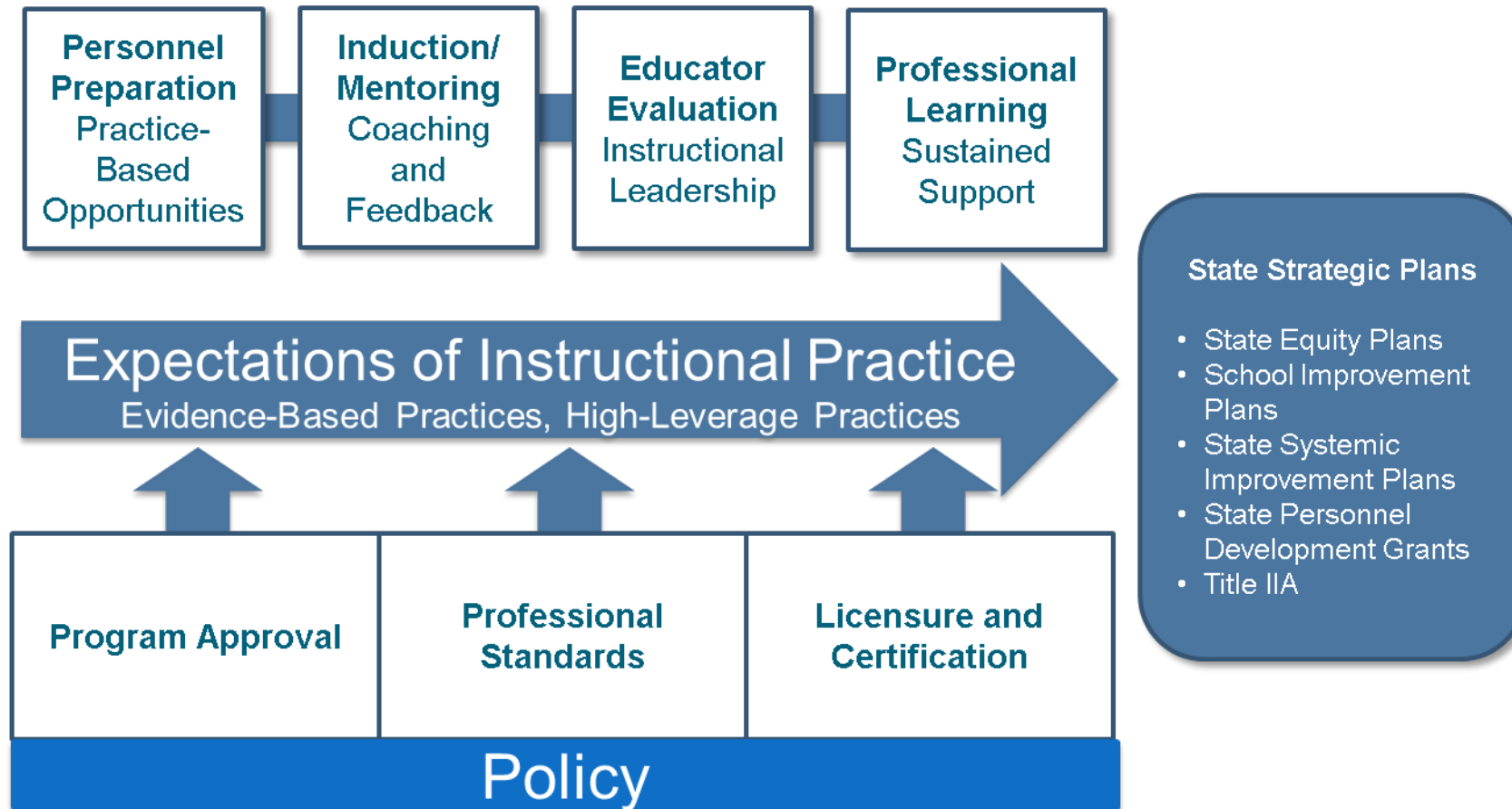
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Partnerships Are Key



Consistency in Instructional Expectations



Mentoring and Induction for Beginning Special Education Teachers

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District Needs Assessment

		Induction Support For All Teachers			Induction Support Differentiated for Special Education Teachers	
Implementation Matrix		Pre-Adoption: The district currently offers no formal induction program	Adoption: The district meets minimum requirements for induction	Implementation: The district supports and implements comprehensive induction for beginning teachers generally	Awareness: The district is aware of the support needs of beginning special education teachers and is making some effort to address them	Adaptation: The district supports and implements comprehensive induction for both general education and special education beginners
Policy Stipulation						
Does your state or local policy specify goals for your program?	Program Goals	No goal for induction	The goals for induction are not clearly articulated	Clear goals for induction	District wide goals for induction with some attention to beginning special education teachers	Clear district-wide goals evident for supporting both beginning special education teachers
Does your state or local policy require specific elements for mentoring or induction?	Program Elements	No induction program	Program meets some policy requirements	Program goes beyond minimum requirements	Program pays some attention to induction needs of beginning special education teachers	Comprehensive induction program that includes supports for beginning special education teachers
Does your state or local policy specify steps for evaluating the support provided for beginning teachers?	Program Evaluation	No evaluation plan	Some program evaluation, not consistent or comprehensive	An evaluation plan that is consistent and includes multiple measures	An evaluation plan that is consistent and includes multiple measures	A comprehensive and consistent evaluation plan used to drive continuous program improvement



Does your Induction Program Include...	Yes	No
Mentoring for beginning special education teachers?		
Professional Development for beginning special education teachers?		
A well-defined role for building administrators?		
A well-defined role for mentors?		
A plan for recruitment and selection of special education mentors?		
Guidelines for matching special education mentors and mentees?		
Training for special education mentors?		
A plan for providing ongoing support to special education mentors?		
A comprehensive plan for evaluating the induction program?		

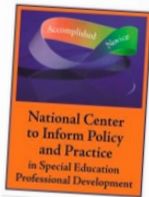
If you answered **no** to all of the questions in the table, you are at the **Implementation level**.

If you answered **no** to any of the questions in the table, you are at the **Awareness level**.

If you answered **yes** to all the questions in the table, you are at the **Adaptation level**.

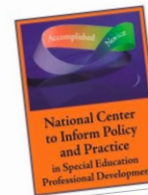


Mentor Handbook: Supporting Beginning Special Educators



National Center to Inform Policy and Practice
in Special Education Professional Development
NCIPP
University of Florida

District Induction Manual: Supporting Beginning Special Educators



National Center to Inform Policy and Practice
in Special Education Professional Development
NCIPP
University of Florida



Support from the Start: P20 Partnerships Collaborating to Provide Effective Induction Support

Dr. Karen Wyler, TLSD

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High Quality Induction Programs

- **Comprehensive** - There is a ***structure*** to the program, consisting of ***many components*** that involves ***many people***.
- **Coherent** - The various components, activities, and people are ***logically connected*** to each other.
- **Sustained** - The comprehensive and coherent program ***continues for many years***.



Georgia's Educational Landscape

- **Teacher Keys and Leader Keys Effectiveness System**
- **Tiered Certification**
Induction is non-renewable*
- **Professional Learning Rule Change**
- **PSC Program Providers – Rule 505.03-01**
- **PPEM (Program Provider Effectiveness Measure)**
- **Regional P-20 Collaboratives**

GaDOE Induction Guidance

Purpose:

to provide Georgia districts and schools guidance for the creation, implementation, and sustainability of a quality induction program.

A program that supports retention and the induction phase educator's growth, thereby increasing learning for all.



Guidance Domains

- **Roles and Responsibilities**
 - **Leadership and Organizational Structures**
 - **On-going Performance Assessment**
 - **Orientation**
 - **Mentoring**
 - **Professional Learning***
 - **Program Evaluation**
- *Teacher Induction Guidance***
- **PL is embedded in all Leader Induction Domains***



It's about having the right people at the table...

“The development of the induction phase educator must be strengthened by the roles and responsibilities of the Georgia Department of Education, higher education, RESAs, district level personnel, administrators, mentors, and the induction phase teacher or leader.”

GaDOE Induction Guidance



Discussion

- Does state or local policy specify or require collaboration among districts and educator preparation programs?
- If you have a mentoring and induction program, does state or local policy define a set of instructional practices for beginning teachers?
- How are you embedding and integrating high leverage practices into preservice coursework and inservice professional learning?
- Are cooperating teachers or mentor teachers trained to observe and provide feedback on HLPs?



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