Mentoring and Induction for Educators/Personnel Supporting Students with Disabilities

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2019 OSEP LEADERSHIP CONFERENCE
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](https://www.gtlcenter.org).

• 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?

Beginning, learner-ready teacher → FEEDBACK and PRACTICE on a consistent set of instructional practices → Expert teacher
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 Requires Shared Ownership

General Education Teacher Roles:
- Serve as content experts for core instruction
- Plan and deliver accessible, effective core instruction to all students

Special Education Teacher Roles:
- Serve as strategy experts to increase access to core instruction
- Provide Tier II and III intervention to supplement, not supplant, core instruction

Shared ownership for the success of all students
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
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

Source: Billingsley, Bettini, & Jones (in press).
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
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](https://example.com))

• **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
Partnerships Are Key

- Preservice
- Inservice

Educator Preparation Programs
Local Education Agencies

CORE INSTRUCTIONAL PRACTICES
Consistency in Instructional Expectations

Expectations of Instructional Practice
Evidence-Based Practices, High-Leverage Practices

- Program Approval
- Professional Standards
- Licensure and Certification

Policy

State Strategic Plans
- State Equity Plans
- School Improvement Plans
- State Systemic Improvement Plans
- State Personnel Development Grants
- Title II A

Personnel Preparation Practice-Based Opportunities
Induction/Mentoring Coaching and Feedback
Educator Evaluation Instructional Leadership
Professional Learning Sustained Support
Mentoring and Induction for Beginning Special Education Teachers
### District Needs Assessment

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

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

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

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?
References


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References


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(Authority: 20 U.S.C. 1221e-3 and 3474)
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