GIVING THEM A STRONG START: STRATEGIES AND RESOURCES FOR SUPPORTING EARLY CAREER SPECIAL EDUCATORS

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OSEP Project Directors' Conference

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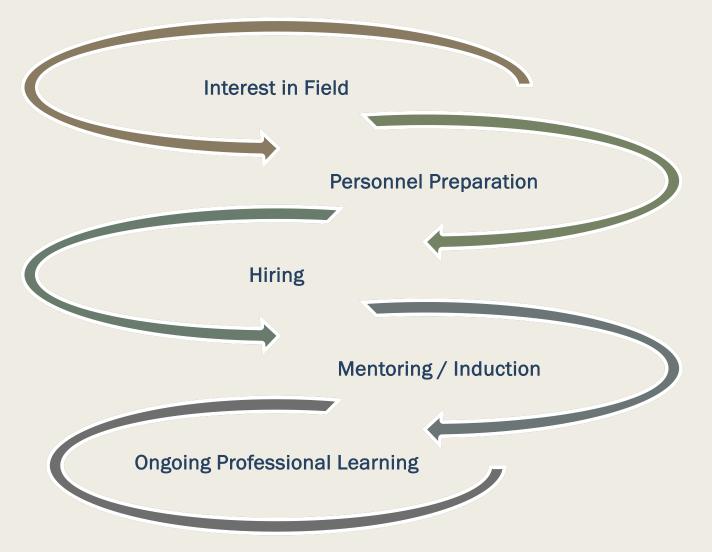
Purpose of CFDA 84.325

The purposes of OSEP's *Personnel Development to Improve Services and Results for Children with Disabilities* program are to:

- (1) <u>help address State-identified needs</u> for personnel preparation in special education, related services, early intervention, and regular education to work with children, including infants and toddlers, with disabilities; and
- (2) <u>ensure that those personnel have the necessary skills and knowledge</u>, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

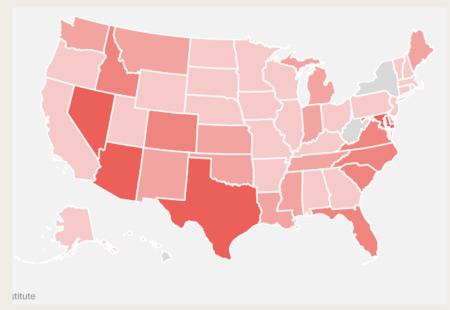
Strategic Investments in PDP

Across the Career of Educators



Shortages

- Nearly every state reports shortages of special education teachers and early intervention providers
 - 48 states and the District of Columbia report shortages of special education teachers
 - 42 states report shortages of early intervention providers



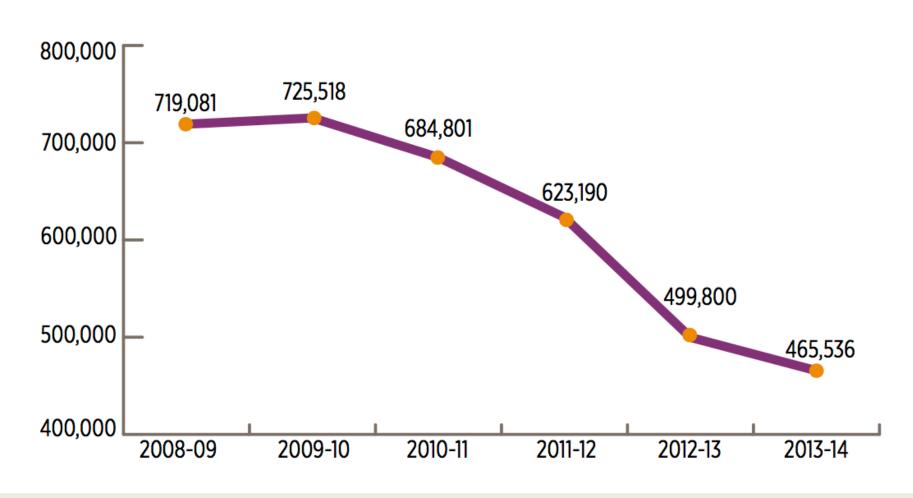
Why Should We Be Concerned?

- Certain students are more likely to be affected than others
 - Remote rural and urban areas have the worst shortages
 - Students served in special schools are more likely to have less prepared teachers



New Teacher Pipeline is Shrinking

ENROLLMENT IN TEACHER PREPARATION PROGRAMS: 2008-2009 THROUGH 2013-2014



Why Should We Be Concerned?

• These shortages will likely result in shortcuts to the classroom, which could have deleterious effects.



Being Prepared Matters

- Special education teachers with a certificate from a preparation program or 30 hours of credit completion are more effective in reading and math
- Fully prepared special education teachers demonstrate more effective practice than those teachers with little preparation

Experience Matters

- Experience has been linked to the effectiveness of special education teachers and early childhood teachers
- Having experienced and effective peers as colleagues influences retention in an environment and teacher effectiveness



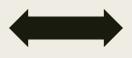
Ultimately we need a Talent Management Framework

What should we

Recruitment



Retention



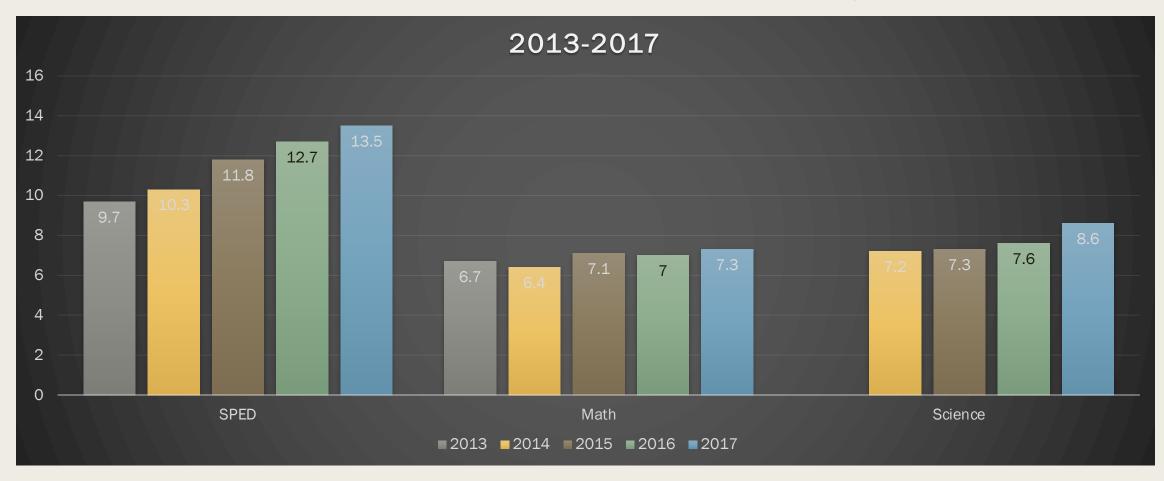
Preparation



KANSAS EARLY CAREER SPECIAL EDUCATOR MENTORING

Kerry Haag
Assistant Director of Special Education, & Title Services
Learning Services Division
Kansas State Department of Education

Kansas loses more than 10% of special education teachers annually



Source: https://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Special-Education/Special-Education-Fiscal-Resources/Categorical-Aid

Aim: To Retain Highly Qualified Special Education Teachers in Kansas Schools

I have really enjoyed having a seasoned special educator guide and advise me in what has been the most challenging year, my second year, of teaching.

- Mentee



Personal correspondence
[with my mentor], both over
email and by phone, has been the
only thing that has helped me
manage this year.

- Mentee

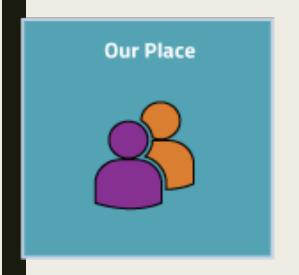


The Kansas Recruitment and Retention project provides support to Kansas districts, schools and educators through the Kansas Education Employment Board (KEEB) and to early career special education staff through the Kansas e-Mentoring for Student Success (eMSS) effort.

Snapshot of Outcomes

Short-Term	Intermediate	Long-Term	Sustainability
Increased knowledge of effective instructional practices and effective classroom management practice	Increased implementation of effective instructional practices and effective classroom management practices	Increased student engagement	Increased special education teacher retention
Increased teacher competence	Increased job-related self-efficacy	Improved cooperation within educational systems	Intra and inter-school collaboration
Fidelity to mentoring professional development plan	Cadre of highly skilled KS mentors	Data-based mentoring to continually improve instructional practices that impact student outcomes	Sustainable system of mentoring available statewide to meet the needs of early career teachers
Increased knowledge of effective mentoring techniques	More effective mentoring through content enhancement, including family engagement	Increased family engagement	Increased special education teacher retention

Mentoring Components



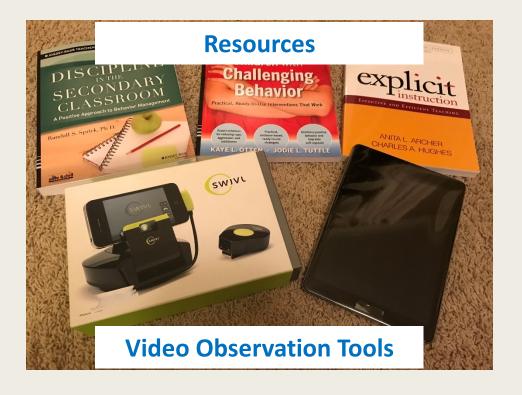






Additional Supports



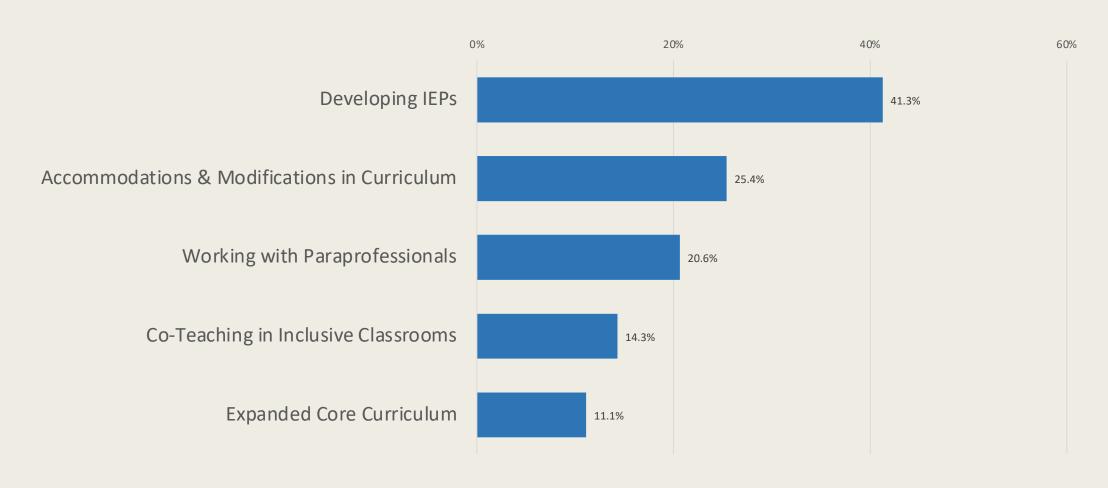


Expectations for Mentees

- Communicate with your mentor 2 times per week.
- Participate in a goal setting process with your mentor.
- Complete 1 Exploration per year (allowed up to 3).
- Participate in 3 video observation cycles during the school year (including pre-conference, video, post-conference with your mentor).



Explorations Completed in 2017-18



Mentee Satisfaction

Percentage of mentees that agreed or strongly agreed with each statement

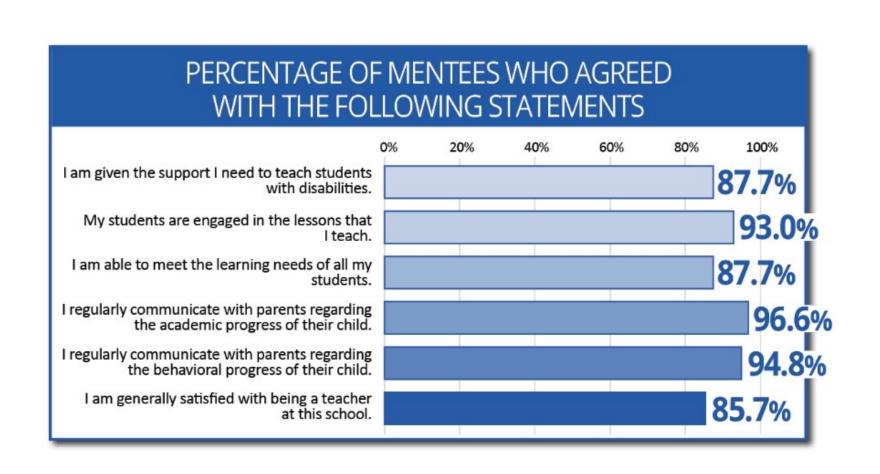
My mentor was a great source of moral support	96%
My mentor had a positive affect on my instructional practice	93%
My mentor was a great content resource	89%
Mentoring helped me grow professionally/develop my skills in my current role	
eMSS provided me with mentoring support that would otherwise be unavailable to me	

Having a mentor was wonderful. This year started out stressful and I couldn't keep up with all of my responsibilities. My mentor, gave me her phone number, listened to me, offered suggestions, and then followed up with me!

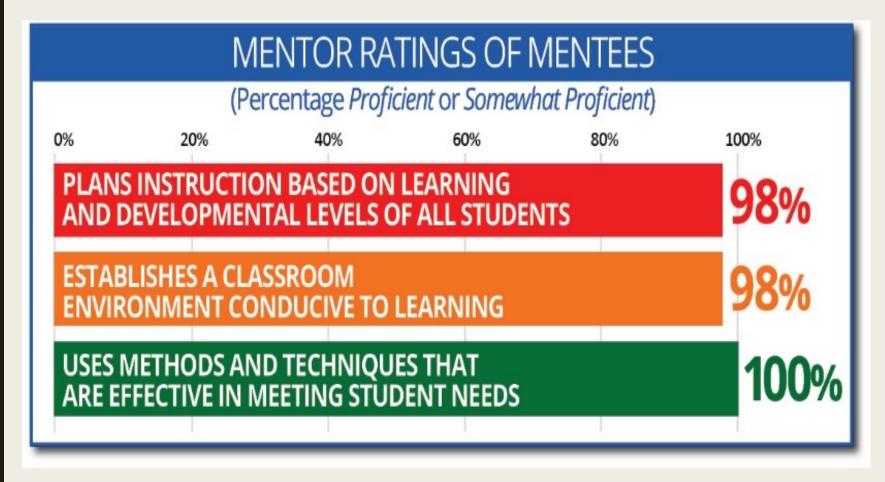
She made the whole situation more manageable.

Mentee Reflection

Instruction, Administrative Support, and Job Satisfaction



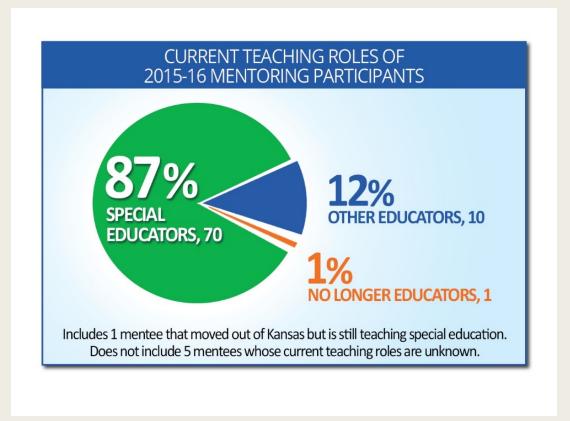
Mentor Rating of Mentee Proficiency





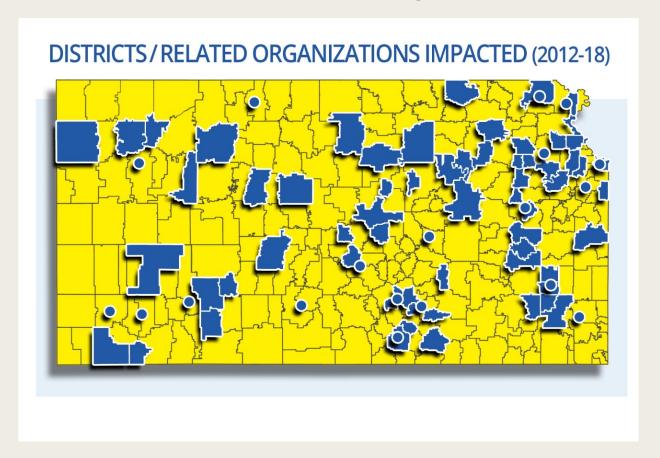
Local Level Impact (Retention 2 Years After Mentoring)





Statewide Implementation

In the past six years, 491 early career special educators in 87 Kansas school districts have successfully completed at least one year of ementoring.



Kansas Lessons Learned

- Aligned and coherent systems
- Clearly convey expectations
- Be responsive yet steadfast



Briefs Available

Briefs available for download at:

TASN Provider Evaluation Briefs





KANSAS EARLY CAREER SPECIAL EDUCATOR MENTORING

Kerry Haag

Kansas State Department of Education

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www.ksdetasn.org

Handout Located at: TASN Provider Evaluation Briefs

Building Capacity of Novice Educators Using Performance Data and Authentic Coaching

Donna B. Wilder Supervisor of Professional Learning

Outcomes

- Gain clarity to better understand the functions and intentions of those who mentor novice educators.
- Understand the role of data to support educator growth during authentic coaching conversations.

10/7/2016

Role versus Function



Mentor
Veteran Teacher
Wife
Parent

Mentee New Teacher Son Athlete Every person has multiple roles to play in life. Every role requires a different set of functions and responsibilities.

"My role is mentor, but I support the new teacher by functioning as a coach, collaborator, and consultant."

Coaching



- Presumes the teacher has resources to reflect on practice and plan for instruction.
- Is teacher-focused
- Is driven by the thinking of the teacher.
- Supports self-directed assessment, thinking and learning.

Collaborating



- Creates shared focus and thinking.
- Is driven by the thinking and contributions of both parties.
- Promotes valued collaboration.
- Can lead to dependency by the teacher.

Consulting



- Is focused on thinking and knowledge of the mentor who gives advice, options, etc.
- Is driven by the ideas offered to the teacher by the mentor.
- Leads to dependency by the teacher.

"Just tell me what to do."

Five Types of Feedback

Data	Mediative Questions
You called on 8	What are you
girls and 3 boys during the	noticing about your data?
lesson.	
	How do these
Here is a script	compare to your
of all 20	expectations?
questions you	
asked.	How might you refine your
Your paragraph	paragraph?
is a 3 of 4 on the	
rubric.	
	You called on 8 girls and 3 boys during the lesson. Here is a script of all 20 questions you asked. Your paragraph is a 3 of 4 on the

Costa, A., and R. Garmston 2016. Cognitive Coaching. 3rd ed.

Growth Producing Feedback

Judgments

Personal Observations

Inferences

Data

Mediative Questions

As you listen to each of these scenarios, be thinking about how the feedback and its use is an essential skill for mentors.

Growth Producing Feedback (Cont'd)

Judgments

Personal Observations

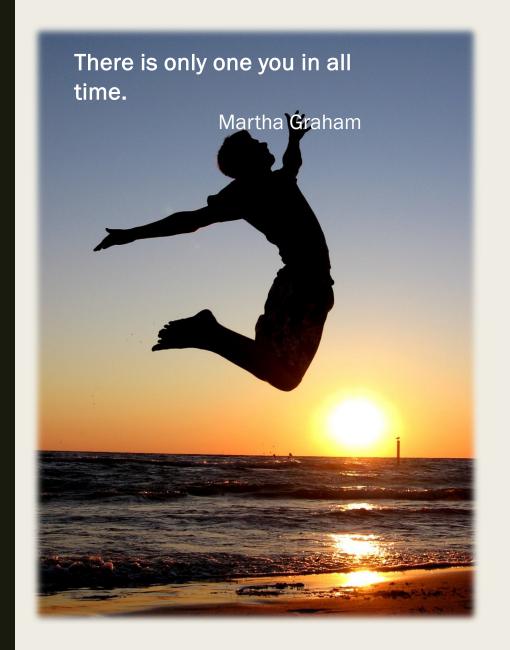
Inferences

Data

Mediative Questions

Evaluative from the observer's perspective.

Coaching to support self-directed thinking



When we give our advice, we open the door to be blamed for failure. Blame evokes defensiveness, defensiveness reduces awareness.

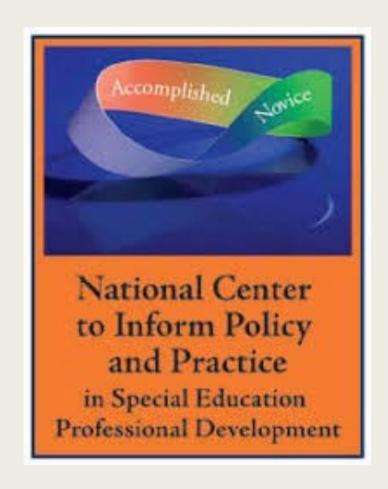
No two human minds or bodies are the same. How can I tell you how to use yours best? Only you can discover how with your awareness.

John Whitmore (2010)

National Technical Assistance

- CEEDAR
- NCIPP





Systems Approach

State Department



Districts



Universities

West Virginia Example





West Virginia Goal

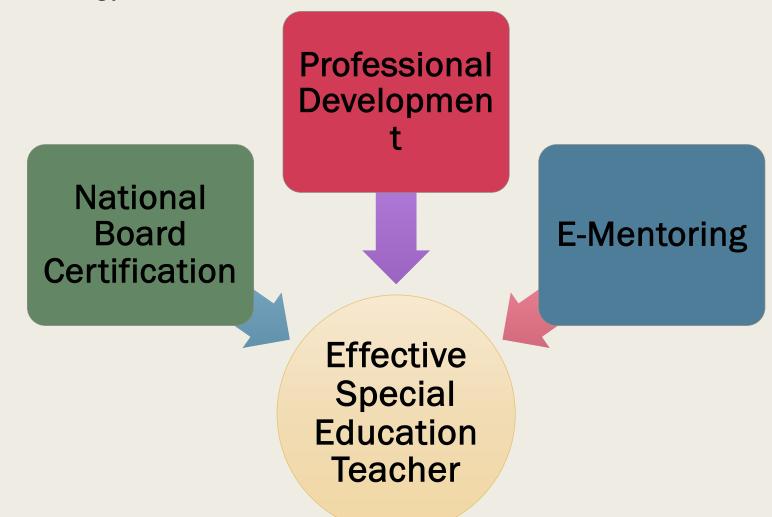
To reduce unwanted teacher turnover by creating an induction program aimed at ensuring a committed high quality special education teacher force by:

- building instructional quality
- increasing student achievement
- retaining effective teachers



West Virginia Plan

Strategy to Achieve Goals, Ameliorate Roadblocks



National Board Certification

Goal:

- Encourage Experts in Special Education
- Build Strong Cadre of Mentors

Take One!

 Standards-based approach for improving teaching practice and links student learning to effective instruction

Paid for by State



E-Mentoring Plans- WV Connect

• Establish Statewide cadre of low-incidence mentors

• Online Platform decision/collaborate with IHEs

• Pilot mentor assignment for most rural areas,

open invitation



Professional Development

- Monthly professional development sessions
- Mentor and beginning teacher attend
- Follow up activities, materials, suggestions



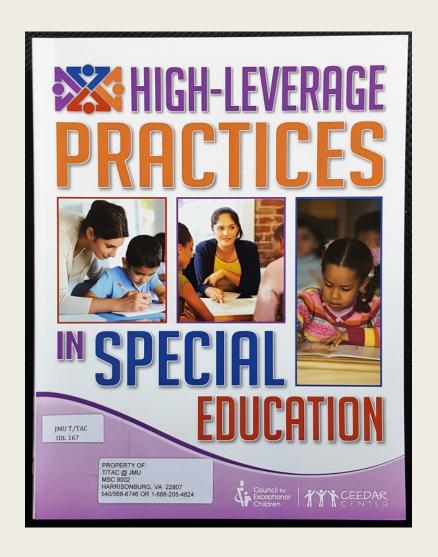
Georgia Example





High-Leverage Practices

- The Georgia Department of Education
- The University System of Georgia
- The Georgia Professional Standards Commission
- CEEDAR Center
- School Districts



Empower educators to maximize P-20 student success using High-Leverage Practices within a *Multi-tiered System of Supports(MTSS)*

MTSS EBPs HLPs

High-Leverage Practices (HLPs)

• "A set of practices that are fundamental to support...student learning, and that can be taught, learned, and implemented by those entering the profession." (Windschitl, Thompson, Braaten, & Stroupe, 2012, p. 880)

• HLPs are HOW teachers deliver instruction. All teachers should have deep knowledge in a core set of effective instructional practices. (McLeskey & Brownell, 2015)

What about Evidence-Based Practices?

- Are content specific
- Developmentally appropriate
- Learner dependent
- Are taught using HLPs



Key Stakeholders

Universities- University System

• Embed HLP in coursework and field experiences in teacher and leader preparation

School Districts

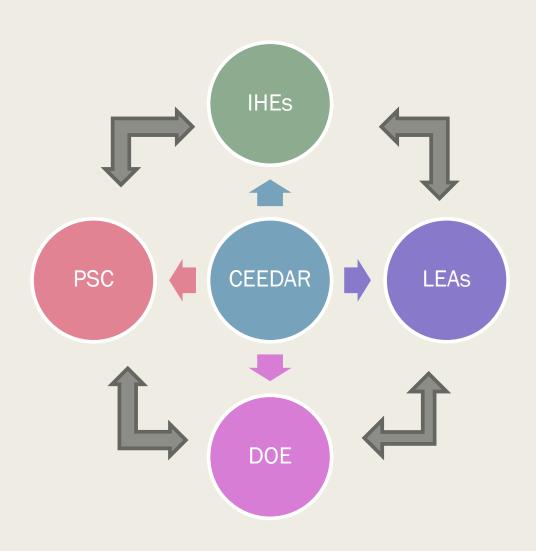
• Provide opportunities for practice in general education, special education and leadership supports

DOE

• Provide infrastructure for supports, P-20 collaboratives, RESAs, State TA support

PSC

• Considerations for Policy



Resource Roundup

NCIPP.org

- Mentor handbook
- District Induction Manual
- Briefs

CEEDAR.org

- HLP
- EBP
- Course Enhancement Modules
- Practice Based Opportunities

Practice Review

High-Leverage Practices and Teacher Preparation in Special Education



James McLeskey University of Florida

Mary Brownell University of Florida

October 2015 CEEDAR Document No. PR-1

ceedar.org

If we truly care about students with disabilities we will:

- 1. Commit to increasing the number of fully prepared staff
- 2. Put in place programs and policies that recruit and retain more well prepared and fully certified staff
- 3. Leverage federal, state, and district programs to create a more comprehensive talent management approach

Questions

