Module Home

- Module Description: This Module emphasizes the importance of administrative support for beginning special education teachers. It also demonstrates how teacher support can increase the teacher’s effectiveness in the classroom (est. completion time: 1 hour).
- STAR Legacy Cycle
- Related to This Module
  ◦ Link: Module Outline
  ◦ Video: Navigating an IRIS STAR Legacy Module
  ◦ Link: IRIS and Adult Learning Theory
  ◦ Wrap-Around Concept Map

Challenge

- Video: I’m Jeff Monroe, Director of Special Education in the Montgomery School District. I’m proud of the work I’ve done during that time to recruit effective teachers, but right now I’ve got a bit of a problem. Developing strong programs for our students with disabilities is my highest priority, and to do that we’ve got to find a way not only to recruit highly effective teachers but also to keep them.

Initial Thoughts

- What are some typical challenges faced by new special education teachers?
- What supports can school leaders provide to develop effective and committed special education teachers?

Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
  ◦ Understand the challenges faced by new special education teachers
  ◦ Understand what teacher induction is and what school leaders and mentors can do to support new special education teachers
  ◦ Be able to describe the components of a comprehensive teacher induction program

❖ Page 1: Experiences of New Special Education Teachers

- The first few years of a new teacher’s time in the classroom are a unique stage in his or her career
Teacher Induction: Providing Comprehensive Training for New Special Educators

• Challenges typically faced by new teachers [drop-down menus]
• Audio: Mary Kate McGinnis describes her experiences as a new special education teacher
• Research Shows
• Audio: Margaret Kamman describes the preparation new special education teachers undertake, the contexts they might be placed in, and the supports they might need
• Self-reflection

❖ Page 2: What Is Induction?
• Components of induction programs might include [bullet points]
• Comprehensive, high-quality teacher induction can [bullet points]

• There are a variety of ways to structure and implement induction
  ◦ Link: Map of State Induction and Mentoring Policies
• Research Shows
• Audio: Margaret Kamman discusses the benefits of teacher induction
• Did You Know?
  ◦ Link: NCIPP Website

❖ Page 3: Goals of a Comprehensive Induction Program
• Provide supports to help new special education teachers develop into effective teachers [bullet points]
  ◦ Link: individualized education program [definition]
• Facilitate the process of new special education teachers becoming part of the school community [bullets]
• Retain effective special education teachers [bullet points]
• Activity
  ◦ Link: Feedback

❖ Page 4: Components of a Comprehensive Induction Program
• Components of an induction program highlighted in this module [bullet points]

❖ Page 5: Good Job Match
• In considering a good job match, school leaders should keep in mind [bullet points]
• Quotation
• Research Shows
• Activity
  ◦ Link: Feedback
Teacher Induction:
Providing Comprehensive Training for New Special Educators

❖ Page 6: Relevant Work Orientation
- Orientation is an opportunity for new teachers to establish relationships with key support personnel
  - All Teachers [bullet points]
  - Special Education Teachers [bullet points]
- Audio: Margaret Kamman reiterates the importance of a relevant work orientation
- Activity
  - Link: Feedback

❖ Page 7: Supportive School Communities
- School leaders, mentors, and teachers need to work together to create a school climate that is supportive of new teachers [bullet points]
- Strategies for promoting a supportive school community might include [bullets]
- Tip
  - Audio: Mary Kate McGinnis compares her experiences at a school with supportive principal to one without a supportive principal
- For Your Information

❖ Page 8: Deliberate Role Design
- School leaders should consider a number of factors when they plan the role of a new special education teacher...
  - Protect Instructional Time [bullet points]
  - Audio: Mary Kate McGinnis describes the difficulty she had prioritizing tasks and responsibilities as a new special educator
  - Bolster Collaborative Practices [bullet points]
  - Make Curriculum and Materials Available [bullet points]
  - Support New Teacher’s Interactions with Paraprofessionals [bullet points]

❖ Page 9: Ongoing Professional Development
- New special education teachers also PD specific to their responsibilities
  - Link: Key Topics for Professional Development
- Group Courses
- Group Meetings
- Online
  - Whatever the case, if PD is to influence teacher knowledge, attitudes, and practice, it should [bullets]
  - Audio: Mary Kate McGinnis describes how follow-up with her mentor after PD allowed her to better incorporate what she had learned
  - Audio: Margaret Kamman discusses a few best practices related to providing PD for new special education teachers

http://iris.peabody.vanderbilt.edu
• For Your Information
• Activity
  ◦ Link: Feedback

❖ Page 10: Responsive Mentoring
• Structure of mentors’ work [bullet points]
  ◦ Link: Full-Time Mentors
  ◦ Link: Part-Time Mentors
  ◦ Group
  ◦ Electronic
  ◦ Combination
• The Content of Mentoring
  ◦ Instructional Support
  ◦ Emotional Support [bullet points]
  ◦ School Culture and Procedural Support [bullet points]
• Activity
  ◦ Link: Feedback
• Approaches to Mentoring
  ◦ Three approaches to facilitating high-quality mentoring session [drop-down menus]
    ▪ Video: A demonstration of reflective mentoring
    ▪ Video: A demonstration of direct mentoring
    ▪ Video: A demonstration of collaborative mentoring
• Audio: Kristen Zimmerman describes how she moves between a direct mentoring approach
and a reflective mentoring approach
• Audio: Margaret Kamman summarizes key aspects of responsive mentoring

❖ Page 11: References & Additional Resources
• References
• Additional Resources

❖ Page 12: Credits
• Content Experts
• Module Developers
• Module Production Team
• Media Production Team
• Media
• Expert Interviews
Wrap Up

- Review of the module
- One framework for developing a comprehensive teacher induction program includes the following components [bullet points]
- Revisiting Initial Thoughts

Assessment

- Complete the numbered questions

You Have Completed This Module

- Give Us Your Feedback
  - Link: Module feedback survey form
- Professional Development Hours
  - Link: IRIS PD Hours Shop
- Related Resources [links]