



Teacher Induction: Providing Comprehensive Training for New Special Educators

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
- 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]



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- 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

❖ 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]



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- 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
- 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



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- 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