

Teacher Induction: Providing Comprehensive Training for New Special Educators

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

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 Content 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.

Notes

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?

Notes

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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
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ 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

Notes

❖ 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

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- Did You Know?
 - Link: NCIPP Website

Notes

❖ 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

Notes

❖ Page 4: Components of a Comprehensive Induction Program

- Components of an induction program highlighted in this module [bullet points]

Notes

❖ Page 5: Good Job Match

- In considering a good job match, school leaders should keep in mind [bullet points]
- Quotation
- Research Shows

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- Activity
 - Link: Feedback

Notes

❖ 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

Notes

❖ 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

Notes

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❖ 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]

Notes

❖ 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

Notes

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❖ 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

Notes

❖ Page 11: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 12: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media

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- Expert Interviews

Wrap Up

- Summary of the module
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

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Notes

You Have Completed This Module

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