



Georgia Induction for Teachers of Special Education

Spring Special Education Leadership Meeting
Classic Center
Atlanta, Georgia

"We will lead the nation in improving student achievement."

Presenters

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Activity 1

- Remember your first year of teaching:
 - ◆ Orientation?
 - ◆ Assignment?
 - ◆ Professional learning?
 - ◆ Mentor?
 - ◆ Observations?
 - ◆ Feedback and reflection?



Form groups of three and share your experiences. You have five minutes.

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Status Check

- ◆ Does your district have an induction program for general education?
- ◆ Does your district have an induction program for special education?
- ◆ What are the key components?

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Induction Research

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National Data

◆ Fully certified SETs:

- **Nationwide shortages:**
 - 7.4 % in 93-94
 - 12 % in 01-02
- **44% of first year special education teachers are not fully certified**
- **Attrition Rate: SET leave at 2.5 times the rate of other new teachers.**

Why Do They Leave/Stay?

- ◆ Lack of administrator support
- ◆ Feelings of isolation
- ◆ Student behavior challenges
- ◆ Salary
- ◆ Lack of efficacy
- ◆ Why do they stay?

--ACHIEVING SUCCESS WITH THEIR STUDENTS.

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Activity 2



What could have been improved?

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Induction

- ◆ **A phase of teacher development**
- ◆ **A period of socialization and enculturation.**
- ◆ **A formal program for beginning teachers**

Sharon Feiman-Nemser

New Teacher Center Research Forum

Opening Address, January 2000

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Induction for What?

- 1. New professional norms of collaboration and ongoing learning**
- 2. Improved teaching performance**
- 3. Increased student achievement, especially for the traditionally underserved students.**

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Moving Away From:

1. Mentors selected without criteria/process
2. Lack of PL and support for mentors
3. Haphazard meetings “when we can”
4. Mentoring first year only
5. Emotional support or logistical support only
6. Informal, non-evidence based feedback
7. PL not tailored to needs of beginning teachers
8. Lack of administrator communication
9. Isolated, unaligned programs

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Moving to:



1. Rigorous selection criteria and process
2. Ongoing PL and support for mentors
3. Sanctioned time for mentor/new teacher interactions
4. Multi-year mentoring
5. Intensive and specific guidance to move teaching practices forward.
6. Professional teaching standards tied to data-driven conversation
7. Ongoing PL for new teachers
8. Clear administrator roles/responsibilities
9. Stakeholder collaboration

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What is the major difference between expectations now and when you started teaching?

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Importance of Collaboration

- ◆ Importance of a schoolwide focus on meeting the needs of all students.
- ◆ SETs should receive support from both GETs and SETs
- ◆ Use of research-based instructional strategies within co-teaching is critical.
- ◆ Building relationships with both other SETs and with GETs is important. New Teacher Center, 2009

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Key Components

- ◆ Institutional vision for induction.
- ◆ Stakeholder engagement
- ◆ Communication with stakeholders
- ◆ Mentor role
 - Scope
- ◆ Mentor role
 - Communication

Key Components

- ◆ Mentor recruitment and selection
- ◆ Mentor professional development
- ◆ Principal engagement
- ◆ Principal-mentor communication

New Teacher Center
2009

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Key Components

- ◆ **Mentor-Beginning Teacher Interaction**
 - Time
 - Instructional Focus
 - Equity issues
 - ◆ **Formative assessment**
 - ◆ **Communities of learning**
 - ◆ **Beginning teacher professional development**
 - ◆ **Program evaluation**
- NTC**

Key Components of Induction



- ◆ **New teacher orientation.**
 - ◆ **Assigned mentor as guide/advisor.**
 - ◆ **Arranged observations.**
 - ◆ **Unscheduled visits with feedback and emotional support.**
 - ◆ **SET mentor, in same building, if possible.**
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Key Components of Induction

- ◆ **Monthly seminars.**
- ◆ **Mentor focus and match.**
- ◆ **Nearby mentor.**
- ◆ **At least weekly classroom support.**
- ◆ **Informal support valued by new SETs.**
- ◆ **“Protected” assignments.**
- ◆ **Help with IEPs, paperwork.**

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Key Components of Induction

- ◆ **Technology-based support**
 - **Both mentors and peers available**
 - **Text-based used most often, even when video/audio available.**
- ◆ **Support from SETs most valuable, but administrator support is key.**

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Program Overview Georgia Induction for Special Education Teachers

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Purpose



- ◆ **Research-based special education induction program:**
 - **Improve teacher quality.**
 - **Increase new teacher retention.**
 - **Improve student performance:**
 - **Increase high school graduation rate.**
 - **Decrease dropout rate.**
 - **Increase postsecondary enrollment.**
 - **Improve ACT, SAT, and Georgia achievement scores.**

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Strategic Goals

For the GaDOE and the State Board of Education



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Partners: Task Force



◆ Collaborative Partners/Induction Task Force

- Professional Standards Commission
- Board of Regents/University System
- Regional Education Service Agencies
- Georgia Learning Resource System
- Teach for America
- District leaders and teachers
- GaDOE Teacher & Leader Quality
- GaDOE Special Education

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Development Team



- ◆ **Development Team formed:**
 - **Key stakeholders**
 - **GaDOE staff**

- ◆ **Induction models researched:**
 - **Other states: Arizona, California, Connecticut, Louisiana**
 - **National: New Teacher Center**
 - **International: Scottish Model**

- ◆ **Induction Standards drafted.**

- ◆ **Proposed structure and timeline drafted.**

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Overview

- ◆ **Pilot Project**
- ◆ **2010-2011 School Year: 25-30 teachers**
- ◆ **University Partners**
- ◆ **Four levels of support and professional learning**
 - **Statewide institutes**
 - **Regional training**
 - **District meetings**
 - **Classroom support**

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Overview



◆ Funding:

- State Personnel Development Grant (SPDG)
- Individuals with Disabilities Education Act (IDEA) Discretionary Grant
- Title IIA funds

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Program Overview



- ◆ **Based on Georgia Induction Standards.**
 - **Extended preparation**
 - **Professional learning--ongoing**
 - **Multiple years of support**

- ◆ **Multiple formats**
 - **Technology**
 - **F2f (face to face) learning**

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Program Overview



- ◆ **Aligned to Georgia's:**
 - **Performance Standards**
 - **Framework for Teaching**
 - **CLASS Keys & Leader Keys.**

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Personnel Structures

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Program Design

- ◆ **Personnel Structures**
 - **Beginning Teachers**
 - **Mentors/Coaches**
 - **Building Administrators**
 - **University Partners/Program Coordinators**

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Professional Learning

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Program Design



◆ Professional Learning

- For new teachers
- For mentors
- For administrators

◆ Support Levels

- Statewide support X3/year
- Regional support x3/year
- District support x3/year

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Coaching and Support

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Coaching and Mentoring

- ◆ **Coaching and Mentoring**
 - **Effective coaching and mentoring strategies.**
 - **Identified in research.**
 - **Training includes:**
 - **Initial training-July 2010**
 - **Additional training/professional development-Jan. and May 2011**

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Coaching and Mentoring

◆ Training Components

- Overview of induction program
- Mentor roles/responsibilities
- Mentor handbook
- Problems/needs of beginning teachers
- Adult learning theory
- Elements of effective teaching
- Legal/professional/ethical issues

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Coaching and Mentoring

- ◆ **Training Components**
 - **Supervisory / coaching skills**
 - **Classroom observation**
 - **Conferencing**
 - **Reflective listening / communication**
 - **Collecting/analyzing student data**
 - **Technology**
 - **Development of Action Plan for Mentoring**
 - **Mentoring resources**

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Communication and Collaboration

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Communication & Collaboration



- ◆ **Critical for success**
- ◆ **Maximizing the effectiveness of co-teaching by using research-based strategies**
- ◆ **Becoming a member of both the general school community and the special education community.**
- ◆ **Facilitating inclusive practices.**

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Resources and Incentives

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Resources and Incentives

- ◆ State provided funding for:
 - Mentors—10 hours per week.
 - Sub for new SET for 8 hours a week
 - State, regional, and district training
 - PLUs
 - Training and support for mentors
 - Training and support for building administrators.

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Formative Assessment

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Formative Assessment

- ◆ Focus on teachers' growth
- ◆ Guides mentors' work
- ◆ Sets up professional norms for inquiry and reflection on classroom practice
- ◆ Parallels the key role of assessment in effective instructional practices.

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Formative Assessment



◆ New Teachers

- **Portfolio or Journal**
 - **Setting professional goals**
 - **Self Assessment/summary**
 - **Individual learning plan/review**
 - **Observations, self-assessments, goals, reflections**
- **Student work analysis**

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Evaluation

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Evaluation



◆ Program

- Meeting the established program standards
- District and State alignment
- Retention and achievement data

◆ Data collection responsibility

- Individual school site
- Local LEA
- State

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Program Evaluation

- **Goals for the induction year**
- **Classroom observation reports**
- **Specific CPD activities (local activities, school-based, & individual)**
- **Action research project**

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Leadership Induction Institute presented by the
New Teacher Center—Wisconsin
March 5-17, 2010

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Comments?

What's Important for Your District?

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