NCIPP

Induction for Beginning Special Education Teachers
Models and Technical Assistance Opportunity

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NCIPP Charge

To improve teacher quality and increase commitment to teaching students with disabilities by

- informing special education policy and practice on induction and mentoring
- identifying and recommending induction and mentoring implementation strategies
Trajectory

- Literature Syntheses & Policy Analysis
- Identify Promising Practices/Induction Programs
- Models of Quality Induction and Mentoring Practice

Technical Assistance/Dissemination
Three Model Programs: Main Features
Olathe Unified School District

- Multi-layered support
  - District Instructional Facilitator
  - Building Level Mentor
  - Professional Development for novice special educator
- Adequate and stable district funding
- Standards based evaluation system
Cincinnati Public School District

- District-wide use of high stakes teacher evaluation instrument
- Focused mentoring conversations based on evaluation
  - District based mentor and evaluator
- Regularly scheduled professional development for novice sped
Special School District of St. Louis County, Missouri

- Shared vision of SET induction support
- Multi-layered support
  - District instructional mentor
  - Building mentor
  - Professional development linked to mentoring
- Sustained Involvement over 3 to 5 years
- Focus on student performance and continuous teacher improvement
- Comprehensive program evaluation
Qualifications
- Master teacher
- Experience in SPED
- Communication

Mentor(s)

Mentoring Roles
- Instructional coaching
- Mediate school based culture
- Emotional support
- Special education issues (IEP, paras)

Novice SPED

Pre-service Training

Professional Development

Prior to School
- Policies and Procedures

During School
- Focused teaching practice
- SPED issues

Colleagues

Administrator Coordination

Other Supports

Training
- Coaching
- Evaluation

Clear Goals – Stable Funding – Culture of Improvement – Program Evaluation
Products & Services

- Program Descriptions
  - Not vetted, but available for 325Ts

Upcoming

- Implementation Matrix
- District Induction Manual
- Mentor Handbook
Technical Assistance Plan
Goal

Assist LEA – IHE teams in differentiating induction and mentoring to meet the unique needs of beginning special education teachers

*Less than 10 teams*, depending on the level of assistance required
Technical Assistance (TA)  
Participants

LEA-IHE partnerships preferred
Vehicles for Providing TA

• Virtual meetings
• Webinars (4 per year)
• Communities of practice
Steps of TA Process

1. Needs Assessment
   – Implementation Matrix

2. Action Planning
   – Objectives and Timelines
     • What do we want to accomplish?
     • How can we get there?
     • How will we know if we succeed?
   – Roles and Responsibilities
   – Supports
3. Implementation

- Professional development needs
  - Met through Webinars
- Progress Monitoring
  - NCIPP evaluator

Timeline

- Spring 2011: Participant Selection
- Summer/Fall 2011: Needs Assessment
- Summer/Fall 2011: Action Planning
- Fall/Winter 2011: Identify PD Needs
- Winter 2011 to Fall 2012: PD Webinars
- Fall 2011 to Fall 2012, possibly through Spring 2013 Monitoring
Application Requirements

Policy

Does your district have a policy or rule regarding the induction and mentoring of beginning teachers?

If yes, please describe the policy or attach a copy of the policy.

Program Structure and Evaluation

Describe your district’s goals for its induction and mentoring.

Please describe in detail the structure of the program and attach any accompanying documentation.

Do you evaluate your district’s program? If yes, please explain in detail.
Resources

Describe how your district funds its induction and mentoring program.

Describe the human resources devoted to induction and mentoring.

Describe any other resources your district and/or IHE devote to supporting its induction and mentoring program.

Partnership

Describe the relationship you have with your application partner(s).
Areas of Need

What are three areas, in order of priority, for strengthening your program to support beginning special education teachers? Please state why you have selected each priority.
Criteria for Selection

- Each category will be scored and points awarded (50-55 possible points)
  - Policy (5 points)
  - Program Structure and Evaluation (25 points)
  - Resources (20 points)
  - Areas of Need

- Additional points for IHE/LEA partnerships (5 points)

- Final Considerations in providing TA in a variety of locations (e.g., urban, rural, high needs)
No more than 10 single spaced pages

Application Due Date: April 1, 2010

Announcement: May 15, 2010

Email completed application to ncipp@coe.ufl.edu

Questions? Email Meg Kamman at mkamman@coe.ufl.edu or call 352-273-4259