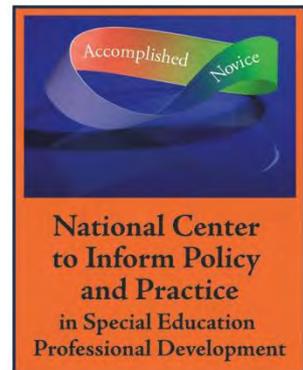


Induction for Beginning Special Education Teachers: Lessons Learned from the Research

NCIPP Webinar Series

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NCIPP National Center to Inform Policy and Practice in Special Education Professional Development



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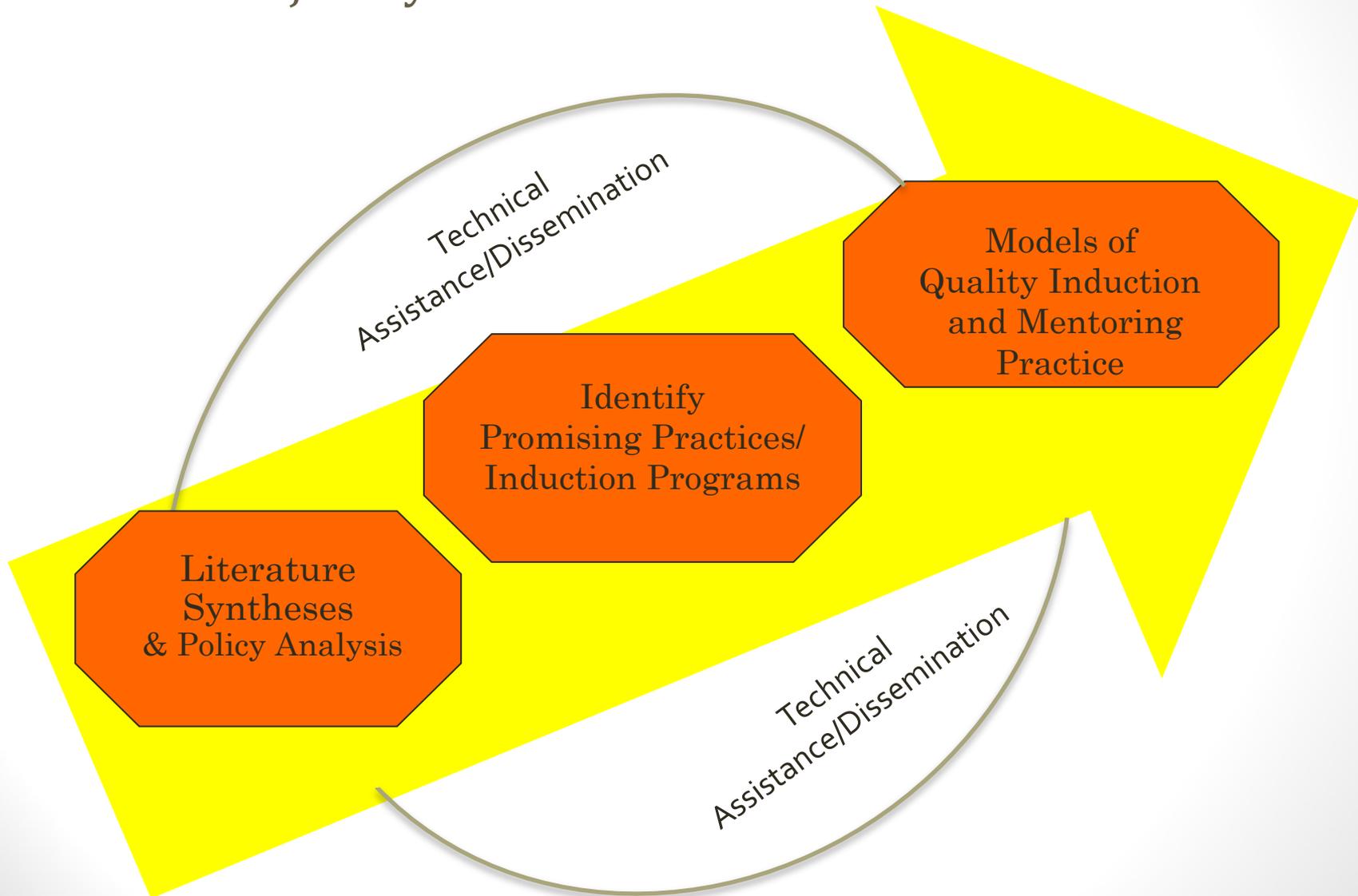
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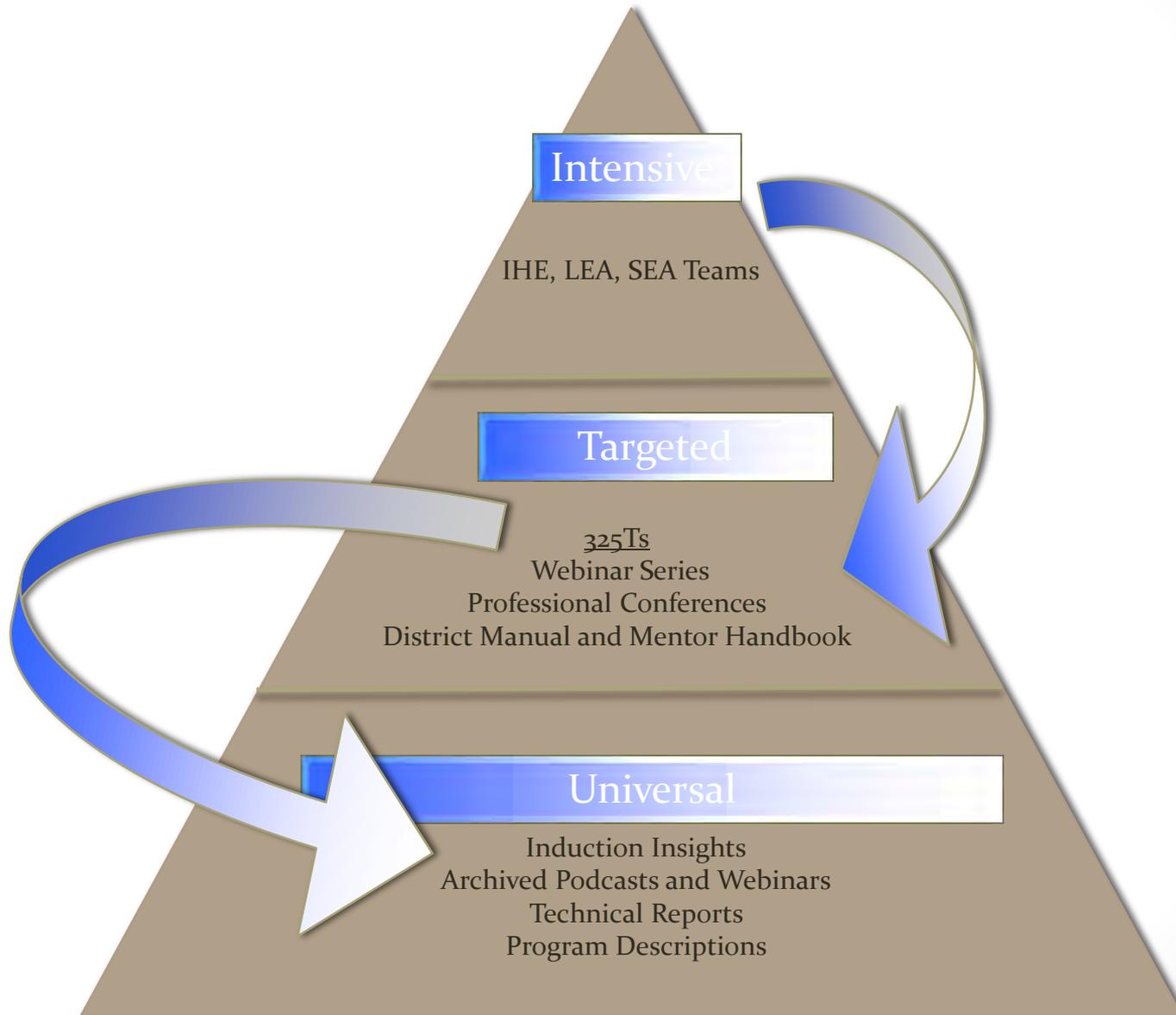
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NCIPP Trajectory



Dissemination and Technical Assistance



NCIPP National Center to Inform Policy and Practice in Special Education Professional Development

- 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

Induction in General Education

- High quality induction has been widely touted as a potential solution to...
 - Support new teachers
 - Improve teacher quality
 - Increase retention
 - Decrease teacher shortages

Induction in General Education

- Research has suggested that high quality induction support during the critical early years may
 - Have a career-long impact on effectiveness and attitudes (Feiman-Nemser, 2001; Gold, 1996; Rosenholtz, 1989; Strong, 2005)
 - Have a positive effect on student achievement and teacher retention (Fletcher, Strong, & Villar, 2008; Guarino et al., 2006; Smith & Ingersoll, 2004)
 - Prove especially beneficial for beginning teachers who lack full certification (Boe, Shin, & Cook, 2007)

Why Induction Matters in Special Education

- Beginning teachers have to meet increasingly high expectations and they do not always have the expertise or sufficient supports to meet them.
 - They are more isolated from colleagues and less likely to seek help (Billingsley, 2005; Griffin et al., 2003)
 - They usually have insufficient access to curricular materials, insufficient learning supports in the school context, and are unprepared to teach in curricular area (Bishop et al., 2010; Griffin et al., 2008; Kamman, 2008; Leko & Brownell, 2011; Otis-Wilborn et al., 2005)
 - They experience role confusion, role ambiguity, and overwhelming workloads (Gehrke & Murri, 2006; Griffin et al., in press; Otis-Wilborn, 2005)

Why Induction Matters in Special Education

- Other barriers to the beginner's ability to implement effective instruction and engage in collaboration include...
 - With regard to preparation, there are enormous differences among beginning special education teachers.
 - Beginners in high poverty school have fewer credentials and less preparation (Fall & Billingsley, 2008)
 - They struggle to situate knowledge acquired in teacher education programs (Leko & Brownell, 2011).
 - They are also are less sophisticated in interacting with other professionals (Busch et al., 2001; Gehrke & Murri, 2006)

Why Induction Matters in Special Education

- It is also important to remember that SETs must
 - Have knowledge of both special education intervention and the content they teach (NCLB, 2001)
 - Have all the skills and knowledge expected of a veteran teacher (Feimen-Nemser, Schwille, Carver, &Yusko, 1999)
 - Help students with disabilities access the general education curriculum (Brownell, Leko, Kamman, & Streeper-King, 2008)
 - Help students with academic and behavioral struggles make adequate yearly progress (IDEA, 2004)

Overview of Induction Research

- NCIPP conducted three literature reviews and one policy analysis. <http://ncipp.education.ufl.edu/reports.php>
- The information for today's webinar comes primarily from
 - Billingsley, B.S., Griffin, C.C., Smith, S.J., Kamman, M., & Israel, M. (2009). *A review of teacher induction in special education: Research, practice, and technology solutions*. (NCIPP Doc. No. RS-1).
 - Special Issues, Journal of Special Education Leadership, March 2010 and March 2011

Lessons Learned from the Research

- Experiences of Beginning Special Educators
- Induction
- E-mentoring
- Policy
- Partnerships

Induction in Special Education

- Question
 - What does the research tell us about induction and mentoring for beginning special education teachers?
- Research focused on
 - Mentoring as primary vehicle of support for beginners

Characteristics of Special Education Mentors

- Personal
 - Strong communication skills
 - Approachable
 - Available
 - Patient
- Professional
 - Special education background and experience
 - Mentors who teach same students and grade level(s)

Administrators

- Willingness to support beginning special educators
- Administrators can help increase teacher satisfaction by helping to create a culture of collaboration by
 - Being available to talk- open door policy
 - Encourage collaboration whenever possible to avoid feelings of isolation

General Educators

- Provide knowledge about supplies, schedules, routines, unwritten rules in the school, and effective teaching strategies
- General educators are not completely confident in their support role
- Poor relationships with general education colleagues can increase the chance of burnout among beginning special educators
- General education teachers who are invested in the success of students with disabilities are more likely to help beginning special education teachers
- Importance of supportive school community

Formal and Informal Sources of Support

- Formal supports
 - Formally scheduled meetings with mentors preferred
 - Formal classroom observations not standard practice
- Informal supports
 - Informal assistance (impromptu meetings, unannounced classroom visits) can increase commitment for beginning special educators
- Little evidence that teachers' intent to stay in special education is impacted by these supports

Frequency and Proximity of Support

- Frequency
 - Beginning special educators commonly associate the frequency with which supports are provided to the effectiveness of the supports
 - Frequency of assistance received is inadequate for addressing all professional and emotional needs
- Proximity
 - Findings mixed
 - Preference for special education mentors over mentors in the same school

Content of Support

- Content of Support
 - Emotional support
 - School and district information
 - Special education paperwork and procedures
 - IEP, IFSP, IDEA
 - Materials and other instructional resources
- Content needs
 - Content addressing beginning teachers' special education classroom assignments
 - Multi-cultural and diversity issues, supporting families, integrating IEP goals into the general education curriculum

Assessment and Evaluation

- Few studies examined the purpose, characteristics, and implementation procedures associated with assessment and evaluation
 - Mentors serve in non-evaluative roles
 - Standards-based assessment and evaluation

E-mentoring

- Emerging use of technology-based communication formats in which mentors and mentees interact
 - Possible solution to the challenge of finding suitable building-based mentors who can provide instructional coaching in the new teacher's specialization area
- E-mentoring is not a substitute for school-based mentors who provide socialization support

Partnerships with IHEs (Rosenberg et al., 2009)

- Initial preparation is the first point at which beginning teachers are inducted into the profession
- Data on partnerships suggest they can be successful in fostering teacher quality and improving retention but require intense collaboration and resources
- Leadership and collaboration are essential for supporting partnership work

Policy (Hirsch et al, 2009)

- 48 states have a policy, rule, or program for induction.
 - The specifics of program implementation are left to districts to decide
 - State policy must work in concert with federal and local policy if new teachers' needs are to be met
 - In state policy, new teachers are considered an undifferentiated group with common needs
 - Mentoring policy can't be expected to overcome poor school practice
 - A coherent and comprehensive policy framework for teacher development will have substantial impact on the retention of SETs and their development as professionals

Major Limitations the Research

- Piecemeal & fragmented
- Lacking a conceptual base
- Little research about effects of induction for beginning special educators
- Little differentiation among teacher groups:
 - Working in different service delivery models
 - Assigned to different exceptionality areas
 - With extensive vs. less extensive preparation
- Minimal discussion of the relationship of special and general education teacher induction

Providing Information to Your Colleagues and Constituents

Induction Insights

- From the reports, 29 briefs were developed for various audiences: administrators, policymakers, teacher educators, beginning teachers, and parents
 - <http://ncipp.education.ufl.edu/briefs.php>

Upcoming Webinars

Topic	Date Proposed
Specific practices for mentoring special education teachers	January 2012
Training for mentors of beginning special education teachers	April 2012
Providing building-level support for beginning special education teachers	Summer 2012
Evaluating induction programs	Fall 2012

- There are links to watch, register for, and evaluate webinars on the website

www.ncipp.org

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Our website

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