

# **HANGING ON TO THE GOOD ONES:**

## **SUPPORTING AND RETAINING HIGH QUALITY SPECIAL EDUCATION STAFF**

**APRIL 2009**

**COUNCIL FOR EXCEPTIONAL CHILDREN**



**DR. ALISON BANIKOWSKI    DR. TES MEHRING**

**CRISTAN PHILIPP    HEIDI GARZA**

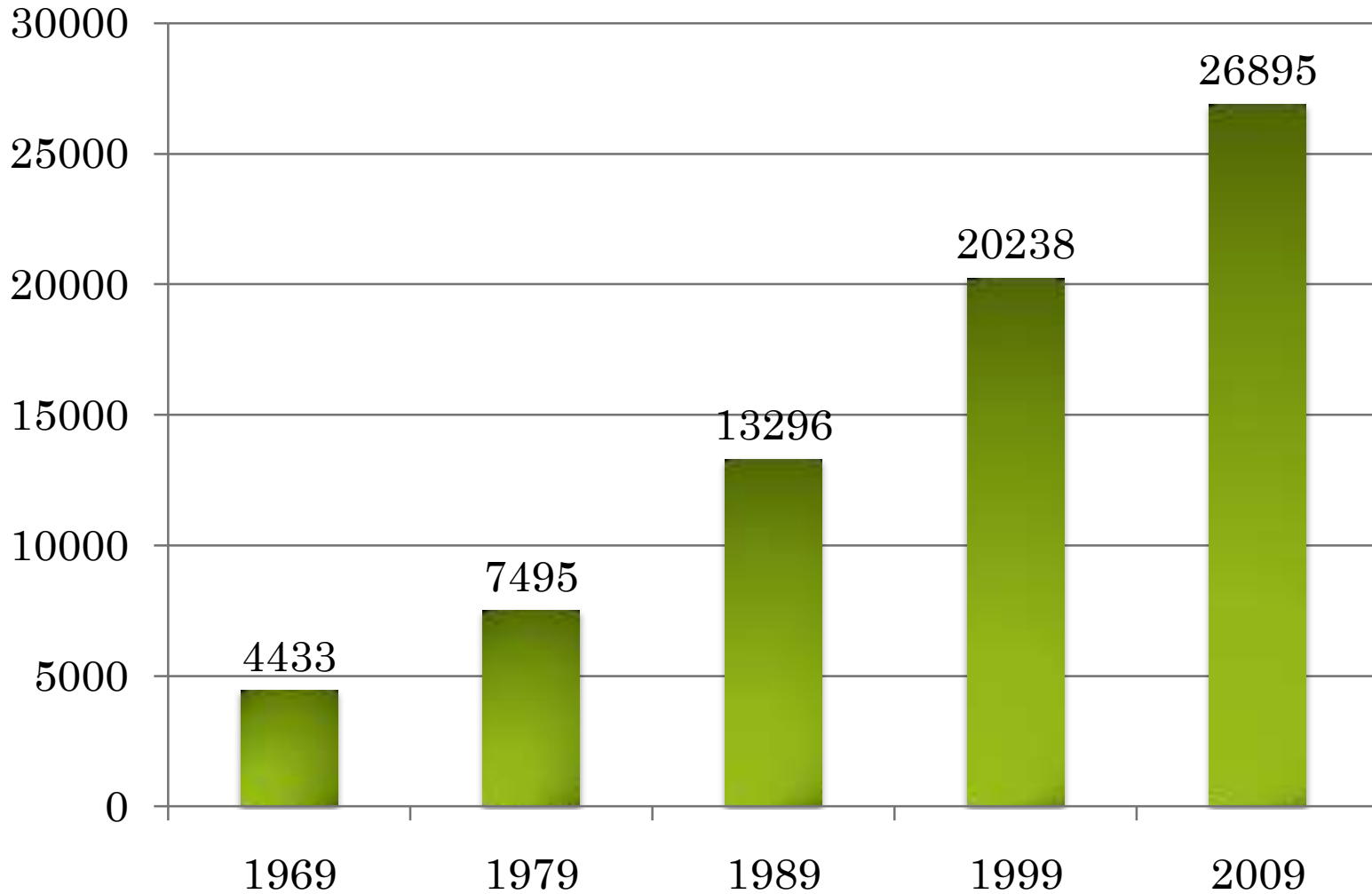
**MARLENA CALDWELL**

# OLATHE SCHOOL DISTRICT

- Suburb of Kansas City
- Fourth largest city in the state
- Since 1950, Olathe's population has quadrupled



# Student Enrollment





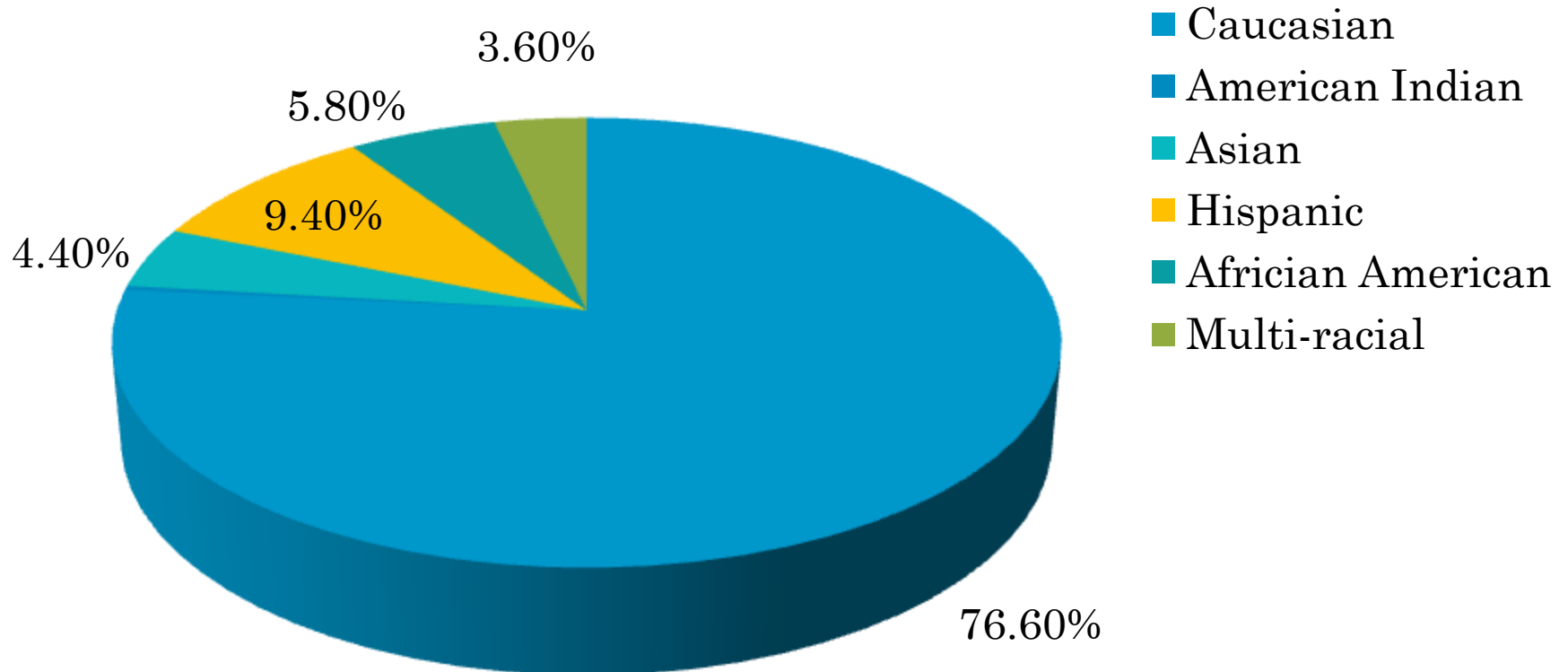
**33 ELEMENTARY**  
**8 JUNIOR HIGHS**  
**4 SENIOR HIGHS**  
**2 EARLY CHILDHOOD LEARNING CENTERS**  
**ALTERNATIVE PROGRAMS**



# LET'S TAKE A CLOSER LOOK AT OUR STUDENTS....



# ETHNIC ENROLLMENT DISTRIBUTION



# FREE/REDUCED STATUS SEPT. 20<sup>TH</sup> STATE COUNT

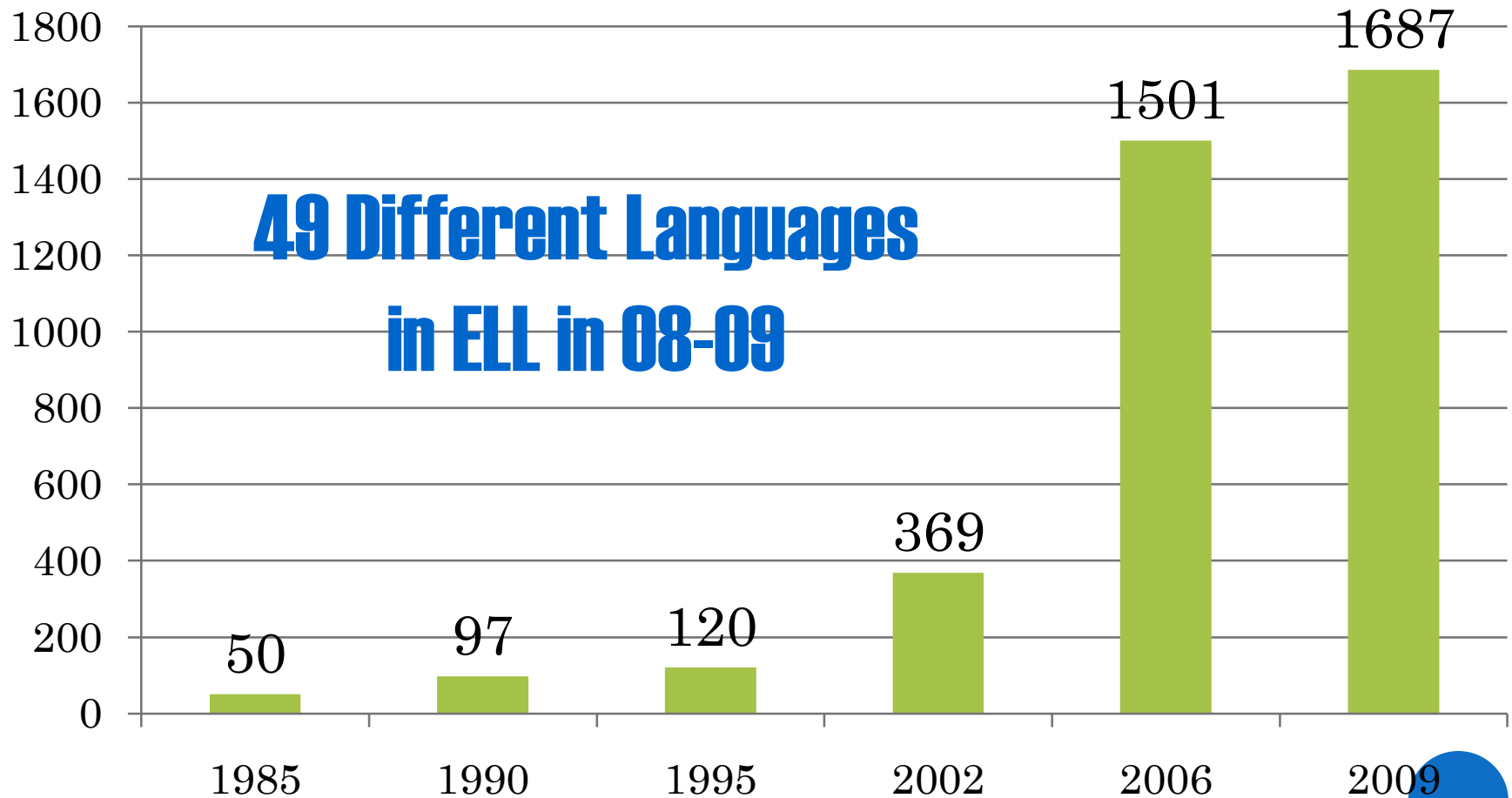
## Students/Families Living in Poverty

- ❖ **District Average** = 20.36% (08-09)
  - **2007-08: 17.09%**
  - **2006-07: 16.79%**
  - **2005-06: 15.92%**
- ❖ **Range** = 1% - 81.59%
- ❖ **Title 1: 10 Schools**



# English Language Learners (ELL)

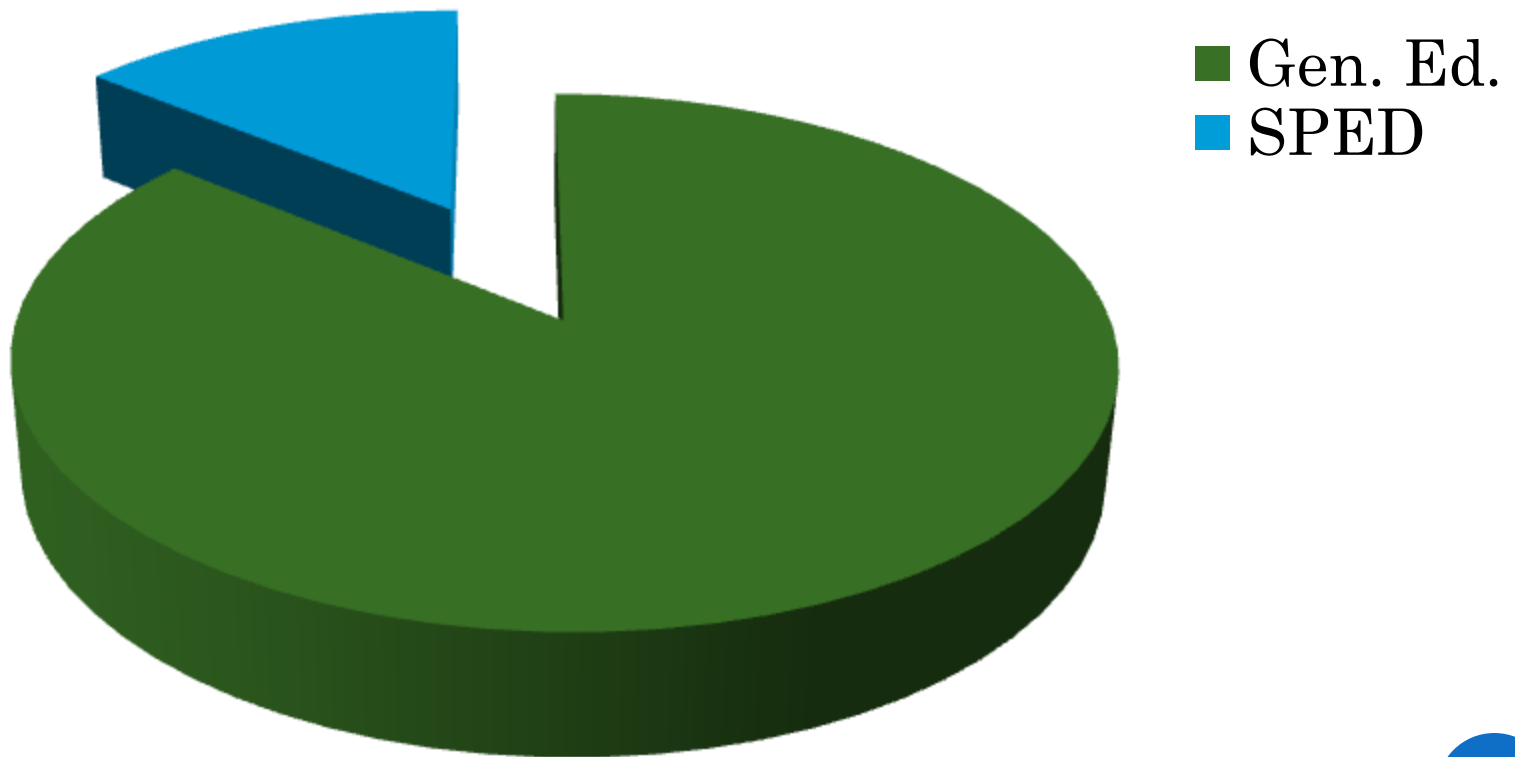
# of students



**49 Different Languages  
in ELL in 08-09**



**SPECIAL EDUCATION ~**  
**APPROXIMATE DISABILITIES 12%**  
**APPROXIMATE GIFTED 3%**



# MOST IMPORTANT KEY TO SUCCESS

## *Leadership*



## *Parents & Families*



## *Faculty & Staff*



## *Community*



# QUALITY STAFF..

## ○ Number of Certified Staff = 2479

- Number of Certified staff with Masters Degrees & Beyond - 1695



## ○ Number of Classified Staff = 1999



# WHAT DOES THE LITERATURE TELL US?



- One-third of all new teachers leave after three years
- 46% leave after five years
- Nationally, this costs \$7 billion per year

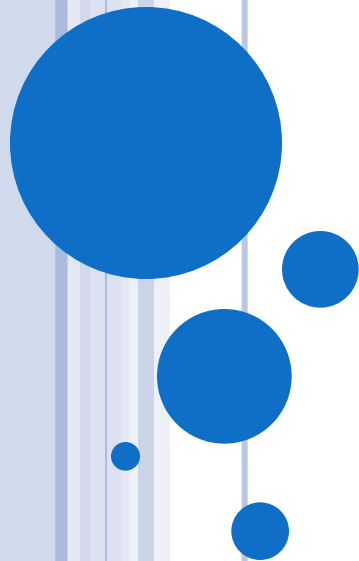
# THE LITERATURE



- The professional literature indicates that there is a severe, chronic shortage of special education teachers in the United States ([Boe, Bobbitt, Cook, Barkanic, 2001](#); [Katsiyannis, Zhang & Conroy, 2003](#); [Carlson et al., 2002](#); [Carlson et al., 2001](#))
- Current Headlines: Special Educators in Demand Despite Recession: Even as some Southern California districts lay off hundreds of teachers, they are hiring special-education, math, science and foreign-language teachers. At a job fair, one district was offering a \$9,000 bonus for special-educators. [San Jose Mercury News \(Calif.\)](#) (03/21)



**ARE WE READY  
FOR THE  
SHORTAGES OF  
QUALIFIED SPED STAFF?**



# THE SHORTAGES

- 98% of US school districts report shortages of SPED personnel
- 47,000 SPED vacancies filled by uncertified personnel in 2000-01
- In 2008, estimated need for 135,000 more SPED teachers than in 1998.





## RELATED SERVICE SHORTAGES

- **Physical Therapists** – Overall vacancy rate of 2% for 3 to 5 year olds; 7% for 6 to 21 year olds
- **Occupational Therapists** – By 2009, the demand for OTs will increase as much as 35%
- **Speech-Language Pathologists** – By 2010, 34,000 additional SLPs needed bringing total vacancies to 57,000
- **Audiologists** – 1 audiologist per every 71,555 students. ASHA guideline → 1 per every 10,000-12,000 students





# WHY SHORTAGES IN SPED?

## Beginning teachers report:

- Struggling with the demands of teaching
- Experiencing isolation from colleagues
- Being affected by poor school climate and unclear expectations
- Receiving inadequate resources
- Lacking opportunities for professional growth

Center on Personnel Studies in Special Education, February 2005



# HOW DOES THE OLATHE SCHOOL DISTRICT RETAIN QUALITY SPED STAFF?

## Comprehensive New Educator Induction Program



*A Collaborative Model developed by the  
Olathe District Schools and  
the Olathe National Education Association*



# “GREAT BEGINNINGS”

## *NEW EDUCATOR INDUCTION PROGRAM*



### ○ Purpose:

- ❖ To improve the capacity of the Olathe District to **attract, induct and retain** high performing educators.
- ❖ To guarantee New Olathe Educators **know** district expectations, the district curriculum, and can **implement** key instructional strategies.
- ❖ To ensure **success** - for both our new educators and, ultimately, our students!

“GREAT BEGINNINGS”

*NEW EDUCATOR INDUCTION PROGRAM*



- ❖ Induction is Part of our **Appraisal Process**
  - For your professional growth
- ❖ **Jointly developed**
  - Olathe NEA
  - Olathe Administration



# APPRAISAL PROCESS

## PHILOSOPHY & PURPOSE



**Professional growth and development is an ongoing collaborative process based on open communication and rooted in standards of excellence...**

**...its purpose is to improve educator's skills and student learning**



# APPRAISAL PROCESS

## FIVE EDUCATOR STANDARDS:



### Educators Teaching for Learning

Standard 1: Educators committed to students and their learning

Standard 2: Educators know their subject matter and how to teach it

Standard 3: Educators create a climate for learning

### Educators as Members of Learning Communities

Standard 4: Educators as life long learners

Standard 5: Educators work with various stakeholders



# *“Great Beginnings”*

## *New Educator Induction Program*



**Comprehensive**

**IRT**

**DISTRICT**

**SCHOOL**

- **Consultation**
  - Model Lessons
  - Co-Teaching
  - Problem Solving
- **Observation/Reflection**
- **Feedback**

- **Prof. Growth Sessions**
  - During Day
  - After School
  - On-Site Masters ESU
- **District Staff**
  - Coordinators
  - Directors
  - Others

- **School Administrators**
  - Dept. Chairs
  - Olathe NEA Bldg. Reps.
  - BLT Members
  - Collegial Mentor or Orientation Partner

## Supports for New SPEDucators

All special education staff new to the district

### Instructional Resource Teachers (IRTs)

*Master special education teachers on full release to support new SPEDucators*



### Building/District Level Mentors

*Special Education staff who are paid a stipend to support new educators*



### SPED Coordinators and Program Facilitators

*Staff paid to support all Special Education staff and facilitate professional growth opportunities*





# NEW SPECIAL EDUCATOR INDUCTION: WHAT ARE THE SUCCESSFUL INGREDIENTS?

- IRT Support
- Building/District Level Mentor
- Building SPED Coordinator and  
Department Facilitator
- On-going Professional Development  
designed for New Educators
- Standards-Based Evaluation
- Adequate and Stable Funding



# COMPREHENSIVE NEW EDUCATOR INDUCTION PROGRAM



**Who is the  
Special Services  
Instructional Resource  
Teacher?**

# INSTRUCTIONAL RESOURCE TEACHER: IRTS ARE...

- Full-time **mentors** for the new SPEDucators in their first year
- Involved in designing, planning and providing **professional development** to new educators
- Highly **trained and skilled** professionals
- Engage staff in **structured contacts** involving observations and feedback





# IRT CONTACT TIME

- Specializing instruction for SPED students
- Collaborating with general education staff
- Developing IEPs and conducting IEP meetings
- Accessing necessary resources
- Providing emotional support
- Training paraeducators
- Answering procedural questions



# ON-GOING PROFESSIONAL DEVELOPMENT

- **New Educator Preservice Event** – 3 full days prior to other faculty returning.
- **Advanced Teaching and Learning Series** – After-school professional development series on topics to support management and effective instruction.
- **School Improvement Training** – Professional development pertaining to specific grade level/content area school improvement.
- **Content Area/Grade Level Professional Development**
- **Building Professional Learning Communities (PLCs)**



# PRESERVICE ACTIVITIES



## Day 1 - Morning

- Human Resources Breakfast
- Teaching and Learning Overview
- Team Building with SPED IRTs
- Classroom Climate and Management
- IRT Handbook
- Knowing Your Building SPED Team
- Roles and Responsibilities
- ONEA Luncheon

## Day 1 - Afternoon

- Team Building Activity
- Jigsaw Activity
  - Working with Parents
  - Rules/Procedures/Routines
  - Special Services Case Manager Responsibilities
  - Working with Other Educators
  - Supervising Para Educators
- IEP Content
- Q & A with SPED Administrative Team



# PRESERVICE ACTIVITIES

## Day 2 - Morning

- Accessing SPED Website and Virtual File Cabinet
- Acronyms in Olathe District Schools
- New Educator Needs Assessment
- District Training
  - Blood-borne Pathogens
  - Benefits



## Day 2 - Afternoon

- Olathe National Education Association Luncheon
- Principal Directed Activities in Home School



# PRESERVICE ACTIVITIES

## Day 3 - Morning

- Introduction to the netIEP
- Meet with Department Facilitators for job-specific information

## Day 3 – Afternoon

- Principal Directed Activities in Home School





# **SPECIAL SERVICES: ADVANCED TEACHING & LEARNING SERIES**

netIEP Training

Training and Supervising ParaEducators

Parent-Teacher Conferences/Progress Monitoring

IEP the “Write” Way

Classroom Management

The Gen Ed/SPED Connection

Teaching with the Brain in Mind

Differentiated Instruction

Multiple Intelligences

End of the Year Challenges



# OTHER PROFESSIONAL GROWTH OPPORTUNITIES

- Introduction to the District Curriculum
- School Improvement Process Training
  - Guided Growth Training
  - Departmental Trainings



# COMPREHENSIVE NEW EDUCATOR INDUCTION PROGRAM

## Building Level Mentors



# BUILDING LEVEL MENTORS

Mentoring helps create a *culture for learning* by sharing clearly articulated, commonly held beliefs on student learning and professional growth.

Helps reinforce our shared beliefs in

- Instructional practices
- Curriculum
- Management
- Policies & Procedures
- Professional Development



# BUILDING LEVEL MENTORS

## *Who receives mentoring support?*

Any certified new hire (with or without prior experience), including: Classroom Teachers, Special Education Teachers, Special Services Staff (school psychologists, SLPs, social workers, OTs, PTs), School Counselors, School Nurses. Early Childhood Educators

## *How do we select mentors?*

Assigned by building administrator or special education facilitator

Assign mentor based on:

- Master Educator of their field
- Preferably similar assignment
- Preferably same location
- Building/District leader
- Utmost professional
- No more than 2 mentees per mentor



# BUILDING LEVEL MENTORS

## **Collegial Mentor (CM)**

Working with a teacher who is brand new to the profession – never held a contract in another district  
(two year program)

## **Orientation Partner (OP)**

Working with a teacher who comes to Olathe with at least one year of experience in another district



# CONTACT REQUIREMENTS

## **Collegial Mentor (New to Profession)**

Meet an average of 30 minutes per week throughout the first year

Meet an average of 30 minutes every other week throughout the second year

## **Orientation Partner (Veteran Educator)**

Meet an average of 30 minutes every other week throughout the first year



# TOPICS FOR CONTACT TIME

## **First semester: Survival**

- Orienting to the District and Building
- Scheduling, procedures, IEPs, etc.
- Day-to-Day assistance

## **Second semester: Reflection**

- Strengths/Needs
- Considerations for Change





# MENTOR REQUIREMENTS

## **Collegial Mentor (New to Profession)**

### Three Training Sessions

- Orientation Session
- Two others from a Menu of Options regarding mentoring and/or instructional topics

Contact Log

## **Orientation Partner (Veteran Educator)**

### One Training Session

- Orientation Session

Contact Log



# MENTOR TRAINING

## *Mentor Strand:*

- Mentor 101: The Nuts & Bolts (relationship building, coaching, etc.)
- Classroom Management for Mentors: Helping Improve the Effectiveness of Your New Educator's Management Skills
- Working Relationships: Helping Your Mentee Work with You and Other Staff
- Advanced Mentoring: Helping New Educators Reflect & Grow

AT&L Sessions Available for Training –  
Recommend attending with New Educator



# COMPENSATION

## **Collegial Mentor (New to Profession)**

Mentor currently receives  
\$1140 annually (state  
reimburses \$1000)

New Educator receives 2  
professional development  
points per month for  
movement on the salary  
scale

## **Orientation Partner (Veteran Educator)**

Orientation Partner  
currently receives \$570  
annually

New Educator receives 1  
professional development  
point per month for  
movement on the salary  
scale



# COMPREHENSIVE NEW EDUCATOR INDUCTION PROGRAM

**Olathe District Schools and  
Emporia State University  
Onsite Masters Degree  
Curriculum and Instruction**



# ONSITE MASTERS PROGRAM

- State Board of Regents' Outcomes
- University Syllabi
- Olathe District Schools New Educator Standards

Began in 2000-2001



# ONSITE MASTERS PROGRAM

- **New Educator Induction Series**

- Meets twice a month
- 2 hours

- **Master's Degree Seminar**

- Meet twice a month
- 3 hours
- Grounded in research
- Open to all new educators
- Required for Master's Degree seeking students



# ONSITE MASTERS PROGRAM

- **School Improvement Training**
  - SIP/Effective Schools Overview
  - Research-based Before, During, and After Reading Strategies
  - Research-based Problem Solving Strategies



# ONSITE MASTERS PROGRAM

## ○ Olathe Summer Conference

- Effective Instructional Strategies
- Reading, Writing, Math
- Technology
- Climate
- Long Range Planning
- Assessment

## ○ Instructional Resource Teachers

- Model Lessons
- Consultations
- Co-Planning
- Co-Teaching
- Observations





# WHY HAS OUR COMPREHENSIVE NEW EDUCATOR INDUCTION PROGRAM BEEN SUCCESSFUL?



**Winner of the 2007  
NEA -SaturnUAW Partnership  
Award**

# STANDARDS-BASED EVALUATION

- New Educators are supported for the **first four years** with a **Standards-Based Evaluation** system
- IRT and Building Principals base all feedback and appraisal on the **District Educator Standards, Indicators and Rubrics**
- Professional Development is always connected with the District Educator Standards

See Handouts of Examples of Standards, Rubrics, Observation Forms



# ADEQUATE AND STABLE FUNDING

- District Negotiated Agreement
  - IRTs
  - Supplemental Contracts
- State Mentoring Funds



# RETURN ON OUR INVESTMENT



- High Retention Rate
  - District Overall 2001-2008 (90-93%)
  - 2006-2007 *SPED Data: 92%*
  - 2007-2008 *SPED Data: 96%*
  - 2008-2009 *SPED Data: 96%*
- High Achieving Schools
- Standard & Poor's
- NTC/Kauffman Foundation Study
- Saturn/NEA/UAW Partnership Award



# THE OLATHE WAY

## Olathe School District



### *Our Goals For Students...*

- Apply academic skills
- Communicate effectively
- Think critically and creatively to solve problems
- Use and apply technology
- Maintain and enhance physical and emotional health
- Respect and work cooperatively with others
- Demonstrate self-management and practical life skills
- Contribute as responsible and productive citizens

### *Our Vision...*

Students prepared for **their** future

### *Our Purpose...*

Student learning

### *Our Beliefs...*

- All children can learn
- Together we achieve more

### *Our Core Values...*

- Continuous improvement
- Life-long learning

### *2007-2010 Strategic Plan Directions and Goals*

- **Student Learning**  
Continuously improve learning and achievement
- **Quality People**  
Recruit, develop and retain a highly qualified staff
- **Innovation**  
Encourage and promote a climate of innovation
- **Community Involvement and Organizational Climate**  
Sustain caring relationships to enhance involvement and climate
- **Resource Acquisition and Allocation**  
Maximize resources to support strategic directions

### *How We Do Business...*

#### **Staff/Board Guiding Principles**

*Staff/Board will demonstrate in actions and words:*

- Children first
- Respect for all
- Teamwork
- Excellence and quality
- Commitment to individual needs

#### **Student Guiding Principles**

*Students will demonstrate in actions and words:*

- Honesty
- Respect
- Responsibility
- Trustworthiness



#### **Parent/Patron Guiding Principles**

*Parents/Patrons will demonstrate in actions and words:*

- Positive Role Models
- Effective Communicators
- Respect for all
- Advocates for education
- Actively involved



Revisions Adopted by BOE Aug. 7, 2008

# ***NEW EDUCATORS...***

***New educators' success  
means student success!***

