Unique Needs of Supporting and Mentoring New Special Education Teachers

- Opening Activity
- Support Strategies
- Our District

Notice the following:
- Under-prepared on Paper
- Total Teacher New Hire Retention Rate
- Special Teacher New Hire Retention Rate for Teachers SUPPORTED by Professional Development
- Extended Support for Special Circumstances

As you continue, review the following:
- Instruction and Planning
- Collaboration
- Time Management

Do your research when you know about the topic and any questions your colleagues.
OPENING ACTIVITY

Please stand and move to the corner you feel best exemplifies your comfort level with the following statements.  
1- I am unfamiliar with supporting a teacher in this area.  
2- I have seen or heard about the process, but I have additional questions about how to support a teacher in this area.  
3- I know the concept well and can support a teacher in this area at a basic level.  
4- I can explain the process to a teacher and support a teacher in this area.  

At your corner discuss what you know about the topic and any questions you still have.  

IEP meetings and documents  
Instruction and planning  
Collaboration  
Time management
<table>
<thead>
<tr>
<th>Area</th>
<th>A Survival Guide for New Special Educators</th>
<th>Hart District Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paperwork and IEPs</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Referral, Placement, and Evaluation</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Materials</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Getting Acclimated to the School</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Assessments</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Collaboration with General Educators</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Parent-Family Conferences</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Learning and Using the Curriculum</td>
<td>10</td>
<td>3</td>
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</tbody>
</table>
# Our District
(William S. Hart
UHSD)

## William S. Hart UHSD Program Statistics

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2014 - 2015</td>
<td>17</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>13</td>
<td>24%</td>
<td>13/76%</td>
<td>12/92%</td>
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<tr>
<td>2015 - 2016</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>50%</td>
<td>9/75%</td>
<td>6/85%</td>
</tr>
<tr>
<td>2016 - 2017</td>
<td>15</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>27%</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Notice the following:

- Under-prepared on Paper
- SpEd Teacher New Hire Retention Rate
- SpEd Teacher New Hire Retention Rate for Teachers SUPPORTED by PAR/Induction
- Extended Support for Special Cases
What areas could you have used more support in?
How would you have liked to receive that support?
## Important Aspects of Supporting New Hire SpEd Teachers

<table>
<thead>
<tr>
<th>Category Addressed</th>
<th>Basic Philosophy/Program Goals</th>
<th>Avoid</th>
</tr>
</thead>
</table>
| IEP Meetings and Documents Instruction and Planning Collaboration Time Management | Provide:  
- provide a short list (2-3 people) of WHO to go to and for which TOPICS  
- provide a SINGLE, CENTRALLY-LOCATED resource reference guide | Long lists of multiple people for an endless list of reasons  
- multiple, conflicting resources |
| IEP Meetings and Documents Instruction and Planning Collaboration Time Management | Provide:  
- annotated IEP pages, samples, brief instructions, and regular reviews of IEP meetings and documents to provide guiding feedback  
- write early IEP documents with new Ts | Conflicting information  
- sink or swim mentality |
| IEP Meetings and Documents Instruction and Planning Collaboration Time Management | Provide:  
- sequential and timely instruction and support related to duties to ensure understanding and retention of information | Conflicting information  
- providing copious amounts of information long before it becomes relevant |
| IEP Meetings and Documents Instruction and Planning Collaboration Time Management | Provide:  
- scheduled, regular check-ins for collaboration  
- regular updates on scheduling and time management  
- help Ts develop routines that will only require minor adjustments as the field and district implements changes | Absence of routine check-ins  
- absence of feedback and support with scheduling and prioritizing |
| IEP Meetings and Documents Instruction and Planning Collaboration Time Management | Provide:  
- sympathy  
- empathy  
- compassion  
- encouragement | Forgetting what it is like to be a new SpEd T |
Number yourselves off at your table 1-6

Read your assigned workshop materials. Summarize the supports offered. Be prepared to share out with your table.

1- SpEd Survivor, IEP Progress Reports, Learning Profiles
2- Fall IEP Management and Working with Support Staff in the Classroom
3- Special Education Seminar 1, Special Education Seminar 2
4- Placement, Transition, and Services, Communication and Collaboration with the IEP Team
5- Behavioral and Instructional Strategies for SpEd, Spring IEP Management
6- Special Education Seminar 3, Special Education Seminar 4
Find a partner at your table.

Complete a CAL with your partner regarding supporting new special education teachers.
Please complete the workshop evaluation online!

Questions? Email us!
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Elisa- epokorney@hartdistrict.org