

What do Effective Mentoring and Induction Models for HQT in Exceptional Education Look Like?

Introduction from Research:

What makes a HQT?

- Confidence that the teachers display in working with all children from all backgrounds
- Ability to plan effective instruction
- Capacity for teachers to manage the behavior issues of their students
- *Successful classroom-based experiences early in training/education*
 - (Brownell, M.T., Yeager, E.A., Sindelar, P.T., vanHoever, S., & Riley, T., 2004)

What factors influence teachers' decisions to stay in the field and the issue of teacher burnout?

- Certification issues
- Work climate/support from administrators
- Mentoring Opportunities (abundance or lack of)
- Stress/Paperwork
 - (Billingsley, B., 2004; Zabel, R.H. & Zabel, M.K., 2001)

What are the critical Features of Effective Special Education Programs?

- Field experiences closely monitored by faculty and tied to work being done in university courses
- Many field experiences required and provided throughout program
- Collaboration among students in the programs
- A focus on teaching diverse student populations
- An emphasis on research in the program (teaching teachers how to research)
 - (Brownell, M.T., Ross, D.D., Colon, E.P., & McCallum, C. (2005); McLesky, J. & Waldron, N.L., 2004)

Where are special educator teacher preparation programs failing to adequately prepare pre-service special educators?

- Content knowledge and pedagogy
- Deriving accommodations from general education curriculum

- Teaching ways for teachers to clarify their role and collaborate with general educators
 - (Otis-Wilborn, A., Winn, J., Griffin, C., & Kilgore, K, 2005)

What are some effective mentoring/induction procedures in place (national or state level) that aid in recruitment of special educators, given the above facts?

- Connecticut's teacher induction and retention program (BEST)
 - (Brownell, M.T., Sindelar, P.T., Bishop, A.G., Langley, L.K., & Seo, S., 2002)
- California's teacher induction and retention program (BTSA)
 - (Bishop, Langley, & Seo, 2003)

INDUCTION PROGRAM CHECKLIST

<u><i>Characteristic</i></u>	<u><i>Met</i></u>	<u><i>Not Met</i></u>
Purpose and goals are stated clearly and shared by teachers, administrators, faculty, and university personnel		
Mentoring is evident and ongoing between beginning teachers and mentor (experienced teacher and/or faculty member)		
Collaboration opportunities exist between new and experienced teachers		
Opportunities are available for meaningful professional development that emphasizes “research of practice” principles		
Evaluation of the induction program is done but deemphasized		
All partners in the induction program are responsible for and take ownership of professional development		
Content needs (instructional and pedagogical) and emotional supports for the inductee are provided		
Monetary support is provided		
A supportive school environment is provided		

(Billingsley, B., 2004; Bishop, Langley, & Seo, 2003; Brownell, M.T., Ross, D.D., Colon, E.P., & McCallum, C., 2005; Brownell, M.T., Sindelar, P.T., Bishop, A.G., Langley, L.K., & Seo, S., 2002; Brownell, M.T., Yeager, E.A., Sindelar, P.T., van Hoever, S., & Riley, T., 2004; McLesky, J. & Waldron, N.L., 2004; Otis-Wilborn, A., Winn, J., Griffin, C., & Kilgore, K, 2005; Zabel, R.H. & Zabel, M.K., 2001)

MENTORING CHECKLIST

<u><i>Requirement Indicator Question</i></u>	<u><i>Yes</i></u>	<u><i>No</i></u>
Is the provided mentor specific to special education and have knowledge of appropriate regulations/pedagogy?		
Is the provided mentor in the same (or similar) grade level as the mentee?		
Does the provided mentor have the same/similar teaching assignment, teaching philosophy, and content area as the mentee?		
Is the role of the mentor non-evaluative?		
Is the mentor teaching in a location that is in close proximity to the mentee?		
Is the mentor intricately knowledgeable of the systems of the school and district?		
Does the mentor encourage the mentee to reflect on practice and discuss that reflection on an on-going basis?		
Does the mentor afford access to curriculum, materials, and lessons?		
Does the mentor collaborate with the mentee on curriculum, unit, and lesson planning?		

(Billingsley, B., 2004; Bishop, Langley, & Seo, 2003; Brownell, M.T., Ross, D.D., Colon, E.P., & McCallum, C., 2005; Brownell, M.T., Sindelar, P.T., Bishop, A.G., Langley, L.K., & Seo, S., 2002; Brownell, M.T., Yeager, E.A., Sindelar, P.T., van Hoever, S., & Riley, T., 2004; McLesky, J. & Waldron, N.L., 2004; Otis-Wilborn, A., Winn, J., Griffin, C., & Kilgore, K, 2005; Zabel, R.H. & Zabel. M.K., 2001)