

Mentoring New Special Education Teachers: Theory and best practices

March 27, 2014
Webinar



Introductions

- * **Kimberly Sims, Ed.D.** - ADE Program Specialist
- * **Breck Imel, Ed.D.** - Preschool Specialist with Glendale Elementary School District
- * **Cara Grom** – Special Education Achievement Advisor with Glendale Elementary School District

What you will learn

- * Special education teacher shortage
- * Why mentorship of special educators
- * Qualification, qualities, & roles
- * Mentor and teacher relationship
- * Identifying expectations
- * What's working in the field – Glendale Elementary School District



Special Education Teacher Shortage

- * National shortage of highly qualified special education teachers is 11.2% (U.S. Department of Education, 2008). This shortage has persisted for decades.
- * Demand for special educators is expected to increase by 17% from now through 2018 (Bureau of Labor Statistics, US Department of Labor, 2009)
- * Annual attrition rate for special education teachers is 13% -- twice the rate for general education teachers (COPSSE, 2004)

Why do you think there is a special education teacher shortage in Arizona?

Why Mentorship of Special Educators

Mentoring matters
challenging
mentor
counting
heart
time
believe
making
lead
take

Does your school have a mentoring/induction program?

Mentor/Induction Programs Increase Retention by:

- * Improve instructional effectiveness
- * Promote satisfaction in teaching
- * Provide a way to orient new teachers to the district/charter school and the school culture

Qualification & Qualities of Mentors

- * Have the ability to communicate clear and constructive feedback.
- * Be an active listener.
- * Be knowledgeable about best practices in specific disciplines or level.
- * Demonstrate excellent content knowledge regarding the use of curriculum frameworks.
- * Demonstrate the ability to refer a mentee to other colleagues if he/she does not teach in the same area as the mentee.
- * Demonstrate a positive attitude and a sense of humor.
- * Maintain confidentiality Be insightful and reflective about one's own teaching.

What other qualities should a mentor have to benefit your growth and development?



Role of Mentors

What functions do you think a mentor should perform?

- * Make suggestions
- * Advisor
- * Helpful
- * Informing
- * Consoling
- * Active listener
- * Sharing awareness
- * Processing
- * Collaboration
- * Communication
- * Modeling
- * Observing
- * Advocating
- * Leading
- * Facilitating

Mentors provide...

- * Information and help with understanding special education policies and procedures, making instructional modifications, adapting curriculum, and managing student behavior.
- * Direct new teachers to materials and resources within the school system.
- * Assist new teachers in developing collaboration skills.
- * Emphasize emotional support for the complex job requirements required of special educators.

Mentor & Teacher: Building a Relationship

- * Lend Emotional Support
- * Establish a Sense of Teamwork
- * Guarantee Responsiveness and Follow-Through
- * Gather Personal Information
- * Learn About the School and Surrounding Community
- * Promote Supportive Socialization

Special Educators seek...

- * Help with writing IEPs
- * Help with classroom management techniques and strategies
- * Help with lesson planning
- * Support in communicating and collaborating with other teachers
- * Help with instructional strategies
- * Help in developing organizational systems
- * Emotional support

Online Resources for Designing Mentoring Programs

- * [Inspiring Teachers - Mentor Teachers](#) - Offer a variety of free resources to help you motivate and inspire those you guide.
- * [Teacher Mentors](#) – This site contains Barry Sweeny’s own best practices on mentoring. Free resources for educators.
- * [Edutopia](#) – Supporting Teachers: Resources for Mentors



Administrators

Paraprofessionals

Parents

**Related Service
Providers**

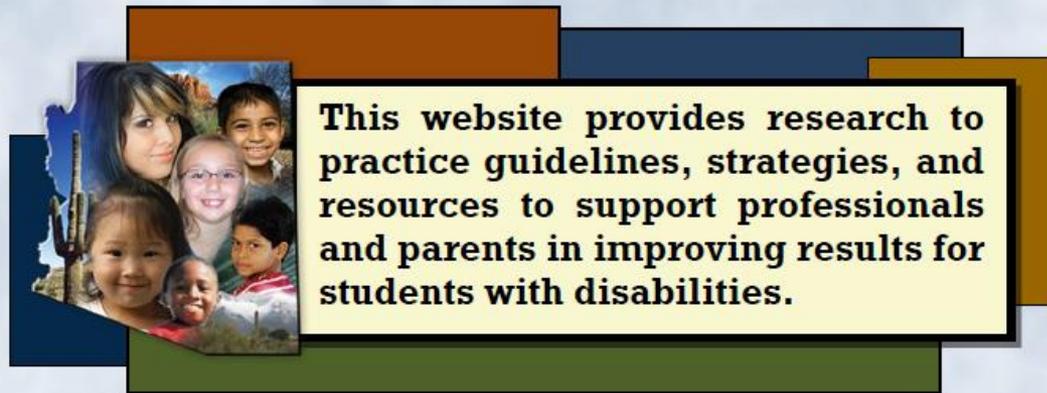
**Special Education
Directors**

Teachers



AZ Promising Practices

Educating Students with Disabilities



This website provides research to practice guidelines, strategies, and resources to support professionals and parents in improving results for students with disabilities.

Links to other websites do not imply an endorsement of the materials. Although every effort has been made to ensure that the articles provided herein are accurate and timely, the Arizona Department of Education is not responsible for the materials contained at any website linked to this site.

Arizona Department of Education, Exceptional Student Services
John Huppenthal, Superintendent of Public Instruction

www.azpromisingpractices.com

Contact Information

* Kimberly Sims

Kimberly.Sims@azed.gov

(602) 542-5084