

# Attracting and Retaining Wisconsin's Special Educators: Induction Program

Design Team  
Leadership Conference  
September 20, 2023



WISCONSIN DEPARTMENT OF  
**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Feedback- Feeds Forward!

**Your Thoughts or  
Questions?**



# Introduction and Recognition of Design Team

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Coordinator

# Stand Up If Your District ...

- is experiencing staffing challenges in special education/related services.
- has current unfilled vacancies.
- has new special education/related services personnel.
- has new special education/related services personnel with LWS.
- is participating in Wisconsin's Special Educator Induction Program in 2023-24.
- is anticipating staffing challenges in the future.
- is considering participating in Wisconsin's Special Educator Induction Program in 2024-25.

# Career Continuum

## Traditional Career Continuum



# Career Continuum

## Non-Traditional Career Continuum



# Focus Group Findings

## Attract

- Pipeline
- Grow Your Own Programs
- Fiscal Constraints

## Prepare

- IHE Deserts
- Certification Flexibility
- Certification Requirements

## Retain

- Lack of Support Systems
- Caseload/Work load
- Climate and Culture

# What We Know...

**Educators with extensive preparation are more likely to use effective practices and to stay in their positions. Educators with minimal preparation might need intensive support. (CEEDAR Center)**

**Up to 50% of new special educators are more likely than experienced educators to leave their jobs in the first several years. (CEEDAR Center)**

**Educators who are assigned to jobs that match their training, experience, and preferences are more likely to stay. New educators need support to apply what they learned and need mentors who work in similar roles, grade levels, and content areas. (CEEDAR Center)**

**60% of US educators work w/in 20 miles where they went to high school. (TAESE)**



# What We Know...

**Special Education was reported most frequently as having staffing shortages (over 50%).** (DPI Survey, August 2022)

**License with Stipulations (LWS) are most commonly used in Cross Categorical Special Education and have tripled in the last decade.**

(Wisconsin Policy Forum, 2023)

**One out of three LWS do not attain full licensure.** (Wilkerson, et. al, 2022)

# What We Know...

**First-year educators who participated in a comprehensive set of induction activities were half as likely to leave the field as those who did not participate. (Strong & Ingersoll, 2004)**

**New special education educators who have strong induction support report that their roles are manageable, believe that they are successful in helping students with IEP goals, and indicate that they can help even the most difficult students.**

**(Billingsley, B., Griffin, C., Smith, S.J., Kamman, M., & Israel, M., 2009)**



# Induction, Induction

## What's Your Function?



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# **IDEA Discretionary Grant: Wisconsin's Special Educator Induction Program**

**Develop and implement a consistent, statewide model induction program including three levels of support based on the needs of special educators and related service providers in their nascent years or LWS. The statewide induction program provides “just-in-time” professional learning, coaching based on professional learning, and a support network/cohort.**

# Induction Program is

a process by which a variety of professional support services are provided to newly employed educators and educational specialists under the guidance of professional personnel to facilitate entry into the education profession.

The IRIS Center. (2013). Teacher induction: Providing comprehensive training for new special educators.

Retrieved from <https://iris.peabody.vanderbilt.edu/module/induction/>

# Induction Program is

- A high-quality coaching program
- Ongoing professional development
- Access to an external network of beginning educators

The IRIS Center. (2013). Teacher induction: Providing comprehensive training for new special educators. Retrieved from <https://iris.peabody.vanderbilt.edu/module/induction/>

# Wisconsin's Induction Program is not

- An Education Preparation Program (EPP)
- Certification and will not result in a DPI license
- It supplements; does not supplant
- It compliments; does not compete

# Who Is The Program For?

1. Successfully completed state approved EPP (in or out of state)
2. Currently enrolled in state approved EPP (in or out of state)
3. Prepared as a teacher with no special education training and currently not enrolled in state approved EPP (in or out of state)
4. Bachelor degreed with no teaching experience or training and currently not enrolled in state approved EPP (in or out of state)



# Thoughtful Urgency!

## **2022-23 - Exploration/Installation Stage**

Build regional, internal capacity in statewide consistent training, coaching, and support using a Training of Trainers model

## **2023-24 - Initial Implementation Stage**

Regional implementation of the induction program

# Design Team

**During Spring, 2023 developed six training modules based on HLPs and Special Education Requirements:**

**PowerPoints**

**Quick Guides**

**Handouts**

**Resources/Materials Guide**

# Training of Trainers

**During the Summer of 2023, the Design Team delivered seven days of training using Training of Trainers Model.**

**Included an introduction to the Induction Program, HLPs, and content for six professional learning sessions.**

**Trained 12 trainers (one/CESA)**

# **Summer Coaches/Facilitators Learning Series**

**During the Summer of 2023, Joseph Kanke delivered five days of professional learning for coaches.**

**Included an introduction to Adult SEL**

**Competencies/Modules and Problems of Practice**

**Trained 24 coaches/facilitators (two/CESA)**

# Statewide Model Induction Program



# Professional Learning Sessions

Six “just-in-time” sessions (full day) by trained professional development specialists on classroom High Leverage Practices (HLPs) and compliance content:

- Explicit Instruction
- Student Engagement
- Social Emotional Skills
- Comprehensive Evaluation
- IEP development and meeting facilitation
- Monitoring progress of goals

*\*Aligned with CEC Standards*

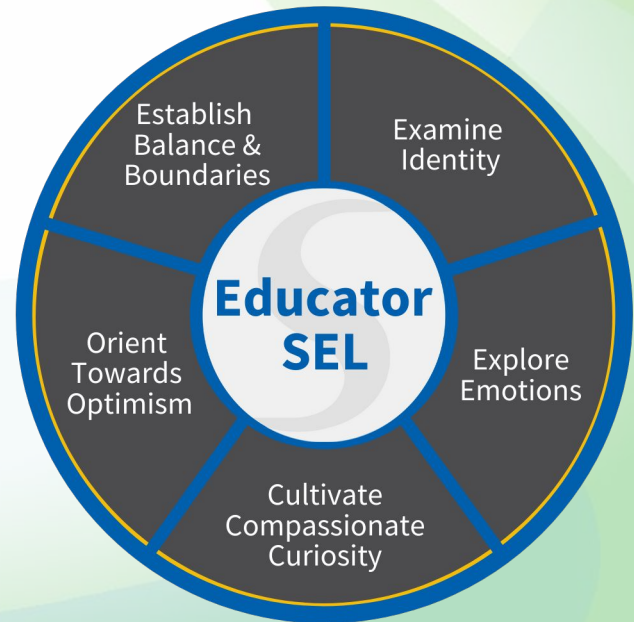
# Coaching

- Provide at least six individual coaching sessions by trained coaches to support content learning.
- Based on [DPI's Coaching Competencies](#)
- Not evaluative; no observation

# Support Network Sessions

Six “just-in-time” sessions by trained facilitators on [Adult Social and Emotional Competencies](#):

- Building a Network of Support
- Professional Purpose and Passion
- Emotional Awareness
- Behavior as Communication
- Positive Thinking
- Professional Boundaries





# Support Network: SEL Toolkit for Educators

- **Module 1** – An Overview: The What, The Why, & The How
- **Module 2** – Examine Identity
- **Module 3** – Explore Emotions
- **Module 4** – Cultivate Compassionate Curiosity
- **Module 5** – Orient Towards Optimism
- **Module 6** – Establish Balance & Boundaries

# The Big Picture

| Professional Learning Session   | Support Network  | Coaching   |
|---|--|--|
| <p><b>Session 1:</b><br/>Introduction to Special Education:<br/>IDEA: Why Do We Do What We Do?<br/><a href="#">Special Education in Plain Language</a></p> <p>Classroom and Instruction:<br/><a href="#">HLP #7: Establish a Consistent, Organized and Respectful Learning Environment</a><br/><a href="#">HLP #9: Teach Social Behaviors</a></p> | <p><b>Session 1:</b><br/>Theme: Building a Network of Support</p> <p>Community Building Activity</p> <p><a href="#">Module 1 – An Overview: The What, The Why, &amp; The How</a><br/>Coaching Questions for Adult SEL<br/>Problems of Practice/Barriers to Success and Solution-Focused Discussion</p> | <p>Jointly determined by coach and new special education teacher</p> |
| <p><b>Session 2:</b></p> <p>Classroom and Instruction:<br/><a href="#">HLP #16: Use Explicit Instruction</a></p>  | <p><b>Session 2:</b><br/>Theme: Professional Purpose and Passion</p> <p>Community Building Activity</p> <p><a href="#">Module 2 – Examine Identity</a><br/>Coaching Questions for Adult SEL<br/>Problems of Practice/Barriers to Success and Solution-Focused Discussion</p>                           | <p>Jointly determined by coach and new special education teacher</p> |

# The Big Picture

|  |   |  |
|--|---|--|
| <p><b>Session 3:</b></p> <p>Classroom and Instruction:<br/> <a href="#">HLP #18: Use Strategies to Promote Active Student Engagement</a><br/>           HLPs #8 &amp; #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior</p> | <p><b>Session 3:</b></p> <p>Theme: Emotional Awareness</p> <p>Community Building Activity</p> <p><a href="#">Module 3 – Explore Emotions</a><br/>           Coaching Questions for Adult SEL<br/>           Problems of Practice/Barriers to Success and Solution-Focused Discussion</p>                        | <p>Jointly determined by coach and new special education teacher</p> |
| <p><b>Session 4:</b></p> <p>IEP Procedural Requirements: Comprehensive Evaluation<br/> <a href="#">HLP #6: Use Student Assessment Data</a></p> <ul style="list-style-type: none"> <li><a href="#">DPI Comprehensive Evaluation</a></li> </ul>                      | <p><b>Session 4:</b></p> <p>Theme: Behavior as Communication</p> <p>Community Building Activity</p> <p><a href="#">Module 4 – Cultivate Compassionate Curiosity</a><br/>           Coaching Questions for Adult SEL<br/>           Problems of Practice/Barriers to Success and Solution-Focused Discussion</p> | <p>Jointly determined by coach and new special education teacher</p> |

# The Big Picture

|   |   |  |
|---|---|--|
| <p><u>Session 5:</u></p> <p>IEP Procedural Requirements:<br/>IEP Development and Meetings</p> <ul style="list-style-type: none"> <li>• <a href="#">DPI College and Career Ready IEPs</a></li> </ul> <p>Facilitating IEP Meetings</p>  | <p><u>Session 5:</u><br/>Theme: Positive Thinking</p> <p>Community Building Activity</p> <p><a href="#">Module 5 – Orient Towards Optimism</a><br/>Coaching Questions for Adult SEL<br/>Problems of Practice/Barriers to Success and Solution-Focused Discussion</p>                  | <p>Jointly determined by coach and new special education teacher</p> |
| <p><u>Session 6:</u></p> <p>Collaboration and Communication:</p> <p><a href="#">HLP #1: Collaborate with Professionals to Increase Student Success</a></p> <p><a href="#">HLP # 4: Use Multiple Sources of Information</a></p> <ul style="list-style-type: none"> <li>• <a href="#">DPI Monitoring Progress of IEP Goals</a></li> </ul> | <p><u>Session 6:</u><br/>Theme: Professional Boundaries</p> <p>Community Building Activity</p> <p><a href="#">Module 6 – Establish Balance &amp; Boundaries</a><br/>Coaching Questions for Adult SEL<br/>Problems of Practice/Barriers to Success and Solution-Focused Discussion</p> | <p>Jointly determined by coach and new special education teacher</p> |

# History of Special Education



# Activity: Gallery Walk Reflection

- **What trends do you see?**
- **What has changed?**
- **What remains the same?**
- **What are the snapshots we might take today that 10, 20 or 100 years from now would mark our time?**
- **What snapshots would you like to see in the future?**

# Job-embedded Activities

- Participants will not be asked to complete additional “homework” outside of trainings.
- Activities aligned with job duties.
- Journaling and exit ticket



# **District Nomination and Commitment**

**CESAs sent all districts a Nomination and District Commitment Form**

**Districts nominated one or more new special educators for the induction program.**

**25 participants selected in each CESA to participate in the induction program based on priorities.**



# District Commitment

- **Provide release time for each participation to ensure completion of the induction program. This may includes the provision of substitute teachers, stipends, and consideration of workload reduction, etc.**
- **Complete feedback forms and provide retention data to determine the effectiveness of the induction program.**

# District Incentive

- **Districts will receive up to \$1500/participant.**
- **Offset costs associated with substitutes, release time, reduced workload, etc.**
- **Upon successful completion of the program.**

# CESA Commitment

- Select new special educators in the region to participate.
- Provide “just in time” professional learning, coaching and support to selected new special educators.
- Provide these services at no cost to the school district.
- Reimburse Districts for induction program participation and completion up to \$1500.
- Complete reflection forms and provide retention data to determine the effectiveness of the induction program.

# **CESA and District Collaborative Support**

**If a participant is unable to complete the induction program components and demonstrates a pattern of missing sessions the district and CESA will collaboratively create a supportive structure, plan and next steps for the new special educator.**

# Implementation in September 2023

**CESAs are implementing professional learning, followed by coaching and support network sessions.**

**Total of 300 participants across the state.**

# First Pancakes on the Griddle



# Determining the Effectiveness of Program

- **Pre- and Post-Assessment for Special Educators**
- **Training, Coaching, and Support Network Sessions**
- **Participant Feedback Form**
- **Trainers and Coaches/Facilitators Reflection Logs**
- **Participating District Feedback - coming soon/your input?**

# Evaluation Data

- **Number, percent, and effectiveness of new special educators that participated in project retained.**
- **Retention rate for new special educators in the same regional system(s) that participated in project compared to the historical retention of providers in years prior to participation in the project.**



# What Do You Think...

- **Most impactful component of the induction program (professional learning, coaching or support network)**
- **Most impactful professional learning content**
- **Considerations for future iterations of the induction program**



# Resources

**Webpage:** [Resources to Attract, Prepare, and Retain Special Educators and Related Services Providers](#)

**Press Release:** [New DPI program aims to reduce special education staffing challenges, support new special educators](#)

**For more information about the Induction Program, contact your local CESA.**

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Questions?**

