

Wisconsin's Special Educators: Induction Program: One Year Later

Design Team
Leadership Conference
October 16, 2024



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

Feedback- Feeds Forward!

**Your Thoughts or
Questions?**



Introduction and Recognition of Design Team

CESA 1 - Anne Ignatowski

CESA 2- Ted Noll

CESA 3- Lisa Aalgaard

CESA 4- Tracy Hogden

CESA 6- Katie Moder

CESA 8- Brenda Jozwiak-Boldig /Deb Wall

CESA 12- Matt Collins

CESA 2 - Joseph Kanke, Statewide Systems Coaching Coordinator

Special thanks to Kaari Olson & Mike Corrie

Raise your hand - 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 anticipating staffing challenges in the future.
- participated in Wisconsin's Special Educator Induction Program in 2023-24. Is participating in 2024-25. (Please stand up)

Induction as a Support for Students with IEPs

Continuous Improvement

- The induction program is designed for first or second year special educators and special educators holding a License with Stipulations.
- Districts may nominate new special educators to their local CESA for program selection.
- Each CESA has trained professional development specialists, coaches and facilitators available to support new special educators.
- Second year participants will continue to receive coaching or networking support.
- There is no cost to the district.



Where in Wisconsin?

https://bit.ly/induction_enrollment



Joint Federal Notification Information

https://bit.ly/induction_jfn



Who in Wisconsin?

Almost 50% of participants taught at the elementary level

Almost 80% of participants are cross categorical teachers

41% of participants held a license with stipulations (LWS)

Almost 60% of participants had one year of experience; while 24% had teaching experience but not in special education.

Infographic QR Code

DPI Website - <https://bit.ly/3BrDbAQ>



Turn and Talk

- What are key takeaways after reviewing the infographic(s) information?
- What wonderings do you have after reviewing the infographic(s) information?

[Infographic](#)



Celebration!! Outcomes for 2023-24

250 Program Completers from 156 School Districts

226 Post-Assessment Responses

- **77% Likely to remain in current position; 17% likely to remain in special education; and 5% likely to remain in education**
- **Combination of training and coaching most beneficial**
- **Greatest increase in preparedness in special education requirements**

73 District Responses

- **100% of districts likely to participate in the future**
- **80% felt the induction program led to retention**

Testimonials

Testimonials from CESA #3

Teachers

**Testimonials from audience who
had successful completers**

What We Know...

- **Special Education was reported most frequently as having staffing shortages (over 50%). (DPI Survey, August 2022)**
- **Up to 50% of new special educators are more likely than experienced educators to leave their jobs in the first several years. (CEEDAR Center)**
- **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... (2)

- Highest number of educator preparation program completers by subject area is in special education.
- Yet, the subject area in which the most districts (74%) reported vacancies was special education.
- Largest shortage area based on licensure is cross-categorical special education, with 793 Tier I licenses with stipulations (LWS).
- Almost half of Wisconsin's new special education teachers drop out of teaching by year six, shedding light on the urgent need for sustainable retention strategies.
- [DPI's 2022 Education Preparation Program and Workforce Analysis Report](#)

What We Know... (3)

Manageable workloads retain beginning teachers. Administrators need to

- Be clear about the roles beginning teachers will play and protect their time.
- Balance diverse student [workloads](#) with administrative duties related to IDEA (Brownell, Bettini, Pua, Peyton, & Benedict, 2018; Youngs, Jones, and Low, 2011).
- Not assigning these teachers additional duties and helping general education teachers understand their workload, can be helpful.

What We Know... (4)

Positive school climates retain special education teachers.

- where general and special education teachers share responsibility for students' achievement - collective responsibility
- have administrative support, and
- work with collaborative colleagues who value inclusive practice.

Positive school climates also can mitigate the impact of role overload for beginning special education teachers

(Bettini, Jones, Brownell, Conroy, & Leite, 2018; Miller et al., 1999).

What We Know... (5)

- **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)**
- **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)**

What We Know... (6)

- **Formal and informal induction strategies retain beginning teachers.**
- **Strong induction programs that rely on well-trained mentors, provide systematic professional learning opportunities, and introduce new teachers into a collaborative school culture promote retention in the field and effective teaching, particularly when provided over a 2-year period (Billingsley, Grifn, Smith, Kamman, & Israel, 2009; Brownell et al., 2018).**
- **In special education, specific attention must be paid to ensuring beginning teachers have access to special education mentors who understand the unique needs of the students they are serving.**

What We Know... (7)

- **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)**



What We Know... (8)

Leadership matters.

Special education teachers are more likely to stay in schools with supportive administration.

(Albrecht, Johns, Mounsteven, & Olorunda, 2009; Jones, Youngs, & Frank, 2013)



First Pancakes on the Griddle



2024-25: From Pancakes to Waffles



Changes for 2024-25

- Differentiated Approach
- Continued support for Cohort 1/Year 2
- District incentive decreased
- Increased district level involvement
- Feedback and reflection
- Observation by coaches optional
- No change to Support Network Content



Continued Support for Cohort 1/Year 2

Register Cohort 1/Year 2 Participants

CESA Choice:

- **Minimum of six individual coaching sessions**
- **Minimum of six support network sessions**
- **A combination of individual coaching and support network (6)**

May be Virtual or In Person

Participants will take a Pre/Post Assessment

Coaching Observations

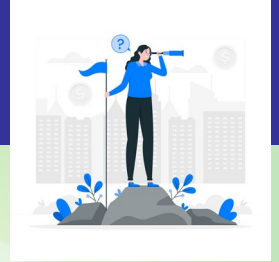
- **Optional and not required as part of the grant.**
- **Approved as permissible by building or district leadership.**
- **Does not stand alone as a coaching session, but rather inform coaching sessions.**
- **Never used as part of the district/school's evaluation process.**
- **Voluntary - scheduled in partnership with the client and focused on the client's goal.**
- **Confidential unless what is observed is harmful to students.**

Furthermore, please note that observations must occur within the time that is already allotted by the contract.

Leadership Level Meetings

- **Minimum of 3 meetings/year (2 hrs) with district or building level leadership**
- **Common Slide Deck w/[HLP Leadership Guides](#)**
- **Overview of Induction**
- **Forecast Professional Learning Plan**
- **Follow Up**
- **Wrap Up, Feedback Form and Future Opportunities**

Lessons Learned: Forecast

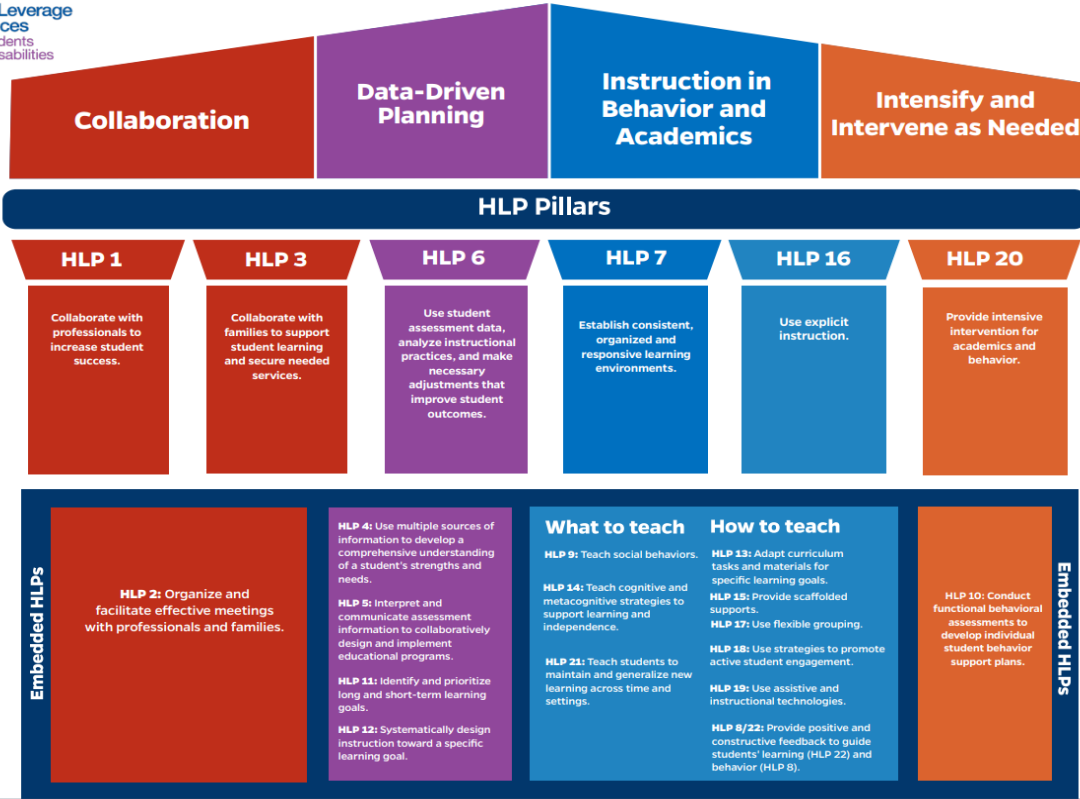


- **Too much content in the first session**
- **IEP support was common theme among coaching and support network sessions**
- **Need to build IEP capacity and embed IEP development and implementation throughout HLPs**
- **Less comprehensive evaluation and more monitoring of progress**
- **Need for application in the classroom**

Pre-Learning IEP Video

- Foundation to CCR IEP work
- Participants are to view CCR IEP video prior to first training session. [Document](#) for recordings.
- Participants are to review [Special Education in Plain Language](#) prior to the first training session
- Video is not to be shared outside of the induction program

HLP Updates



Learning Plan - Sequence Change

Session #1 - Special Education Intro and HLP#7

Session #2 - HLPs #1 & 3

Session #3 - Comprehensive SE Evaluation and HLP #4

Session #4 - HLPs #16 & 9

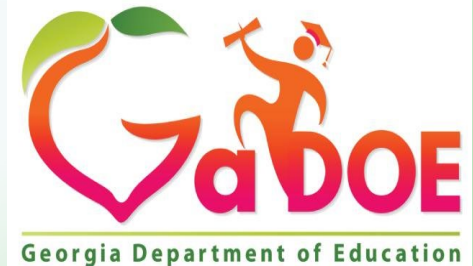
Session #5 - HLPs #18, 8, & 22

Session #6 - HLPs #6 & 10

CCR IEP application embedded throughout...

High Quality Materials and Resources

Adapted from Wisconsin
Department of Public Instruction
and Georgia Department of
Education, CEC, CEEDAR Center,
and the IRIS Center.



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](#)

Press Release: [DPI program aimed at retaining special educators celebrates successful first year](#)

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

Feedback- Feeds Forward

**Your Thoughts or
Questions?**

