

# Induction Program Options in Wisconsin



Opportunities	Wisconsin's Special Educator Induction Program	Project ACRES
<b>General</b>	IDEA Discretionary Grants awarded to twelve CESAs to build capacity within the region to implement an induction program. Priority given to first year teachers and License With Stipulations (LWS) who participate in and complete all three opportunities.	Project ACRES (Addressing Emergency Certification in Rural Education Settings) is a fully virtual support system, developed by researchers at the University of Wisconsin-Madison School of Education, for new special educators who are working on a provisional teaching license with stipulations (LWS1). Project ACRES is a research project funded by the Institute of Education Sciences (IES).
<b>Audience</b>	25 participants per CESA Profile: <ul style="list-style-type: none"><li>• Successfully completed state approved Educator Preparation Program (EPP) (in or out of state)</li><li>• Currently enrolled in state approved EPP (in or out of state)</li><li>• Prepared as a teacher with no special education training and currently not enrolled in state approved EPP (in or out of state)</li><li>• Bachelor degreed with no teaching experience or training and currently not enrolled in state approved EPP (in or out of state)</li></ul>	5 participants per CESA Profile: <ul style="list-style-type: none"><li>• Beginning special educators (Years 1-3 of teaching) who are working on a provisional teaching license with stipulations (also called an LWS1 or an "emergency" license). It is assumed that participating teachers will be enrolled in an approved EPP (in or out of state).</li><li>• Focus on teachers <a href="#">in rural communities</a>.</li></ul>

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### Professional Development

Six "just in time" professional learning (full day) sessions by trained professional development specialists. Sessions will include training in the high leverage practices instructional and special education compliance content:

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

Focus on high leverage practices (HLPs) and special education compliance.

ACRES professional development (PD) is made up of virtual coaching and an online community of practice; see below for descriptions.

ACRES PD focuses specifically on supporting new special educators to support students who have challenging behaviors. It is focused on three special education social/emotional/ behavioral high leverage practices:

- (1) Establish a consistent, organized, and respectful learning environment;
- (2) Provide positive and constructive feedback to guide students' learning and behavior;
- (3) Conduct functional behavioral assessments to develop individual student behavior support plans.

### Coaching

At least six coaching sessions (1-2 hours) by trained coaches to support content learning. Based on DPI's Coaching Competencies and Practice Profile.

Virtual coaching sessions occur approximately 3 times per month during the school year. Coaching sessions are 30 minutes each and focus on support for teachers to work with students who have challenging behaviors.

### Support

At least six support network sessions (60-90 minutes) by trained facilitators to build emotional resilience and a cohort support. Based on Adult Social and Emotional Learning Competencies.

Topics include:

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

ACRES virtual Community of Practice meetings occur bi-monthly during after school hours and include facilitated group discussions that build connections among new and highly experienced special educators in rural schools across the state.

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### Financial Support

Reimbursement to district via CESA up to \$1500 per participant who has completed all three opportunities in the induction program.

Teachers in Project ACRES will also be participating in an IES funded research project about the impact of the PD. Teachers will be assigned to an "intervention" or "comparison" group and will be compensated \$500 each. Teachers in the intervention group will participate in PD during AY 23-24. Teachers in the comparison group will likely be offered the PD for AY 24-25.

### Additional Information

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

Flyer: [Attracting and Retaining Wisconsin's Special Educators Induction Program](#)



# Project ACRES

Webpage: [Project ACRES](#)  
[Flyer](#)  
[Information Sheet](#)

[List of qualifying school districts](#)



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