

Mentoring and Induction Toolkit

Induction for Beginning Teachers of Students With Disabilities Needs Assessment— High-Leverage Practices Supplement

JANUARY 2019

Workbook 2



Induction for Beginning Teachers of Students With Disabilities Needs Assessment— High-Leverage Practices Supplement

Purpose: This resource is part of the *Mentoring and Induction Toolkit* from the Center on Great Teachers and Leaders (GTL Center). This tool is intended to serve as a supplement to the [Induction for Beginning Special Education Teachers: Needs Assessment](#), from the National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP).

The NCIPP needs assessment tool contains an implementation matrix designed to help districts think about implementing and sustaining a comprehensive induction and mentoring program for beginning teachers of students with disabilities (SWDs). ***It is important to note that this needs assessment is applicable to both beginning general education teachers who serve students with disabilities and beginning special education teachers.*** The NCIPP implementation matrix identifies six areas for implementing induction: program goals, program elements, program evaluation, human resources, fiscal resources, and physical resources.

This tool from the GTL Center is intended to serve as a supplement to the NCIPP implementation matrix by adding a seventh area to assess the extent to which districts are incorporating high-leverage practices (HLPs) into their induction programs. This supplement uses the [High-Leverage Practices in Special Education](#) framework developed by the Council for Exceptional Children and the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center. The framework contains 22 HLPs organized into four categories: collaboration, assessment, social/emotional/behavioral, and instruction. These four categories and their associated HLPs are reflected in the implementation matrix supplement. When appropriate, examples are provided to illustrate how a beginning general education teacher might implement the HLP, and how a beginning special education teacher might implement the HLP.

Instructions: Instructions for the supplement are the same as for the original NCIPP needs assessment tool.

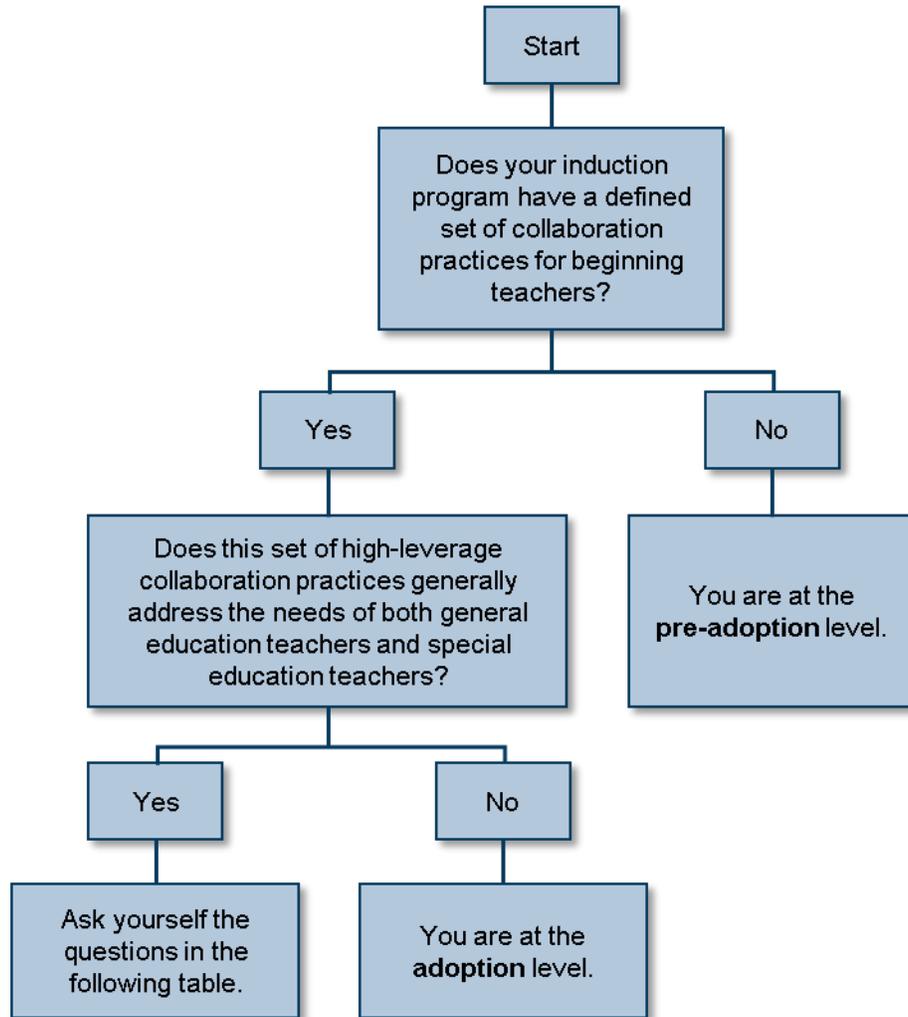
In the pages that follow, the focal area is broken down into a series of questions designed to help you identify your district’s current level of induction implementation. Follow the steps below to complete your needs assessment.

1. Go to the first flow chart, marked “Collaboration.”
2. Work through the questions to determine your level of implementation.
3. Once you have identified your level, refer back to the implementation matrix to mark the corresponding box.
4. Continue working through all the questions until you have identified your level in each area.
5. After you have completed all of the areas, return to the implementation matrix to view your district’s completed needs assessment. This will help guide you as you create your action plan. You should have one level circled for each category of the matrix (e.g., program goals, program elements, etc.).

Implementation Matrix		Induction Support for All Teachers Pre-Adoption: The district currently offers no formal induction program.	Induction Support for All Teachers Adoption: The district meets minimum requirements for induction.	Induction Support for All Teachers Implementation: The district supports and implements comprehensive induction for beginning teachers generally.	Induction Support Differentiated for General Education and Special Education Teachers Awareness: The district is aware of the support needs of beginning general and special education teachers and is making some effort to address them.	Induction Support Differentiated for General Education and Special Education Teachers Adaptation: The district supports and implements comprehensive induction for both general education and special education beginners.
		Does local policy specify collaboration practices for beginning teachers?	Collaboration	No practices defined	Practices defined	Practices generally address general education and special education teacher roles
Does local policy specify assessment practices for beginning teachers?	Assessment	No practices defined	Practices defined	Practices generally address general education and special education teacher roles	Practices address some specific general education and special education teacher roles	Practices address the need for differentiated, role-specific support for general education and special education teachers

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		Does local policy specify social/emotional/behavioral competencies for beginning teachers?	Social/Emotional/Behavioral	No practices defined	Practices defined	Practices generally address general education and special education teacher roles
Does local policy specify instructional competencies for beginning teachers?	Instructional	No practices defined	Practices defined	Practices generally address general education and special education teacher roles	Practices address some specific general education and special education teacher roles	Practices address the need for differentiated, role-specific support for general education and special education teachers

Collaboration



HLP	Does your induction program help beginning teachers...	Yes	No
#1	Develop the self-awareness to know when to consult, collaborate, or team with other professionals based on their role? Examples: <ul style="list-style-type: none"> ▪ General education teacher teams with a special education co-teacher to design and deliver instruction ▪ Special education teacher consults with related service providers 		
#2	Practice skills needed to grow from being participants to leaders of meetings with professionals and families? Examples: <ul style="list-style-type: none"> ▪ General education and special education teachers participate in team data analysis meetings ▪ General education and special education teachers serve on student support/response-to-intervention teams ▪ Special education teacher leads a multidisciplinary team meeting 		

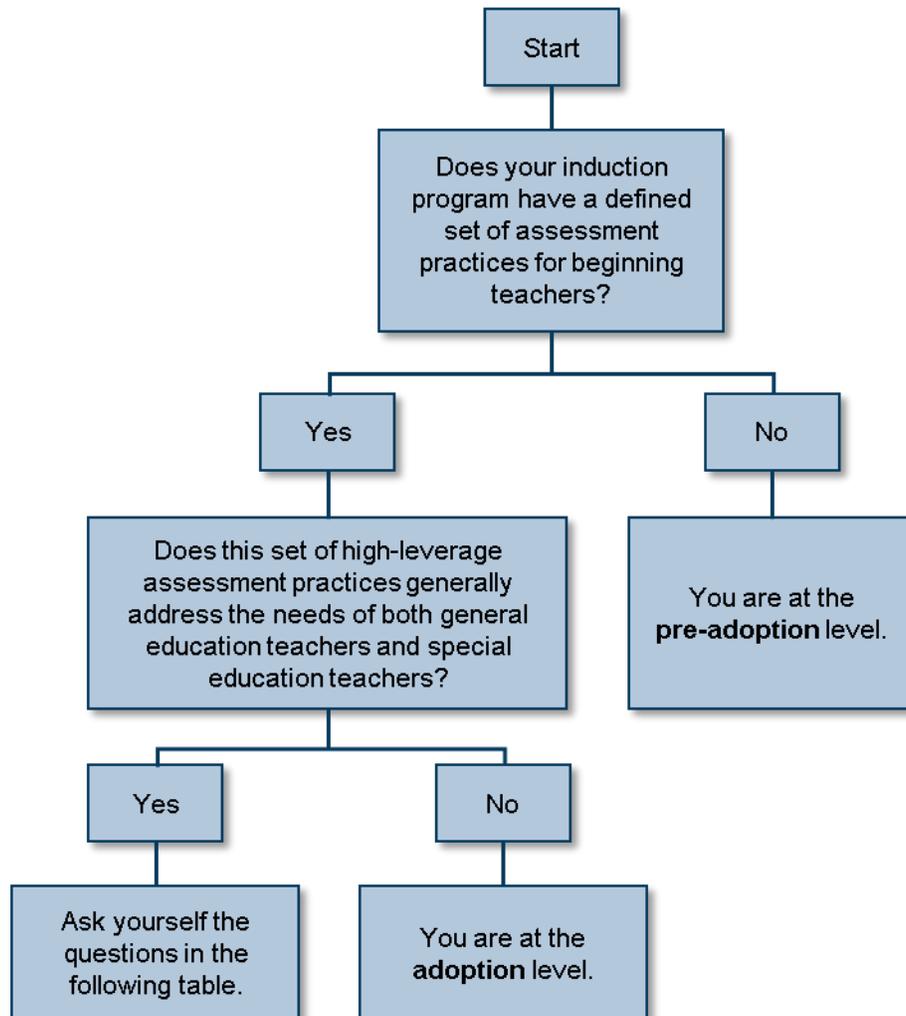
HLP	Does your induction program help beginning teachers...	Yes	No
#3	Facilitate conversations with families about needed services and supports? Examples: <ul style="list-style-type: none"> ▪ General education teacher keeps ongoing records of family communication ▪ Special education teacher facilitates conversations with families during individualized education program (IEP) meetings 		

If you answered no to all of the questions in the table, you are at the **implementation** level.

If you answered no to one or more of the questions in the table (but not all of them), you are at the **awareness** level.

If you answered yes to all of the questions in the table, you are at the **adaptation** level.

Assessment



HLP	Does your induction program help beginning teachers...	Yes	No
#4	Identify and use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs? Examples: <ul style="list-style-type: none"> ▪ General education teacher develops a personalized learning profile for a student with a disability ▪ General education teacher understands and implements a 504 plan ▪ Special education teacher writes present levels of performance for an IEP 		
#5	Interpret and communicate assessment information with stakeholders? <ul style="list-style-type: none"> ▪ General education teacher discusses work samples during an IEP meeting ▪ Special education teacher summarizes evaluation results during an IEP meeting 		

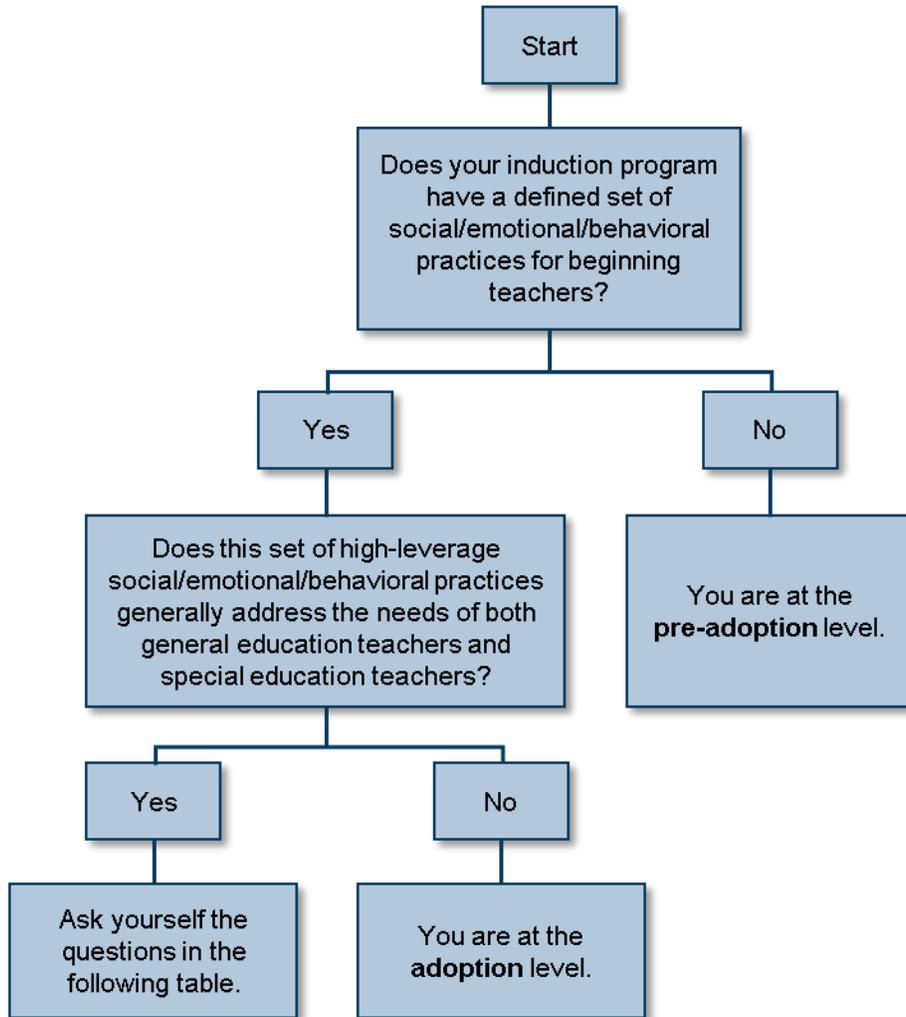
HLP	Does your induction program help beginning teachers...	Yes	No
#6	Use student assessment data to make instructional adaptations? Examples: <ul style="list-style-type: none"> ▪ General education teacher uses student data to intensify Tier 1 instruction ▪ Special education teacher uses student data to adapt Tier 2 and 3 interventions 		

If you answered no to all of the questions in the table, you are at the **implementation** level.

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If you answered yes to all the questions in the table, you are at the **adaptation** level.

Social/Emotional/Behavioral



HLP	Does your induction program help beginning teachers...	Yes	No
#7	Create a consistent, organized, and respectful learning environment? Examples: <ul style="list-style-type: none"> ▪ General education teacher uses Universal Design for Learning (UDL) principles to remove barriers to accessing instruction ▪ Special education teacher ensures that accommodations and modifications to the learning environment are provided to students as specified in their IEPs 		

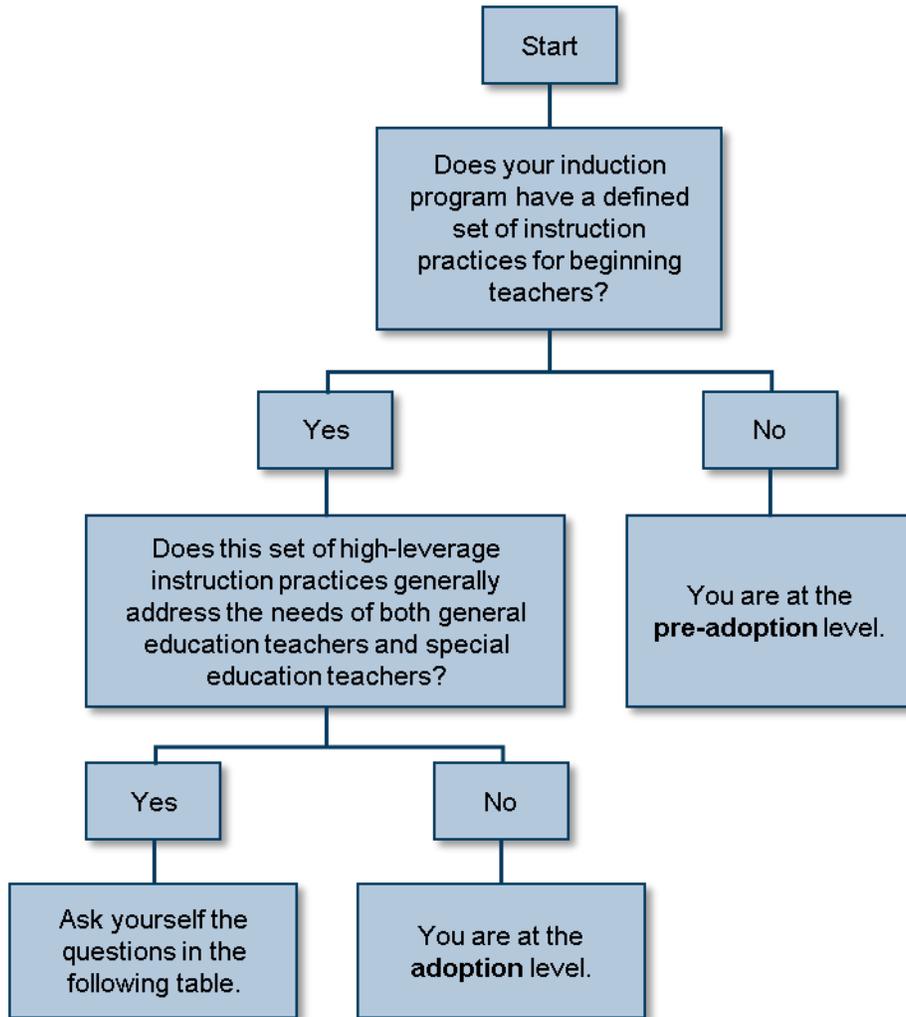
HLP	Does your induction program help beginning teachers...	Yes	No
#8	Provide positive and constructive feedback to students? Examples: <ul style="list-style-type: none"> ▪ General education teacher provides specific, positive praise connected to the student’s action when observing a desired behavior ▪ Special education teacher creates a system of nonverbal cues to provide a student with feedback on his or her behavior during instruction 		
#9	Understand that social behaviors can be taught, learned, and practiced just like academic skills? Example: <ul style="list-style-type: none"> ▪ General education teacher provides nonverbal prompts and cues during classroom instruction to help a student stay on task ▪ Special education teacher explicitly teaches strategies to help student self-regulate when faced with frustrating academic tasks 		
#10	Implement individualized social/emotional/behavioral strategies? Examples: <ul style="list-style-type: none"> ▪ General education teacher understands and implements strategies as outlined in individual student behavior support plans ▪ Special education teacher conducts functional behavioral assessments to develop individual student behavioral support plans and explain the plan to other professionals 		

If you answered no to all of the questions in the table, you are at the **implementation** level.

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If you answered yes to all the questions in the table, you are at the **adaptation** level.

Instruction



HLP	Does your induction program help beginning teachers...	Yes	No
#11	Set short and long-term learning goals? Examples: <ul style="list-style-type: none"> ▪ General education teacher tracks individual students' progress towards unit goal ▪ Special education teacher writes annual IEP goals 		
#12	Systematically design instruction? Examples: <ul style="list-style-type: none"> ▪ General education teacher helps anchor the lesson topic to prior knowledge by having students make connections to the previous lesson ▪ Special education teacher designs a mini-lesson that progresses from simple to more complex skills 		

HLP	Does your induction program help beginning teachers...	Yes	No
#13	Adapt curriculum tasks and materials for specific learning goals? Examples: <ul style="list-style-type: none"> ▪ General education teacher uses UDL principles to design a whole-class lesson and assessment ▪ Special education teacher uses UDL principles to adapt a lesson specifically for a student with dyslexia 		
#14	Teach cognitive and metacognitive strategies to support learning and independence? Examples: <ul style="list-style-type: none"> ▪ General education teacher teaches the whole class a strategy for when they are struggling with math word problems ▪ Special education teacher works one on one with a student with autism to teach specific executive functioning skills like organization 		
#15	Provide scaffolded supports? Examples: <ul style="list-style-type: none"> ▪ General education teacher provides a graphic organizer for solving word problems that gradually fades support until students are completing the problems independently ▪ Special education teacher uses assistive technology to provide support to a student that is gradually faded as the student progresses in mastery 		
#16	Use explicit instruction? Examples: <ul style="list-style-type: none"> ▪ General education teacher models a skill to the whole class through a think-aloud ▪ Special education teacher uses an “I do, we do, you do” structure to teach a lesson on finding the main topic of an informational text 		
#17	Use flexible grouping? Examples: <ul style="list-style-type: none"> ▪ General education teacher uses heterogeneous groupings during core instruction ▪ Special education teacher provides small-group, pull-out instruction for students needing extra support with reading comprehension during a history lesson 		
#18	Use strategies to promote active student engagement? Examples: <ul style="list-style-type: none"> ▪ General education teacher uses multiple student response methods in one lesson (e.g., individual verbal responses, whole-group choral responses, and written responses on whiteboards) ▪ Special education teacher creates a system to help a student self-monitor positive instances of class participation 		

HLP	Does your induction program help beginning teachers...	Yes	No
#19	Use assistive and instructional technologies? Examples: <ul style="list-style-type: none"> ▪ General education teacher ensures that a student receives his or her IEP-specified calculator accommodation ▪ Special education teacher allows a student with a learning disability to use a word processor to complete writing assignments 		
#20	Provide intensive instruction? Examples: <ul style="list-style-type: none"> ▪ Special education teacher provides Tier 2 or 3 instruction 		
#22	Provide positive and constructive feedback to students? Examples: <ul style="list-style-type: none"> ▪ General education teacher connects feedback directly to student actions and learning goals ▪ Special education teacher provides timely, precise, specific feedback to ensure that a student does not replicate an error 		

If you answered no to all of the questions in the table, you are at the **implementation** level.

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Center on
**GREAT TEACHERS
& LEADERS**

at American Institutes for Research ■

1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
877.322.8700

www.gtcenter.org

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