Building Bridges from Pre-Service to In-Service Teaching: Lessons Learned from the Field

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Agenda

- Introductions

- Project STAY at a Glance

- Focus Groups on Induction Programs

- Advice and Possible Solutions for Induction

- Observations of New Teachers

- Advice for Teacher Educators

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Project STAY Team

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Let's Get to Know You

- Name
- Where are you from?
- Your role
  (teacher, administrator, faculty member)
- Your experience with induction programs for new teachers?

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Purpose

To develop an induction model that is specially designed to meet the unique needs of beginning teachers of children with autism who work in high needs schools or districts.

Rationale

High needs schools have a much higher rate of turnover, with less resources and support for beginning teachers.

Beginning teachers of children with autism are less likely to feel prepared to teach and more likely to experience stress or burnout.

An effective induction model can help beginning teachers feel supported and increase retention.

Project STAY Timeline

YEAR 1
2021-2022

- Classroom observations
- Focus groups with beginning teachers, experienced teachers, administrators, and district specialists

YEAR 2
2022-2023

- Develop initial draft of Project STAY induction program

YEAR 3
2023-2024

- Implement STAY with 5 mentor/novice teacher dyads

YEAR 4
2024-2025

- Implement STAY with 11 mentor/ novice teacher dyads (RCT)

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Project STAY Components

1. Mentor support
2. Initial and ongoing training
3. Observation of exemplary teaching
4. Formative assessment of teaching practice
5. Participation in a network

What About Your Experience?

- Would you rate your experience with any of the five components as positive or negative? Why?

- What component(s) did you find the most useful?

- What component(s) do you wish were a part of your induction program?

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Our Focus Today

Focus Groups

Classroom Observations

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Focus Groups

Described their induction programming experience

Identified challenges to induction programming that was unique to working in a high-needs school

Discussed feasibility of Project STAY induction program components

Mentor Support

Experience

- All participants had some form of mentor support

- Activities completed with a mentor were mostly logistical in nature

Challenges

- Lack of qualified staff

- Different locations

- Misalignment of experience

- Lack of time and financial incentives

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Initial and Ongoing Training

Experience

- All participants had some form of initial and ongoing training

- Topics: VB-MAPP, Extended School Year, and general education curriculum updates

Challenges

- Lack of autism specific trainings

- Lack of autonomy and choice

- Misalignment of training schedule

- Missed trainings

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Observation of Exemplary Teaching

Experience

- Frequency: 1 out of 7 focus group participants

- Documentation: double entry journal

- Debrief: within a few days

Challenges

- Different locations

- Lack of qualified staff

- Lack of time and coverage

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Formative Assessment of Teaching

Experience

- Frequency: 2 out of 7 focus group participants

- Documentation: aligned with state documentation requirements

- Debrief: immediate

Challenges

- Different locations

- Formal vs informal

- Lack of time and coverage

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Participation in a Network

Experience

- Frequency: 2 out of 7 teachers participated in a work-related meetings with other teachers

- No teachers participated in an informal network

Suggestions

- Formal vs informal

- Time and commitment

- Platforms: GroupMe, text

- Have a moderator

What About Your Experience?

- Do any of these experiences spark a new memory you haven't shared?

- Do any of these challenges ring true for you and your school/district?

- What adaptations have you made to make these components feasible in your schools/districts?

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Advice and Possible Solutions

Build Into Contract Hours

- Mentor meetings
- Time to observe mentors/mentees
- Time for debriefing meetings after observations
- Network activities
- Trainings on how to be a mentor

Professional Development

- Build choice into training selections
- Record sessions for mid-year hires
- Teach skills that educators can implement in the classroom immediately

Develop Buy-In and Incentives

- Recognition systems for excellent mentors and mentees who meet goals
- Financial incentive equivalent to the time commitment of being a mentor

Proximity and Accessibility

- Use Zoom for regular mentor meetings when needed
- Plan for at least one in-person mentor meeting per month
- Use video recordings or Zoom sessions for observations

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Have you tried any of these solutions?

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Classroom Observations

7 Special educators in their first 3 years of teaching and with at least one student with autism

Minimum of 5 hours long

One on one interviews with teachers

All classrooms were located in high needs schools

Evaluated behavior management, evidence based practices, classroom environment, relationship with paraprofessionals, data collection, and classroom layout/setup

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Behavior Management

Effective Teaching Practices

- Rapport building

- General praise

- Provision of choice

Areas for Growth

- Proactively stating behavioral expectations

- De-escalating aggressive behavior

- Providing a variety of behavior specific praise

- Remaining consistent with reinforcement systems

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Classroom Rules

- Follow the directions
- Work quietly and do not disturb others
- Be respectful to your classmates and teachers
- Listen when others are speaking
- Raise your hand before you speak

sit

hands down

quiet

wait 1

listen

work

raise hand for help

BUY WITH YOUR BEEZ BUCKS

2 – Replace your Pencil

3 – Hard Piece of candy

5 – 1 snack a day (level 1)

5 – 5 minutes extra break

5 – Chance at Lucky Beez Jar 1 per day

5 – 5 minutes in a teachers chair

5 – 5 minutes on balance ball

10 – Use a colored pencil for 1 subject

10 – Use an erasable pen for 1 subject

10 – Replace your point sheet

10 – 15 minutes on teachers chair (while working)

10 – 15 minutes on balance ball (while working)

10 – 5 minute free choice break (no video games)

15 – 10 minutes on Computer (level 3 or 4)

15 – 10 minutes in Sensory Station

15 – 10 minutes with Sensory Putty

20 – 10 minute free choice break (no video games)

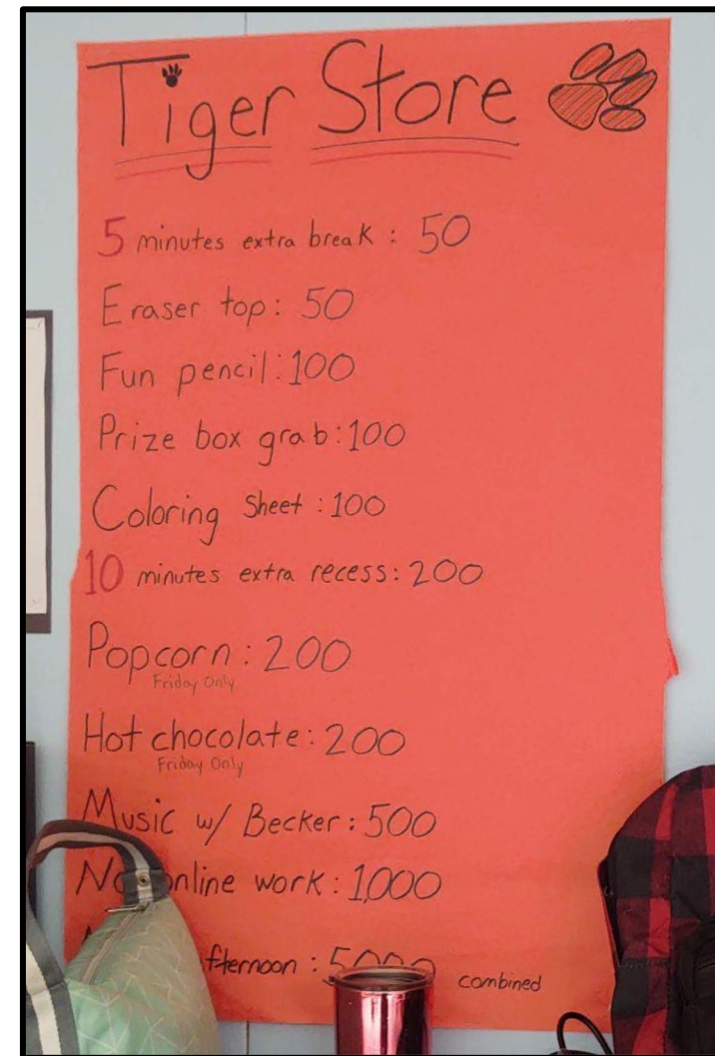20 – Use an erasable pen for the

20 – Use a colored pencil for the

COPING SKILLS CHOICE BOARD

- belly breaths
- rest
- drink water
- wall push-ups
- fidget
- listen to music
- count to 10 (1, 2, 3...)
- jumping jacks
- go for a walk
- yoga poses

allie szczecinski – miss behavior

Expectations

1 Be Ready

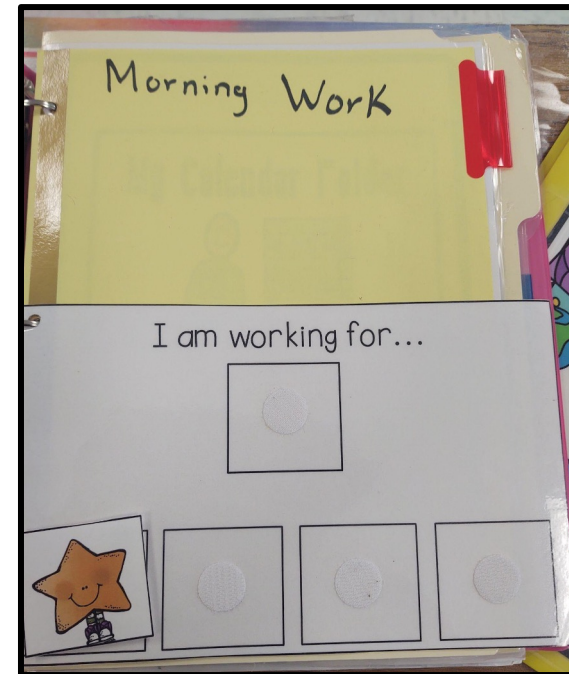2 Be Responsible

3 Be Respectful

4 Stay Safe

5 Follow Directions

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Level 5
I Pad 10 m
Bra

Level 4
Kinetic San
Walk Toys

Level 3
Play doh   balan
magnetic tiles ba

Level 2
Puzzle Legos
Knex

Level 1 65%
Draw Rest
Read

Tiger Store

5 minutes extra break : 50

Eraser top: 50

Fun pencil: 100

Prize box grab: 100

Coloring Sheet : 100

10 minutes extra recess: 200

Popcorn : 200
Friday Only

Hot chocolate: 200
Friday Only

Music w/ Becker: 500

No online work: 1000

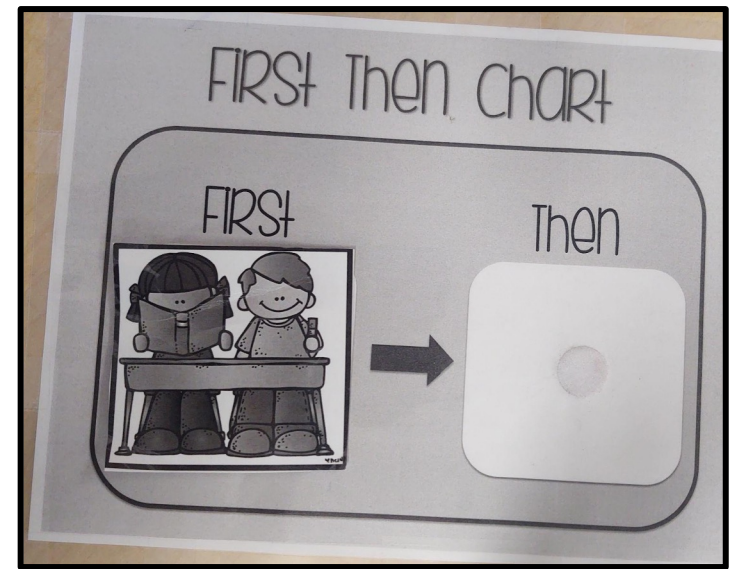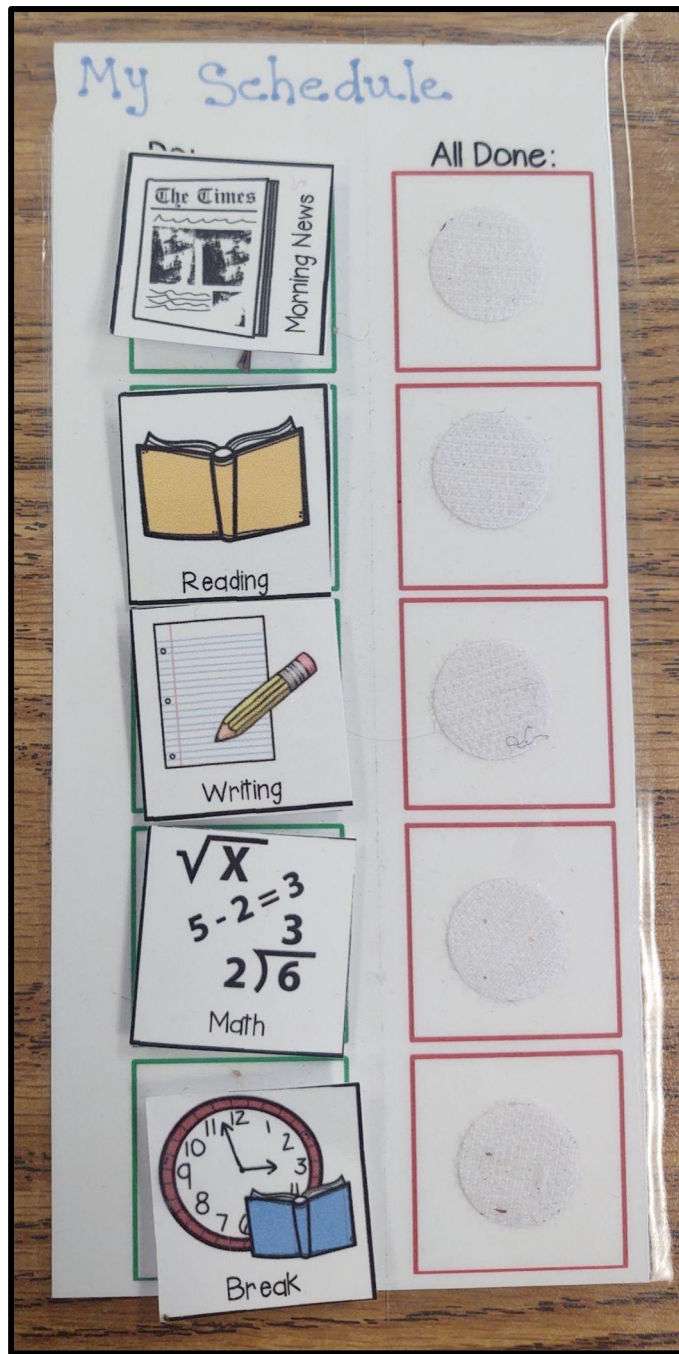Afternoon : 500
combined

BUY WITH YOUR BEEZ BUCKS

Evidence Based Practices

Effective Teaching Practices

- Provided multiple opportunities to respond

- Used advanced warning for transitions

Areas for Growth

- Incorporating visual supports and schedules

- Using error correction procedures correctly

- Implementing a prompting hierarchy

- Remaining consistent with wait timey

- Modeling appropriate responses

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My Schedule

All Done:

- The Times — Morning News
- Reading
- Writing
- $\sqrt{X}$ $5-2=3$ $2\overline{)6}$ — Math
- Break

FIRST THEN CHART

FIRST   Then

Morning Work

I am working for...

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Classroom Environment and Paraprofessionals

Effective Teaching Practices

- Warm and welcoming environment
- Demonstrated respect for students and staff
- Enthusiastic interactions with students

Areas for Growth

- Implementing a team schedule to effectively manage inclusion, related service providers, and paraprofessionals
- Develop routine communication with staff

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Left schedule board:

Blue schedule:
- ELA 9:00
- Special 9:45
- 10:30
- Math Center 11:15
- IE 12:00
- Lunch 12:45
- Math 1:30
- S.S. & Science 2:15

Pink schedule:
- IE 9:00
- ELA 9:45
- Special 10:30
- Math Center 11:15
- Lunch 11:45
- ELA 12:30
- Math 1:30
- S.S. & Science 2:15

Red/Pink (left lower):
- ELA 9:00
- IE 10:30
- Lunch 11:15
- Speech
- Math Center 12:00
- Math 12:45
- Special 1:30
- S.S. & Science 2:15

Yellow (right lower):
- Special 9:00
- ELA 9:45
- IE 11:15
- ELA 12:00
- Lunch 12:30
- Math 1:15
- S.S. & Science 2:15

3 Friday

| Time	Activity	Kelly	Jenn	Kathy	Lisa	Inclusion	Services
8:05–8:45	Staff Arrival	Prep	Prep	Prep	Prep		Monday
8:45–9:00	Student Arrival	Busses	Busses	Busses	Busses		Speech:
9:00–10:00	Breakfast + MW	RR + JG	GB	MB	BS		▸ 9:30–10:00 BS ▸ 10:30–11:00 MB
10:05–10:45	Calendar	RR + MB	Specials	Specials	BS	GB·DD·JG LAMP	Tuesday
10:45–11:15	ITT #1	MB + JG	RR	BS	GB	DD to LS 10:45–11:35	OT: ▸ 9:10–9:30 BS ▸ 11:50–12:10 GB
11:20–12:00	Lunch	S. Lunch	BS	DD·JG·RR	GB·MB	Friday APE!	▸ 1:20–1:50 RR·JG ▸ 2:30–2:50 BS
12:00–12:20	Independent Work	Prep	S. Lunch	DD·MB·GB	BS	11:50–12:40 RR·JG to LS	Speech ▸ 9:30–10:00 am RR GB
12:20–12:50	ITT #2	DD·GB	MB	S. Lunch	BS		Wednesday
12:50–1:20	Sensory	BS	DD·RR	MB·JG·GB	S. Lunch	LAMP @1:20 2:00	Speech ▸ 9:30–10:00 BS
1:20–1:50	ITT #3	GB·DD	BS	JG·RR	LAMP MB @1:20	MB	Thursday
1:50–2:00	Snack	JG	RR LAMP	BS	JG MB·DD·GB		Speech ▸ 9:00–9:30 JG
2:00–2:30	Recess	MB·DD·GB	L 2:05–2:45		BS	RR LAMP @2:45	▸ 9:30–10:00 RR
2:30–3:00	Group Lesson	MB·DD·GB·RR	LAMP 2:45–3:10	MB	DD·GB·JG	MB Science @2:50	
3:00–3:20	Pack Up	BS					
3:20–3:35	Staff Clean + Prep						

Data Collection and Classroom Set Up

Effective Teaching Practices

- Collected data related to IEP goals and data collection methods were appropriate

- Materials were organized and accessible by staff members

- Reinforcers were organized and out of reach from students

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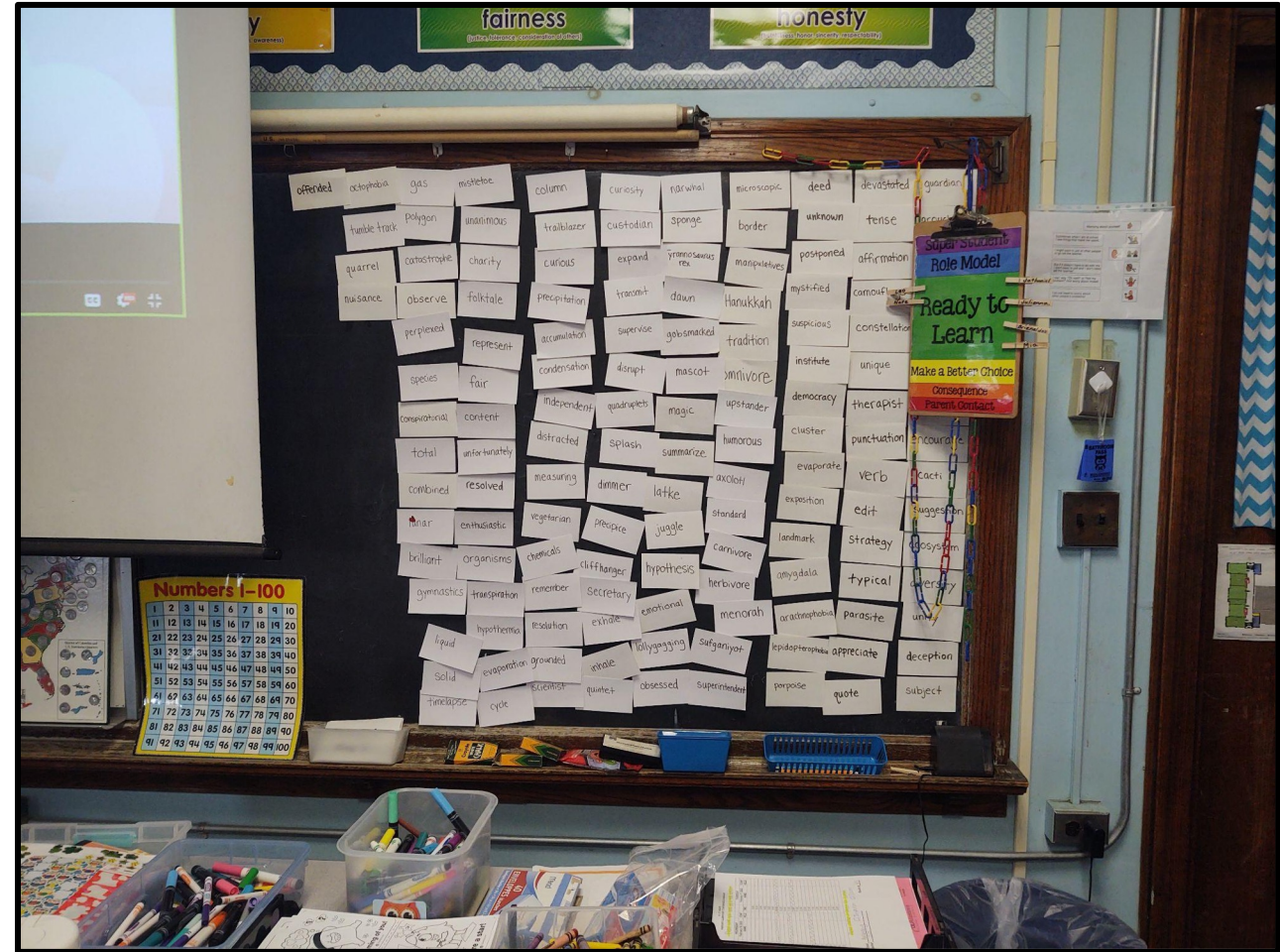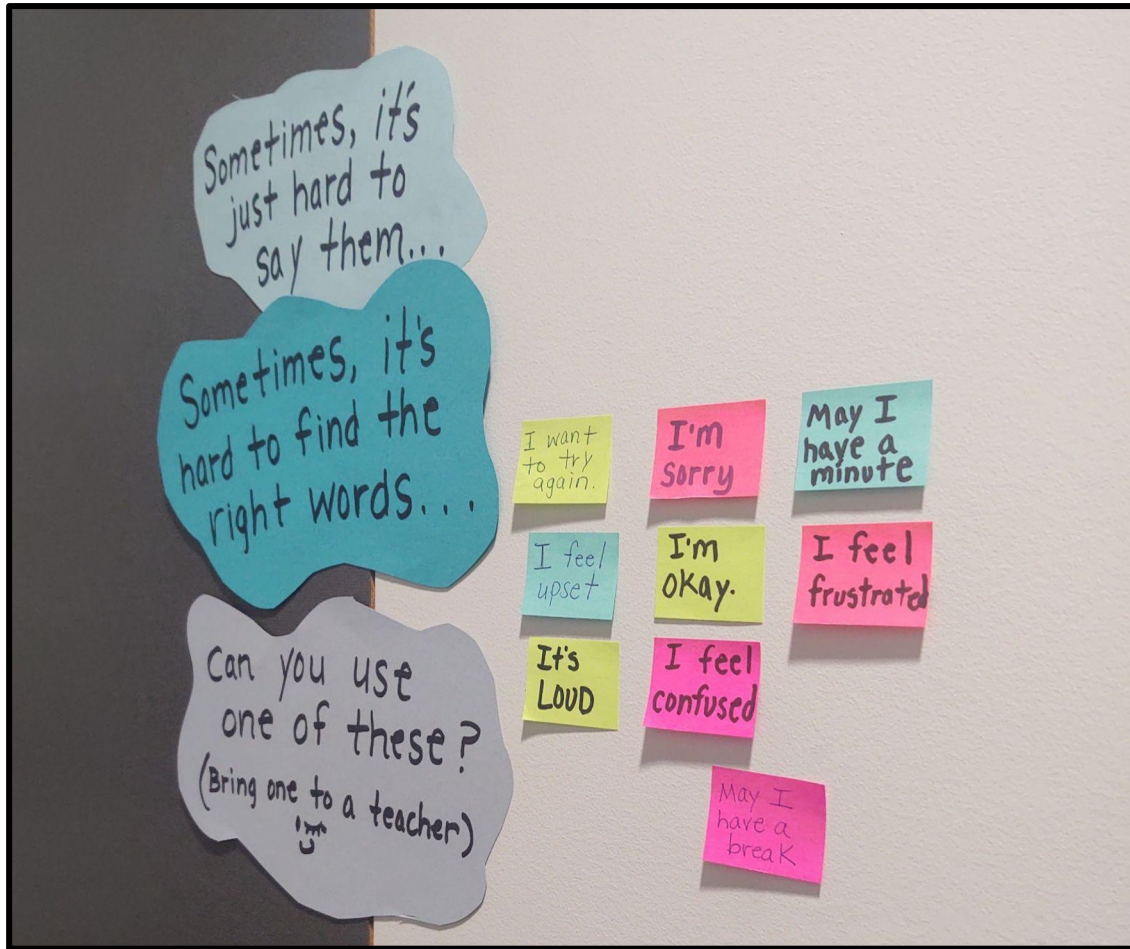
Advice for Teacher Educators

Pre-Service Educators

- Explicitly model and role play to teach evidence-based practices

- Provide training on how to manage and instruct staff

School Administrators

- Provide authentic professional development

- Build in time for planning and collaborating with staff

- Provide training opportunities for staff

- Structure schedules for mentor/mentee work time

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What Advice Can You Share?

Pre-Service Educators

School Administrators

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