



Oregon
Special
Education
Recruitment &
Retention Project



Providing Administrator Support

The purpose of this tutorial is to acquaint readers with recent research and information regarding the state of special education and attrition and to present strategies and techniques that special education and building administrators can utilize to support beginning and experienced special education teachers.

Tutorial content was selected in response to current research and literature as well as needs assessment summaries from the field. Materials and content were developed adhering to elements identified in adult learning literature as well as the extensive experience and expertise of The Teaching Research Institute staff.

Current Research on Special Educator Attrition and Retention

National Studies:

ACTIVITY

Note any of the factors from national studies that are of particular relevance to your school/district. Also write down any additional factors you feel are related to your specific context.

Oregon Studies:

ACTIVITY

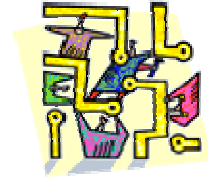
Note any of the factors from Oregon studies that are of particular relevance to your school/district. Also write down any additional factors you feel are related to your specific context.

Strategies and Techniques for Supporting Beginning Special Educators

A. Strategies Used by Special Education Administrators

- Conduct an orientation meeting either before the school year begins or shortly after the start of school that covers needed information about the district.
- Provide the teacher with written materials regarding the district (district policies and procedures, payroll and benefits, staff evaluation policies and timelines, legal rights, administrative record keeping responsibilities, assessment and referral process for children with suspected disabilities, student records policies).
- Provide information on the district special education forms, including the process and timelines for completion.
- Provide information regarding materials and other resources available through the district (audiovisual equipment, instructional material, resource center, etc.)
- Supply information on procedures for ordering supplies, equipment, and instructional materials from the district.
- Provide introduction to key district staff and their roles and responsibilities.
- Assign a mentor to the beginning teacher.
- Provide release time for the teacher to visit other classrooms.
- Provide opportunities to network with other teachers.
- Have ongoing informal contact with the teacher as well as regular formal meetings.
- Clearly delineate the teacher's responsibilities.
- Provide professional development opportunities.
- Support the teacher's participation in professional organizations.
- Share resources and information targeted to beginning educators on an ongoing basis.
- Provide information on the local community.

STRATEGIES AND TECHNIQUES ACTIVITY



First, review the list on the previous page and the information on the needs and concerns of beginning and experienced special educators that was presented earlier. Keep in mind the emotional, instructional and other needs of special educators these challenges create.

Directions: In the spaces provided below, note strategies from the tutorial that would work at your school/district. Also, list additional strategies that you have used in the past or can think of to support beginning Special Educators. Consider both formal and informal types of support and list only those things that you can influence or they have control over.

After you have generated your supplemental list for beginning special educators, go through the list and identify items which also apply to experienced special educators. Add any additional supports that have not been listed that might apply to experienced teachers.

Strategies and Techniques for Supporting Beginning Special Educators

A. Additional Special Education Administrator Support Strategies:

B. Additional Building Administrator Support Strategies:

Strategies and Techniques for Supporting Beginning Special Educators

C. Oregon Survey on Supporting and Retaining Special Educators

- Findings related to orientation activities

- Findings related to the Provision of Initial Supports

- Findings related to Ongoing Supports and Working Environment.

- Findings related to Administrative Support

Strategies and Techniques for Supporting Beginning Special Educators

D. Effective Mentoring Programs

1. Clearly define selection criteria for mentors.

Match mentors and mentees on as many of the following as possible: _____

2. Clearly define roles and responsibilities for mentors.

3. Provide training and support for mentors.

4. Provide time for mentoring.

5. Provide compensation or incentives for mentors

Strategies and Techniques for Supporting Beginning Special Educators

The use of well trained mentors can assist in the retention of beginning special education teachers. During this section of the tutorial we have provided a brief overview of some components of good mentor programs. You are reminded that more in-depth information on mentoring is available as part of the Mentor Training Tutorial and information/links provided.

Mentoring Activity

Use the following worksheet to identify additional components you would add to a mentor program in your district/ESD.

E. Providing Professional Development – Introduction

It is important to be aware of the different levels of outcome for professional development activities. Outcomes are what we want the participant to be able to do as a result of the activity. There are three levels of outcome to consider: awareness, knowledge and skill. Each level has a different intended result; thus the activities for each level are different.

Awareness-level approaches

With awareness-level outcomes the intent is for the participants to become familiar with the strategy, technique or procedure. The content at the awareness level is more general in nature and may focus on major or key components. You should not expect to see changes in the participant's behavior or skill level.

Awareness-Level Activity

Use the worksheet to identify examples of activities that can be used to impart awareness-level information.



Knowledge-level approaches

Knowledge-level outcomes move beyond the awareness level and provide more specific and discrete information. Participants are often provided an opportunity to interact with materials or see demonstrations. As a result of knowledge-level activities, the participants might be able to utilize parts of the information or apply some of the newly acquired knowledge.

Awareness-Level Activity

Use the worksheet to identify examples of activities that can be used to impart knowledge-level information.

Skill-level approaches

With skill-level outcomes the expected result is that the participant will be able to use the skill at their workplace.

- Theoretical basis or rationale (they must understand the theoretical basis of the skill)
- Demonstration (they must see the skill being used by someone who is proficient in the skill)
- Practice (they must have the opportunity to practice the skill) and feedback (they must receive feedback regarding their performance of the skill)
- Coaching or mentoring (someone needs to be available to assist them at the workplace)

ACTIVITY

Use the worksheet to identify examples of activities that can be used to impart skill-level information.

A guide for Options for Matching Instructional Approaches to Desired Learning Outcomes is included in your workbook.

Materials and Resources

Rookie Toolkit for Supporting and Retaining Special Educators.

This document was originally developed to support Rookie Camp Grantees. The [Rookie Toolkit](#) is packed full of information, tools and guidance. For ordering information, contact: [the Recruitment and Retention Project](#).

Self-Guided Needs Assessment

This document addresses strategies or programs to both recruit and retain special education staff. This tool can be used to evaluate what you currently do and determine whether you might want to make some changes. This instrument is available on our website at: <http://www.tr.wou.edu/rrp/needs.htm>.

Recruitment and Retention Survey.

We have also included a copy of the survey used to collect much of the information shared here. It can be used with your own staff to get a sense of you current situation (insert link to PDF version of survey)

Web-Based Resources

In addition the materials we have here there are other sources of information that we would like you to know about.

The Recruitment and Retention website has lots of information and links on it. If you haven't visited it you should. The website is at: <http://www.tr.wou.edu/rrp>.

The Oregon Parent Training and Information Center has a number of resources that are very helpful. While OPTI is funded to provide training and support to parents of children with disabilities, they also have a lot of resources that you and teachers can access and use. You can find their website at <http://www.orpti.org>.

The Center of Personnel Studies in Special Education (COPSSE) at the University of Florida is another excellent source of information. Several of the reports provided in this tutorial are from that center. Their website can be found at <http://www.copsse.org>

The Council for Exceptional Children (CEC) still has some good content on their website under the National Clearinghouse for Professions in Special Education. Most of this effort has been taken over by NASDSE, but there is still quite a bit here. You can find their website at <http://www.specialedcareers.org/>.

The National Center for Special Education Personnel and Related Service Providers (NASDSE) - The Personnel Center contains most of what was on the CEC site plus some new stuff. You can find their website at: <http://www.personnelcenter.org/>

More resources can be found on the CD.