

The Power of Collaboration: Partnering to Support and Retain Novice Educators

GEORGIA'S TEACHER/PROVIDER RETENTION PROGRAM

APRIL 2022



Introductions



Melissa Lummis,
Cobb County
Schools



Amy Colpo,
GTL Center



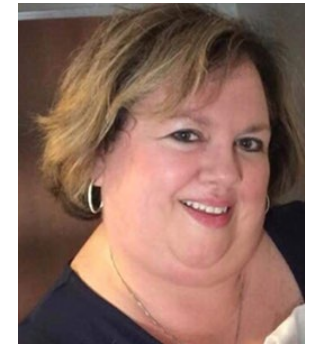
Kimberly Simmons,
Metro West GLRS



Wina Low,
Georgia Department
of Education



Beverly Maxwell,
Metro West GLRS



Leigh Ann Cross,
Georgia
Department
of Education

Georgia–CEEDAR Partnership



Began in 2014:

- Georgia Department of Education
- Professional Standards Commission
- University System of Georgia
- Georgia State University
- Columbus State University
- Kennesaw State University (KSU)

Scaling up 2017–2021

- University of North Georgia
- University of West Georgia
- Middle Georgia State
- Clarke Atlanta
- University of Georgia
- Georgia Southern University
- Mercer University

intentional

in · ten · tion · al

Adjective: Done on purpose; deliberate.

Implementation of high-leverage practices (HLPs)

Intentional Planning

Strategic Implementation

Leveraging Partnerships

Seamless Connection of Work

Stronger Together

HLPs in Georgia

2018

- Initial HLP and Multitiered System of Support Statewide Summit
- Seven-part HLP webinar series (2018–19 academic year)

2019

- Georgia HLP Induction Professional Learning Series
- Purposeful practice of HLPs using mixed-reality simulation (MRS) for preservice teachers and leaders at KSU and the University of West Georgia

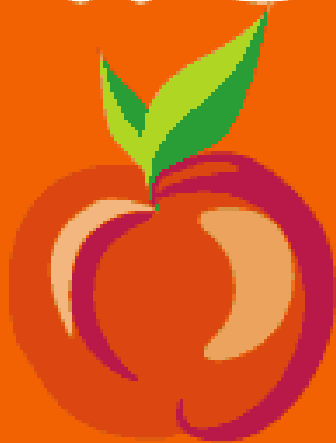
2020

- HLP Hub
- Pilot MRS “Train the Trainers” regional support and statewide new special education director training
- Retention of Special Education Teachers and Early Intervention Providers Office of Special Education Program Grant
- Center on Great Teachers and Leaders (GTL Center) to develop a model induction program for K–12 special education teachers to support induction and retention based on HLPs

2021

- “Train the trainer” for regional support and local education agencies (LEAs) on HLPs for induction teachers (June 2021, February 2022)
- Integration of MRS to practice HLPs in special and general education coursework with a focus on engagement, explicit instruction, collaboration, and positive behavior supports
- Coaching supports for Georgia Teacher/Provider Retention Program (TPRP) induction teachers

Keeping Students First



Vision 2020 – 2025

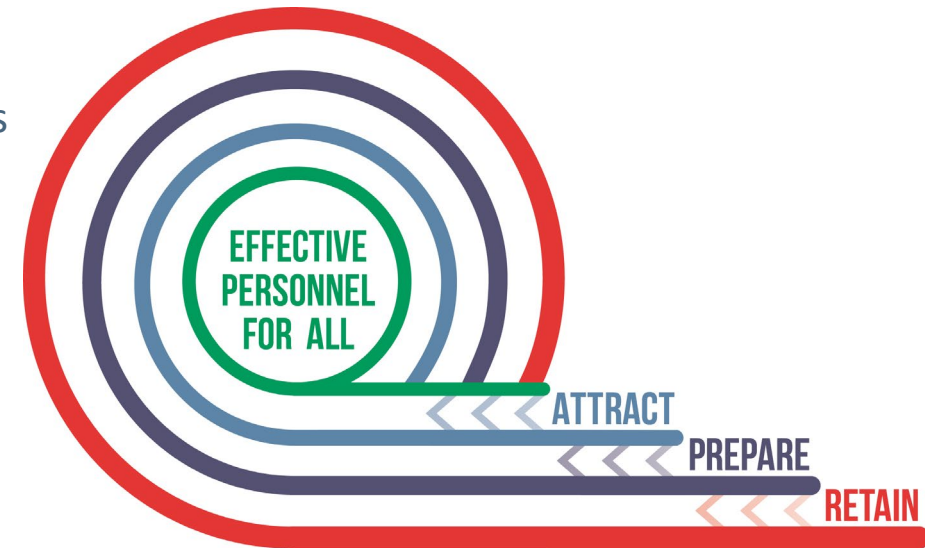
Provide the necessary **infrastructure** and **supports** for leaders, teachers, and families to **meet** the whole child **needs** of each student and **improve** student outcomes and school climate, resulting in increased quality of life and a workforce ready future.

Special Education Teacher Retention Data

- According to Georgia teacher shortage data collected in 2018 and 2020, the state had 3,400 vacancies in special education teacher positions.
- New teacher data suggested that between 2018 and 2020, Georgia hired 1,235 new special education teachers and lost approximately the same number of special education teachers each year. Thus, the gap in the number of vacancies and the number of hires did not narrow.
- A large proportion of Georgia's teacher workforce is within their first 3 years of their teaching career, meaning they have limited experience and need extensive training and mentoring, which often is a challenge for a field with high turnover and limited numbers of teachers.
- While retaining 80% of special education teachers, Georgia continues to have a special education teacher shortage of 19%.

Georgia Teacher/Provider Retention Program

- The purpose of this project is to improve the retention of special education teachers **and** early intervention providers in Georgia: Parts B and C.
 - U.S. Department of Education's Office of Special Education Programs Grant
 - Awarded \$500,000 per year for up to 5 years
 - Four key goals: Model Induction Program, leadership development, Early Intervention Part C, and easy access to crucial data
- Collaboration with school and district effectiveness and federal programs to secure funding to support coaching
 - \$100,000 to support coaching to support induction teachers



Goals of the Model Induction Program

- Increase knowledge and skills in teaching HLPs to increase student achievement.
- Increase innovation in teaching HLPs using MRS labs.
- Increase coaching and immediate performance feedback for new special education teachers.
- Increase the retention of new special education teachers by developing and implementing high-quality professional learning and mentoring.



Highlights of the Teacher Retention Program

- The GTL Center and KSU developed a model train-the-trainer induction program for K–12 special educators to support induction and retention.
- The focus of the Model Induction Program content for professional learning was to address HLPs and individualized education program (IEP) development and implementation.
- MRS will support practice for new special education teachers in a safe environment with constructive feedback for professional growth.
- Regional technical centers and 10 LEAs will redeliver the content.
- There is a coaching component for new special education teachers.



Mixed Reality Avatar Simulation Lab



<https://youtu.be/QboyNwQJLM8>

- Statewide pilot “train the trainers” induction program using the KSU AVATAR Lab.
- Regional directors and coaches learn how to use MRS and existing HLP resources to design professional learning experiences for induction teachers.
- Induction-level special education teachers practice teaching HLPs with the avatars as their students.

Coaching Component

“Coaching done well may be the most effective intervention designed for improving performance.”

—Atul Gawande (2011)

Teacher Provider Retention Project Updates

April 2022

*Offering a holistic education to **each and every child** in our state.*



Teacher Induction Training by the Numbers

18 GLRS regions
conducted the
HLP training
series

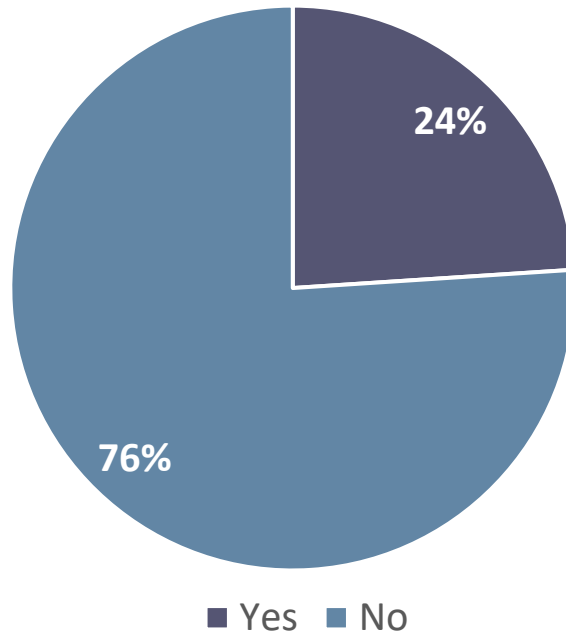
10 additional
training series
were district
specific

At least 94
districts have
been
represented

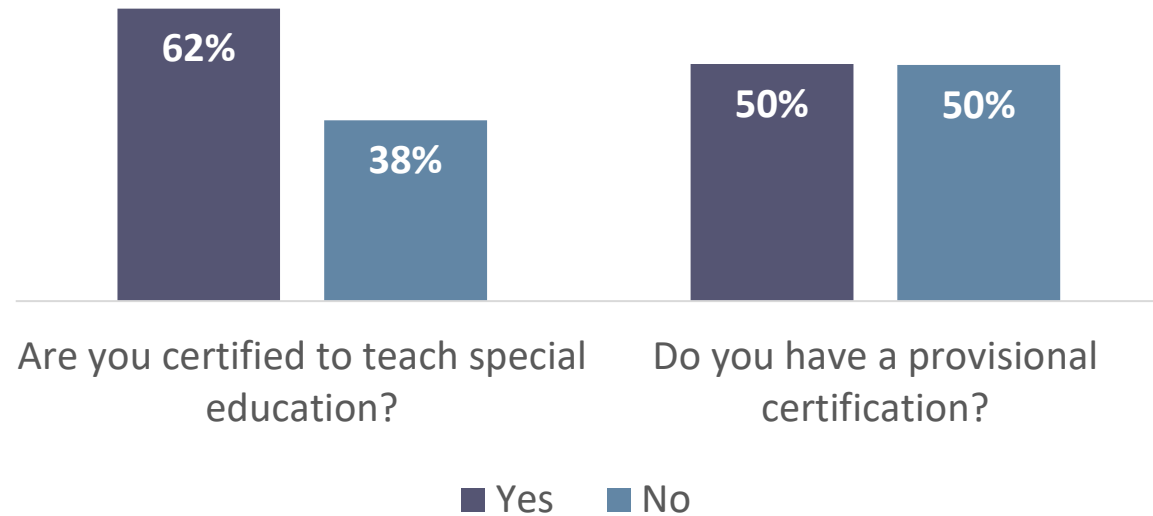
473 teachers
registered to
participate

Teacher Certification Information

24% of the Participants Are in TAPP

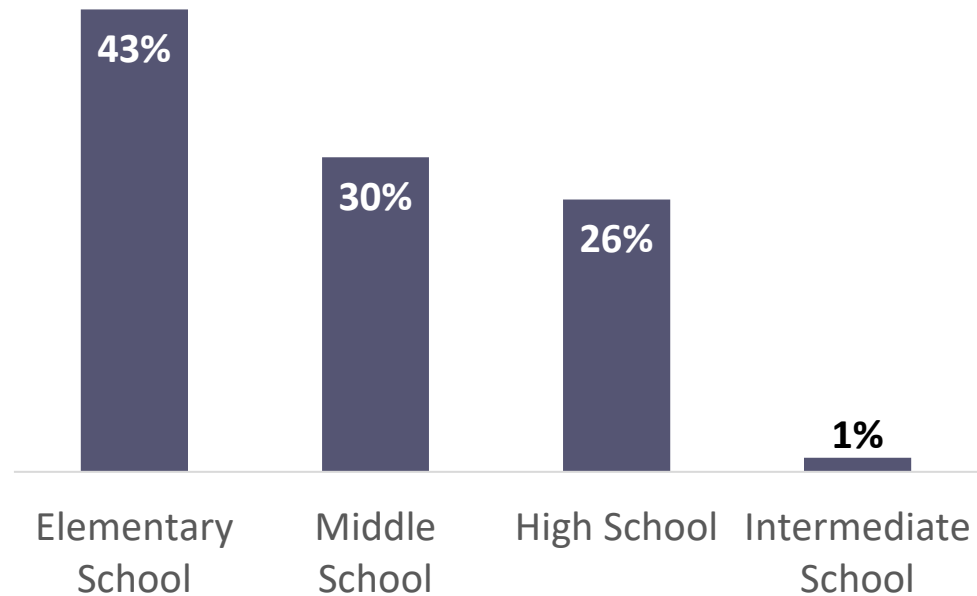


About One Third of the Participants Are Certified to Teach Special Education, and Half Have a Provisional Certificate

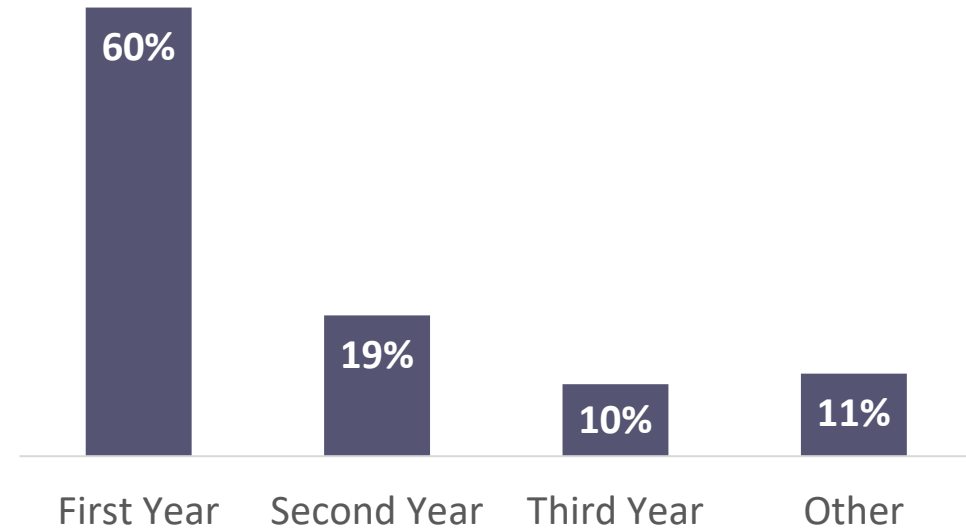


Teacher Demographic Data

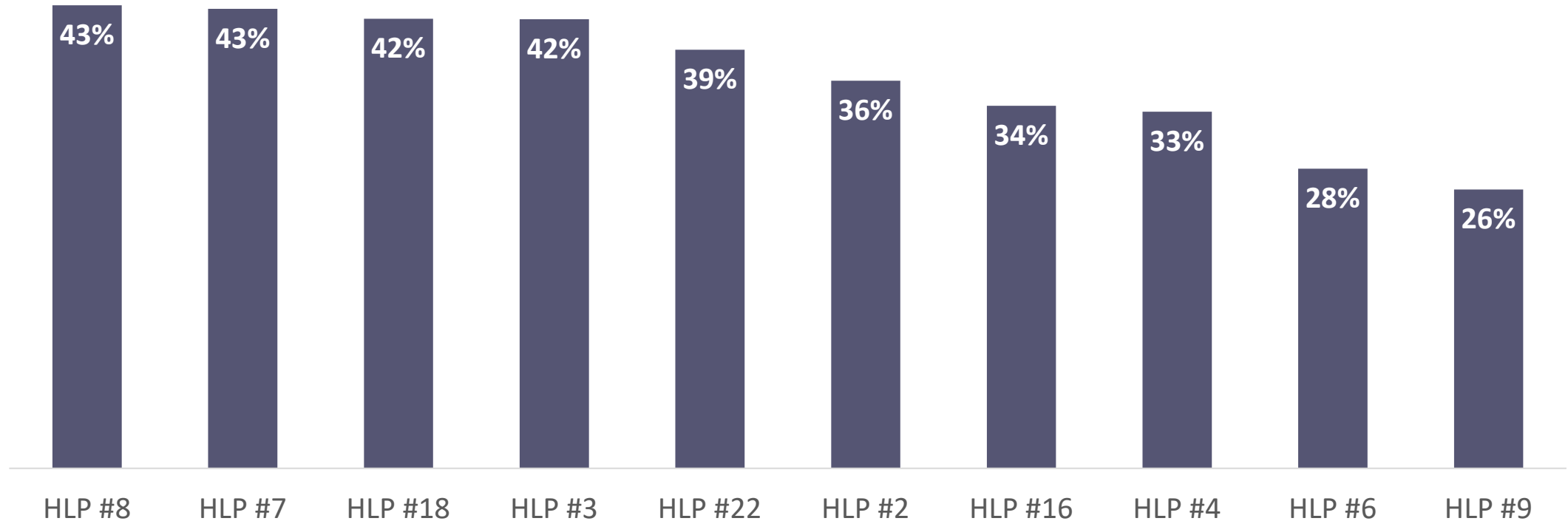
Most participating teachers are at the elementary level.



Almost two thirds of the participating teachers are in the first year of teaching special education.



Participants felt most confident in implementing HLPs 8, 7, 18, and 3. They were less confident with HLPs 9, 6, 4, and 16.



Teacher Induction Coaching by the Numbers

789 coaching
contacts
between
September
2021 and
January 2022

About 369
individuals
coached to date

93% of coaching
contacts were
with special
education
teachers

49% of the
contacts were
less than 30
minutes, and
79% were an
hour or less

Coaching Focus: The most frequent coaching focus was to provide general support, followed by a focus on HLPs 7 and 16.

General support (44% of coaching sessions)

HLP 7 (50%)

HLP 16 (44%)

HLP 18 (20%)

IEP components (12%)

Coaching Content Items in the Coaching Log and Number of Times That Items Have Been Used

- Coaching and mentoring to provide general support (50%)
- Providing feedback regarding the delivery of HLPs (47%)
- Providing feedback on MRS session/lesson plan for MRS session (22%)
- Conducting HLP look-fors/observations (21%)
- Sharing resources (13%)
- Supporting the development and implementation of IEPs (10%)
- Facilitating an MRS session (10%)

Average GLRS/District Teacher Induction Training Events After Evaluation Results by Month



Contact Information

Wina Low, Interim State Director
Division for Special Education
Georgia Department of Education
wlow@doe.k12.ga.us
470-316-8636

Leigh Ann Cross, Program Manager
Instruction and Systemic Improvement
Division for Special Education
Georgia Department of Education
Leighann.cross@doe.k12.ga.us
678-326-2361

Metro West GLRS: Servicing the Metro Atlanta Area



- GLRS: Georgia Learning Resource Systems is a network of 18 regional centers across the state of Georgia.
- We provide professional learning opportunities, coaching, resources, and tiered levels support to school district personnel and parents of students with disabilities.
- Regional support for Georgia Teacher/Provider Retention Program (GA-TPRP)

Collaboration Is Key

Metro West GLRS Services

Metro Atlanta Area

Interesting Facts

- More than half of the student population in the state of Georgia reside in the Metro Atlanta Area.
- Cobb County was one of the first districts to join us. Cobb County is the second largest district in Georgia.

The need for **Purposeful Partnering** and **Planning**

Critical Connections

- Determine Needs
- How Can We Meet Them—Fidelity
- Next Steps



High-Leverage Practices

View From a
Metro School District
2021 – 22

Collaboration and Communication

- Chief academic officer
- Assistant superintendent of specialized teaching and learning
- Special education director
- Georgia Department of Education—Georgia Learning Resource Support
- Principals
- School special education administrators
- District instructional support team
- New teachers

Cobb County School District



Georgia Department of Education, Georgia Learning Resource Systems, and Cobb County School District

- Summer 2021 training was provided for HLP trainers (CCSD supervisor and GLRS support specialist)
- In July 2021, building-level administrators selected new teachers to participate in HLP trainings
- Welcome letter and schedule of trainings sent to new teachers

- One-Stop Attendance Form
- HLP session offerings
- Monthly school administrator communication
- Monthly connection meeting

Cobb County Special Education									
HLP INDUCTION PROGRAM									
2021-2022									
Teacher Name	School	Grade Level	IRR/EBD/ AU-Bridge	0-2 Years Experience	Principal	SSA	8/25/2021	9/1/2021	9/8/2021
Bethanie Parker Blubaugh Kristie Romero Krysianni Hills Leslie Sam	Addison ES	3-5	AU	1			NO	YES	YES
	Big Shanty INT	3-5	IRR	1			YES	YES	YES
	Big Shanty INT	3-5	IRR	2			YES	YES	YES
	Big Shanty INT	3-5	EBD	1			YES	NO	NO
	Birney ES	1	IRR	1			NO	YES	NO
	Brumby ES	3-5	AU	0			YES	YES	YES
	Campbell MS	8	IRR	0			YES	YES	YES
	Dickerson MS	6-8	IRR	1			YES	YES	NO
	Dodgen MS	7	IRR	0			NO	NO	NO
	Dodgen MS	6	IRR	0			YES	YES	NO
	Dodgen MS	6	IRR	0			YES	YES	NO
	Due West ES	2	IRR	1			YES	YES	YES
	Eastvalley ES	1	IRR	0			YES	YES	YES
	Eastvalley ES	1	IRR	1			YES	YES	YES
	Fair Oaks ES	2-5	IRR	0			YES	YES	YES
	Floyd MS	6	IRR	0			NO	NO	YES
	Floyd MS	6	IRR	0			NO	YES	YES
	Floyd MS	8	IRR	0			YES	NO	YES
	Garrett MS	6	IRR	1			YES	NO	NO
	Garrett MS	8	IRR	0			NO	NO	NO
	Garrett MS	7	IRR	0			YES	YES	NO
	Garrett MS	6-8	EBD	0			NO	NO	NO
	Griffin MS	7-8	AU	0			YES	YES	YES
	Griffin MS	8	IRR	0			NO	NO	NO
	Griffin MS	6	IRR	1			YES	YES	YES
	Griffin MS	8	IRR	0			YES	YES	NO
	Griffin MS	7	IRR	0			NO	NO	NO
	Griffin MS	7	IRR	0			YES	YES	YES
	Kennesaw ES	K-2	AU Bridge	1			YES	NO	NO
	Kennesaw ES	K-2	IRR	0			YES	YES	YES
	LaBelle ES	4	IRR	0			YES	YES	YES
	S	7-8	IRR	0			NO	NO	NO
	Mableton ES	3-5	AU Bridge	2			YES	YES	YES
	Milford ES	K-2	AU Integrated	0			YES	NO	YES
	View ES	2	IRR	0			YES	YES	YES
	View ES	3	IRR	1			YES	YES	NO
	Mt. Bethel ES	5	IRR	1			NO	YES	NO
	Mt. Bethel ES	K-5	EBD	0			YES	NO	NO
	Murdock ES	K-5	IRR	2			YES	YES	NO
	Murdock ES	5	IRR	0			YES	YES	YES
	Osborne HS	9-12	IRR	0			NO	YES	NO
	Osborne HS	9-12	IRR	0			NO	YES	YES
	Springs ES	PK	SNPK	0			NO	NO	NO
	Springs ES	2	IRR	0			YES	NO	NO
	Mount ES	1	IRR	1			YES	NO	NO
	Simpson MS	6-8	IRR	0			NO	YES	YES
	Smitha MS	7	IRR	0			NO	NO	NO
	Smyrna ES	3-5	AU	0			NO	NO	NO
	Sope Creek ES	4	IRR	0			YES	YES	YES

● Teachers Who Effectively Establish a Consistent, Organized, and Respectful Learning Environment

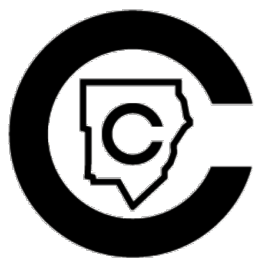
- Present expectations, rules, and procedures used across school environments in terms that are **observable, measurable, positively stated, understandable**, and always applicable.
- Ensure expectations, rules, and procedures reflect the cultures, values, and beliefs of students and families from various ethnic, cultural, and linguistic backgrounds represented in the school.
- Establish and explicitly teach three to five positively-stated expectations (e.g., be respectful, be responsible, and be safe) across school environments, incorporating student and stakeholder input as appropriate.
- Establish and explicitly teach specific behaviors (i.e., set classroom rules) for meeting each expectation across school environments, incorporating student input as appropriate.
- Establish and explicitly teach consistent classroom procedures to support students' ability to accomplish tasks (e.g., lining up, sharpening pencils, accessing missing work, etc.), incorporating student input as appropriate.
- Revisit/reteach expectations, rules, and procedures that have been established across various school environments throughout the school year as needed, maintaining consistent language when doing so.
- Provide students a rationale for the importance of expectations, rules, and procedures.
- Understand that all behavior is communication (i.e., functions of behavior) and take this into consideration when interpreting and responding to student behavior.
- Encourage adherence to expectations, rules, and procedures across all school environments by:
 - Limiting unstructured time;
 - Posting expectations, rules, and procedures in high-visibility areas;
 - Laying out the classroom and other high-traffic areas in a way that maximizes space, has a logical flow, and meets the needs of all students;
 - Using precorrection procedures; and
 - Providing frequent, consistent, positive, and specific feedback to students on their behavior.

Tips for School Leaders to Support Teachers ●

- Ensure educators have mastered key classroom management practices and can implement such with fidelity across a range of settings.
- Provide feedback on educators' implementation of this HLP across various settings and with specific students.
- Create and maintain a school environment where proactive, positive responses to classroom management are the norm.
- Collectively develop a continuum/hierarchy of response strategies for acknowledging appropriate student behaviors and discouraging problem behaviors to ensure consistency in response across environments.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback ●

- Why should we treat behavioral problems the same way we treat academic problems?
- In what ways are addressing behavioral problems and academic deficits similar?
- Why should desired (and, in some instances, undesired behaviors) be explicitly taught and modeled?
- Should data inform teachers' work in the behavioral domain as much as in the academic domain? Why or why not?
- What does [respect, responsibility, best effort, etc.] mean or look like in your classroom?
- Do the classroom's and school's expectations, rules, and procedures reflect the cultures, values, and beliefs of the students and families we serve?
- Why should school staff provide students with a rationale for the importance of expectations, rules, and procedures?



**SPECIAL
EDUCATION**



SPECIAL EDUCATION

Feedback

“The New Teacher Induction Program provided a safe network of support while also offering relevant training and collaboration opportunities.”

“The relevant trainings improved my daily practices and increased student engagement.”

“As new teachers, we face unique challenges. It was comforting to know that I wasn’t alone and that others were experiencing similar challenges.”

“I am an IRR [Immediate Reinforcement and Remediation] special education teacher. The training on explicit instruction was exceptionally helpful for me to reach all of my students.”

I enjoyed meeting you the other day as well. Please let me know if I can help further.

Thank you,

Kriste Millington
Teacher
LaBelle Elementary





<https://drive.google.com/file/d/1TBjd2EjM-FrP-pdNehWT7LAIe2Dn51Jq/view>

Feedback

This program was such a learning experience for me. The most beneficial aspect of the New Teacher Induction Program was that we not only got to learn and discuss in length the high-leverage practices but also got an opportunity to practice and use them in [an] Avatar lab and get feedback from the coaches as well as other fellow teachers. Watching other teachers use the HLP in the Avatar lab was a learning experience too.

Taniya Ganguli
Simpson Middle School

Looking Forward

- Align HLP resources with Cobb County New Teacher Academy.
- Embed the use of the MRS lab throughout the year.
- Teachers will participant in the MRS lab during individual sessions.