E-Mentoring to Support New Special Education Teachers

OSEP Web Seminar

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MISSION

To improve student learning by supporting the development of an inspired, dedicated, and highly-qualified teaching force.

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Outcomes

- Identify program components of effective online mentoring.
- Review initial research of eMSS-SE.
- An overview of the eMSS-SE program that offers support for beginning special education teachers.

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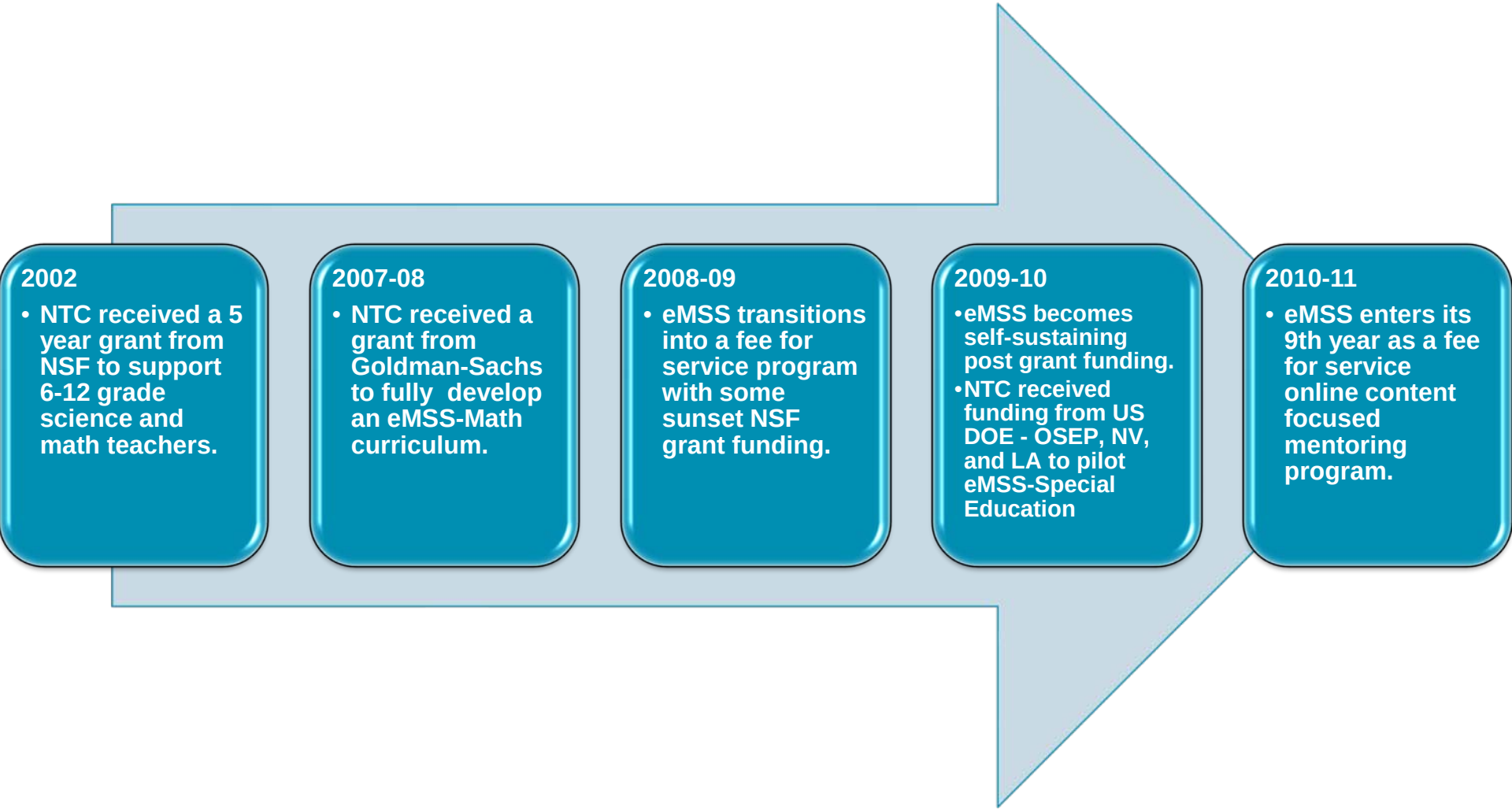
eMSS History



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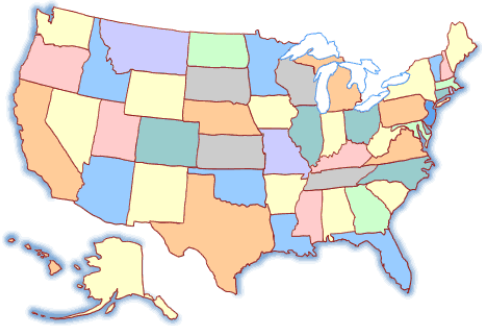
eMSS Reach

Since 2002, eMSS has:

- Worked in all 50 states, 2 US Territories, and 1 DODEA school.
- Trained more than 550 online content focused mentors.
- Mentored more than 2,000 new teachers.
- Influenced the education of more than a quarter of a million students.



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Program Components

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Evaluation Results for eMSS-SE

Post survey eMSS program data revealed that beginning teachers reported to be more prepared in the following areas:

- Managing students grades, record keeping, and paperwork.
- Student discipline.
- Lesson planning and time management.
- Effectively dealing with and communicating with parents.
- Using group work effectively.
- Setting and achieving student goals as written on I.E.P.’s
- Setting and achieving professional goals.

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Evaluation Results – Part 2

Mentees reported an increase in preparedness on the post survey in all of the following areas:

- Using real world problems/contexts in lessons.
- Examining student work in order to assess student thinking and reflect on classroom practice.
- Identifying/developing lessons aligned to instructional goals on the students' I.E.P.'s.
- *Identifying/developing lessons to address individual student needs.
- *Formally/Informally assess student learning within the content area in which you are teaching.

***areas with largest reported gains**

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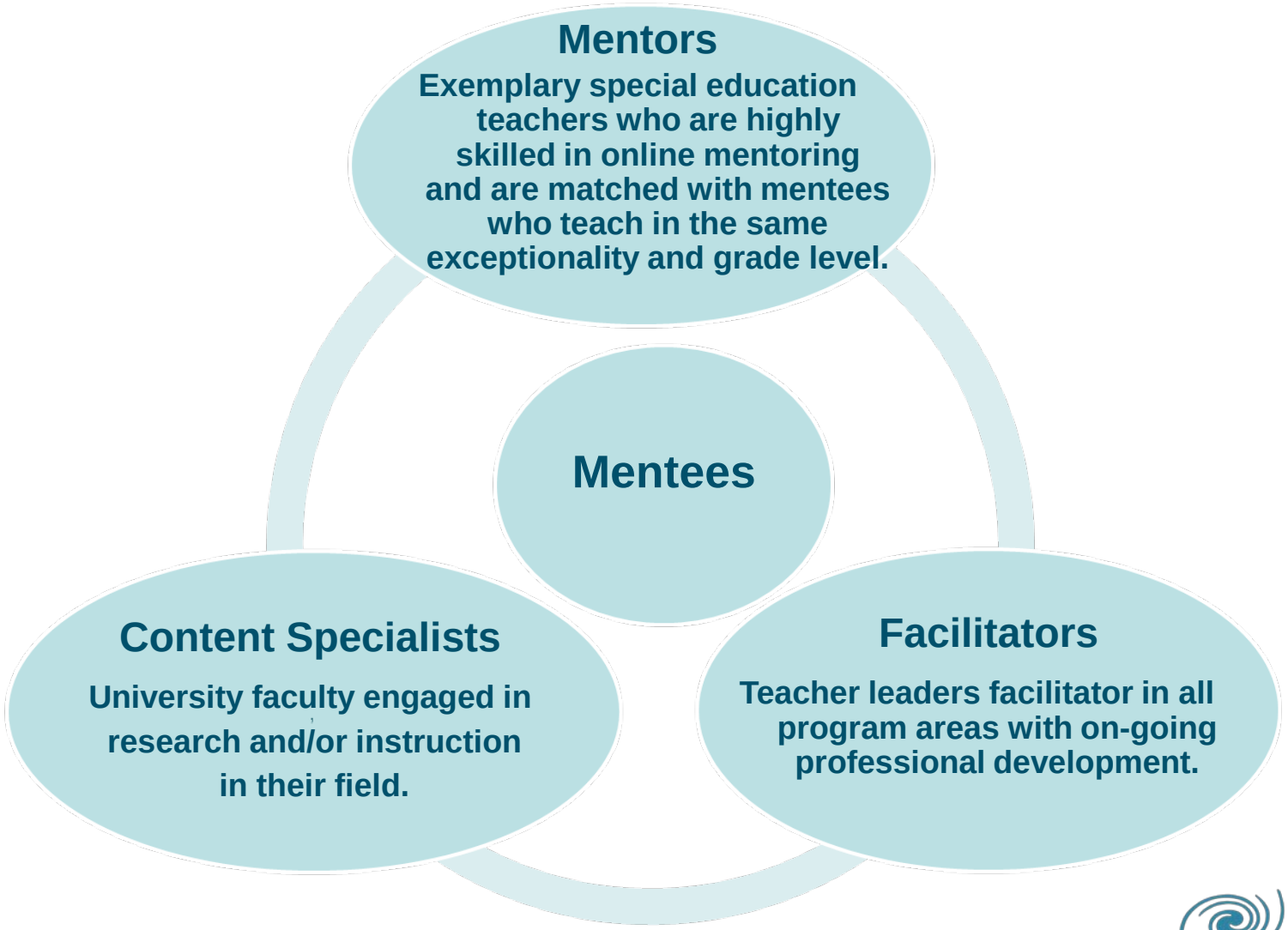
Online Community

eMSS Program Staff



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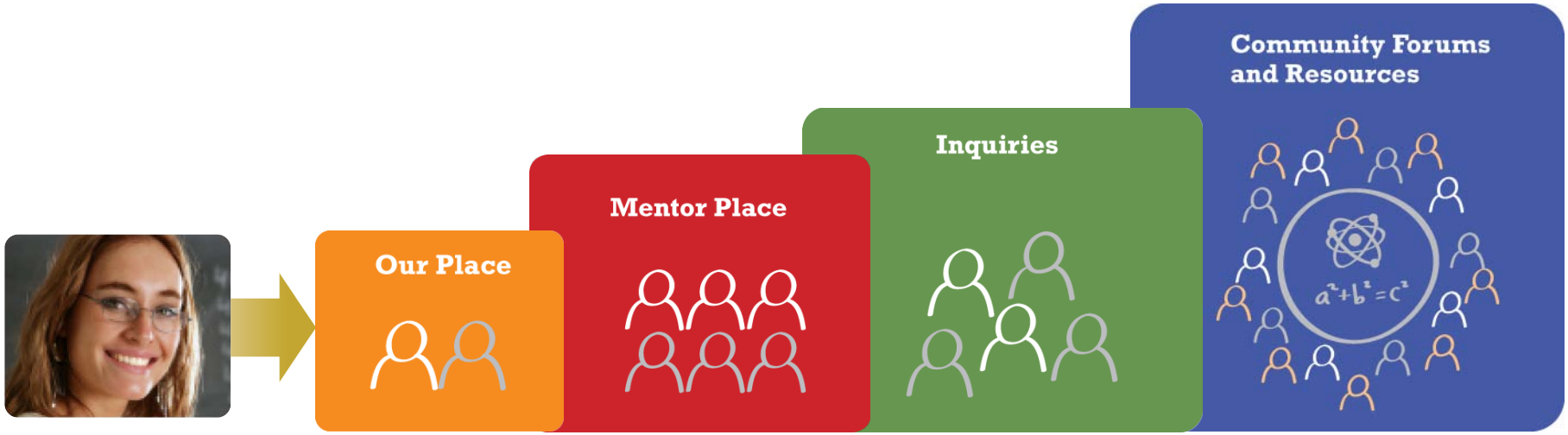
eMSS Program Overview



Organizations enroll their beginning teachers in eMSS

Our Place

A private area designed for mentees to work with their mentors. Mentees discuss their teaching practice and receive 1-on-1 mentoring from an experienced teacher in the same grade and subject.

Mentor Place

Discussion forums for larger groups of mentors. Mentor Place offers ongoing professional development and support for mentors.

Inquiries

Self-selected small groups examine pedagogical or content practices that can be applied directly to the classroom. A foundational part of eMSS, this is a structured and facilitated curriculum, which guides participants through a plan/prepare, teach/assess, and reflect/analyze cycle.

Community Forums and Resources

A community of teachers participates in discussion forums facilitated by teacher leaders and practicing mathematicians, scientists, and special education university professors. Content-focused discussions, dilemmas of practice, and access to resources are the heart of this area.

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NTC-Learning Environment

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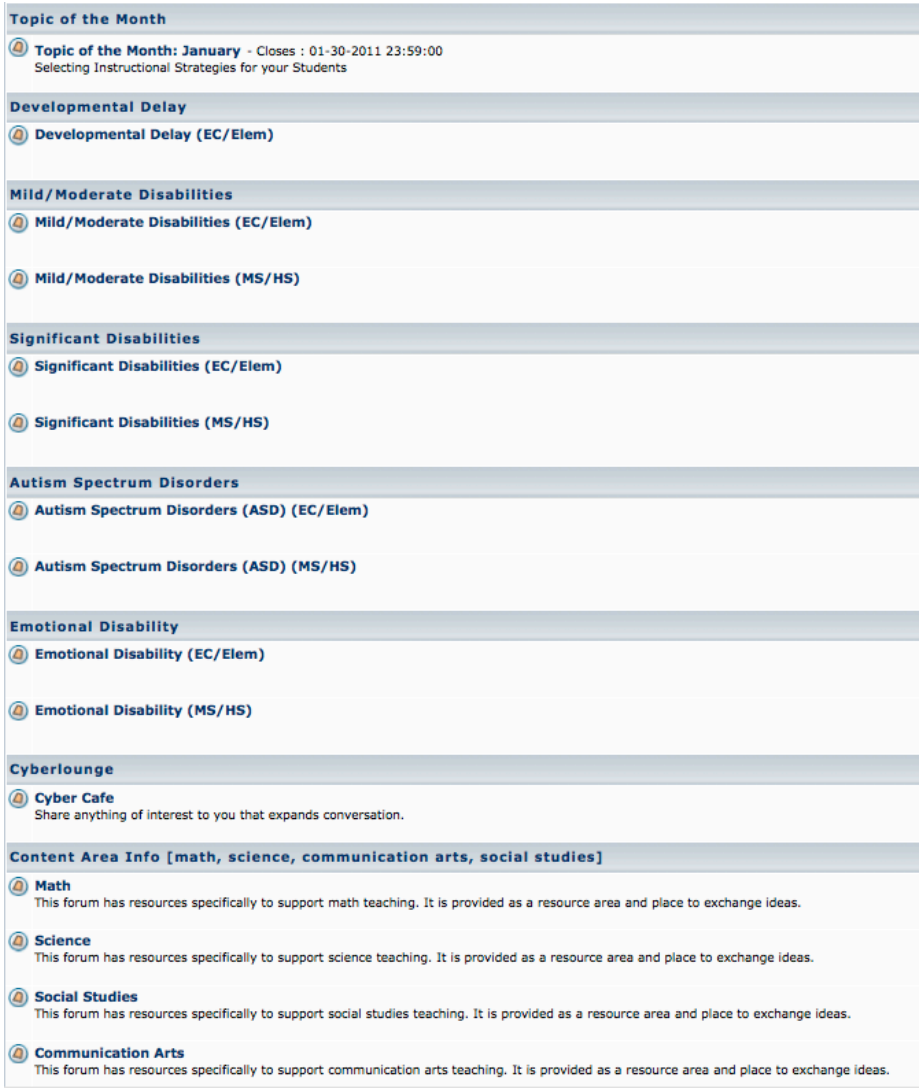
eMSS-SE Home Site



Our Place

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Discussion Topics

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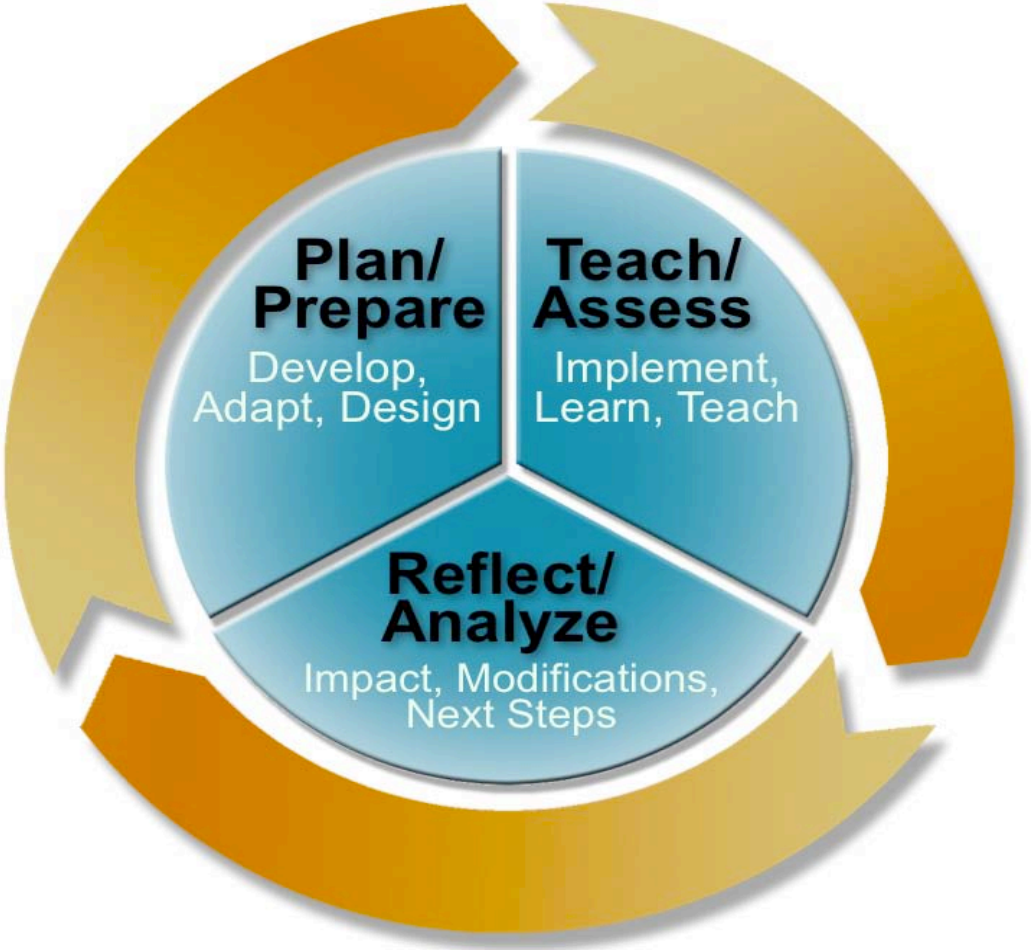
Conversations

Author	Message
08-21-2010 18:49:07	**Subject:** Measurable Goals, What is working for you?
Jessica Croft  Messages: 11	At times I struggle with implementing my measurable goals. Although my students present with the desire to work on some weaknesses, often we need to place our focus on reviewing and re-teaching regular ed. classroom content. If anyone has tips and tricks to share, I'm all ears! At progress report time, I find myself struggling for data! Jess Croft Special Education- 9-12 Concord, NH Mentor profile pm email
08-21-2010 20:19:56	**Subject:** Re:Measurable Goals, What is working for you?
Denise Dennis  Messages: 58 Location: Tallahassee, Fl.	I am considering using an ABA type phone app to help me to take data. I wonder if anyone else has used a tool on their phone and whether it is really useful. In other words would it be worth the $$$? ***Denise L. Dennis*** **eMSS Facilitator** **ESE Teacher Kate Sullivan Elementary Tallahassee, Florida** ***"Experience is what you get when you didn't get what you wanted."~ Randy Pausch*** profile pm email
08-22-2010 13:34:33	**Subject:** Measurable Goals, What is working for you?
Doris Tyler  Messages: 42 Location: Chapel Hill, North Carolina	Hi Jess, This is a tough one. How do we balance supporting access to the general curriculum with meeting the IEP goals? I struggled with this. One thing that helped was to actually divide the time available. (I saw most of my students daily.) To teach learning strategies and study skills, I found that I needed to integrate this into the curriculum support and help my students to apply the strategies as we worked on assignments and major projects. I'm wondering what others have tried? Doris

Inquiries

Focused discussions on a variety of special education topics



Next steps for eMSS-SE

- Develop curriculum specific for teachers who are working with students with sensory impairments. [Visual Impairment/Blind and Deaf and Hard of Hearing]
- Continue to develop and expand the available resources for participants.
- Continue to develop and expand the facilitation team with additional expertise.
- Develop a comprehensive evaluation plan with Dr. Mary Little – University of Central Florida.
- Continued integration of FAS tools.

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Participation in eMSS-SE

- Fall cohort – begins between August – October and ends in June.
- Winter cohort I – begins in January and ends June.
- Winter cohort II – begins in January and ends in Dec [summer off].
- Full program or a la carte [different program components available].

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For More Information and/or to Enroll Beginning Teachers

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Additional Research Results from eMSS Math & Science

- The following slides are additional information on the impact of the eMSS-Science and Math programs.
- Research conducted by Horizon Research and a variety of dissertation studies.

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Impact on New Teachers' Practice

eMSS beginning teachers consistently reported:

- Being significantly better prepared after participating in eMSS.
- A significant increase in preparedness in basic teaching and management skills.
- It was "likely" to "very likely" that participation in eMSS components enhanced their ability to teach science.
- Participation in the content area of eMSS improved their understanding of the content.

Reference: Horizon Final Report (2007) – Science & Math

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Impact on Student Achievement

eMSS beginning teachers reported:

- An increase in pedagogical strategies that supported student engagement.
- An increase in understanding content specific strategies to help students learn content specific concepts in a more meaningful way.
- An increase in cultural awareness.
- Qualitative data in self-assessments that identify specific instances.
- Reflective practice and making connections to the participants' classrooms can influence student achievement.

References: Bice (2005), Farrar (2009), Rugemer (2009) – Science & Math

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Impact on Mentors' Practice

eMSS mentors reported:

- There are opportunities for reflection on broader professional issues through interacting with a supporting community of learners and professionals.*
- There is power in reading and reflecting and it should not be assumed that learning is only occurring if participants are actively posting.*

In addition, findings from this study are consistent with the "best practices" identified in the online learning literature.

*Findings parallel similar results reported by mentees who participate in eMSS.

Reference: McAleer,(2007), Bice (2005), Rugemer (2009)

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Impact on Retention

- 80 - 95% retention rate.
  - Rate compares to face-to-face mentoring and induction program retention studies.
  - The largest sample ever studied at NTC.

Reference: eMSS Mentoring and Retention Survey: Final Report (A. Villar, 2009). Science & Math

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