

# WE'RE GLAD YOU'RE HERE!

We will begin promptly at 4pm



# HOUSEKEEPING & LOGISTICS

- **The link to the recording will be posted on the [ASCEND 307 web page](#)**
  - This session will be recorded.
  - Handouts and the Slides are available on the ASCEND 307 webpage
- **Closed Captioning:** needs to be set up individually by clicking on the “closed caption” on the bottom row of icons on your session screen
- **Links posted in Chat:** throughout the session, pertinent links will be posted in the Chat
- **Q&A:** To ask questions, please use the Q & A box





# ASCEND 307

## Essential Readiness Skills Webinar Series

Showcase Partner District Work This Year

[Please watch a welcome video by Superintendent Degenfelder](#)

# EMPLOYABILITY SKILLS

## WHAT?

**Skills employers consistently rank as essential for new hires.**

- Applied Knowledge
  - Problem Solving
  - Making Decisions
- Effective Relationships
  - Team Member
  - Flexibility
- Workplace Skills
  - Manage Time
  - Communicate

## WHY?

**Superintendent Degenfelder 2025 Priority**

- Pursuing Academic Excellence
  - Expand career & technical education opportunities

**WY Community College Commission**

- Social Capital Skills

**Office of Career, Technical & Adult Education**

- Employability skills

## WHO needs them WHEN?

**All students with and without disabilities need to function in society.**

- Executive Functioning skills form the core foundation of employability skills
  - Pre-K-12
    - Develop executive function skills
  - Transition
    - Employability skills



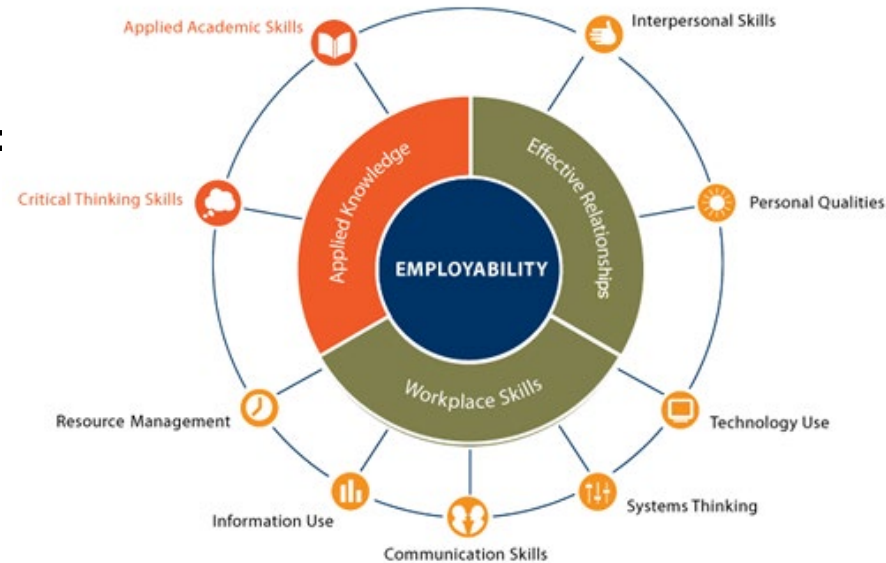
# EMPLOYABILITY SKILLS FRAMEWORK FOR WYOMING-READY WORKFORCE

## Applied Knowledge:

- Applied academic skills: reading, writing, mathematics
- Critical thinking skills: problem solving, make decisions

## Workplace Skills:

- Resource management: managing time & other resources
- Information use: using a variety of information to perform tasks
- Communication skills: communicating effectively with others to perform tasks
- Systems thinking: contributes to workplace teamwork
- Technology use: applying technology appropriately to perform tasks



## Effective Relationships:

- Interpersonal skills: teamwork, positive contributions
- Personal qualities: personal responsibility, professionalism, flexibility



# TEACH IT. SHOW IT. ASCEND IT.

## What educators do:

- Enroll in WDE Canvas course.
- View the Essential Readiness Skills webinar series (seven webinars, each 1 hour long) and review the handouts.
- Complete the final project - requirements detailed in Canvas course.

## Compensation for Participation:

- Free registration to TeacherCon (August 4-5, 2026) with successful completion by July 1, 2026.
- PTSB credit (1) awarded to all course completers (submit final project).
- Opportunity for work to be showcased and shared in the Wyoming Innovator Network and compensated for such.

## Timeline:

- April-September 30, 2030: WDE Canvas course open and accepting submissions
- July 1, 2026: Deadline to submit final project for free TeacherCon voucher.
- Late summer 2026: Submissions will be selected.
- Fall: Selected submissions will be posted. For those submitting after July 1, submissions will continue to be considered.



# PANELIST SPEAKERS

## **Matt Williams: Director of Special Education UCSD #1**

I have been in Special education for 22 years. Ten of those years have been as the Director of Special Education at UCSD #1. I have enjoyed supporting our ASCEND 307 group from behind the scenes. Working with master teachers (Jamie, Becky, and Debbie) is one of the joys of my life.

## **Becky Symes: New Teacher induction and Curriculum Coordinator**

Throughout my career I have worked as a classroom teacher, literacy coach and instructional facilitator. I currently work to support and coordinate literacy initiatives and celebrations. And, for the past eight years, I have helped reinvent the induction program in Uinta County School District #1 and have had the privilege of working with beginning teachers.

## **Debbie Nixon: IEP Case Manager, Special Education Induction Coordinator**

My entire career in education has been in special education, 37 years. 8 years working as a consulting teacher at Uinta Meadows Elementary. Prior to that, 29 years as a resource teacher at North Evanston Elementary working with all grade levels. 4 years as the Special Education New Teacher Induction coordinator.

## **Jamie Cook: Special Education K-1 Resource Teacher, Mentor teacher**

I have been teaching special education 15 years. I began in the Life Skills classroom and then had the opportunity to transfer to K-1 resource during COVID. I have also had the opportunity to mentor some of our new Special Education teachers.



# WHY ARE THEY LEAVING

## **Why new teachers are leaving the profession in Wyoming:**

- Mental Health - Stress and Anxiety
- Lack of Support both professionally and communally
- Workload
- Salary

(Hannon, A., April, 2024, Wyoming teachers are leaving. The reason why may be about more than money., Star Tribune.) (Perkins, M. May, 2022, Teacher Attrition in Wyoming: Factors to Consider, University of Wyoming.) (WDE)



# UCSD #1 NUMBERS...

## How do we keep them?

- 26 total new sped teachers since 2022.
- Only 3.8% of our new sped teachers have left the field of education for another industry.
- Nationwide roughly 40-50%

([DC.Gov](#) Office of the state superintendent of education) of new teachers leave education completely in the first five years. We are very proud and grateful for



# UCSD #1 SECRET SAUCE

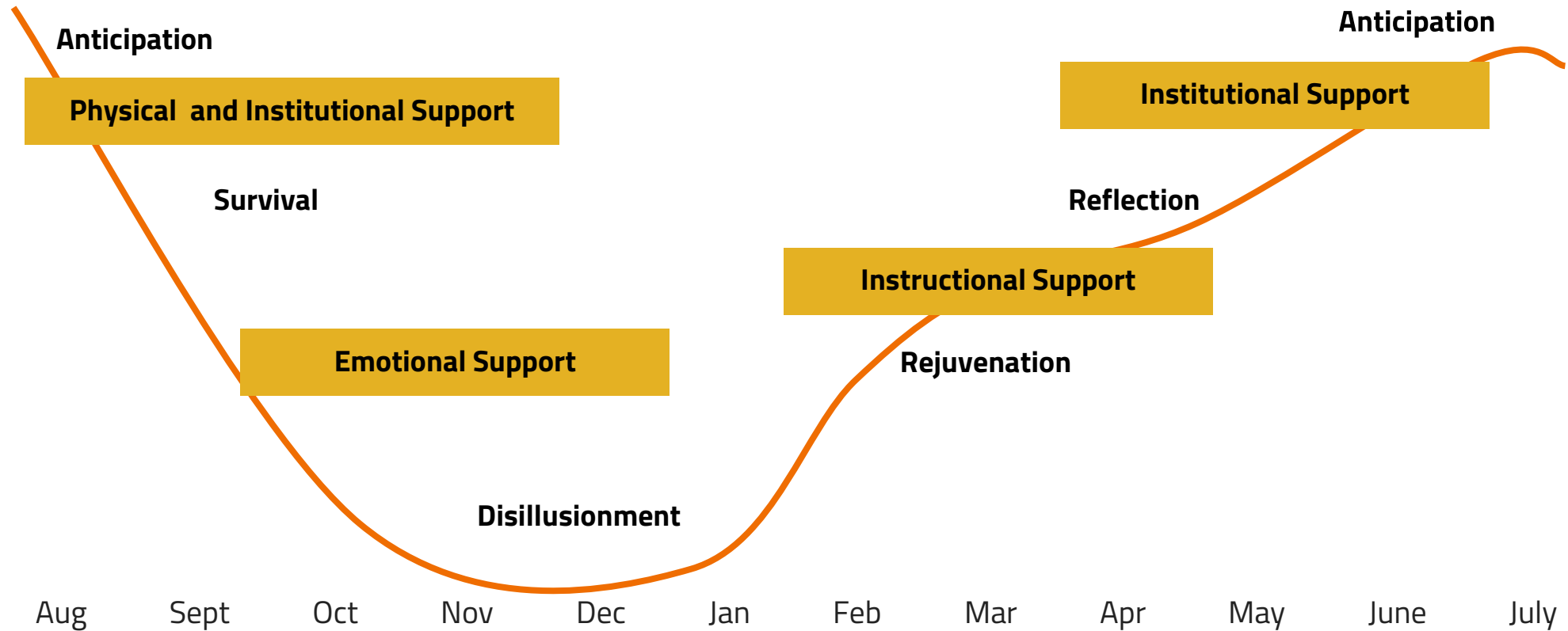
- Job recruiting best seller
- Genesis of District Induction Program
- Genesis of Sped Induction Program
- Why Special Education Induction will continue



# SUPPORTING NEW TEACHERS THROUGH THEIR FIRST THREE YEARS



# THE PHASES OF A NEW TEACHER'S ATTITUDE TOWARD TEACHING



(Ellen Moir, New Teacher Center) Lipton and Wellman, 2018



# A STRONG BEGINNING

## August is for Orientation:

- Introductions
- The Handbook from our Superintendent
- Get To Know You and Raffles
- [School Tour](#) - Physical Support
- Behavior Plan Lunch with School Teams
- Downtown Evanston
- Guest Speaker
  - Classroom Culture
  - Classroom Management
  - Special Education
  - Technology
  - The Evaluation
  - Parent Communication



# SCHOOL TOUR

You have made an amazing decision! Workin in UCSD #1 will be fun, challenging, rewarding and life changing! Today we are going on a school tour. Please use the spaces belowto take notes or jot questions.

Hopefully, by taking a tour today many of your logistical questions will be answered!  
Let's begin!



# WELCOME TO THE HUB OF OUR SCHOOL

## **The school office area:**

- Do I need to sign in in the morning?
- How do students check in the office (tardies, leaving school, etc.)?
- Who primarily works in the office?
- Do I send my attendance to the office each day?
- When might I send a student to the office?
- Do I have a budget for my classroom?
- Do I give my order to the secretary?
- Where are the leave request forms?
- When I need to be absent do I fill these out and give them to the secretary?



# MONTHLY SUPPORT FOR NEW TEACHERS

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<p><b>Anticipation</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Physical and Institutional</a></li> <li>● Rules and Routines, Building Relationships</li> <li>● Sleep!</li> </ul>	<p><b>Survival</b></p> <ul style="list-style-type: none"> <li>● Emotional</li> <li>● Our Instructional Framework</li> <li>● Organization</li> </ul>	<p><b>Survival*</b></p> <p><b>Disillusionment</b></p> <ul style="list-style-type: none"> <li>● Emotional</li> <li>● Clarity: Learning Targets and Lesson Planning</li> <li>● Closing the Stress Cycle</li> </ul>	<p><b>Disillusionment</b></p> <ul style="list-style-type: none"> <li>● Emotional</li> <li>● Classroom Management Panel</li> <li>● Making Connections</li> </ul>	<p><b>Disillusionment</b></p> <ul style="list-style-type: none"> <li>● Emotional</li> <li>● Routing Reboot</li> <li>● Gratitude</li> </ul>



# MONTHLY SUPPORT FOR NEW TEACHERS

INSTRUCTIONAL SUPPORT				
JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>Rejuvenation</b> <ul style="list-style-type: none"> <li>● Instructional</li> <li>● Student Engagement</li> <li>● Prioritizing Time</li> </ul>	<b>Rejuvenation</b> <ul style="list-style-type: none"> <li>● Instructional</li> <li>● Chunking and Checking</li> <li>● Being Inspired</li> </ul>	<b>Reflection</b> <ul style="list-style-type: none"> <li>● Instructional and Institutional</li> <li>● Helping Students Practice</li> <li>● Checking your Mindset</li> </ul>	<b>Reflection</b> <ul style="list-style-type: none"> <li>● Instructional and Institutional</li> <li>● Helping Students Practice</li> <li>● Checking your Mindset</li> </ul>	<b>Reflection Anticipation*</b> <ul style="list-style-type: none"> <li>● Instructional and Institutional</li> <li>● Preparing for Next Year</li> <li>● Celebrating</li> </ul>



# THREE YEARS OF SCAFFOLDED SUPPORT

- Mentors
- Monthly Induction Sessions
  - 9 Sessions - Year 1
  - 5 Sessions - Year 2
  - 4 Sessions - Year 3
- Lifting up district practices that have already been in place
  - HRS, PLC, RTI, PBIS, [Acronyms](#)
  - District Culture
- Observation/Feedback Loops
- Collaborative Planning and Problem Solving
- Celebrating Together



# COMMON TERMINOLOGY AND ACRONYMS

- BIP: Behavior Intervention Plan
- BCBA: Board Certified Behavior Analysis
- BIT: Behavior Intervention Team
- CBM: Curriculum Based Measures
- CCSS: Common Core State Standards
- CFA: Common Formative Assessment
- CKLA: Core Knowledge Language Arts
- CT: Consulting Teacher
- EEA: Evanston Education Association
- ELA: English Language arts
- ELL: English Language Learner
- EOB: Explanation of Benefits
- ESC: Educational Service Center
- FAPE: Free Appropriate Public Education
- FBA: Functional Behavior Assessment
- FMLA: Family Medical Leave Act
- FSA: Federal Spending Account
- FTEM: Focused Teacher Growth/Evaluation Model
  - 4 Domains
    - Standards-Based Planning
    - Standards-Based Instruction
    - Conditions for Learning
    - Professional Responsibilities
  - 23 Elements/ Competencies
  - 23 Protocols for each element



**How can we support our new  
teachers in becoming and  
remaining strong and effective  
educators for years to come.**



# HOW THIS BEAUTIFUL OPPORTUNITY LOOKS FOR SPED

## Timeline & Frequency

- We Work Together for 3 Years
- Year 1 Teachers Meet Every Month (8 Sessions)
- Years 2 and 3 Teachers Meet for 4 Sessions

## Framework

- Hour Long Interactive Sessions
- Topics Specific to Special Education
- Year 1 Topics are Set
- Year 2 and 3 Topics can vary depending on needs of the group, (Ele. / Sec.)



# AREAS OF FOCUS

- **Compliance**
- **FAPE**
- **Confidentiality**
- All Elements of the IEP
- PLAAFP
- Special Factors
- Transition Service
- Assessments
- Goals
- Services
- LRE
- ESY
- Accommodations
- SDI
- Progress Monitoring
- Data
- Behavior
- Beginning/Ending of the year expectations
- Navigation through Medley
- Paraprofessionals
- Working with parents, staff, and students
- Scheduling
- Curriculum/Materials



# WHY THIS WORKS

## **Whole Team Support**

In addition to Becky & Debbie:

- Building Consulting Teachers
- Building Sped. Teams
- Building PLC Teams

## **Specific to Special Education**

- In Depth work with the components of the IEP

- Builds Relationships
- Support so they do not feel isolated
- Retention of Staff



# WHO AM I MENTORING?

- **Life Skills Teacher:**
  - Currently doing her student teaching
- **First Grade Teacher:**
  - Currently working on her Master's degree in special education



# UCSD #1 MENTORING PROGRAM

- New teachers are assigned a mentor for their first two to three years of teaching
- The mentor is a highly qualified educator
- Mentors meet with their new teachers for at least one hour per week
- We give our mentors training regarding implementing support and impact cycles.



# MY WORK WITH MY MENTEES

- **Coaching**

- Observations and Feedback.
- Facilitating Reflections of Daily Lessons and Units.
- Communicating with College Clinical Supervisor.

- **Support**

- Physical: Classroom Setup, Program Materials, Manipulatives, Supplies.
- Emotional: Building Trust and Expressing Empathy, Asking, “What can I do to help you feel safe and supported?”, Being There.
- Instructional: Helping Build Best Instructional Practices, Studying the Scope and Sequence of the Year, Planning and Scheduling for Paras, Modeling Instruction .
- Institutional: Providing Resources and Next Step to Continue Learning and Growing, Book Studies.



# REFLECTING ON OUR WORK

- **Challenges**

- Working to help my mentee reach her college requirements when they didn't quite fit with our systems
- Scheduling - finding time to plan, observe, debrief and problem solve

- **Successes**

- Making it through challenges and learning from them
- Achieving high scores and positive feedback from college clinical supervisors
- Gradually releasing teachers to independence with great success
- The student data illustrates continual growth and progress

- **Lessons Learned**

- Listening is your most powerful tool
- When you give feedback make a plan for success and follow up with support
- Model as much as possible
- Reflect with your mentee to help them recognize their growth and next steps



**WHEN WE INVEST IN BEGINNING  
TEACHERS, WE INVEST IN EVERY  
STUDENT THEY WILL EVER TEACH.**



# Q & A



# COMPLETE THE EVALUATION

<https://winweb.ddehome.com/Evaluation.aspx?WorkshopID=1947>



# ASCEND 307 WEBINAR SERIES - WHAT'S NEXT

You can get involved!

Applications are being accepted to become part of ASCEND 307 next academic year

Please see the [ASCEND 307 website](#).



# FOR MORE INFORMATION

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[ASCEND 307 website](#)

ASCEND 307 is a multi-year initiative developed through a federal grant awarded to the Wyoming Department of Education. The overarching goal of the Wyoming State Personnel Development Grant is to improve outcomes for students with disabilities by enhancing personnel preparation and professional development in education and transition services.

