



Get *set* *t*
Nebraska

Administrative Leadership Academy

Pre-Trip Check Learning Guide



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ADMINISTRATOR PRE-TRIP CHECK

Learning Objectives

- 1 Identify potential mentors
- 2 Review scope and sequence
- 3 Plan for the Induction and Mentorship Program

Module Description

Teams need to plan ahead to increase retention of special education teachers. Think of this process as a road trip with Get SET Nebraska as your GPS to guide you along the way. The purpose of this learning guide is to take you through a pre-trip check before the Induction and Mentorship Program begins.

Materials & Resources

- Administrator Pre-Trip Check Video Presentation
- Pre-Trip Check Handbook
 - Get SET Plan Activities:
 - A: Determine Your Passengers
 - B: Plan Your Journey
 - C: Pack for Your Journey

Learning Sequence

Complete this module using the following sequence:

1. Watch Pre-Trip Check video presentation.
2. Pause throughout to complete Get SET Plan Activities.

Get SET Plan Activities



A: Determine Your Passengers



Goal:

The goal of this activity is to guide you in planning your mentor and mentee match. You will use the provided Get SET Nebraska process to find the best mentor match.

Directions:

1. For this Get SET Plan Activity, you will need to invite professional-level teacher mentors to participate and have potential mentors complete the *Mentor Teacher Application form*.
2. Complete the *Mentor/Mentee Match Comparison form* and identify the mentor match components for your mentee.
3. Evaluate your matches to identify the strongest match and any additional supports needed to enhance the match.

Activity A

Mentor Teacher Application

Name:

School:

Email:

Phone:

Grades the applicant has experience in or will be teaching (select all that apply):

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 18-21

Disability Areas applicant has experience in or will be teaching (select all that apply)

Autism Spectrum Disorder	Deaf-Blindness	Deaf or Hard of Hearing	Developmental Delay
Emotional Disturbance	Intellectual Disability	Multiple Disabilities	Orthopedic Impairment
Other Health Impairment	Specific Learning	Speech and Language	Traumatic Brain Injury
Visual Impairment			

Program Models applicant has experience in or will be teaching within (select all that apply):

General Education Consult	General Education Co-Teaching	General Education Push In	Special Education Pull Out
Special Education Courses	Special Education Separate School	Homebound Support	Hospital/Residential Support

Content Areas applicant has experience in or will be teaching within (select all that apply):

PK-K/K Reading	1-3 Reading	4-5 Reading	Middle School Reading
High School Literature	Other High School ELA		
Geometry	Algebra	Calculus	Trigonometry
Elementary Science	Middle School Science	High School Biology	High School Physical Science
High School Chemistry	High School Physics	High School Alt Science	
Elementary SS	Middle School SS	High School History	
Music	Physical Education	Alternative Courses	Life Skills
Transition	Vocational Opportunities	Budgeting	

Mentor/Mentee Match Comparison

Item	Possible Mentor	New Teacher/Mentee	Is this a match? Y/N
<p>Grade Match:</p> <ul style="list-style-type: none"> ● Review the mentor/mentee application forms to identify grades supported or those they will support. ● Quickly note the grades the mentor and mentee have or will be teaching in the space provided. ● Identify if the mentor/mentee match can provide adequate support for the required grade levels. 			
<p>Caseload Match:</p> <ul style="list-style-type: none"> ● Review the mentor/mentee application forms for caseload disability categories supported or those they will support. ● Quickly note the caseload content — disability categories the mentor has supported and the disability categories the mentee will be supporting in the space provided. ● Identify if the mentor/mentee match can provide adequate support for the disability categories on the mentee’s caseload. 			
<p>Content Match:</p> <ul style="list-style-type: none"> ● Review the mentor/mentee application forms for each teacher’s content areas supported or those they will support. ● Quickly note the content areas the mentor has supported or the content areas the mentee will be teaching in the space provided. ● Identify if the mentor/mentee match can provide adequate support for the required content area instruction. 			
<p>Program Model Match:</p> <ul style="list-style-type: none"> ● Review the mentor/mentee application forms for each teacher’s experience or needs in specific program models. ● Quickly note the program models the mentor has supported or the program models the mentee will be teaching in the space provided. ● Identify if the mentor/mentee match can provide adequate support for the required program models. 			
<p>Personality and Attribute Match:</p>			

- Consider what you know about each individual's personality and personal attributes.
- Quickly note personality characteristics that stand out to you for the mentor and the mentee.
- Identify if the mentor/mentee match could be a positive match.

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**If you answered "Yes" to all the matching criteria, you have a match. You do not need to proceed.
If you answered "No" to any of the matching criteria, use the following guide to help you create a strong match.**

- Are there other special education teachers in the district who may be a better match? If so, complete the application and match process for them.
- If you do not have other special education teachers in the district, think through the following supports to enhance the matching experience with the current mentor within the building.

1. Are there administrators or other staff members in the building with a background in the content or special education areas in which the mentor does not have experience?
 - Age/grade level
 - Disability category
 - Program area
 - Content area
 - Personality or attribute

List anyone who could support the team:

2. Are there ESU staff members or NDE Technical Assistance partners who could provide support, coaching or training to enhance the team's match?
 - Nebraska Autism Spectrum Disorder Network staff
 - Nebraska MTSS regional support leads
 - Regional deaf and hard of hearing staff
 - ESU vision impairment specialists
 - ESU transition coordinators
 - ESU professional development specialists
 - ESU special education professionals
 - Others

List anyone who could support the team:

If you cannot identify collaborative supports to enhance the mentor match, please complete the next section.

If you still do not have matches within your building or through partnerships, think through the following options for mentors:

- Neighboring district special education staff
- ESU special education staff
- Others

List anyone who could support the team:

Get SET Plan Activities



B: Plan Your Journey



Goal:

The goal of this activity is to identify the program's scope and sequence for your team. Reflect on the information you received from the video presentation to determine if the 1-Year Path or 2-Year Path will work best for your team. Using the examples below or a plan you create, you will identify the start date and process your team will follow.

Directions:

1. For this Get SET Plan Activity, review the possible scope and sequence options for your team's work in the Induction and Mentorship Program Phase 1. Identify additional possibilities for your school or district's team.
4. Schedule your Phase 1 work.

Activity B

Scope and Sequence Example 1: One day

Exits to Complete	Day 1: 7 hours
Exit 1: Roles and Expectations	x
Exit 2: Getting to Know One Another and the School	x
Exit 3: Caseload Organization and Preparing to Support Students	x
Exit 4: Planning for Induction and Mentorship Meetings	x

Scope and Sequence Example 2: Two half-days

Exits to Complete	Day 1: 3.5 hours	Day 2: 3.5 hours
Exit 1: Roles and Expectations	x	
Exit 2: Getting to Know One Another and the School	x	
Exit 3: Caseload Organization and Preparing to Support Students	x	x
Exit 4: Planning for Induction and Mentorship Meetings		x

Scope and Sequence Example 3: Three partial days

Exits to Complete	Day 1: 2.5 hours	Day 2: 2.5 hours	Day 3: 2 hours
Exit 1: Roles and Expectations	x		
Exit 2: Getting to Know One Another and the School		x	
Exit 3: Caseload Organization and Preparing to Support Students		x	
Exit 4: Planning for Induction and Mentorship Meetings			x

Our team plans to complete the Induction and Mentorship Phase 1 work on the following schedule:

Get SET Plan Activities



C: Pack for Your Journey



Goal:

The goal of this activity is to identify actions you may need to take prior to the start of the Induction and Mentorship Program. It is important to have everything in place, so your journey is successful. This activity will provide you with the opportunity to plan for mentor and mentee time, communicate the program's mission and plan for implementation.

Directions:

1. Plan for items to complete before the Induction and Mentorship Program begins by noting a target completion date for each checklist item. Make sure to note these dates on your calendar or other planning methods.

Activity C

Pre-Trip Checklist

Actions	Target Completion Date	Completed
Communicate with the mentor and mentee. Make sure they are aware of their participation and start date.		
Review the work schedules of the mentor and the mentee. Identify a shared time for planning and meeting. Adjust schedules accordingly. <i>**Teams will need approximately one hour per week in Phase 2 and mentees will need an additional hour per month for skill-building activities.</i>		
Share the vision of the Get SET Nebraska Induction and Mentorship Program with school-related staff. Make sure that they are aware of the program and work expectations of the mentor and the mentee. Share that they will need to meet at scheduled times.		
If you are not the administrator completing the mentee's evaluation, clarify the differences between the induction and mentorship activities and the evaluation process with the individual.		
Plan for connection opportunities with the mentee and the mentor. Identify when you will do this and how you will interact.		

*** After you complete the Administrator Pre-Trip Check, join your team to explore Phase 1 of the Induction and Mentorship Program.