



Get set
Nebraska

Administrative Leadership Academy

Best Practice Guide

Appendix

The following information is provided to assist administrators in following best practices for Get SET Nebraska implementation.

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PART A: Administrative Role

What are my expectations in the Get SET Program?

Mentors will guide the mentee through the program content. Administrators should be available to offer policy and decision support throughout the program, including providing information and communicating informally with the mentor and mentee.

Administrators should:

- Fully participate in all five modules of the Get SET Nebraska Administrative Leadership Academy.
- Communicate expectations clearly and support positive communication between the mentor and mentee.
- Provide sufficient time in both the mentor's and mentee's schedules to effectively engage in the Get SET Nebraska process.
- Act as a resource for the mentor by offering suggestions and support to enhance their mentoring skills.
- Supply necessary resources to the mentor and mentee to facilitate their learning of high-leverage practices in special education and skill development.

What does administrative support look like in Get SET?

The mentor will be the primary leader of the Induction and Mentorship team. You will notice there are several activities you are not required to attend. However, you can attend them all if you would like. Get SET Nebraska has compiled a list of successful methods of support shared by administrators in our pilot and scale-up program cohorts. If these items work for you, you may want to consider putting the following items on your calendar now.

These include:

- Schedule a time for the mentor and mentee to meet prior to the start of the school year. Make this protected time.
- Hold a beginning-of-the-year team meeting to discuss how Get SET Nebraska will be implemented in your school or district.
- Review the Phase 1 materials and identify meetings you would like to attend. Attend and take part in at least 50% of the Phase 1 activities.
- Arrange for substitutes or coverage for teachers during their meeting times.
- Check in with both the mentor and mentee at least once a week for a few minutes.
- Attend the Monthly Induction Reflection Meetings.

What is the administrative time commitment?

The role of the administrator is flexible, so time allocated to each part of the process will vary. The table below outlines general recommendations for the amount of time needed to support teachers and complete your work. You may adjust the time you spend as needed.

| Administrative Leadership Academy <i>Example time allocation per module</i> | | | | |
|---|-------------------------|------------------------|---|-------------------|
| <i>In minutes</i> | Preparation Time | Completion Time | Additional Meetings & Planning | Total Time |
| Module 1 | 5:00 | 34:00 | 0:00 | 39:00 |
| Module 2 | 5:00 | 39:00 | 0:00 | 44:00 |
| Module 3 | 5:00 | 43:00 | 0:00 | 48:00 |
| Module 4 | 5:00 | 39:00 | 0:00 | 44:00 |
| Module 5 | 5:00 | 40:00 | Varies | 45:00+ |
| Pre-Trip Check | 5:00 | 22:00 | 0:00 | 27:00 |

| Induction & Mentorship Program <i>Example time allocation per module</i> | | | |
|--|---|--------------------------------------|---|
| <i>In hours</i> | Mentor/Mentee Activity Time Completion | Mentor/Mentee Weekly Meetings | Administrator Time for Communication and Support |
| Phase 1* (prior to Aug. 30) | 6:00-8:00 | 0:00 | 3:00-4:00 |
| Phase 2 (Oct-April 30) | 12:00 (Mentee only for PLP, 1 hour/month) | 28:00 (4 hours per month) | 14:00 (2 hours per month) |
| Phase 3 (May 1-EOY) | 2:00 | 0:00 | 2:00 |

*Times for Phase 1 may be reduced if your team is using the Phase 1 Decision Tool.

PART B: Starting the Program

When should I start the Administrative Leadership Academy?

Participants in the pilot and scale-up cohorts have recommended administrators begin the Administrative Leadership Academy no later than June of the upcoming school year. You may want to use the following example chart as a guide:

| <i>Example Program Schedule</i> | | |
|---------------------------------|------------|---|
| Content | Start date | Completion date |
| Module 1 | June 5 | June 10 |
| Module 2 | June 11 | June 15 |
| Module 3 | June 16 | June 20 |
| Module 4 | June 21 | June 25 |
| Module 5 | June 26 | June 30 <i>(You will only watch the video by this date. The activities are completed by a team and will be ongoing.)</i> |
| Pre-Trip Check | July 1 | July 10 |

When should my team begin the Induction & Mentorship Program?

Get SET Nebraska was built to support new special education teachers for a one-year period. Following the suggested schedule below will allow teams to complete the content over time.

Please note: Dates are subject to change. If your school does not follow an August to May schedule, you may need to adjust the following dates.

Phase 1: Exploring the Path Ahead

Time commitment: Approximately 6-7 hours of mentor/mentee time and 2 hours of administrator time.

| Exits | Completion Dates |
|--|--------------------------------|
| Exit 1: Roles and Expectations Overview | By the date IEP services begin |
| Exit 2: Getting to Know One Another and the School | By the date IEP services begin |
| Exit 3: Caseload Organization and Preparing to Support Students | By the date IEP services begin |
| Exit 4: Planning for Induction and Mentoring Meetings | By Sept. 1 |

Phase 2: Driving to Success

Time commitment: Approximately 2-3 hours of mentor/mentee time for planning and 4 hours in monthly meetings. Administrator time includes approximately 1 hour per month during meetings (last of the month) and additional time checking in with mentees, as needed.

| Exits | Completion Dates |
|--|-------------------|
| Exit 5: Creating the Individual Learning Plan | Sept. 1-7 |
| Exit 6: Exploring Communication Maps | Sept. 7- April 30 |

Phase 3: Reflecting on the Journey

Time commitment: Approximately 4 hours of mentor/mentee time and 2 hours of administrator time.

| Exits | Completion Dates |
|--|--------------------------------------|
| Exit 7: Reflections of Your Year | May 1-7 |
| Exit 8: High-Leverage Practices Growth and Planning | May 1-7 |
| Exit 9: School Climate and Culture Reflections (Administrator only) | May 7-14 |
| Exit 10: Destination Achieved: Celebrate! | By the last day of the contract year |

PART C: Content Guidance

Below is a step-by-step checklist to help you keep track of your team's progress:

Phase 1: Exploring the Path Ahead

- Introduction: Introduction to the Induction and Mentorship Program**
 - Watch the introduction video "Introduction to the Induction and Mentorship Program."
 - Note anything your team would like to remember from the introduction video.

- Exit 1: Roles and Expectations Overview**
 - 1a: Exploring Your Role**
 - Review each team member's expectations as a group.
 - Each team member will sign the Get SET Nebraska Participation Agreement.
 - 1b: Team Ethics and Integrity**
 - In this activity, you will identify and define team ethics and integrity related to confidentiality and personal boundaries.
 - 1c: Professional Ethics and Integrity**
 - Locate, review and discuss board and district policies.
 - Locate and discuss IDEA and FERPA resources from by the U. S. Department of Education.
 - Review and discuss the Council for Exceptional Children Code of Ethics.

- Exit 2: Getting to Know One Another and the School**
 - 2a: Learn About Each Other**
 - Cut out the question cards provided below.
 - Divide the question cards evenly between the mentor and mentee.
 - Mentors will ask the question on their cards and mentee will respond, and then vice versa.
 - 2b: School and Job-Related Contact Review**
 - Complete the provided chart.
 - Fill in contacts not listed in the provided chart.
 - 2c: School Staff Policies and Unwritten Rules**
 - The mentor will review the staff policies and unwritten rules charts below. They will add any additional items.
 - Explore rules and spaces related to building access, resource access, routines and procedures and curriculum.

- Exit 3: Caseload Organization and Preparing to Support Students**
 - 3a: District Special Education Policies and Procedure Review**
 - Explore Nebraska Rule 51 and Rule 52, and identify any notes that could help in the future.
 - Explore district procedures, forms and steps for specific special education related practices.
 - OPTIONAL: You may use the provided guiding form adapted from the NDE Guidance Document.
 - 3b: Mentee Caseload Review**

- Gather all IEPs for students who will be supported on the mentee’s caseload.
- The team will review the mentee’s planned caseload to learn how services are individualized for each student.
- Complete the Mentee Caseload Review Chart for each student on the mentee’s caseload.

3c: District Culture and IEP Placement Determinations

- Review descriptions for student placements in the Get SET Appendix: Part E.
- Identify the IEP placement determinations the mentee will support.

3d: IEP Paperwork System

- The mentor will work with the mentee to identify and locate forms that will be needed for the IEP process.
- Review the forms in the school or district system.

3e: Building the Binder

- Explore binder examples.
- Determine the binder format/structure and develop a content outline.
- Create the binder.

Exit 4: Planning for Induction and Mentoring Meetings

4a: Looking Ahead

- Lead the mentee in a visual walk-through of the Phase 2 and Phase 3 documents.
- Complete the Handbook Acknowledgement Form.

4b: Scheduling Phase 2 and Phase 3

- Schedule dates for each of the meetings noted.
- Enter the dates into a personal planner or electronic calendar.

Phase 2: Driving to Success

Exit 5: Creating the Individual Learning Plan

5a: Exploring High-Leverage Practices in Special Education

- Review the CEEDAR Center’s materials for High-Leverage Practices in Special Education.

5b: Identification of Mentee Planning Needs

- The mentee will complete the CEEDAR Center’s “High-Leverage Practices for Students with Disabilities: Self-Assessment Tool.”
- The mentor will review the mentee’s self-assessment results and prepare the form for discussion.
- The team will work through a process to identify three skill-building goals for the Individual Learning Plan.

5c: Creation of the Individual Learning Plan

- Complete Individual Learning Plan forms for the 2nd, 3rd and 4th quarters.

Exit 6: Exploring Communication Maps

6a: Introduction to the Induction Process

- Review the Weekly Mentor/Mentee Meeting structure and contents from the Communication Maps.

- Review the monthly administrator, mentor and mentee Monthly Induction Reflection meeting materials.
- Reflect on the content your team will use to guide meetings during Phase 2.
- 6b: The Role of Observation in Mentoring**
 - Read the definition of observations in the Get SET Nebraska program.
 - Familiarize yourself with the Mentor Skill Observations in your mentoring process.
 - Familiarize yourself with Mentee Observations of Classrooms.
- 6c: The Meeting Process**
 - The team will use the monthly Communication Maps to guide their meeting discussions from September to April.

Phase 3: Reflecting on the Journey

- Exit 7: Reflections of Your Year**
 - 7a: Process and Topic Reflections**
 - Review the article “Gut-Level Teacher Reflection.”
 - Discuss each reflection area and document thoughts on the table provided.
- Exit 8: High-Leverage Practices Growth and Planning**
 - 8a: Reflect on Individual Learning Plan Goals**
 - The mentee will complete the HLP post-assessment.
 - The mentor and mentee will conduct a comparison of scores to assess growth overall and for each sub-question.
 - The mentor and mentee will use the Individual Learning Plan Reflection Form to guide a discussion.
 - 8b: Planning Forward (optional)**
 - Complete the Planning Forward for Year 2 table.
 - Build an Individual Learning Plan for the mentee’s second year.
- Exit 9: School Climate and Culture Reflections (Administrator only)**
 - 9a: Assess the Climate and Culture of Special Education Staff**
 - Explore available climate and culture tools.
 - Select a tool to measure climate and culture.
 - Administer the selected tool to members of your special education staff.
 - Review and reflect on the results and identify areas for growth or potential actions.
- Exit 10: Destination Achieved: Celebrate!**
 - 10a: Plan your Celebration**
 - Plan your celebration.
 - Implement your celebration.

Program Adjustments

What program adjustments can be made if the mentee has special education or teaching experience but is new to our district?

Situations may arise where a teacher has experience in certain areas and may not need to complete all Exits. In this case, adaptations can be made to Phase 1 content. Your team can use the “**Decision Tool for Adapting Phase 1**” below to determine which adaptations are recommended.

***Please note, each Get SET Nebraska activity is designed to be a beneficial component of an efficient and effective program. Carefully consider your team’s background knowledge and experience when deciding to make adaptations to Phase 1.*

Decision Tool for Adapting Phase 1

Exit 1: Roles and Expectations Overview

All Exit 1 activities are instrumental in the success of your mentoring team's progress and should not be skipped or modified.

Exit 2: Getting to Know One Another and the School

Use the checklist below to determine possible adaptations to Exit 2 activities.

2a: Learn About Each Other

Your team may consider skipping Activity 2a if:

- The mentor and the mentee have an established professional relationship (e.g., met through district mentoring program, worked together in the past, etc.)

2b: School and Job-Related Contact Review

Your team may consider skipping Activity 2b if:

- Your team has access to a complete list of contacts that provides:
- All professional contacts needed for special education teachers, including full names, phone numbers and email addresses.

If you cannot skip 2b, but your team meets one indicator above, you may consider adjusting the activity in the following ways:

- Add the following information to the provided Contact Form:
- Additional contacts and/or
 - Names, phone numbers or email addresses

2c: School Staff Policies and Unwritten Rules

Your team may want to consider skipping Activity 2c if it meets these conditions:

- The mentee has worked in the building for at least one year.
- The mentee feels confident that they know the unwritten rules of the building.
- The mentee can find their way around the building.

Exit 3: Caseload Organization and Preparing to Support Students

Use the checklist below to determine possible adaptations to Exit 3 activities.

3a: District Special Education Policies and Procedure Review

Your team may want to consider skipping Activity 3a if it meets these conditions:

- The mentee has worked in the building for at least one year.
- Your district has accessible policy and procedure documents.
- The mentee knows where to find the policy and procedure documents.
- The mentee understands how to use the policy and procedure documents.

If you cannot skip 3a, but you meet the first indicator, you may consider adjusting the activity in the following ways:

- Review where to find the documents.
- Discuss how the document is structured and best practices for use.

3b: Mentee Caseload Review

Activity 3b is instrumental to the success of your mentoring team's progress and should not be skipped or modified.

3c: District Culture and IEP Placement Determinations

Activity 3c is instrumental to the success of your mentoring team's progress and should not be skipped or modified.

3d: IEP Paperwork System

Your team may want to consider skipping Activity 3d if it meets these conditions:

- The mentee has used your IEP system in the past.
- The mentee understands the structure of the IEP system.
- The mentee can locate necessary documents in the IEP system.

If you cannot skip 3d, but you meet one or two indicators, you may consider adjusting the activity in the following ways:

- Review the structure of the IEP system.
- Explore the location of documents in the IEP system using the Get SET checklist.

3e: Building the Binder

Get SET Nebraska does not recommend skipping Activity 3e. However, your team may consider adjusting the activity if the mentee has an electronic or hard copy binder already in place.

Use the following checklist to make sure the following items are included:

- IEP meeting dates
- Re-evaluation/assessment due dates
- Parent contact information
- Goal monitoring and data collection information
- Progress report dates
- Items from Phase 1 activities:
 - Activity 2b: Contact Form or alternative form
 - Activity 3a: Procedures (if completed)
 - Activity 3d: IEP Paperwork location document (if completed)

Exit 4: Planning for Induction and Mentoring Meetings

Both Exit 4 activities are instrumental to the success of your mentoring team's progress and should not be skipped or modified.

PART D: Mentor Pairings

Who provides the mentor for Get SET Nebraska?

Evidence shows that mentors from within the district are the best fit for new teachers. Administrators will complete the mentor matching process to identify a mentor from their own district. This process is discussed in the Administrator Pre-Trip Check Learning Guide, Activity A.

How do I match a mentor when I do not have a qualifying special education teacher in my district?

We recommend you review the Pre-Trip Check in the Administrative Leadership Academy, as it will address your question. Or, you can review the flowchart below:

MENTOR/MENTEE MATCH PROCESS



