



# THE UTAH SPECIAL EDUCATOR

February 2003  
VOL. 23 NO. 4

## *Mentoring:* Relationships To Grow On

Published and edited by: The Utah Personnel Development Center • 2290 East 4500  
South, Suite 220 • Salt Lake City, UT 84117-3431 • In Utah 800-662-6624

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*The Utah Special Educator* is published and edited by the Utah Personnel Development Center, Carriage Hill Office Building, 2290 E. 4500 S., Suite 220, Salt Lake City, Utah 84117, (801) 272-3431, in Utah (800) 662-6624, www.ulrc.org. *The Utah Special Educator* is a publication of the Utah Special Education Consortium. The consortium board members are: Ted Kelly, Tom Walker, Ann Miller, Helen Post, Susan Ord and Bruce Schroeder.

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The purpose of *The Utah Special Educator* is to serve as a medium for the dissemination of information related to promising practices and other dimensions in the provision of a Comprehensive System of Personnel Development.

*The Utah Special Educator* is also available in alternative formats. All views and opinions expressed represent the authors and do not necessarily reflect the views and opinions of the Utah Learning Resource Center, the Utah Special Education Consortium, or the Utah State Office of Education. The Utah Personnel Development Center is a project funded through the Utah State Office of Education to the Utah Special Education Consortium for a Comprehensive System of Personnel Development.

## Call For Articles

We would like to invite you to write an article for *The Utah Special Educator*. The Utah Special Educator for 2002-2003 focuses on issues facing educators involved in providing services to students with disabilities. The theme this year is Recruitment and Retention. Articles should focus on the monthly topics below.

### MONTH • MONTHLY TOPICAL FOCUS • ARTICLE DUE DATES

April • English Language Learners & Special Education • February 21, 2003  
May • Recognizing and Honoring Excellence • April 4, 2003

The editors are available for consultation or assistance as needed to complete your submission. Contact either Cheryl Hostetter [cherylh@ulrc.org](mailto:cherylh@ulrc.org) or Michael Herbert [michaelh@ulrc.org](mailto:michaelh@ulrc.org). Phone numbers for both are 800-662-6624 or 801-272-3431.

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*The Utah Special Educator* is a symbol of the leadership of Dr. R. Elwood Pace whose vision made the Consortium, the ULRC and this journal possible.

“Begin With The End In Mind”

# The North Star Experience

## From The Editor

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**Cheryl Hostetter, Editor • Michael Herbert, Co-Editor**

Everyone has experienced mentoring in his or her life at one time or another. “How so?” you ask. Well, none of us would have gotten to this point (where ever that may be) without the power of mentoring. Our parents, our teachers our friends, significant others, our colleagues, our enemies, etc. were all significant influences. I am not saying that all the mentoring was good or had positive results—one would hope that all was positive—but our lives have been influenced by many types of mentors over our lifetime. So, it is not by chance that Mentoring is a huge part of what should be happening in the schools at all levels to increase the skills of students, teachers and administrators. Why is it that we have peer tutors for the students but not peer tutors/coaches for teachers or administrators? Why is it that we are just now making a significant emphasis on Professional Development and New Teacher support when we have known for years the power of support and expertise to new and invested teachers and the impact that has on student learning? Why is it then that when there is a budget crunch the first money to go is Professional Development?

Over the years Stephen R. Covey and his books, *The 7 Habits of Highly Effective People* and *First Things First*, have significantly affected our state. Not only publicity and monetarily but also his philosophy on principle centered leadership. At one time even our Utah State Office of Education was trained and actually had a specialist designated to provide statewide training. At that time I had the opportunity to work with Kirk Allen to train the Box Elder Board of Education in these principles. Get to the point you are saying. My point is—are these principles any less true today than they were a few years ago? If so, then they are not principles according to Dr. Covey’s definition. Therefore, if we believe these to be correct and invaluable

should we not be embracing them in our efforts to increase student learning? (Notice I did not say increase our test scores?) For those of you who do not embrace Dr. Covey’s principles, keep in mind that he is not the only one in the management realm using these concepts. However, when looking at the concepts of Beginning With the End in Mind or the North Star, the idea is that you look at what you want to see happen at the end—increased student learning—you plot a course to achieve that End and you provide systematic support (mentoring) to stay the course—the North Star. We all know that Mentoring is an effective tool to do both.

The Utah Personnel Development Center is proud of the Utah Mentor Teacher Academy (UMTA) and what it’s been able to contribute to increased student learning over the years. This edition of *The Utah Special Educator* is dedicated to the increased statewide mentoring efforts to support professionals at all levels. We recognize we have not even scratched the surface of this endeavor in our state but hope these articles will encourage and inspire all of us to chart our course for True North. Enjoy! ■



# Mentoring!

*Utah Mentor Teacher Academy*



*Communication*

*Knowledge Base*



*Sharing Ideas*

*Collaboration*



*Facilitation*

*Memories*



*Leadership*

# A Road Well Worth Traveled: My Perspective of 17 Years of Mentoring

I really don't remember how I became involved with the Utah Mentor Teacher Academy (UMTA) or even if I wanted to. I do remember heading south one day with Sandi Hemmert to help with training held at Brian Head Ski Resort for the South Region Track 2 Mentors. I was scared and hoped that I would be able to do my job and whatever was expected of me. The training went very well. I met some great people, and that was my induction into the UMTA.

When the Utah Mentor Teacher Academy was conceptualized many years ago, little did I realize that my love affair with the Academy and mentor teachers would last 17 years. I would like to think that I have contributed, as well as many others, in keeping a vital part of professional development alive—a vision that the UPDC should be very proud of. Some of the best teachers that Utah has to offer have received mentor training. Few other states can boast about that.

The purpose of the UMTA is to refine and enhance the leadership skills and knowledge of highly qualified educators from around the state. Change is always good, but one thing that has not changed as professional development moves forward in Utah is the quality of trainings from local and national presenters that the UPDC has offered to past and present mentors. Mentors selected participate in two-day professional development sessions seven months a year, over a two-year period. Over the years, a wide range of topics has been presented by national and local speakers. Some of these include: Anita DeBoer on collaboration, communication and interpersonal styles, Marilyn



**Mary Baldwin**  
**Utah Personal Development Center**

Crocker on facilitation skills, Steve Ramiriz on cooperative learning, Esther Wright on building students' self-esteem, Florin Nielsen on cognitive mentoring, Judy Wood on teaching the general curriculum to the hard to reach, Pam Robbins on creating learning communities, Ann Delehant on models of professional development, and last but not least Marilyn Grey on relieving stress through humor.

At the end of the 2-year training, a graduation ceremony is provided for that track. Each group of mentors can decide what they want their final night program to be. When Track V graduated, they voted for a fashion show. It was amazing what they came up with and the fun they had strutting their stuff. Now we know hotel drapes are not terribly attractive. But, a gal came dressed toga style in the drapes taken from her hotel room—she made ugly look like a Roman Goddess.

*Continued on page 6*

This year the Fourteenth Utah Mentor Teacher Academy Conference was held January 16th and 17th. This conference has become an annual event for past and present mentors to network, maintain mentoring skills, renew friendships and make new ones. Local and national presenters offer outstanding presentations on a variety of different topics.



As I reflect back, I remember the 1st Annual UMTA Conference. It was held at the downtown Salt Lake Hilton. I was so excited and more than a little apprehensive at helping to put on a conference of this scope. Being new at conferencing, I wanted to share in the excitement and preparation. Boy, I didn't realize how much work was involved in making a conference a success, but I soon found out and have since become a pro (well almost a pro). Candy Barela and I set up materials the eve of the conference and stayed at the hotel. I had a wake-up call for 6:00 a.m. and went to bed. I woke up looked at the clock (I didn't have my glasses on), jumped out of bed, a little upset that I had not received my wake-up call and headed for the shower. I showered, put my make-up and clothes on, blow-dried my hair—this gal was R E A D Y! I decided to call Candy and let her know that I was heading down to set out name tags. I could tell that Candy was still asleep and after a few seconds I hung up on her. Glancing back at the clock I noticed it was 1:30 a.m. in the morning! My next dilemma was; I'm awake and ready to go and it's 1:30 in the morning! I got undressed down to my slip/bra and panty hose (that

was when I wore panty hose on a regular basis). I fell asleep lying on my back so I wouldn't mess my hair. I did get my wake-up call at 6:00 a.m. and since I was 95 percent ready I thought "I'll just lay in bed for a few minutes". Of course I fell back asleep, totally trashed my hair and arrived late at the registration table. Immediately I thought "I'll get fired and hopefully Candy wouldn't say anything about a phone call she received in the middle of the night". She let me know that some "idiot" called and hung up on her. It was a very long time before I told Candy that I was the idiot. As it turned out the conference was a huge success, and has been every year since. Oh, I forgot to mention I overslept the following morning of the conference too. I've never been late since.

Now I must say, there have been times when I have become so overwhelmed and overworked that I thought I was burning out. Then I remember all the wonderful memories and what the UMTA means to me. I have been so fortunate and feel so honored that some of Utah's finest mentor teachers have allowed me to be a part of their educational development. Many of these teachers have become friends and colleagues and I know these relationships will last a lifetime.

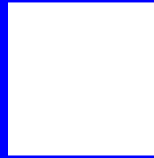
Over the years I have been constantly amazed to see the growth and change in mentors. It begins with a 3-day workshop each September for initial training and in the end no one believes that 2 years has gone by so quickly. They ask "Can I stay for a third?" At initial training I see the anxiety in their eyes. You see them wondering "will I be able to absorb all this information and do I really want to be here?" By the 3rd day, bonding begins, anxiety levels drop, materials are beginning to make sense and mentors realize they can take this information back to their district to implement.

In conclusion, I want to thank my mentor leaders: Candy Barela, Carol Harrington (my friend and colleague who has been by my side all these years and given me the encouragement to do my best—a special thank you), Randy Schelble, Karen Marberger, Davalee Miller, and Jim Curtice. Because of all of your support, guidance, friendship, encouragement and putting up with me I have become a better person. You have allowed me to grow and learn. What an incredible journey it has been—My fellow mentors, it has been a "Road Well Worth Traveled."

I leave you with the following "A wise old owl lived in an oak; the more he saw the less he spoke. The less he spoke the more he heard—why can't we all be like that old bird?" ■



*Encouragement  
Guidance*



*Growth & Change*

*Listening*

*Strengths*



*Success*

# *Mentoring!*

*Utah Mentor Teacher Academy*

*“If I accept you as you are, I will make you worse; however, if I treat you as though you are what you are capable of becoming, then I help become that.”*  
—Johann Wolfgang von Goethe

Teaching in the field of special education is a place where I make multiple decisions each day. These decisions lead me to turmoil or positive relationships. To choose appropriately, I always need to know my options and what their effects are going to be on the classroom

with people. When I hire individuals to work, I accept the strengths and limitations they bring. These can lead each person to being more independent and self-directed.

Dr. Rene Diaz of *Creative Leadership Partners* of Glendale, Arizona said that peer coaching increases the capacities for sound decision making and self-directedness.

This year, due to an increase of students with special needs, coupled with paraprofessionals to help facilitate this large case

# Less Is More

## A Paradoxical Approach to Mentoring



environment. Like all teachers, I teach because I like to deliver information in interesting and exciting ways to help others learn, and at times profess too much. To get the most out of the people I mentor, I began to examine the paradoxical idea that “less is more.” Some of the options that are available to me seem to be of a paradoxical approach to teaching, but has brought much success to many teaching moments.

The thoughts of Johann Wolfgang von Goethe serves as a great foundation in my philosophy and paradoxical approach

load, I felt like I should exchange my M. Ed. for an MBA degree. I had fourteen students with severe to profound disabilities and needed to manage six paraprofessionals and a corp of peer tutors. I felt compelled to hire one specific man to work for me, in spite of his disability, knowing that if I approached it with an optimistic attitude to positive mentoring, that it would work out to my benefit.

Let me introduce you to my friend and colleague Darin Lukow. Darin is a paraprofessional at Dixie Middle School in St. George, Utah. Darin is in his early thirties and sustained a brain injury at the age of six weeks, due to removal of subdural hematomas (blood clots) from his

brain. As a result, he has been a student of special education services his whole life. His memory skills are “savant like,” yet his academic levels are somewhere in the nine to ten year old grade equivalent range. He perseverates in dates, license plate registrations, calendars, birth dates and phone numbers. However, there is a delay in reading the social cues in his surroundings and constantly is needing prompts due to this delay. Darin needs additional social prompts, with him responding “Ohff, (hitting his forehead) I should know that.”



I struggled at first because of my expectations. He felt and acted like his abilities were commensurate with my other teachers, not knowing him well yet, I treated him equally. Productivity was low at best and other teachers made comments like, "it is like having another student around." I had to decide to either accept Darin as he is, and like von Goethe said "make him worse" or I needed to mentor him "as though he was capable of becoming what I hoped he could become." My first instinct was to show him everything. The more I taught him, the less I got out of him. I was going nowhere fast.

Dr. Diaz, in a mentoring conference at the Utah Mentor Academy (UMTA), taught a simple approach or option one could use in mentoring. He suggests that instead of loading the mentee down with techniques, suggestions and verbosity, help them to discover what their true potential is by asking four simple questions. 1) What are your objectives? Wait and listen. 2) What are your outcomes? Wait and listen. 3) How do you know the students are getting it? Wait and listen. 4) How do the students know they are getting it? Wait and listen. The questioning of What? What? And How? How? Are crucial for mentoring; but even more paramount is listening to their answers and reflecting back what they said, so they can begin the self discovery needed to refine their teaching skills. Amazingly, the mentor does a lot "less" teaching, but gets so much more out of the mentee.

I know that these questions are effectively used with teachers designing lesson plans for students, but I used it first to help mentor Darin personally to be equal to the task.

Mr. Brey: What is Your objective?  
 Darin: To work with kids. I'm really patient, Mr. Brey.  
 Mr. Brey: Yes, you are good with kids. Darin, this is why I am coaching you. What are your outcomes?  
 Darin: What do you mean, Mr. Brey?  
 Mr. Brey: What do you want to get out of this job?  
 Darin: To work here next year, and pay my car insurance.  
 Mr. Brey: Good Darin, that is why I want to meet with you on a weekly basis, so that we can reach your outcomes. Otherwise, it would be difficult for you to pay your car insurance and work with kids effectively.  
 Darin: Oh, let's not go there Mr. Brey.  
 Mr. Brey: We won't. How will I know Darin, if you're getting it?  
 Darin: Uh, we won't be having these meetings as much?  
 Mr. Brey: Yes, that's one way, how else will you know?



Darin: (pausing) I'll keep more busy and not be told what to do.  
 Mr. Brey: Good Darin, that is being independent. You want to be more independent each day. Darin, how will you know that you are getting it?  
 Darin: My dad says that I need to be more independent.  
 Mr. Brey: Darin, this is a good way to demonstrate that independence.

After this conference, Darin came away with the feeling that he was going to "increase his capacities for sound decision making and self-directedness." (Mr. Diaz) I came away with the idea that Darin needs less in his job description to actually build capacity to do more. Thoughts amazingly entered my mind that I should focus on his strengths in numbers. So I taught him how to assess timed readings with students. And his ability to tackle this single event has increased his capacity to be equal to his colleagues, who at one point said "it was like having another student in the class" to "Darin is really doing a great job now and he is really earning the money that he is being paid." For me, that was proof that I had, to know that Darin was really getting it.

Dr. Diaz also asked the question, "Why Coaching/Mentoring?" In summary: 1) Teachers really need and want support. 2) Feedback is the energy source of self-renewal for both the mentor and mentee. Ultimately, our capacity for sound decision making and being more self-directed can be accomplished simply by paradoxically offering "less to get more." ■

# Mentoring— It's All In The Relationships



In their book, *Mentoring-the Tao of Giving and Receiving Wisdom*, Chungliang Al Huang and Jerry Lynch describe the origin of the term mentor from classic Greek mythology. In that story, the first mentoring “relationship” occurred when Mentor, a wise teacher, was asked by Odysseus to watch over his son, Telemachus. Mentor took on the role of surrogate parent. He offered support, guidance, protection, and nurturing to the young Telemachus. They go on to describe the earliest historical “models” of the mentoring process from the succession procedures of three ancient Chinese sage kings between 2333 and 2177 B.C. The throne was literally passed on through a mentoring relationship between the king and his successor. Thus the concept of a mentor becomes one who guides and nurtures the growth of another during various stages of development—a sharing and passing on of wisdom and experience.

In recent modern times, mentoring has taken a prominent role in the corporate world as a training tool. In the past decade

and an half, schools have increasingly utilized mentoring effectively with new teachers and have even expanded mentoring as a retention tool among veteran teachers. Much has been written about what needs to be included in designing and developing effective mentoring programs.

### *One element stands out above all others—it's in the relationships.*

Successful mentoring comes down to an effective relationship between two people. Mentoring is described by Al Huang and Lynch as “...a two-way circular dance that provides opportunities to...experience both giving and receiving without limitations and fears.” Both the mentor and the



**Ron Dughman, Program Specialist • Mountain Plains Regional Resource Center**

mentoree or protege benefit in an open and receptive mentoring relationship.

Floyd Wickman and Terri Sjodin, in their publication, *Mentoring, a Success Guide for Mentors and Protégés*, cite the benefits of the synergy between two parties as a primary reason why mentoring works. The mentoring relationship can be a long term or short term one. It will vary depending on individual needs. But the effectiveness of the mentoring process still depends on the people involved.

Wickman and Sjodin suggest what they call “16 laws of mentoring” that help maintain purposeful relationships through the ups and downs of the human experience of mentoring. The authors developed their “16 laws” from interviews, research, and their business training experiences. They suggest that mentors and protégés review the guidelines before committing to a formal mentoring relationship. A regular review of the “laws” during the mentoring relationship helps keep both parties on track.

The “16 Laws of Mentoring” are summarized below. They could be useful principles to add to any mentoring manual. More detailed explanations of the “16 Laws of Mentoring”, are found in *Mentoring, a Success Guide for Mentors and Protégés* by Floyd Wickman and Terri Sjodin published by McGraw-Hill, 1997.



## The 16 Laws of Mentoring

### 1. The Law of Positive Environment

Create a positive environment where potential and motivation are released and options are discussed.

### 2. The Law of Developing Character

Nurture a positive character by helping to develop not just talent, but a wealth of mental and ethical traits.

### 3. The Law of Independence

Promote autonomy; make the protégé **independent** of the mentor not **dependent** on the mentor.

### 4. The Law of Limited Responsibility

Be responsible **to** the protégé, not **for** them.

### 5. The Law of Shared Mistakes

The mentor and protégé share failures as well as successes.

### 6. The Law of Planned Objectives

Prepare specific goals for your relationships.

### 7. The Law of Inspection

Monitor, review, critique, and discuss potential actions.

### 8. The Law of Tough Love

The participants acknowledge the need to encourage independence in the protégé.

### 9. The Law of Small Successes

Use a stepping-stone process to build on accomplishments and achieve success.

### 10. The Law of Direction

It is important to teach by giving options as well as direction.

### 11. The Laws of Risk

A mentor should be aware that a protégé’s failure may reflect back upon him. A protégé should realize that a mentor’s advice will not always work.

### 12. The Law of Mutual Protection

Maintain privacy. Protect integrity, character, and the shared pearls of wisdom.

### 13. The Law of Communication

The mentor and the protégé balance listening with delivering information.

### 14. The Law of Extended Commitment

The mentoring relationship can extend beyond the typical work day and/or traditional workplace role or position.

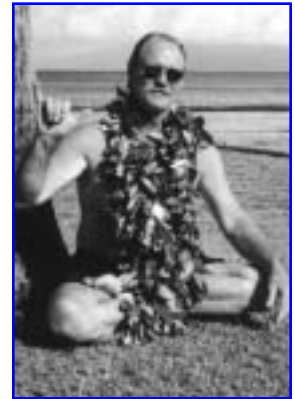
### 15. The Law of Transition

A mentor will enter the next stage of life when he or she helps a protégé enter his or her next stage of life or career.

### 16. The Law of Fun

Make mentoring a wonderful experience-laugh, smile, and enjoy the process. ■

# Always Do Your Best



Jim Curtice • Utah Personnel Development Center

This is the final installment of our overview of Don Miguel Ruiz' popular book, *The Four Agreements*. So far we have been encouraged to **be impeccable with our word** (speak with integrity and avoid negative talk about ourselves and others), **don't take anything personally** (what others say and do is a projection of their world and has little or nothing to do with us personally), and **don't make assumptions** (instead communicate by asking questions and expressing what you really want which helps to avoid misunderstanding and drama).

As if this were not enough, Don Miguel's final agreement incites us to, under any circumstance, **ALWAYS DO YOUR BEST**. The quality of what "doing our best" produces will change from week to week, day to day, or even moment to moment depending on whether we are energized or tired, healthy or ill, happy or upset. Regardless of our circumstances and the quality of the outcomes we can always do our best.

Doing our best is not about running ourselves down (physically or emotionally), or about beating ourselves up with self-judgment and guilt. From Ruiz's perspective doing our best means we live our lives intensely and productively

which requires us to take good care of ourselves. Doing our best means taking action, not because it is our job or because we won't get paid if we don't but because we believe what we do is important and we can make a difference (I think the honorable profession of teaching qualifies here).

Don Miguel points out that if we work just for the pay (obviously this book was not intended for just teachers) we will resist work, avoid taking action and suffer all week long because we feel work is what we **HAVE** to do not what we **WANT** to do. Doing our best leads to more enjoyment at work. In order to accomplish this as teachers, we need to focus more on the day-to-day process or act of teaching and less on results (test scores). Everyone doing one's **best** will naturally produce the **best possible** scores. I believe research supports the idea that anxiety in no way increases learning.

When we do our best (i.e., take good care of ourselves and take action with as much intensity, enjoyment and awareness as we can) we will be freed from boredom, guilt and self-judgment. We should do our best not because we have to or because someone told us to or to please

other people but because it brings with it pleasure, enjoyment and happiness. Action is about living each moment fully. As teachers we have many great ideas roll through our heads daily. Ruiz extols us to act upon the ones that call to us to naturally do our best. He uses Forrest Gump as an example of someone who acted often and always did his best. Evidently happiness and satisfaction derive from our actions not our thoughts, from what we do, not what we think.

Don Miguel states that we were born with the right to enjoyment and happiness and this is experienced only through action (he's gotta be kidding, happiness and enjoyment at work?). He admits that we will not always be able to keep the first three agreements (that's a relief!) but if we keep the fourth there will be no guilt or self recrimination. Everything we've learned in our lives has come through repetition, trial and error, picking ourselves up and trying over and over again until we get it. Keeping these agreements is no different.

The chapter ends with, "Do not be concerned about the future; keep your attention on today, and stay in the present moment. Just live one day at a time [and] **Always do your best...**".

During these somewhat educationally depressed times Ruiz reminds us that doing one's best is more about never giving up than about never being wrong, more about taking a risk and stumbling than about never falling because we're frozen with the fear of failure. Let's all extend this lesson to our students and this month may each of us put a creative dream or idea into action. We'll know we've kept the fourth agreement when once again enjoyment, passion and satisfaction return to our classrooms.

**KEEP THE FAITH! ■**



# Today

# THE ACADEMY PRESENTS...

# Quality Induction: An Investment In Teachers

Introduction by Jim Curtice, Utah Personnel Development Center

This year's Utah Mentor Teacher Academy Conference was held at the Provo Marriot on January 16-17. It was attended by over 300 Academy graduates. This year's theme, **Leave No Mentor Behind**, was highlighted by keynotes from Steven Barkley, *The Power of Optimism* and Eric Stephan, *Overworked and Overwhelmed, How to Pick Yourself Up, Dust Yourself Off and Get Going!* We would like to thank all of those who led the numerous breakout sessions. Topics ranged from preparing for a substitute to nonverbal discipline to English language learners to yoga for teachers.

This month's Academy training will focus on supporting new teachers. We are pleased and honored to have Susie Heintz, the Staff Development Co-coordinator for Flowing Wells School District in Tucson, Arizona and Janet Gless and Wendy Baron, Associate Directors of the New Teacher Center at the University of California, Santa Cruz.

The first of its kind, the New Teacher Center (NTC) is a national resource dedicated to teacher development and the support of programs and practices that promote excellence and diversity in America's teaching force. Recent research and conventional wisdom indicate that the quality of the classroom teacher is the single most important ingredient for student learning.

With many years of experience supporting new teachers, the NTC addresses the pressing national need for new teacher induction programs. The nation's schools will hire at least two million new teachers over the next decade. Typically, the newest teachers are placed in the most difficult classes. Not surprisingly, more than a third of these new teachers leave the profession within the first three years.

Schools that invest in a major restructuring of induction practice can provide the support beginning teachers need to become highly skilled, committed and caring professionals—the teacher leaders of tomorrow.

The following article was written by Janet Gless and NTC Director Ellen Moir.

## Quality Induction: An Investment in Teachers

In the next 10 years, a tidal wave of new teachers will enter classrooms across America. The United States Department of Education projects the nation will need more than two million new teachers by 2010. Aside from rising enrollment and normal teacher attrition, three factors drive this tremendous demand for new teachers: class size reduction, a demographic bulge of teachers approaching retirement, and an attrition rate among new teachers that ranges from 35% to 50% nationwide during the first five years.

One might argue that there is no period as important to a teacher's career as the first few years of teaching. For the first time, novice teachers are fully responsible for blending the insights learned from their own educational experiences and the pedagogical theory gleaned from teacher education programs with the reality of inspiring and managing the learning of their students on a day-to-day basis.

These initial years are also important in that early experiences serve to set the professional norms, attitudes, and standards that will guide practice over the course of a career. Additionally, a growing body of research is beginning to substantiate the crucial link between student achievement and the quality of a teacher's instruction. The challenge, therefore, is how can the teaching profession induct large numbers of new colleagues in ways that promote high levels of classroom practice, seek to ensure the academic success of all students, and encourage new ways of being in schools for novice and veteran teachers alike.



Janet Gless & Ellen Moir, NTC Director



## **Trial-by-Fire Won't Meet This Challenge**

Historically, however, little attention has been paid to the development, in particular the induction, of education's prime resource—its teachers. The traditional method of launching a teacher's career depends on the myth that teacher credential program graduates are prepared to teach unassisted in a classroom. Yet regardless of how good their preparation has been, teachers in their first classroom face an overwhelming number of complex problems. Often these issues must be dealt with quickly and, in the traditional system, without anyone to turn to for advice. New teachers working in isolation navigate a slow and painful learning curve. Using this trial-by-fire method exacts a high price on new teachers, their students, and the entire school community. Faced with a multitude of problems and a lack of support, new teachers quickly become disillusioned, and many bright and talented new teachers are driven out of the profession.

Induction programs, virtually unknown two decades ago, carry a weighty burden of responsibility. The goal of these programs must be not only to retain teachers, but also to promote ambitious levels of classroom instruction that will help all students be successful. Induction experiences have the potential to frame the future of the teaching profession, as it will be practiced for the next thirty years. The large numbers of beginning teachers in America's classrooms offer the professional community a unique opportunity to create induction programs that challenge the educational status quo. In addition, induction programs can represent a new conceptualization of teacher development in which the responsibility for teacher learning is shared across traditional institutional boundaries by linking university teacher preparation with inservice learning.

## **Quality Induction - Essential Components**

A survey of the research literature on teacher induction indicates that this is a unique phase of teacher development, as well as, a period of enculturation and socialization. It has been noted that induction will happen, with or without a program. Thus, it is critical that educational leaders who design programs to support new teachers ask the following

essential questions: "Induction into what, and for what purpose?" Quality induction must consciously set and clearly articulate new professional norms and expectations. New teachers must be supported in taking responsibility not only for what goes on in their classrooms, but also for what transpires in the greater educational community of which they are a part. Preeminent among these responsibilities are the quality of their own classroom instruction and accountability for the achievement of every student. High expectations, knowledge of how to create equitable learning experiences, and a firm belief in the power of the classroom teacher to effect student learning must be at the heart of every induction program.

If induction programs are to live up to their potential, a number of essential components must be in place. These include the following:

### **1. Program Vision**

Quality new teacher programs need to recognize the significance of teacher induction. Program leaders must aspire to more than retention; instead, they must seek to promote the highest quality of instruction possible. This requires accepting the responsibility for creating new professional expectations, for setting high standards and the organizational systems needed to support every teacher in reaching those levels of accomplishment.

This sort of advocacy demands a clear vision of how quality induction can help create a new kind of professionalism among all teachers. It demands program leaders who constantly ask, "What is our vision for teachers and students, and how will this program help realize this vision?" Anything less runs the risk of creating an induction program that perpetuates the traditional ways of being in schools and inducts teachers into the norms of isolation, low expectations, and inefficacy.

New teacher programs, therefore, cannot be preparing teachers for mere survival in the complex and demanding world of today's schools. Instead, these programs must also have as part of their vision, a new

*Continued page 16*



image of the successful teacher whose leadership capacity is developed from the moment the teacher enters a classroom. Induction programs have the potential to become one of the most powerful forces for educational change and professional renewal in the history of public education. The opportunity is there, and the most effective programs will be those that clearly recognize this potential.

## 2. Institutional Commitment and Support

School districts and other educational organizations must make teacher learning a priority. Institutional commitment can be demonstrated by designing programs that ensure adequate time and resources for new teacher learning and mentor development; by establishing policies that protect new teachers during the critical stage of induction; and by making teacher development the centerpiece of educational reform across the district.

New teachers are often given the most demanding assignments with inadequate resources despite the fact that “teaching efficacy” has been shown to be a factor influenced by teacher assignment. But when local teacher organizations, top-level district administration, and site administrators all hold new teacher support as a high priority, they can work as partners to design policies that shelter new teachers from inappropriate assignments and working conditions. Clear lines of ongoing communication and strong cooperation between curriculum and instruction divisions and human resources administration can also help this change. Contractually bargained conditions of teacher placement should reflect an understanding of new teachers’ needs and support placements mindful of the novice’s developmental level.

This sort of multidimensional collaboration across programs, stakeholder groups, and educational organizations requires careful program coordination. Induction efforts need innovative, full-time program administrators who have the time and resources to focus

adequate attention on new teachers. At the same time, successful induction programs demonstrate flexibility and seek integration with site- and district-level reform initiatives while balancing the new teacher’s already steep learning curve with the needs of these local improvement efforts.

## 3. Quality Mentoring

Just as the classroom teacher is widely considered the essential ingredient for student learning and educational reform, so, too, is the new teacher mentor the most important feature of any high quality induction program. No technology, no curriculum, no standardized structures can substitute for the power of a knowledgeable and skillful veteran to move a novice teacher to ambitious levels of teaching. Quality mentoring requires careful selection, training, and on-going support.

Mentors must be carefully selected. Not every outstanding classroom teacher is necessarily a talented mentor. Selection criteria include: strong interpersonal skills, credibility with peers and administrators, a demonstrated curiosity and eagerness to learn, respect for multiple perspectives, and outstanding instructional practice.

Supporting new teachers is complex and demanding work, and it involves learning skills other than those that most classroom teachers possess. It is critical, therefore, that we think not only about what a new teacher needs to be successful but also what a mentor teacher needs to know and be able to do in order to support a new teacher. The pedagogy of mentoring includes an in-depth understanding of teacher development, professional teaching standards, performance assessment, and student content standards, along with strategies for classroom observation and a variety of coaching techniques. This learning occurs most successfully when mentors are given regular opportunities to develop their knowledge and skills and to problem-solve issues of practice.

## 4. Professional Standards

Occasional mentoring and “feel-good” support overlook the enormous instructional impact induction programs can have when they are focused on a teacher’s classroom practice. Clearly articulated standards of professional practice, such as the California Standards for the Teaching Profession (CSTP), are essential in helping both the novice teacher and their mentor communicate effectively about and keep all eyes focused on high quality teaching and increased student learning. Successful induction programs recognize that the [language and concepts of good teaching must be embedded and modeled throughout the professional environment](#)—in support structures, assessment tools, professional development, mentor preparation, and, when possible, teacher evaluation.

It is also imperative that new teacher programs recognize the [period of induction \(two to three years\) as an important and essential phase of teacher learning.](#)” Professional standards should be used then to guide new teacher learning and growth in meaningful ways, by helping these novices set clear, significant, and achievable goals; reflect upon and articulate successes and challenges; identify effective practices in their own classrooms and others’; guide new learning and next steps; and recognize the complexity of good teaching and the need for career-long professional development.



In a developmental context, standards “up the ante” by helping new teachers craft a professional vision of ambitious teaching. However, it is essential that local induction programs ensure that that image of quality teaching also reflects the complexities of teaching in a diverse society. Culturally and linguistically responsive pedagogy must be at the heart of every induction program, and new teachers must be constantly supported in examining and responding to the unique needs of their students.

## 5. Classroom-Based Teacher Learning

Teacher learning that involves on-going “joint work” in the context of a teacher’s classroom is arguably the most significant form of professional development. Successful induction programs, therefore, embed opportunities for teacher growth into the daily lives of beginning teachers in response to the unique and diverse needs of each teacher’s classroom setting. The most effective mentors are those that intimately know the community, school-site, and classroom context of their novice partners; this enables them to provide support that is responsive to the assessed, individual needs of their beginning teachers. This requires ample time for observation, collaborative lesson design, model teaching, veteran teacher observation, reflection, analysis of student work, goal setting, and assessment against professional standards. Furthermore, in the process of providing support based on the assessment of a beginning teacher’s practice, the mentor also models for the novice the importance of designing classroom instruction based on assessed student needs.

Strong mentors partner with their new teachers not only to help each novice understand how best to meet the learning needs of their own students, but how to understand, make meaning of, and use the various curriculum frameworks, standardized assessments, and grade-level expectations that are an important part of the new teacher’s context. This cannot happen in a one-size-fits-all model of support. Effective induction programs help new teachers become on-the-job learners, who are constantly questioning and systematically inquiring into their classroom practice with a focus on student learning.

Well-balanced programs of new teacher support also provide opportunities for novices to come together with other beginning teachers to learn from each other and to discuss issues and concerns with those having similar experiences. Strategies for learning together, both inside and outside the school, are widely recognized as important features of professional development”. Networking events help promote system-wide values at the same time they help new teachers develop a perspective informed by colleagues in other contexts.

### Teacher Induction: A Catalyst for Change

Ideally, an investment in teacher quality starts at the earliest stages of a teacher’s career and continues throughout a professional lifetime. The time has come for universities and schools, administrators, teachers, unions, and teacher educators to break set by coming together to

build a [comprehensive model of teacher development that begins in pre-service and continues throughout a teacher’s entire career](#). This work is about establishing system-wide norms and practices of professionalism, career-long learning, and inquiry into the practice of teaching.

In such systems, induction not only serves as an engine to drive educational reform but also offers veteran teachers new professional roles that capitalize on their wisdom and expertise. Mentoring a new teacher helps the veteran learn and grow as never before. The veteran teacher has a chance to step out of their classroom and observe in many different teaching situations. This broadens their perspective of effective teaching, allows them to put into words the expertise they have developed over their career, and gives them a chance to reflect on their own practice.

Thus, quality induction programs act as a catalyst for changing school cultures and improving the teaching profession. Powerful new models of teacher induction offer points of intersection where veterans and novices learn together as they reinvent the way teachers interact with one another. This kind of shared learning and collaboration is contagious. Hand in hand, mentors and their new teacher partners are leading school communities in providing high quality and equitable instruction for all students.

References available upon request at the Utah Personnel Development Center. ■



# What We Know About Mentoring And New Teacher Induction... And What We Still Need To Know

His name was Don DePalma. He was a school social worker in the Lakeview School District in St. Clair Shores, Michigan. One of his assignments was to help a mid-year replacement teacher in the crisis classroom program for emotionally disturbed students at Ottawa Junior High School. The replacement had just graduated from Western Michigan University with a major in special education of emotionally disturbed students, and he was having a very difficult time holding the program and the students assigned to it together. He was also having a difficult time holding himself together.

That new teacher was me. The year was 1969. Don DePalma helped me a lot during my first few months of teaching. He helped me implement behavior management strategies and other behaviorally-oriented interventions. He helped me understand my student's inappropriate behaviors with a kind of primitive functional assessment approach. He helped me design a token economy...a very, very new approach at the time. He helped me with countless other aspects of my program that were sort of glossed over in my undergraduate preservice program. Most of all, though, he was there for me. I could



count on him to listen, guide, make me think, support, and assure me that I was moving in the right direction. I can honestly say that if he hadn't been there to help me, I wouldn't be in special education today.

As with so many other problems and issues in special education, we have made tremendous progress with mentoring and new teacher induction programs over the years. It is now widely recognized that mentoring new special education teachers is an important component of a comprehensive system of personnel development. We have been able to assemble a reasonable knowledge base about what works in mentoring and new special education teacher induction programs. Some of the more salient findings are as follows:

- New teachers say that emotional support is the most valued type of support they receive from mentors.
- An effective induction program can slow teacher attrition from the field.
- Not all new teacher induction programs are created equal, and



**Daniel Morgan, Utah SIGNAL Project**

the quality of new teacher mentoring programs varies widely. In 2001, a total of 28 states reported that they have some form of mentoring program for new teachers, but only 10 states require mentoring programs and support the requirement with funding. As a result, not all teachers who participate in induction programs actually receive mentoring from a skilled veteran who has released time to coach them in the classroom.

- An effective induction program can be a positive force for recruiting new teachers to a district.



- A high-quality mentoring program can positively affect new teacher retention, improve the skills and attitudes of new teachers, and, as a bonus, enhance the skills of the mentor.
- Mentors must be trained.
- Mentors should be compensated.
- Mentors should be given the time needed to work with a new teacher; released time is good...reduced caseload is better.
- Not all good teachers become good mentors.
- Mentoring relationships that focus on supporting new teachers and improving practice yield better results than mentoring programs that are fundamentally new teacher assessment and evaluation programs.
- The benefits of mentoring are linked to the amount of time

the mentor and the new teacher spend working together during the school year.

- School principals can have a major positive impact on mentors and new teachers by clearly supporting and facilitating the induction program.
- Effective mentoring skills can be taught.
- A good induction program provides opportunities for the mentor to observe the new teacher in the classroom on a regular basis and to provide helpful feedback based on that observation.
- There may be both qualitative and quantitative differences between the type of mentoring and supports provided to beginning special education teachers who are fully qualified (i.e., endorsed) or not fully qualified (i.e., unlicensed/provisional endorsement).
- The more systematic and comprehensive the new teacher induction and mentoring program is, the better the outcomes will be.

There are also a few things we still need to find out about mentoring and new teacher induction. First among all other questions is: does mentoring a new special education teacher have a positive impact on student outcomes? We know that new teachers benefit; do the students with disabilities taught by these mentored teachers also benefit? Closely related to the first question is the following: Do new special education teachers who have been provided a skilled mentor demonstrate higher-quality teaching and effectiveness and a more positive and productive student learning environment? It is clear that we find ourselves in an era where the focus is on accountability and results. We should not shrink from those challenges or duties.

The data are clear on one issue, however. Almost one third of all new teachers leave the field during their first three years. Almost half leave after five years. Special education teachers leave the field at even higher rates. The special education teacher shortage problem will not be solved by recruiting more personnel if, after just a few years, many of them leave.

One of the primary reasons for establishing mentoring and induction programs for new special education teachers was to stop the hemorrhage of new special education teachers leaving the field. But good mentoring and associated supports may not be enough. The critical shortage of special education teachers in Utah and the nation, to be fully understood, must be viewed within the context of the conditions under which special educators are asked to work. Putting it bluntly, the teaching conditions under which they are expected to meet the needs of very difficult to teach children are, at best, difficult. No effort attempting to address the retention of high quality teachers for students with disabilities will be successful without also addressing the conditions of teaching that special educators face on a daily basis. ■

# The Collegial Mentor Model



No time is as important to a teacher's career as the first few years of teaching. Quality induction not only makes these years more profitable for the novice but also builds strong relationships with a mentor and other colleagues while creating strong professionalism among all teachers. "Good teaching thrives in a supportive learning environment created by teachers and school leaders working together to improve learning....Collegial interchange, not isolation, must become the norm for teachers. (National commission on Teaching & America's Future's report: *No Dream Denied: A Pledge to America's Children*)

The goal of any mentoring relationship is strong collegiality. The Utah Academy of Teachers has developed a Collegial Mentor Model. As the Academy has worked with fifteen school districts during the past three years, one goal has been to develop this model for mentoring with a component of collegiality. The model emphasizes the importance of developing collegiality between novice and mentor, and also between novice and school. The Collegial Mentor Model includes three conferences held with the mentor and novice. The Planning Conference allows a meeting

before an observation in which the novice selects a focus area to be observed. This offers an opportunity for the novice to formulate areas of concern to be placed on the agenda. After the observation the Reflective Conference offers an opportunity for the mentor to share data received in the areas of focus. (New Teacher Center at the University of California, Santa Cruz.)

During the Reflecting Conference, questions are often directed to the mentor seeking direction and decision-making. The mentor often feels obligated to answer those questions immediately. The Academy has added a third conference to the mentoring model: Collegial Conference. The mentor indicates that ideas could be brought by both parties to another conference that would look at possible ways of handling certain situation. This allows the novice an opportunity to bring ideas from his or her educational background, create ideas developed by



**Judy Jackman, Utah Academy of Teachers, Specialist**

the novice, or collect ideas from other colleagues. This becomes a collaborative review to assist new teachers as they identify steps toward improving practice.

For example, if a question was raised during the Reflecting Conference about the best ways to group students, the mentor could indicate a need for a Collegial Conference. The assignment would be given for the mentor and for the novice to get three or four ideas for grouping students. They would bring these ideas to the table at the Collegial Conference. The goal of this meeting would be to share ideas that each has gained about grouping students. They could discuss the different approaches and the novice would be free to select any of the ideas to try. This would help the novice have control over the decisions made without feeling obligated to use the mentor's ideas. It might also give the mentor new ideas to try.

A secondary but important goal of the Collegial Conference is to encourage the novice to seek out other colleagues that might have ideas to bring to the table. Recognizing that new teachers thrive when connected to a school and colleagues, the mentor is setting up a program that encourages and rewards the collegial approach to answering questions. The difficult part of this program is that the mentor will feel the desire to answer all questions without waiting for collegial involvement. Mentors' approach can help novices see what options are available and choose those that work in their classrooms.

Networking events help promote system-wide involvement at the same time they help new teachers develop a perspective informed by colleagues. This building of relationships not only with the mentor but also with other colleagues will become an important part of the mentoring program. A new teacher receives guidance in beginning a career-long professional system of work with students. This system involved working with other colleagues at the school level. The mentor plays the role of setting up and encouraging this partnership.

The Collegial Mentor Model lays the foundation for presenting collegial opportunities for new teachers under the directions of their mentors. Teachers will improve practice by sharing ideas and experiences with those around them. Mentors and school leaders can "create a professional culture in which teachers thrive and grow throughout their careers, [which] is an essential ingredient in ensuring quality teaching in all classrooms." (Dennis Sparks, executive director of the National Staff Development Council, as quoted in NDSC's Results, Dec/Jan 2003, p.2) ■

# Planning Networking Ideas





Years ago, I remember finishing my “formal education”, receiving my teaching credentials and panicking, “They think I really know how to teach—everything? There’s SO much I don’t know!” Once hired, I found great comfort and information in meeting regularly with a person the district had assigned “mentor-like” responsibilities. It was her job to assist all of the special education teachers in the Cache School District. (Our district was considerably smaller back

known and done immediately) into smaller, navigable waves. Her support and knowledge made a huge difference in my gaining a sense of empowerment which translated into longevity in the field.

So often the educational community has been bombarded by negative press, politicians, parents, colleagues, inadequate funding, and on occasion, difficult students. It’s been easy to lose sight of the visions

# Mentoring: Relationships to Grow On

then.) Having someone with whom to brainstorm ideas, ask questions, and help create needed instructional materials smoothed my transition from university student to teacher. It was like having an anchor in a storm-tossed sea during my first few turbulent years. Now many years later, I realize how valuable Voneta Fifield was in helping me STAY in the teaching profession. Her assistance with special education procedures, gathering information/developing curriculum, and most important, her listening and validating my feelings and ideas calmed the raging tide (of all that needed to be

of making a difference for students that led us into the teaching profession in the first place. Somewhere around my 9th year in the classroom, my energy and passion for teaching began to wane. The emotional drain and the workload had taken their toll. Enter Julie Landeen as Cache School District Special Education Director and her offer of sending me to attend the Utah Mentor Teacher Academy (UMTA). I was drained, discouraged and about to go under, for what I thought would be the last time, so this opportunity was a lifesaver. It surrounded me with people who were energized and

**Tammy Pettigrew • Cache County School District**

renewed through their frequent contacts with competent, caring professionals, who also appeared immune to the obstacles that constantly sought to block effective instructional practices. It was the perfect transfusion because the energy from fellow mentors was contagious. Meeting monthly for two years was enough to vaccinate against the negativity and pessimism that had begun to seep into my career. There was a two-fold benefit from the mentor program, my personal learning which could be utilized with my own students and that of stepping outside “my comfort zone” to assist other teachers.

With continued support from our special education director, we’ve slowly but surely been attempting to build a program to support our new teachers. Initially, classroom visits were the main focus of the mentoring process. Some patterns began to emerge as similar conversations took place with teacher after teacher, year after year. We began to see the need for being proactive in attempting to prevent some of the common problems that caused unnecessary stress during the initiation phase into teaching. Thus, the first year inservices for new teachers were born. **The focus became: SURVIVAL SKILLS.**

Topics we cover prior to the beginning of the school year include:

### 1. How to Get Ready for the First Week of School

- Setting up the classroom
- Classroom management
- Developing class rules
- Developing reinforcers and consequences
- Determining transition procedures throughout the school day
- Determining how rules and procedural information will be conveyed to students on the first day of class

### 2. IEPs

- Determining subjects in which the student is to receive services
- Determining amount of service
- Determining students’ present levels of performance, including any additional curriculum based assessment that is needed
- Determining when annual IEPs and re-evaluations are due
- Preparation needed prior to holding an IEP meeting
- Procedures for filling out IEP forms
- IEP Meeting Agenda
- Procedures for transferring student records to and from our school district

### 3. Scheduling students for services

**Other Inservices throughout the first year include:**

- Referral Procedures and Where to Locate Ideas/Information (Resource Materials)

- When and How to Write FUBAS and BIPS
- Program Self-Evaluation & Motivational Ideas (January)
- How to Get Ready for the End of the Year

Inservices for second and third year teachers are currently under revision. The emphasis is on improving instruction in the content areas. In a recent focus group meeting, 22 new and veteran teachers from Cache and Logan School Districts gathered for input into their inservice needs and those of their colleagues. Future inservice plans will hopefully mesh voices of experience with the energy of the newest members of the profession resulting in an avenue in which to build synergistic professionals.

One area still needing to be addressed is more frequent classroom visits by TRAINED mentors who understand the needs of beginning SPECIAL EDUCATION teachers. Much more work remains to be done in meeting this goal.

A word of advice to new teachers, as we develop better means of providing assistance to you, don’t wait for help to come to you, advocate for yourself and take the initiative in seeking the support you need. Call on someone BEFORE you are totally submerged. Those accessing the help they need have a greater chance of not only surviving this profession, but of making a positive difference in the lives of their students. ■



# TIPS: A Comprehensive Mentoring Program For New Teachers

Once upon a time, “Many years ago, the secrets of the Wasatch Mountains were uncovered as miners from all over came to uncover vast amounts of silver...we are proud of our town, our schools and our mountains that surround us. We are here for many reasons. Some of us stay, some of us move on, but we will always be a part of the growing hamlet that still continues to house a diverse population, beautiful scenery and some of Utah’s best schools...”

As Jenni Badewitz, our student on the school board reads the Park City Story, Big Book style, new teachers listen to the particular characteristics that make our culture unique. This is only one of the highlights of our Teacher Induction Program System (TIPS) that is integral to our staff development designed for new teachers. Other social activities planned to welcome our teachers to the Park City School District include a pancake breakfast served by our district personnel, a bus tour narrated by our Superintendent and a box lunch with the Partner and Mentor Teachers. Along with these are the specific orientation policies and information sessions necessary to the teachers’ professional contract. Manuals are provided with information and expectations for each new employee. Each day includes as many departments as possible so that the new teachers have a glimpse of the entire district village organized to serve our patrons and students.

Like many school districts, our initial process of assigning a mentor-protége partnership was much like arranging a blind date. The building principals had little chance of successfully supporting the new teachers with such random support to staffing.

As whole school reforms, the reauthorization of ESEA, IDEA, and the implementation of the “No Child Left Behind Act” became essential to quality standards, research highlighted the correlation between a professional



community and its affects on student learning. Knowledgeable, well-informed teachers make a greater difference than any one program (Moffatt, c.(2000, April, *Sustaining Change; The answers are blowing in the wind.* Educational Leadership).

With growing numbers of teachers reaching retirement age and the high rate of population growth, we knew that recruiting and retaining qualified teachers was becoming a greater challenge year by year. The Park City School Board, in partnership with the Park City Education Foundation, developed a plan to serve as the basic structure to what is now our TIPS for new teachers. Merry Haugen,



## Kristen Schaub, Special Education, Teacher Induction Program System (TIPS) Park City School District with contributions from Annie Wallace

our district Curriculum Director became the leader of a Mentor Facilitation Team comprised of Ginny Eggen, Julie Mootz, Kristen Schaub, and Annie Wallace—all graduates of the UMTA (Utah Mentor Teacher Academy).

Throughout the spring and summer, the team gathered research and observed model programs to design a program particular to our goals. The program needed to provide information and support during the first year for our new employees. We hoped to introduce them to our vision and mission as well as the districts' people, resources, and culture. The Induction program was to include orientation, professional development workshops, coaching, and individual assistance throughout the year.

Our commitment would be to assist in continued professional growth for all staff: our end product to be the enhancement of student learning.

Our facilitation team drew from the many units and activities learned through Mentor Academy to translate the workshop content into understandable, usable tools. Each component includes Best Practices and a focus on standards for excellence.

The program is now divided into six components;

1. The Park city Education Foundation: provides funding and community support.
2. The District Administration: program review and supervision.
3. Building administrators: assignment of the Partner Teachers, provide parent-teacher support and provide information for building policies and procedures.
4. Trained Mentors: peer coaching and formative review.
5. Partner Teachers: This group provides the ongoing support and guidance through informal collegiality by creating dialogues for professional growth, and a reflective school community. These Partner Teachers log meetings, visits, action plans and celebrations.
6. The last component is the New Teachers themselves. They are expected to focus on implementing the district mission, demonstrate effective instructions and are responsible for student learning.

Each team has a continued conversation to ensure the goals are being met. With year-end reviews, our manual has since doubled to include research, links to standards and current trends of education. A shared vision between members builds the camaraderie necessary to ensure success.

Throughout the school year, mandatory trainings are provided that correlate to predictable phases of the First Year Teacher delineated by the California New Teacher Project in April of 1999. The trainings focus on high interest areas of the classroom; Differentiation, Inclusion, English Language Learners, Behavior, technology, and classroom management. Underlying each training is a plan for building relationships and bonding between teachers and schools. We believe the premise that teachers have a great deal to learn from each other about good instruction through analysis of instruction in their own classrooms. This in turn, provides an environment that accelerates student learning and achievement.

“Teachers are the heart of schools. The single most important factor in a student’s success.”  
Newsweek Oct. 2, 2000. ■



# Early Steps, Next Steps: Proven Programs For Professional Development



## The Challenge:

One of the greatest challenges facing educators today is how to accomplish the goal of getting all students on grade level in reading by third grade. This is a difficult task for regular education students and becomes much more complicated when working with students who are considered “at risk” or require special education services. Four years ago, Dr. Kathleen Brown from the University of Utah Reading Clinic (UURC), introduced a program known as “**Early Steps**” to our school. The following year, the “**Next Steps**” program was added. Both of these programs have been instrumental in making a significant difference in improving the reading levels of our high risk and special education students.

## The Programs:

The first year was designated as a pilot study, and the only intervention program used was **Early Steps**. During this year, **Early Steps** was designed for first grade students who were of average intelligence, who spoke at least conversational English, and were considered at-risk for reading difficulties. The **Early Steps** program provided “at risk” readers in first grade with researched based, comprehensive, one-on-one, daily intervention. The program also provided educators and volunteers with extensive and ongoing development in beginning reading instruction.

Students were selected using the *Early Reading Screening Instrument* (ERSI). This test takes about 20 minutes to administer and covers the areas of alphabet recognition and production, the concept of word, phonemic awareness (via spelling), and word recognition. Approximately 20 students with total ERSI scores of between 10 and 20 were selected. The students who scored below 10 and did not qualify for the pilot study were serviced by our reading specialist and received intensive instruction in alphabet recognition and phonological awareness until they reached a level that they could benefit from **Early Steps**. Students who scored above 20 were not considered to be at risk for reading failure.

Each student in the **Early Steps** program received 30 minutes of one-on-one tutoring 5 days a week with the following schedule as a guideline:

- Reread 3 familiar books for fluency. (12-15 minutes)
- Do isolated, systematic word skills to help at-risk readers develop automatic decoding and spelling skills. (8-10 minutes)
- Do guided oral reading of a new book at instructional level. (8-10 minutes)

The **Next Step** program was originally designed for second through sixth grade students who are of average intelligence, speak at least conversational English and reading on a second grade level or below. The **Next Step** program is designed to provide students in grades second and up who are caught between the primer and 2.2 reading level with research based comprehensive, one-on-one intervention, twice a week for 45 minutes.

Students are selected using the **Next Step** Screening Instrument (NSSI). The NSSI takes about 20 minutes and covers passage reading levels, word recognition, phonemic awareness, and spelling. Each student in the **Next Step** program receives 45 minutes of one-on-one tutoring twice a week with the following schedule as a guideline:

- Guided reading of new material on instructional level. (18 minutes)
- Isolated, systematic word study to help struggling readers develop automatic decoding skills. (10 minutes)
- Read at independent level to build fluency. (10 minutes)
- Listen to tutor read aloud to build comprehension and vocabulary. (7 minutes)



**Gary Martin, Principal, James E. Moss Elementary School • Granite School District**

## Professional Development

The teachers, Title I aides, reading specialists, and volunteers were reluctant and skeptical at first to try these programs in our building. Because of the extensive professional training that is required for staff members to fully understand and implement these programs, the teachers were hesitant to give up valuable class time to learn the skills and the one-on-one tutoring process that goes along with the program. Teachers involved in the program are required to go through 9 half-days of professional instruction and tutor a child for either 30 minutes a day (**Early Steps**), or 45 minutes twice a week (**Next Steps**), for the first year they are involved in the program.

Covering classes and scheduling tutoring time is a complicated task. Once the teacher has completed the training and understands the process, the following year they reinforce the concepts in the classroom, but rely on Title I staff and volunteers for the one-on-one tutoring. At first the teacher felt guilty giving 30 to 45 minutes of individual time to one student and felt every child should be entitled to one-on-one tutoring. Once they realized the impact that their tutoring was having on the "at risk", or special education student, and the skills they were personally learning, they considered the time to be one-on-one training for both of them.

Over the past four years we have expanded the program to include our ELL (English Language Learner) and resource students who are at a level where they can benefit from the program. These programs have helped many of our ELL readers to progress at a faster rate in reading comprehension and fluency and have helped several of our resource students to test out of special education.

### Conclusions:

The basic goal for academic achievement in language arts is that every child will at least make a 1.0 years growth in reading. The majority of "at risk" readers seem to struggle to make a 0.5 years growth in reading. Most of the students at Moss

Elementary who have completed either the **Early Steps** or **Next Steps** programs have shown a 1.5 years growth in their reading scores. We have found that the increased performance in a student's reading score not only effects their academic performance, but also has a positive impact on their behavior. Many of the students who struggle with reading are frustrated, overwhelmed, and tend to have a lower self esteem because they do not feel competent or comfortable in the school environment. The change in individual confidence and self esteem has been equally as exciting to watch as the students progress in reading. There is no doubt that the success of these programs is based mainly on the use of one-on-one tutoring to each proven research based skills. We often hear of the "power of one", and how much of an impact individual tutoring can have on struggling readers. We have gone from our original 20 students to serving 80 students at the present time. Even though these programs have required a great deal of professional development at the start, the staff at Moss Elementary feel there is no substitute for an effective reading intervention program with "at risk" students. ■



# One Step Ahead of No Child Left Behind

## Paying Tuition for Paraprofessionals

Talk about being ahead of his time! It all started back in 1989, well before the requirements of *No Child Left Behind* (NCLB) were in place. Former Assistant Superintendent of Sevier School District, Duane Bresee, with the support of Superintendent Brent Thorne and the Sevier Board of Education found funding and pushed for policy changes which made it possible to pay tuition costs for university credit both for undergraduate and graduate degrees in education. At the time, Sevier School District was utilizing paraprofessionals to work with small groups of special education and Title I students. This was a relatively cost-effective way to provide value-added instruction in reading and math. Then Mr. Bresee started thinking, "Why do we have our least able students academically taught by our educationally least qualified employees?" Something didn't seem right about that scenario to Mr. Bresee, so he set out to make changes.

He'd had direct experience with one of his own children and their struggle to learn to read because of several consecutive teachers, who for personal reasons, were not their most effective. He read research showing the devastating effects of poor-quality teaching particularly in the early grades and especially if it occurs several years in a row. He believed that nothing can have as powerful an effect on the lives of students as an excellent teacher and he strongly felt that every child had that right, so he set out to insure that each classroom had a highly qualified teacher at the helm. Mr. Bresee started providing payment for paraprofessionals to become highly qualified. He often said, "We can't just put anybody off the street in a classroom and expect them to effectively teach our kids! It's too important. What if this were your grandchild? You'd want the very best."

All paraprofessionals at that point were offered tuition payment for undergraduate education classes. The District wouldn't pay for classes required to fulfill general education

requirements. After all, a person had to show some commitment and buy-in, so individuals were responsible to pay for their general education classes. The district would pay for any class from a College of Education from an accredited university. Duane felt so strongly about having highly qualified paraprofessionals that he worked out a graduated salary schedule for paraprofessionals, much like the one for teachers, which has lanes and steps for years of experience and for education.



**Gail Albrecht, Special Education Director • Sevier School District**



In 1997 he established a policy that required paraprofessionals to complete 33 hours of credit from the college of education within four years of their hire date, with the District paying tuition for the classes. Upon completion, the paraprofessional would be moved over a lane, increasing their pay because they'd completed the 33-hour course requirement. The method behind Duane's madness was that once you have completed 33 hours, you have very little left to do in order to get a teaching certificate. We have more than forty teachers who are now fully certified, endorsed and are being paid as teachers who started out as paraprofessionals with little or no college credit. Having these provisions in place made it easy for us to comply with the requirements of NCLB, which demand an Associates Degree or two years of college before working instructionally with school children. Our people had already accumulated a vast amount of credit and were designated on CACTUS (state certification system) as highly qualified.

Next, Mr. Bresee offered teachers the opportunity of getting a Masters Degree and having tuition paid for by the District. Several cohorts of students were organized and universities worked with us through EdNet and their outreach programs. Other teachers took classes during the summer and the Sabbatical Leave policy was established which gave teachers a year off with one-third of their salary and with tuition paid, to pursue fulltime coursework and then come back to their job. It was followed by

the mini-sabbatical policy, which allowed a teacher to receive their paycheck while taking one semester off during the school year, either in spring or fall to pursue coursework. This option allowed teachers to access classes which were only offered at a specific time during the year. One hundred thirty-four teachers to date have earned their Masters Degrees with the help of the tuition payment option, some of whom have utilized sabbaticals or mini-sabbaticals. In addition to college credit and degrees, Duane always lobbied for two spots at the Utah Mentor Teacher Academy (UMTA) because he valued the long-term effect it had on improving teacher proficiency.

Talk about being ahead of his time! Talk about increasing the lifetime earnings and retirement benefit of Sevier School District personnel, their families and community. Talk about improving instruction for the students of Sevier School District. As Duane Bresee retired, I wish he had left me his crystal ball to foresee the future of education. I'm proud of our personnel development, which focuses not on one or two-day, shot-in-the-arm workshops, but on long-term change based on critical understandings, scientifically-validated practices and sound educational principles. As one of many who have been able to earn a Masters Degree tuition-free, let me say, "Thanks from all of us, Duane. You're the best." ■

*Ahead of his time*

# Literacy Lesson Plans for Elementary Students with Severe Disabilities

Tobey Fields, Special Educator • Cache County School District



I have had the opportunity over the last year to formalize a series of lesson plans designed to improve the literacy of students with severe disabilities. The lesson plans I developed came about through a Christa McAuliffe Fellowship Grant. The fellowship allowed me to develop a series of 18 lesson plans through a part time sabbatical (glorious time off). The lesson plan themes are based on the Utah CORE Curriculum and other areas of importance to students with severe disabilities. Research in the area of early literacy, augmentative communication, assistive technology, and speech-language pathology were integrated to develop a master lesson plan and related

strategies. The best things about the lesson plans are that I have utilized free materials from some great websites (meaning minimal investment other than the story books and some CDs) and have developed communication boards using Boardmaker software (<http://www.mayer-johnson.com>) to go with each of the stories, songs and most of the activities. These lesson plans have been placed on the Internet (<http://www.tobey.ushaonline.net>) by my Computer Mentor, Dan Rowles, Speech-Language Pathologist in Cache County School District.



of “I want,” “I see,” and “I hear” as well as teaching descriptions and other PECS components.

Content writing activities are also included (as compared with the above handwriting activities). Students can develop simple books using either formats I have developed or pages which are identified and can be downloaded from the Internet. Art activities are also included to allow students to request items needed to complete the activity.



Each lesson plan is based on several storybooks related to a theme. Book titles and ISBN numbers are included for stories, background knowledge informational books and for some songs that are in book format. Video suggestions to teach background knowledge of the theme are identified. Activities are included that have pre-made Boardmaker communication boards which teach skills such as semantic mapping and charts that allow non-speaking students to provide answers and develop critical thinking skills.

Music is also included. Web sites are identified to download music MIDI files onto your computer so that your students can have music to sing to (again free of charge). A great resource is a set of CDs that I rely on heavily from (<http://www.drjean.org>). Each of the CDs contains a wonderful compilation of songs with easy lyrics and great melodies that relate to many of the lesson plan themes. Communication boards have been developed to assist students in learning the words to the songs and teach sequencing. Activities for vocabulary from the stories along with Boardmaker picture icons are included. These icons will also be used to complete story retelling activities for non-speaking students. Communication boards are also developed for a Word Wall (Cunningham, Hall & Sigmon, 1999) related to each theme. Activities are included that focus on concepts of print, alphabet knowledge, phonemic awareness, making predictions and developing extensions (Strong & Hoggan North, 1996). These activities include related picture icons when appropriate.

Joint reading activities (Cunningham et al, 1996) including read alouds and shared reading tasks are outlined. Communication boards have been developed for each story. If a child is using a dedicated communication device you can program the same format to allow them to retell a story using their device. Children can label the story pictures, develop simple sentences such as noun+verb+object or use the Picture Exchange Communication System (PECS) format (Frost & Bondy, 1994)

Other activities include cooking. Picture icons are included for students to request ingredients for the recipe and comments like “yummy” or “yucky.” Computer activities include simple games found on the Internet, Intellitools overlay suggestions (<http://www.intellitools.com>) and some inexpensive software. Lastly, toy play, dramatic play and group social interaction activities are outlined to teach students the concept of abstract representation and social language skills.

Since this edition of the *Utah Special Educator* is on growth and mentoring, this article would not be complete without a thank you to those who have mentored me. As I have shared these lessons with Dyana Roberts and the paraprofessionals in the Life Skills classroom at Millville School I hope they realize how much they have taught me and laughed with me. Thank you also to Dr. Carol Strong, my lifelong friend and my source of inspiration, and Dr. Beth Foley who have given me so much support in Assistive Technology. Special thanks to my dear friend, Tammy Pettigrew who continually asks me, “What do you want it to look like?” She never thinks she does much for me except that I know she really wants to know the answer. And to my mother, the best mentor in my life.

References available upon request from the Utah Personnel Development Center. ■



This fall I was given the opportunity to open a Self-Contained Learning Center at Davis High School in Davis School District. I viewed this as a wonderful opportunity to sharpen my behavior management skills and get more creative with my instruction. Little did I know that improving my teaching skills was just the tip of the iceberg! I was very fortunate to be able to hire a 504 paraeducator I already knew, Cheryl Kovalcik, to be my assistant. Cheryl was a bit nervous about the job change, but agreed to learn some new skills to match her new job description. When the year began, I also discovered that Neesha Kunz, a student teacher from Utah State University, would be sharpening her skills in my classroom. What a bonus! All three of us were new to the self-contained setting. As we progressed through the first semester, we discovered that this “newness” would give us many opportunities to advise one another in refining our approaches.

In September, I attended the Utah Mentor Teacher Academy (UMTA) and participated in the 3-day *Creative Leadership Facilitation Training* given by Creative Leadership Partners. One of the main components of our sessions focused on designing vision, mission and individual goal statements for organizations. We learned that without conscious utilization of such statements organizations can get mired down in their day-to-day business and never really “get” anywhere. In my experience, this has happened many times in my classroom.

As I took in this information, it really spoke to me. I realized that our learning center could become a place of vision, rather than just a well-run classroom. As a mentor,

**Our Vision:**  
**Provide opportunities  
for success.**  
**Promote growth  
from success.**

I also realized it could become a place where everyone, not just the students, could experience and grow from success.

Nervously, I took my thoughts back to Neesha and Cheryl. They were very receptive! We worked together to create vision and mission statements we all strongly believe in. They both tied into providing everyone, not just the students, in the learning center with opportunities for success. We then posted our vision and mission statements on the door of our classroom. Every time anyone enters or leaves our classroom they are given the chance to see what we are all about. After creating our vision and mission statements, we got down to the nuts and bolts of creating student-centered observable, measurable goals for ourselves. Because we created them together, our goals complement each other. In fact, we have all become mentors to one another. We meet on a weekly basis to discuss how we are progressing toward our goals and to ensure that they are aligned with our vision and mission. We also discuss any issues or questions that come up as the year continues. As the year has progressed, some of our goals have been met, and we’ve created new ones.

**Jennifer Uhland-Novoa, Learning Center Teacher • Davis School District**



Each time a goal is met we give ourselves a chance to celebrate. By observing and supporting one another we have come a long way.

Cheryl and I collaborate in a very open, honest manner. The dialogue we have helps both of us to trouble-shoot and improve our skills. One of Cheryl's main goals has been to improve her skills on presenting instruction. Neesha's goals consisted primarily of meeting the requirements of her student teaching program. To meet one of her requirements, Neesha needed to train a classroom staff member to implement a program. She decided to train Cheryl in direct instruction (D.I.) techniques. A large part of her training program involved providing non-judgmental feedback to Cheryl concerning her use of the components of D.I. She has done an outstanding job of assisting Cheryl in improving her use of direct instruction and helping her to make great strides toward realizing her goal. Through this process, two goals have been met.

As Neesha has progressed through instruction of our students, I have had the opportunity to mentor her in her teaching practices. One of her goals involved increasing the rate and variety of praise she delivers to our students. Because I had a goal of taking data on Neesha and intervening to help her improve, I believe I have been much more of a mentor than I had ever been in the past. Formulating my own goals as well as an awareness of Cheryl and Neesha's goals has helped me structure my mentoring efforts. In the past I believe my mentoring was a bit hit-and-miss. Now I have real direction and data on my progress and that of my mentees.

As a result of our efforts, the most important members of our equation—our students—are progressing by leaps and bounds. Mentoring each other toward achieving our goals has helped us create a positive environment where our students experience success and growth—just as we had envisioned. ■

I admit that I was very uncertain what to expect as a new paraeducator in a new learning center. For the last three years, I worked as a 504 Teacher Assistant, so I typically focused my attention on one or two individuals and not an entire classroom of students as it is now. Initially, my personal confidence took quite a beating because the dynamics of dealing with one or two students at a time are quite different from an entire classroom of students with various learning goals. What Jenn has brought to and implemented in the class is a viable and measurable concept where strengths are emphasized and weaknesses are honestly and openly addressed.

Jenn is right to say that a classroom needs vision and a mission statement. The key point to its success is communication. With a head teacher, student teacher, and a novice paraeducator, the opportunities for miscommunication and the subsequent damages can be exponential. One of my contributions to the class is that with Jenn's periodic absences due to meetings and conferences, I offer continuity and support to the student teacher and a substitute teacher; sometimes I need to step in and cover for Jenn while she briefly mentors or supervises another student teacher. As a paraeducator, I have the least amount of practical knowledge and experience of the three of us. Even though I have a content knowledge in a few subjects as well as a great amount of zeal, my efforts to convey the subject matter have been pathetically ineffectual.

Although there are opportunities available for paraeducators to improve their skills through conferences, I am impatient. If I am aware that my subject delivery is inadequate, I want to work on changing my approach immediately in order to eliminate any unnecessary frustration that I may inadvertently bring to the classroom and make the time spent there constructive for everyone. We, as a team meet frequently during the day and then on a weekly basis in order to achieve the level of communication, which accomplishes our objective—whatever it is at the time. We all benefit from this set up. Specifically, I like how I can have access to Neesha's current college experience; she offers insight and fresh knowledge while also keeping Jenn current on new academic supervising paradigm shifts at USU. By working closely with Jenn and Neesha, my direct instruction delivery and confidence have improved tremendously.

With the openness of communication in our classroom, the success of our vision's goal setting, modifying, and completion is obvious to us as well as an example for our students. An unforeseen benefit is that we are truly the professional, united team that our students, parents, and administration recognize and acknowledge. ■

# A Vision and Some Communication: A Para's Perspective

## Our Mission...

Use research-validated methods

Teach positive behaviors

Assess Progress

# TECHNO MENTORING: SLP Outreach Program Benefits Podunk Utah

How does a small district in central (podunk) Utah fulfill the need for a full time speech therapist?

This was the problem for Juab School District that I had been unable to solve in three years. After advertising the job in every medium possible, I was resigned to the fact that all certified speech therapists could obtain jobs on the Wasatch front or if they preferred, in sunny St. George.

The Utah State University (USU) outreach program did not seem to be a good option for us because of the necessary supervision component that required many hours of hands on supervision. The irony was that if I had a certified speech therapist to supervise, I wouldn't need to train one.

My Special Education Director friends in other districts tried to find a way to release some of their speech personnel to help out but it seems every district has shortages in this area.

The solution came in the form of one very bright, hard working graduate student and the USU outreach program with supervision over the Internet. At any

time I can consult with both the speech therapist, Marcie Stevenson, and her professor, Chad Bingham on the webcam. This has been a very efficient way to provide the necessary supervision. This approach has also made all of the resources at USU available to Juab School District on a few hours notice. Recently, we had some questions about a student who



was stuttering and wanted some advice about techniques that might help. The very next day, Marcie was talking face to face with the expert from the USU faculty who also watched the student and helped conduct an assessment.

This kind of mentoring made possible by the miracles of technology is an incredible lifeline for those of us who try to provide quality services to our students with disabilities who reside in rural, remote areas. The possibilities for this kind of mentoring are endless. Those of us who reside in "podunk" are very grateful. ■

Lifeline

**Susan Cowan, Director of Special Education • Juab School District**



I am a first year graduate student studying speech-language pathology at Utah State University (USU). I am enrolled in their off-campus Outreach program, which allows me to get my education during the summer while I work full time in the public schools.

I currently work for Juab School District in Nephi, Utah. Since Juab is a small district in central Utah, I did not have a mentor that could supervise me. Utah State and Susan Cowan, my special education director, decided to try supervision over the internet. I have a webcam in my office where my professor, Chad Bingham, can watch my therapy and give instant feedback.

I was concerned how distracting it would be for the children, but I have had no problems. They love the fact that their teacher has a teacher. They work harder when Chad is watching, because they want to show him how much they have improved from the last session. They think they are movie stars and it has been a great reinforcement tool for them.

Chad shares documents and pulls up websites, right on my screen. By doing this, he has been able to help me find the resources I need for specific cases. I literally have a professor sitting in my therapy room a few hours a week. It has been very successful, and I can't imagine receiving supervision any other way. I am able to directly access the university and any professor that I need. If I have a concern or question, they are there to walk me through it.

I believe I am a better student due to the "hand's on" experience that the Outreach program provides. Instead of sitting through lectures and hoping that I remember what to do in 2 years, I know exactly what to do that very next day at work. I go to class with many questions and I am able to apply what I learn in a new and direct way. I have days where I feel inadequate, but I have to remember that I am a student and knowledge comes from experience, which I am getting plenty of.

Without the Outreach program and the ability to supervise via the internet, I would not have been able to continue my education. The Outreach program from Utah State University has provided the greatest scholastic experience that I have ever had. ■

*Continued on page 36*





**Chad Bingham, CC-SLP, USU Outreach Clinical Coordinator • Utah State University**

For the past 10 years, the Utah State Office of Education has sponsored an Outreach Masters Degree Program in cooperation with the Department of Communicative Disorders and Deaf Education at Utah State University for the purpose of increasing the number of certified speech language pathologists across the state of Utah. According to the Utah Teaching Field Index of Criticality, speech-language pathology services rank near the top, indicating a critical need exists for certified speech language pathologists in Utah public schools.

In order for students in Utah public schools to receive the necessary services that they are entitled to, there is a need for increasing the number of certified speech language pathologists in Utah. Our land-grant mission as a university places us in a position of helping to meet the needs of the State. Since its inception, the Outreach Program has graduated 108 students. The number of those still working in the schools, according to data collected during the first two weeks of January 2002, is 73 (68%). So, nearly 7 of every 10 students who have graduated from Utah State University's Outreach program are still working in Utah's public schools. Considering that there are other employment opportunities for speech language

pathologists, the data strongly indicate that the Outreach Program is successful in providing clinicians who meet Utah's critical shortage in the schools. Twenty-one school districts currently employ Outreach graduates or students who are in the current Outreach program. Of those districts, Millard, Sanpete, Box Elder, Garfield, Juab, Park City, Sevier, Washington, Carbon, Logan, Nebo, San Juan, Tooele, and Weber, are all considered "rural" districts which benefit from the Outreach program.



The Outreach Master's Degree Program is a two-year program. Students take intensive coursework for three consecutive summers during a four week on-campus session. They then work in a school district as graduate student clinicians during the two school years while enrolled in the program and take classes on-line and via email. Following these two years of public school employment while working on a provisional license, they then provide two

# Significant Impact

additional years (minimum) of employment in Utah's public schools as fully licensed speech language pathologists. Thus, each graduate student in the program will work a minimum of four years in Utah's public schools. History has shown that the majority of the graduates continue working in the schools for much longer than the required four years.

In the past, there has been particular difficulty in meeting the needs of students with speech-language deficits in the rural areas of the state. The lack of speech language pathologists in these rural areas has made it difficult for students to receive the services they need and are entitled to. The emphasis of the Outreach Program has been to enroll students who are living in the more rural areas of the State. This emphasis continues with our current cohort of students. Qualified students who are already settled in the more rural areas are able to obtain degrees without making a major move from their primary area of residence. They are then more likely to remain in those areas where they are rooted following their graduation and will continue to provide a longer-term continuation of speech-language services.

Each student accepted into the Outreach program must contact a Utah school district and obtain full-time employment from that "sponsoring" district. The students work on a provisional license under the direct supervision (according to the American Speech-Language Hearing Association [ASHA] requirements) of an ASHA certified speech language pathologist; this individual supervises at least 25% of the treatment hours and 50% of each diagnostic hour that will be counted towards the ASHA clinical clock hours. Each clinical supervisor works closely with the University Outreach Clinical Coordinators who oversee all clinical clock hours and work with challenges between students and district supervisors. In districts where no ASHA certified speech language pathologist is available, supervision is accomplished via a computer-based real-time videoconferencing system provided by the

cooperating district. This technology allows students living in the more rural school districts, which typically have few, if any, certified speech language pathologists, to get the required supervision needed and also saves countless hours of travel time on the part of the clinical supervisor.

The students enrolled in the Outreach Program at Utah State University provide Utah's public schools with additional well-trained, state and nationally certified speech-language pathologists who have a significant impact on the amount and quality of services available to students within the state. They provide the longevity of professional skills, both in provision of direct services as well as mentoring and training other service providers in the area of speech-language pathology. Their impact is long-lasting and definitely makes a positive difference in the lives of children in the State of Utah.

For information on the Outreach Program, contact Chad Bingham, CCC-SLP, USU Outreach Clinical Coordinator. Email: [cbingham@coe.usu.edu](mailto:cbingham@coe.usu.edu) ■



# Mentoring To Teach In Inclusive Classrooms

Ginny Eggen • Utah Personnel Development Center



When I began teaching history and English twenty-five years ago in an inner-city junior high, my college experience had not adequately prepared me to instruct the diverse group of students I encountered. I remember being shocked that my students weren't equipped to manage tasks that I assumed all students should be able to do. Topics such as diverse learning styles and accommodat-

ing for students with disabilities had not been part of my training. Teaching that year was the beginning of a journey that continues for me today: striving to reach and teach students with diverse learning needs in a classroom. By reflecting on my experience, I have developed some insight about ways that we can help mentor new teachers to teach in today's inclusive classrooms.

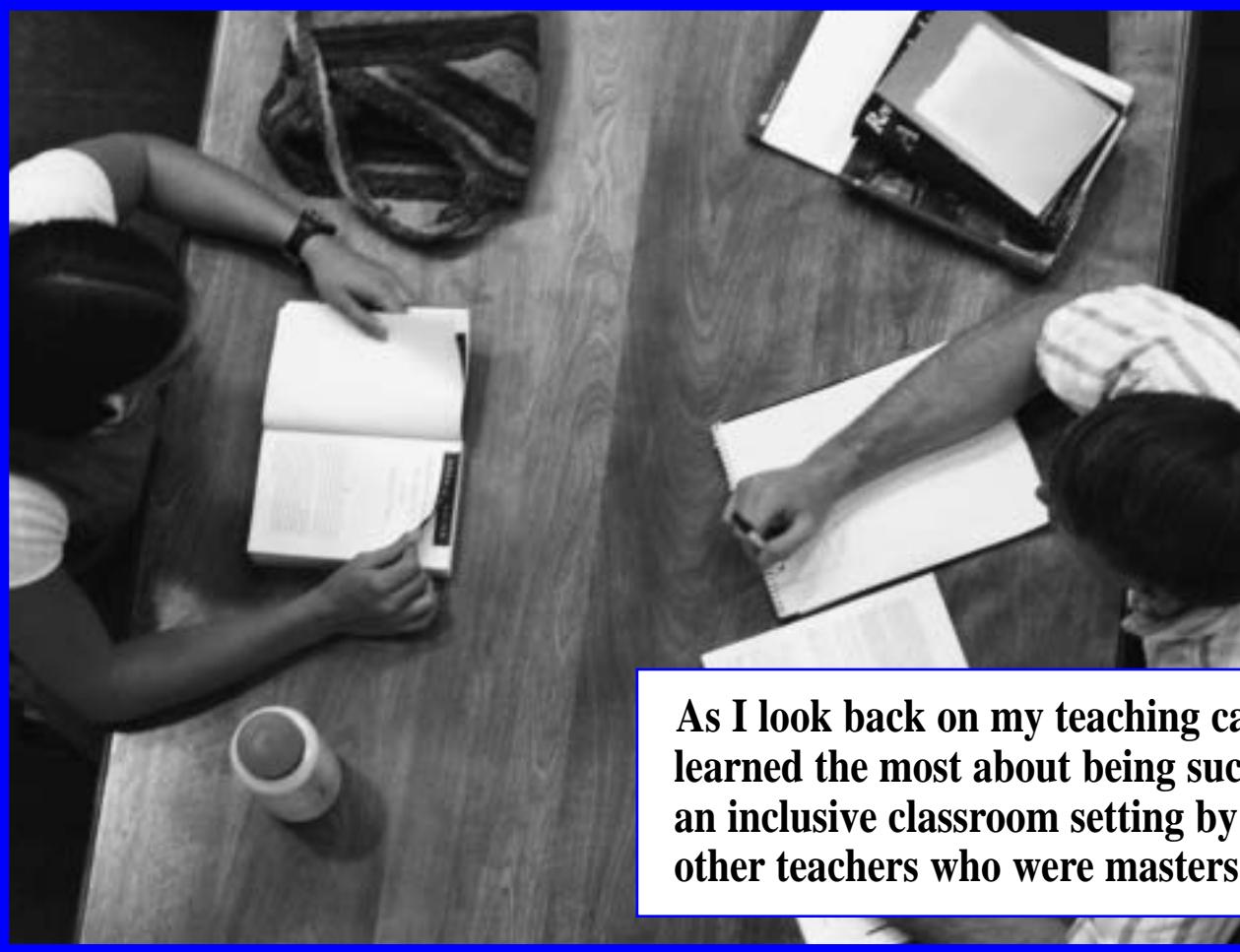
Pre-service programs at colleges and universities have made big improvements in providing actual classroom experience for student teachers. Practicum experiences in a variety of settings provide much better exposure to students with diverse needs than I experienced. General educators are receiving more training about responding to students with differences. However, even more can be done to develop a spirit of partnership between general and special educators on the college level. Teachers emerging from both programs need to have a better understanding of each other's responsibilities, needs and difficulties. By providing opportunities of collaboration for teacher candidates from special education and general education, commitment to what I describe as an "our kids" philosophy can be engendered in institutions of higher learning.

Collaboration to support inclusion is a norm that can be created in individual schools as well. When I first started teaching as a general educator, I viewed myself as not qualified to work with the special education students, an attitude which still is common in many classrooms. In a recent article, McLeskey and Waldron (2002) suggest that "inclusion is no

longer about 'special' education for a 'special' group of students. . . It is about improving the education of all students." Administrators have a large role in creating this mindset in schools. If it is communicated from the beginning to new teachers that "inclusion is what we do here," teachers will seek ways to create classrooms that nurture all learners. Administrators who encourage teams of teachers and paraprofessionals to be flexible and creative in working together are essential to making inclusion work.

Stanovich and Jordan (2002) conclude that the best intervention for assisting new teachers to teach in inclusive settings is the knowledge of effective instruction practices. My initial teaching methods in a secondary history classroom





**As I look back on my teaching career, I learned the most about being successful in an inclusive classroom setting by observing other teachers who were masters at teaching.**

consisted mainly of lecturing while students took notes. My focus was on the content I was teaching, rather than upon the learning of the students. I was fortunate to attend some excellent inservice opportunities such as the Utah Mentor Teacher Academy which enabled me to learn more effective ways of teaching. I learned strategies for helping all students succeed such as techniques for making learning active. Research has demonstrated that the best professional development for providing support to all teachers is ongoing, based at the school level and promotes reflection of practice. Districts should design mentor programs for new teachers that incorporate quality staff development principles.

The Flowing Wells School District in Tucson, Arizona has created what Wong (2002) describes as an “exemplary” induction program for new teachers. One of the components I was most impressed with when I visited the district was a “rookie cohort” program that has been implemented to allow new teachers to network with each other on a regular basis. Such networking allows the teachers to share frustrations and ideas about all aspects of teaching, including strategies that are effective for teaching all learners. The Flowing Wells program also provides peer coaching as a means to help

new teachers gain an accurate picture of their classrooms. This helps them reflect on their teaching and make adjustments to meet the diverse needs of their students.

As I look back on my teaching career, I learned the most about being successful in an inclusive classroom setting by observing other teachers who were masters at teaching. It is generally understood that modeling a skill is an essential component of excellent instruction, and yet the chance to observe educators in action is a teaching tool that is not utilized with novice teachers as frequently as it could be.

Gaining the confidence to teach all learners does not have to be a solitary trial and error process as it often was for me. Beginning at the pre-service level and continuing through induction and the early years of teaching, support can be provided through generating a school culture of collaboration, modeling and sharing of skills for effective instruction, and providing authentic staff development to mentor teachers in addressing the needs of today’s diverse students.

Reference available upon request from the Utah Personnel Development Center. ■

**R**egardless of its intended role in the evaluation process, required use of an ability/achievement discrepancy formula is impeding the progress of popular alternatives for diagnosing learning disabilities and contradicts the general evaluation guidelines in Section II.D. of the Utah State Board of Education Special Education Rules (hereafter referred to as state rules). The historic required use of the LD Estimator Disk, as well as the current requirement to use either the *LD Estimator Disk* or the WJ III Compuscore GIA/achievement discrepancy, has become such a salient mandate that additional or alternate approaches which are required by state rules are typically ignored. The definition of “eligibility” has become “the results of an ability/achievement discrepancy calculation,” regardless of referral concerns.

The general evaluation procedures in state rules require such things as ensuring that disability, and not limited English language proficiency, are being measured. They require the use of a variety of measures to ensure the evaluation is comprehensive enough to determine all the educational needs of the student. They encourage evaluators to select assessment procedures based on characteristics of the referred student in concert with referral concerns. However, use of the ability/achievement discrepancy has become such a powerful requirement that teams tend to use only standardized tests, to consider only one, global cognitive index and one type of discrepancy. While state rules encourage use of functional, curriculum-based measures and examination of intra-cognitive and intra-achievement discrepancies, these data are viewed

# Required Use Of The Estimator (Ability/Achievement Discrepancy Model) Inhibits Best Practices In The Evaluation Of Specific Learning Disabilities

If functional/curriculum-based assessment is preferred by districts or teams, state rules are supportive. They require the use of a variety of assessment tools and strategies to gather relevant, functional, and developmental information about the student. If analysis of intra-individual differences across cognitive and achievement domains are viewed as desirable, state rules are again supportive. They state that tests and other evaluation materials must include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. However, the rules then deviate sharply from encouraging various best practice approaches when they state scores from standardized achievement tests (what happened to curriculum-based data?) must be compared to the overall intellectual ability score (I thought use of a single general intelligence quotient wasn't a good thing!). The implication is, or at least has become over time, that data generated by the LD Estimator Disk or a similar program are the only data that really matter.

as irrelevant (and, hence, they tend not to be pursued) because they do not satisfy the ultimate requirement for eligibility determination. At best, teams understand they must generate ability/achievement discrepancy data and, if their decision is inconsistent with the results, they must explain why the ultimate indicator is being set aside, while at the same time gathering and analyzing data they feel are more relevant. The role of assessment as a truly diagnostic process to facilitate educational planning has become obscured and clinical judgment is usurped or, at least, made tedious.

Perhaps, this requirement has existed as a means of controlling over-identification of students who may have learning disabilities. However, it seems only to have facilitated the tendency of many teams to find a way to demonstrate that a referred student is eligible. Evaluation has



**Cher L. King, NCSP • Ogden City School District**





become a fishing expedition during which tests are selected based on the extent to which the desired response from the LD Estimator Disk might be obtained, e.g., the particular cognitive measure apt to yield the highest possible score is administered so it can be paired with the lowest achievement score to ensure eligibility, regardless of referral concerns.

Another possible function of the required use of the ability/achievement discrepancy formula may be to guard against or compensate for the relative absence among building teams of awareness of alternate philosophies and corresponding approaches for diagnosing learning disabilities. However, rather than continuing to mandate a procedure that has outlived its usefulness, the more appropriate solution is to provide training and ongoing mentoring in the use of those approaches which are being advocated in the literature today. Indeed, such training and support will most likely be necessary in order to implement future rules based on the upcoming revision of the Individuals with Disability Education Act (IDEA). In its July 2002 policy recommendations for the Reauthorization of IDEA, **The Learning Disability Roundtable included the recommendation that IQ-achievement discrepancy formulae should not be used to determine eligibility for students with learning disabilities.** (The Learning Disability Roundtable is comprised of ten national organizations including the National Association of School Psychologists, the Council for Exceptional Childrens Divisions for Learning Disabilities and for Communicative Disabilities and Deafness, the Council for Learning Disabilities, the Learning Disabilities Association of America, and the National Center for Learning Disabilities.)

## An Alternative Approach in Practice

In Ogden City Schools, various approaches for evaluating students referred for learning problems are being used. Greater use of curriculum-based assessment is being made than ever before, particularly when evaluating pre-school and early elementary age students and those who are English language learners. Criterion-referenced measures or curriculum-based probes are administered to target students and non-referred average-achieving peers to assess the extent and nature of academic delays relative to the class average.

Many hours of training on the use of the WJ III Tests of Cognitive Abilities and Tests of Achievement has been provided. Training has focused on test administration and procedures are in place to ensure that test users are administering the test appropriately, e.g., test users submit protocols for analysis of marking and scoring procedures and they are being directly observed for analysis of administration procedures. Before using the test independently they are able to demonstrate a level of competence that permits them to be placed on an approved users list. Training is also being provided on the variety of ways data may be analyzed using the WJ III Compuscore program and teams are encouraged to examine a student's pattern of performance across a range of cognitive and achievement variables to facilitate diagnosis and educational planning.

## Assessment Support Teams

A support team comprised of school psychologists and special education teacher specialists has been assembled for the purpose of helping building teams interpret data to assist them to formulate recommendations concerning the presence or absence of a learning disability. Team members are available to provide site-based consultation services on assessment procedures and data analysis and/or evaluators from building teams can attend regularly scheduled meetings during which they may present cases.

It is not without considerable discomfort that building teams are using these alternate approaches when gathering and interpreting data. There remains the fact that a student file, which does not contain an ability/achievement discrepancy print-out, is a file that is out of compliance. A need exists now for the ability/achievement discrepancy model to be placed in perspective and for the significance of all other state rules governing evaluation to be highlighted. No matter what the content of future revisions of IDEA, current state rules governing evaluation procedures as presented in Section II.D. will likely continue to be appropriate in large part. There is no need to wait for future IDEA revisions to repeal the contradictory content of the categorical criteria in Section II.G.11. ■

# Technoepiphany

## Is That A Word?

Technoepiphany



It isn't often that I am blessed with a moment of epiphany (i.e. dramatic insight, a-ha, borderline nirvana, etc.). I recently participated in a number of events leading up to this mind-altering moment. A few days before Christmas, a friend emailed me with instructions on how to participate in a worldwide videoconference. Anyone in the world could view the conference over the Internet. I typed in the URL and was connected to the moderator of the conference explaining what was about to happen. Next we were viewing a classroom in Tel-Aviv where students were giving a live presentation on the Jewish Lunar calendar and holidays such as The New Year—Rosh Hashanna and the Day of Atonement—Yom Kippur. Suddenly we were viewing a classroom in Dallas, Texas where students were asking questions to the Tel-Aviv classroom. Classrooms giving presentations or asking

questions from Chicago, New York, San Diego, Kansas City and about 10 other cities in the United States, joined us. I was observing, along with untold other “lurkers”, a live face-to-face discussion of students from around the globe teaching each other. Wow!

On Christmas day I received from my stepson, a navigator in the Coast Guard, the ultimate in navigational instruction tools. He gave me a copy of Bowditch - The American Practical Navigator, the same book used to train navigators in the Navy and Coast Guard (cool!). It's a very large book with about 482 black and white pages. The book by itself was a supreme gift, but it also came with an amazing CD. The CD had the entire book in color along with video clips of an instructor demonstrating various strategies with boats, how to use charts and tide tables, and pictures of many coastal settings including icebergs and tropical islands. It also gave a host of Internet resources that could be viewed with a single click. This blending of instructional media is a very powerful design for learning. Wow!

Long before it was mentioned in the No Child Left Behind Act, we realized the importance of mentoring in our schools. We have conducted the Utah Mentor Teacher Academy for 17 years. With never more than 10-people



**Jerry Christensen, UPDC Team Leader**

on staff, it has often been hard to walk our own mentor talk. We meet with current mentors once a month during the school year and make one site visit to their school each year. With our other responsibilities it is difficult to give the mentors the time they need and deserve—until now. With advances in various technologies and standards for new technologies (e.g. H323 standard enables different types of videoconferencing equipment to communicate with each other) we have many new and exciting teaching/learning opportunities. Within the year, the Utah Education Network will have videoconferencing hardware in all of Utah's school districts. Districts served by the Southwestern Educational Development Center (SEDC) are currently using videoconferencing to hold board meetings saving people time and risk especially during the winter months. Rural school districts are conducting monthly meetings with Baby Watch in Salt Lake City. What does this new technology mean for our mentors, the Personnel Development Center and perhaps all of you? Studies done on businesses that have embraced these new technologies show a significant increase in the time spent with clients (i.e. teachers). Training is more personalized (e.g. more face to face contact), effective (technology blended with other delivery methods), and less expensive (less travel for trainers and teachers). They have been able to leverage the specific skills of their training staff by presenting live information to multiple sites and provide follow-up from their office. Organizations are fundamentally re-thinking how they deliver learning experiences. Even today, over 80% of the training for adults is still conducted in the classroom. With new technologies we are re-thinking how we design and deliver learning experiences. Approaches that favor blended

trainings (multiple medias to deliver information), just in time learning (the information is available when you have a need for it), and continuous learning (you don't just take a "course" and it ends). These findings come from studies conducted over the past 10 years at Stanford University, the University of Tennessee.

For most of what we do at the Personnel Development Center, these technologies will essentially change how we've done business for the past 25 years. It really isn't a question of just experimenting with some of these technologies. We need to consider them first before we fall back to our traditional structures for staff development. As I received all of these technological insights within a short period of time, I think I was primed for an "epiphany" moment. It came when we purchased our own videoconferencing hardware, plugged it in to the wall, typed in the address for Tony Done, the Special Education Director for San Juan School District, and he suddenly appeared on our monitor. There, was a non-digitized Tony live from Blanding Utah. It simply worked! I think the moment we saw Tony live on screen, even though he was mocking us and demanding we broadcast all of our meetings to rural Utah, marked a fundamental change in how we provide our services. I also couldn't help reflecting on two very dedicated teachers traveling from San Juan District about a year ago to attend one of our conferences and were killed in an automobile accident. They had made the six-hour journey to see us and we had made the journey to see them many times over the years. I think we have all reached a point where we can't work any harder. We need to start working smarter. See you online! ■



A couple of weeks ago I was chatting with our esteemed team leader, Jerry Christensen, about the complexities of life—mine in particular. I expressed some frustration with the latest upset to my already complicated existence. Jerry, with a jovial twinkle in his eye, asked why I seemed so surprised and exasperated by this new and unexpected complication in my life? His comment caused me to really think. He had a point. With so many variables in my life, my odds of experiencing unexpected or difficult situations are very high. So—really—why am I surprised?

Any of you who know me very well are aware of just how complex my life continues to be despite my efforts to simplify it. In addition to my exciting job at the Utah Personnel Development Center, I am the mother or stepmother to nine children ranging in ages from 25 years to 5 months. With so many people to love, my life is definitely full—actually overflowing and hard to manage is a more accurate illustration. While I am grateful to have so many people to love, it seems that I am in a constant state of dealing with the unexpected. Perhaps my Mother Hubbard existence can add dimension to planning for unexpected financial challenges.

Jerry's comment about being surprised when we are hit with the unexpected can be generalized to all of us, particularly when it comes to finances. Consider, for instance, an unexpected flat tire or water heater malfunction. Both automobiles and household appliances are machines. Machines characteristically need maintenance and repair. Instead of being caught unprepared for problems when they arise, anticipate and plan for them financially.

Inventory the machines and items you come in contact with or use regularly. Household appliances, cars, computers, copy machines, fax machines, hair dryers, eyeglasses, etc. Consider the age of the item and

One great way for adding this type of savings into your existing budget is to predict which things may need repair or replacement first and then estimating how much time you have to save. Once you have figured out how much money you need and how much time you have to save it, you can calculate the amount of money you need to save each month. Budget constraints may limit the quantity you can reasonably save for unexpected events, but even if you can only save a few dollars a month, the financial blow of an unexpected event can be lessened. Another idea is to have a back up plan. Purchase an extra pair of glasses, an extra hair dryer, or printer cartridge to have available in times of emergency.

A very effective way to plan for the unexpected is to make wise use of flexible spending accounts. Many employers offer these. Flexible spending accounts offer savings by using pre-tax dollars to help defray the burden of medical and daycare costs. Typically, these are reimbursement programs. Flex plans, as they are sometimes called, are “use it” or “lose it” situations, so you need to carefully predict how much money you are going to need to cover medical and daycare expenses. Many childcare and medical costs are very predictable. Deductibles, co-pays, prescriptions, eyeglasses, and braces are examples. Others expenses are not so easily projected. Examples are surprise trips to the emergency room, tooth abscesses, broken glasses, sports injuries, etc. Examining your life-style and that of those for whom you are financially responsible can help you make accurate predictions of how much money you need to have put in flexible spending accounts. Be aware of deadlines for enrollment and claim processing when using flexible spending accounts. This money is yours and you don't want to miss a claim deadline and lose your hard earned money inadvertently.

Recent experience reminds me of somewhat less obvious examples of unexpected hits to a budget. I am referring specifically to holidays

## Making the Most of Your Money

# Expect the Unexpected



frequency of use. Make a list of those items that would cause the greatest problem if they suddenly stopped working. Figure out how much money would be needed to repair or replace those items. Start putting money aside in preparation for a possible problem with any or all of those items. Hopefully, nothing will quit working, but at least you will be prepared when it does.

and special events. Celebrations often include get-togethers or other out of the ordinary traditions that consume our time and money. Plan ahead for these by reviewing the extra costs associated with each event that you commonly participate in. Take a few minutes to calculate the amount of extra money you are likely to spend and the length of time you have before they will occur again, and start saving. I am not necessarily advocating we start Christmas 2003 shopping right away, but Valentine's Day, birthdays, Mother's Day, Secretary's Day, Independence Day, baseball season, and summer vacation are right around the corner! Plan ahead and don't be surprised!

Thanks Jerry—for the “A-Ha” moment for all of us! ■

**8th Annual Conference  
Family Links 2003**  
Friday, April 25 & Saturday, April 26  
A Conference for Families of Children  
and Youth with Disabilities

Featuring  
**Amanda Dickson**  
of KSL News Radio 1160

The location has changed!  
Friday: To Be Determined  
Saturday: Northridge High School  
2416 North Hillfield Road  
Layton, Utah

**Art Show 2003**  
for pieces done by  
children or youth with  
disabilities.

Registration fee:  
\$20 per person, per day  
Includes: Breakfast,  
Keynote, Session handouts,  
Lunch, and much more!

Contact the Utah Parent Center for more information:  
2290 East 4500 South, Suite 110, Salt Lake City, UT 84117-4428  
(801) 272-1051 or toll-free in Utah 1-800-468-1160  
E-mail: [katie@utahparentcenter.org](mailto:katie@utahparentcenter.org)

Watch for more details and registration information to come!

## The American Council on Rural Special Education Conference • Salt Lake City–March 20-22, 2003

Utah special educators will have the unique opportunity to participate in a national rural special education conference in Salt Lake City in March 2003. The American Council on Rural Special Education (ACRES) will hold its annual conference at the Sheraton Hotel in downtown Salt Lake City from March 20th to 22nd. This annual conference is held in various communities throughout the nation. The ACRES board of directors made the decision to hold the conference in Salt Lake City based upon the rural nature of the state, the excellent reputation of special education in Utah, and the desire to visit the scene of the 2002 Olympics.

ACRES has a long Utah history. This organization was housed for a number of years at the University of Utah with support from Steve Kukic and other Utah special educators. The organization focuses its efforts on supporting and promoting quality special education services for all students with disabilities and supporting the training of preservice and inservice special educators. ACRES members include school, district, and university special educators who are concerned about rural issues.

Even though the conference will have a rural flavor, featured speakers and presenters will provide important information about special education that applies to all educators at all levels of service to students with disabilities. This year the Friday sessions will all be focused on practical information and strategies that teachers and administrators can use to improve classroom instruction. Conference participants will come away with information and instructional strategies that can be applied directly in the classroom.

One of the conference highlights will be a luncheon presentation regarding handling tough behavior issues in the classroom. A guest panel of well-known Utah behavior experts will present practical solutions to assist teachers in effectively working with challenging behavior issues.

The SIGNAL Project and the Utah Personnel Development Center (UPDC) are primary sponsors of the 2003 ACRES conference. The SIGNAL Project is arranging for presentations by exemplary project staff, whose efforts have been funded with SIGNAL grant funds. Utah State University and the University of Kentucky are also primary sponsors.

# Service Directory.....

## Utah State Office of Education

### Special Education Services

- Karl Wilson • Director of Special Education and At Risk.....538-7711 • kawilson@usoe.k12.ut.us
- Nan Gray • Coordinator of Special Education.....538-7757 • ngray@usoe.k12.ut.us
- Pat Beckman • Specialist, Access to the General Curriculum.....538-7716 • pbeckman@usoe.k12.ut.us
- Brenda Broadbent • Specialist, State and Federal Compliance.....538-7708 • bbroadbe@usoe.k12.ut.us
- Karen Kowalski • Specialist, Emotional Disturbance/Mental Health .....538-7568 • kkowalsk@usoe.k12.ut.us
- Susan Loving • Specialist, Transition.....538-7645 • sloving@usoe.k12.ut.us
- Cal Newbold • Specialist, Fiscal and Data Issues, Charter Schools.....538-7724 • cnewbold@usoe.k12.ut.us
- Bruce Schroeder • Specialist, Comprehensive System of Personnel Development (CSPD)  
.....538-7580 • bschroed@usoe.k12.ut.us
- Jocelyn Taylor • Specialist, TBI, Autism .....538-7726 • jtaylor@usoe.k12.ut.us
- Cheralyn Creer • Specialist, Severe Disabilities, Deaf/Blind, OHI.....538-7576 • ccreer@usoe.k12.ut.us
- Connie Nink • Specialist, Preschool.....272-3431 • connien@ulrc.org

### Utah Personnel Development Center

2290 East 4500 South, #220 & #170 Salt Lake City, Utah 84117 • 272-3431 or 800-662-6624

- Jerry Christensen, Team Leader.....jerryc@ulrc.org
- Jim Curtice.....jimc@ulrc.org
- Ginny Eggen.....ginnye@ulrc.org
- Michael Herbert.....michaelh@ulrc.org
- Cheryl Hostetter.....cherylh@ulrc.org
- Loydene Hubbard Berg.....loydeneb@ulrc.org
- Diane Johnson.....dianejo@ulrc.org
- Terri Mitchell.....terrim@ulrc.org
- Connie Nink.....connien@ulrc.org
- Hollie Pettersson.....holliep@ulrc.org

### Utah SIGNAL Project

2290 East 4500 South #265, Salt Lake City, Utah 84117 • 272-3431 or 800-662-6624

- Bruce Schroeder, Project Director.....bruces@utahsignal.org
- Monica Ferguson.....monicaf@utahsignal.org
- Dan Morgan.....danm@utahsignal.org
- Sharon Neyme.....sharonne@utahsignal.org

### Utah Parent Center

2290 East 4500 South, #110, Salt Lake City, Utah 84117 • 272-1051

- Helen Post, Director.....upc@inconnect.com

## On The Back Cover:

UPDC pulls out all the stops with our “FISH” philosophy!  
November Utah Mentor Academy presenters: Rene Diaz, Florin Neilsen  
with Ginny Eggen, Jim Curtice and Michael Herbert.

# Utah Professional Development

## Calendar 2003-2004\*

### February 2003

- 3-4 Asperger Conference, Eccles Conference Center, Ogden, UT. Contact Jocelyn Taylor, 801-538-7726.
- 7 Consortium, Larry H. Miller Entrepreneurship Training Center, 9750 S 300 W, Sandy, UT. Contact UPDC, 801-272-3431 or 800-662-6624.
- 14-15 CCBBD International Forum, Las Vegas, NV. Contact Lyndal Bullock, 940-565-3583 or email: [bullock@tac.coe.unt.edu](mailto:bullock@tac.coe.unt.edu)
- 20-21 Utah Mentor Teacher Academy, Provo Marriott, Provo. Contact Jim Curtice, 801-272-3431 or 800-662-6624.
- 20-21 UAAACT Conference. Ogden Marriott Hotel, Ogden, UT. Contact Jocelyn Taylor, 801-538-7726
- 26 Behavior Institute. Location to be announced. Contact Hollie Pettersson, 801-272-3431.

### March 2003

- 8-10 ASCD 58th Annual Conference & Exhibit Show, San Francisco, CA. Contact [www.ascd.org](http://www.ascd.org)
- 13 Regional Transition Conference, Moab Valley Inn. Contact Susan Loving, 801-538-7645.
- 13-14 Utah Mentor Teacher Academy, Provo Marriott, Provo. Contact Jim Curtice, 801-272-3431 or 800-662-6624.
- 13-14 CASE/Sopris West Educational Services Leadership Seminar, Hilton Arlington & Towers, Arlington, Virginia.
- 19 Regional Transition Conference, Ogden Eccles Center. Contact Susan Loving, 801-538-7645.
- 20-21 National ACRES Conference. Contact Sharon Neyme, 801-272-3431 or 800-662-6624
- 27 Regional Transition Conference, SUU, Cedar City. Contact Susan Loving, 801-538-7645.
- 27-28 English Language Learners Conference. Location to be announced. Contact Jocelyn Taylor, 801-538-7726.
- 27-28 Utah Speech & Hearing Association (USHA) Conference. Location to be announced. Contact Cheryl Orme, 801-402-5477.

### April 2003

- 2 PECS Training, Washington District Office, St. George. Contact Jocelyn Taylor, 538-7726.
- 3-4 Special Education Meetings, Park City. Location to be announced. Contact Nan Gray, 801-538-7757.
- 9-13 National CEC Conference, Seattle, Washington.,
- 10-11 Trainer of Trainers for AIMS For Success (Secondary/Elementary), Moab. Contact Pat Beckman, 801-538-7716.
- 24-25 Utah Mentor Teacher Academy, Provo Marriott, Provo. Contact Jim Curtice, 801-272-3431 or 800-662-6624
- 30 Behavior Institute. Location to be announced. Contact Hollie Pettersson, 801-272-3431.

### May 2003

- 9 Consortium, Larry H. Miller Entrepreneurship Training Center, 9750 S 300 W, Sandy, UT. Contact UPDC, 801-272-3431 or 800-662-6624.

### July 2003

- 30-31 Law Conference. Location to be determined.

### October 2003

- 2-4 CCBBD International Conference. St. Louis, MO. Contact Lyndal Bullock, 940-565-3583 or email: [bullock@tac.coe.unt.edu](mailto:bullock@tac.coe.unt.edu)
- 9-11 25th International Conference on Learning Disabilities, Bellevue. WA. Contact [CLD@www.cldinternational.org](mailto:CLD@www.cldinternational.org)

\*This information is provided as a service. We believe it to be accurate, but it is important to confirm with the contact listed. To obtain additional information and to supply important upcoming dates, please contact us at the number below. Current information is also available at the ULRC web site: [www.ulrc.org](http://www.ulrc.org)



*Stories from the road!* (See Page 46)

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