

MISSISSIPPI SPECIAL EDUCATION TEACHER SHORTAGE PILOT PROCESS



ENGAGE PARTNERS

Assembled a team with representatives from:

- state department of education
- educator preparation programs
- national technical assistance center
- local special education directors

COLLECT STATE DATA

Data collected and assembled into an infographic to communicate about the shortage:

- # of students with disabilities
- # of prep programs that offer a degree in special education
- # of graduates in teaching special education
- # of special education teacher vacancies
- # of teachers licensed in special education
- # of practicing special educators



COLLECT LOCAL DATA

Data collected from partner districts included:

Questions	2020-2021
How many special education teachers did you have leave at the END of the 2019-2020 school year? (e.g. retirement, resignation)	
How many special education teaching positions/vacancies did you have open or available for hiring for the coming school year? (i.e. How many positions needed to be filled?)	
How many applicants did you have for special education teaching positions within your entire district?	
Of these applicants, how many participated in an interview?	
Of these interview participants, how many were offered a special education teaching position?	
Of these offers, how many accepted a special education teaching position?	
What did you do with the unfilled positions? (Did you hire a long term sub? Did you disperse students to other teachers/enlarged caseloads?)	
Please list educator preparation programs your applicants graduated from.	

- # of special educator vacancies
- # of interviews conducted
- # of job offers
- # of people hired
- # of unfilled positions
- List of where teachers hired were prepared

IDENTIFY AREAS OF NEED

Data collected revealed:

- supply is not meeting demand
- few strong partnerships with preparation programs
- school culture including principal support
- teachers stay after one year, but leave after three
- inconsistent collection of shortage data



BRAINSTORM STRATEGIES

The team brainstormed strategies in the following areas:



- educator preparation and certification
- recruitment, selection and hiring
- induction and mentoring
- compensation and incentives

RATE STRATEGIES AND SELECT

- used Padlet to work collaboratively
- rated each strategy independently based on feasibility and likelihood of impacting shortage
- discussed each strategy
- reviewed overall ratings
- came to consensus on strategy for year 1 pilot



IMPLEMENT PILOT

Induction and Mentoring with Inclusive Leadership

The pilot will include:



- mentor training (consideration of certificate) and monthly check ins with mentors
- ongoing administrator professional development
- ongoing mentoring for first year special educators
- monthly professional development for first year special educators focused on HLPs
- professional learning community for second and third year special educators with general education collaborators
- collection of shortages data

Shortages Toolkit

<https://cedar.education.ufl.edu/shortage-toolkit/>