Tools to Strengthen Educator Pipelines and Address Shortages

August 23, 2019

Center on GREAT TEACHERS & LEADERS at American Institutes for Research

CEEDAR CENTER

IDEAs that Work U.S. Office of Special Education Programs

Copyright © 2019 American Institutes for Research and Collaboration for Effective Educator Development, Accountability, and Reform. All rights reserved.

Webinar Norms

- Your line is muted to improve audio quality during the presentation.
- Please use the **chat box** to ask questions anytime.
- We will pause periodically throughout the presentation to respond to questions from the chat box.

Center on
GREAT TEACHERS
& LEADERS
at American Institutes for Research

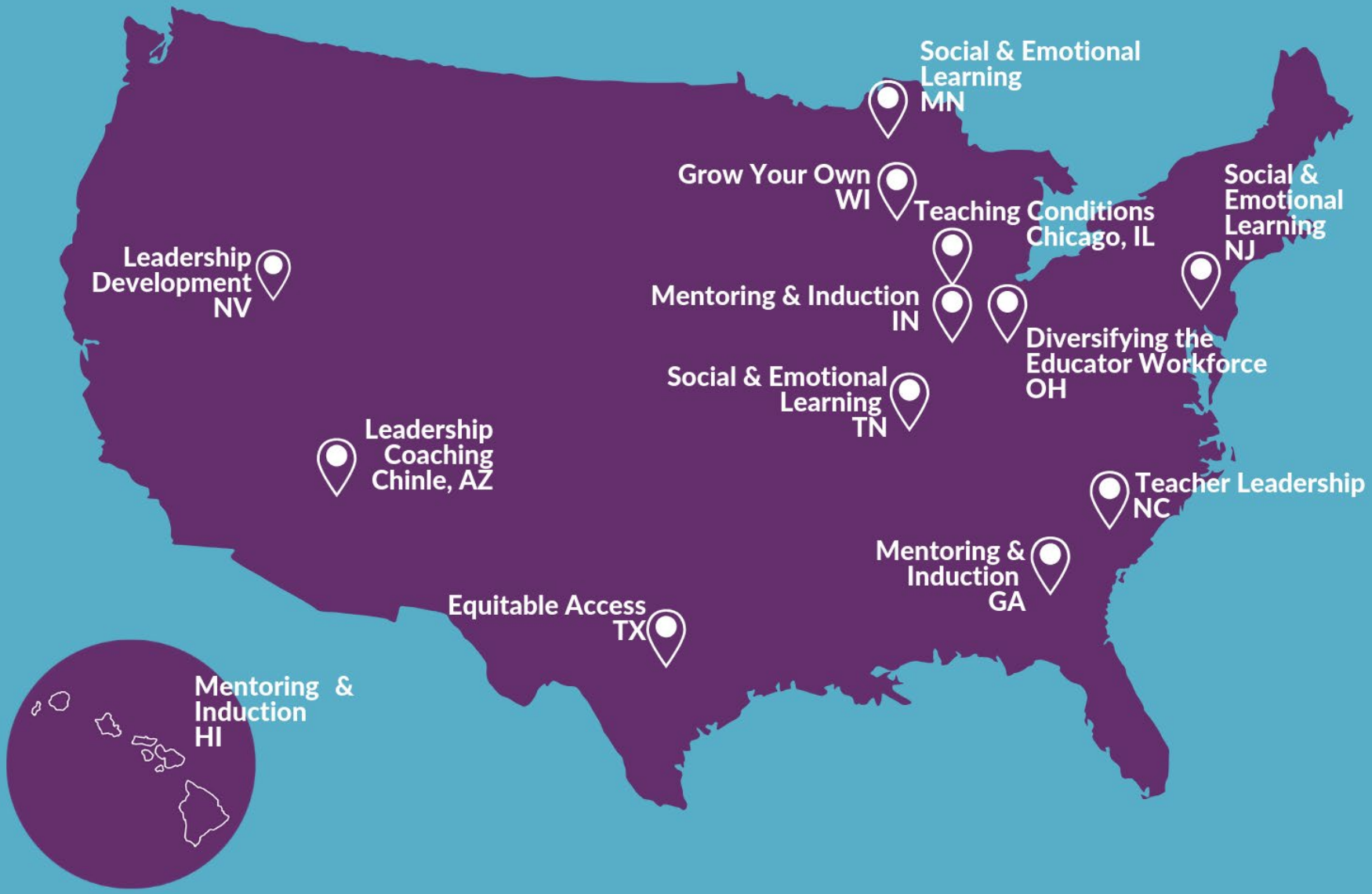
August Webinar Series

Talent Management Strategies for High-Need Contexts

Reflecting on Equitable Access from Hawaii to Wisconsin

Supporting States and Districts

Center on
GREAT TEACHERS
& LEADERS
at American Institutes for Research



Three Phases

Center on
GREAT TEACHERS
& LEADERS
at American Institutes for Research ■

1. Assess, Plan, & Prepare

2. Implement, Monitor, & Improve

3. Scale-Up & Sustain

Objectives

- Explore research and best practices for strengthening educator pipelines through diversifying the educator workforce and addressing special education teacher shortages.
- Preview toolkits from the Center on Great Teachers and Leaders (GTL Center), the CEEDAR Center, and the Learning Policy Institute that can help states, regions, districts, and educator preparation programs strengthen educator pipelines and address shortages.

Presenters

- **Dr. Meg Kamman:** Co-Director of Technical Assistance Strategy and Technology, CEEDAR Center
- **Lindsey Hayes:** Senior Researcher, GTL Center
- **Ryan Saunders:** Policy Advisor, Learning Policy Institute

Poll

Guiding Principles

Strengthening educator pipelines and addressing shortages requires:

- An unwavering commitment to **equity** for every student.
- A focus on **local context** and needs.
- Collaboration across stakeholders to address **all stages of the educator career continuum.**

CHAT POD: Who do you think are the most important stakeholders for strengthening pipelines and addressing shortages?

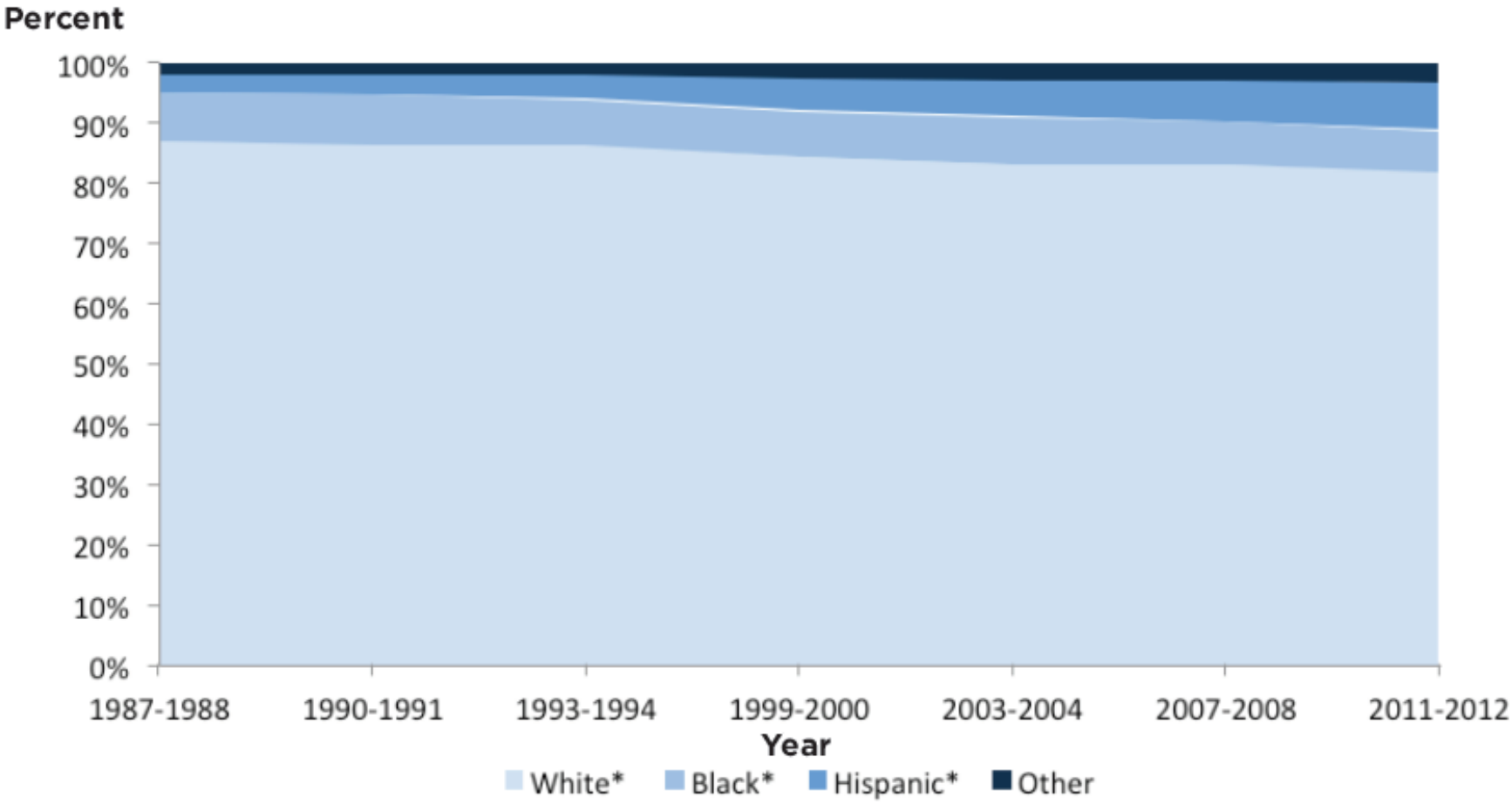
Insights on Diversifying the Educator Workforce: A Data Tool for Practitioners

Center on GREAT TEACHERS & LEADERS at American Institutes for Research

CEEDAR CENTER

IDEAs that Work
U.S. Office of Special Education Programs

Figure 2. Percentage distribution of teachers in public elementary and secondary schools, by race/ethnicity: Selected years, 1987–88 through 2011–12



Source: U.S. Department of Education (2016)

Diverse Educators

- Hold **high expectations** for minority students.
- Serve as **role models** for students.
- Make more equitable assignments to **gifted** and **talented programs**.
- Improve **disciplinary outcomes** for students.
- Improve **academic outcomes** for students.

Source: Villegas & Irvine (2010)

Diversifying the Educator Workforce Is About Educator Effectiveness

Diversifying the Education Profession

Embedding Culturally Responsive Practice

Providing Access to Effective Educators for All Students

Starting Point: Data, Root Cause, & Context

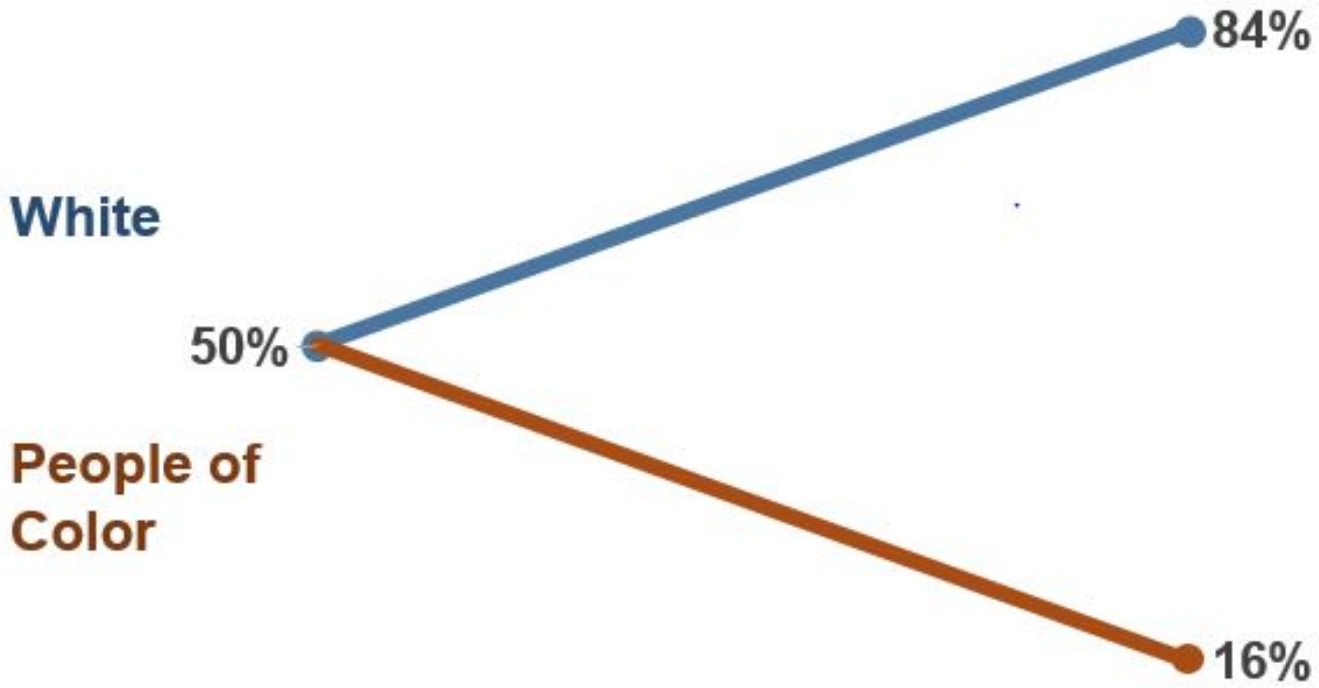
Where do the gaps start?

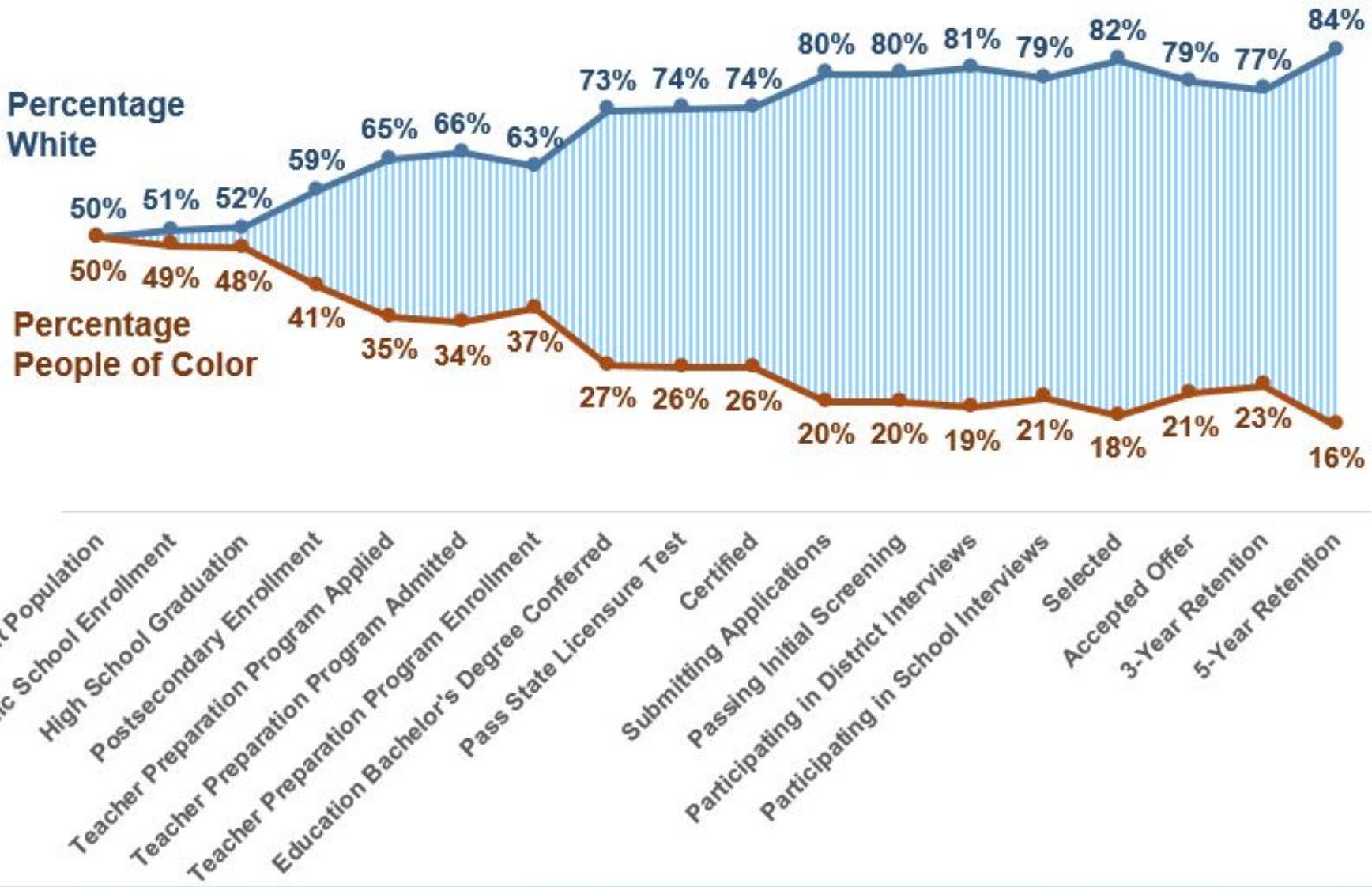
What are the root causes for gaps?

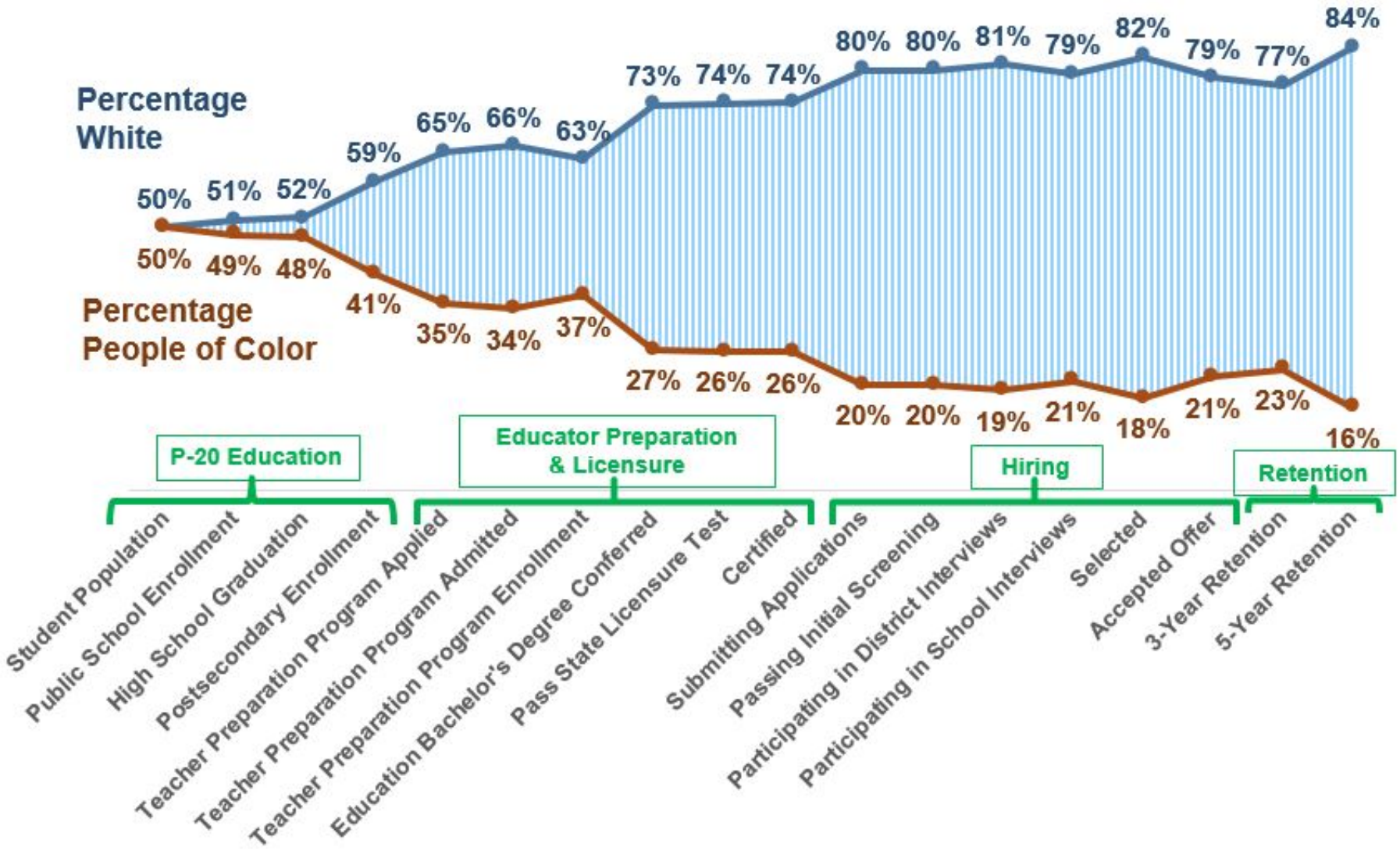
Context is crucial!

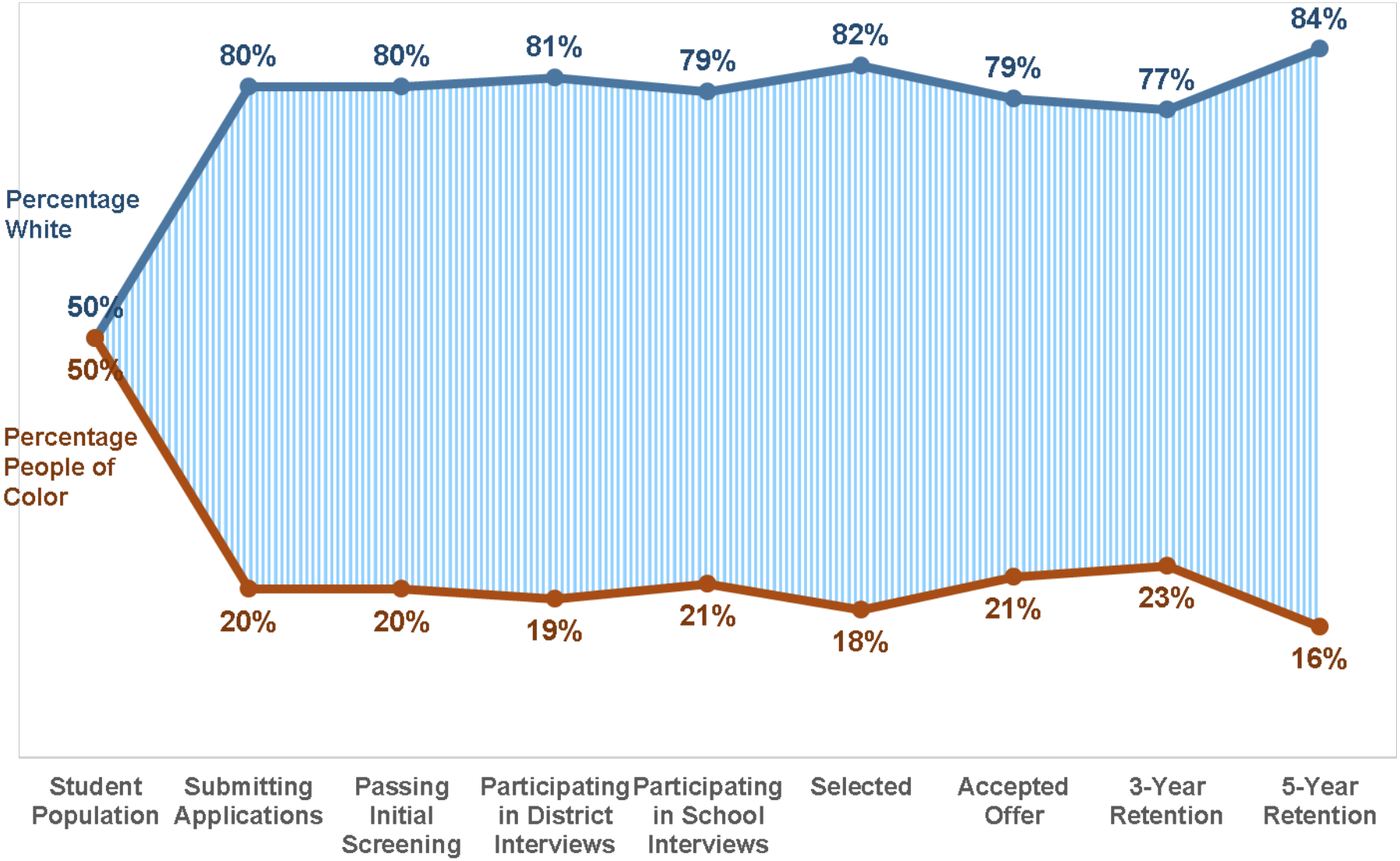
INSIGHTS ON DIVERSIFYING THE EDUCATOR WORKFORCE

A Data Tool for Practitioners


84%
White
50%
People of Color
16%
Student Population
Teacher Workforce

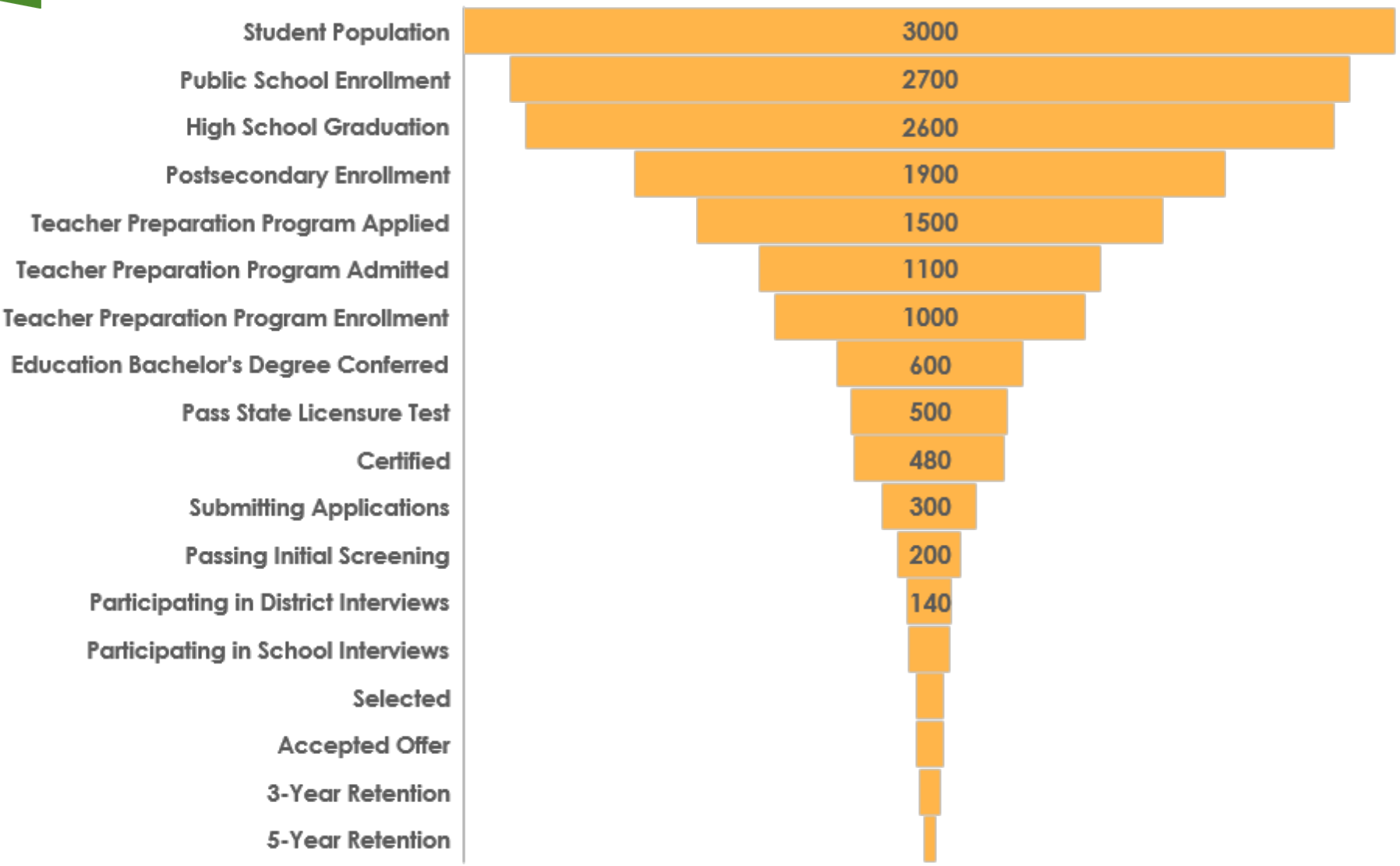

Percentage White
50%
51%
52%
59%
65%
66%
63%
73%
74%
74%
80%
80%
81%
79%
82%
79%
77%
84%
Percentage People of Color
50%
49%
48%
41%
35%
34%
37%
27%
26%
26%
20%
20%
19%
21%
18%
21%
23%
16%
Student Population
Public School Enrollment
High School Graduation
Postsecondary Enrollment
Teacher Preparation Program Applied
Teacher Preparation Program Admitted
Teacher Preparation Program Enrollment
Education Bachelor's Degree Conferred
Pass State Licensure Test
Certified
Submitting Applications
Passing Initial Screening
Participating in District Interviews
Participating in School Interviews
Selected
Accepted Offer
3-Year Retention
5-Year Retention

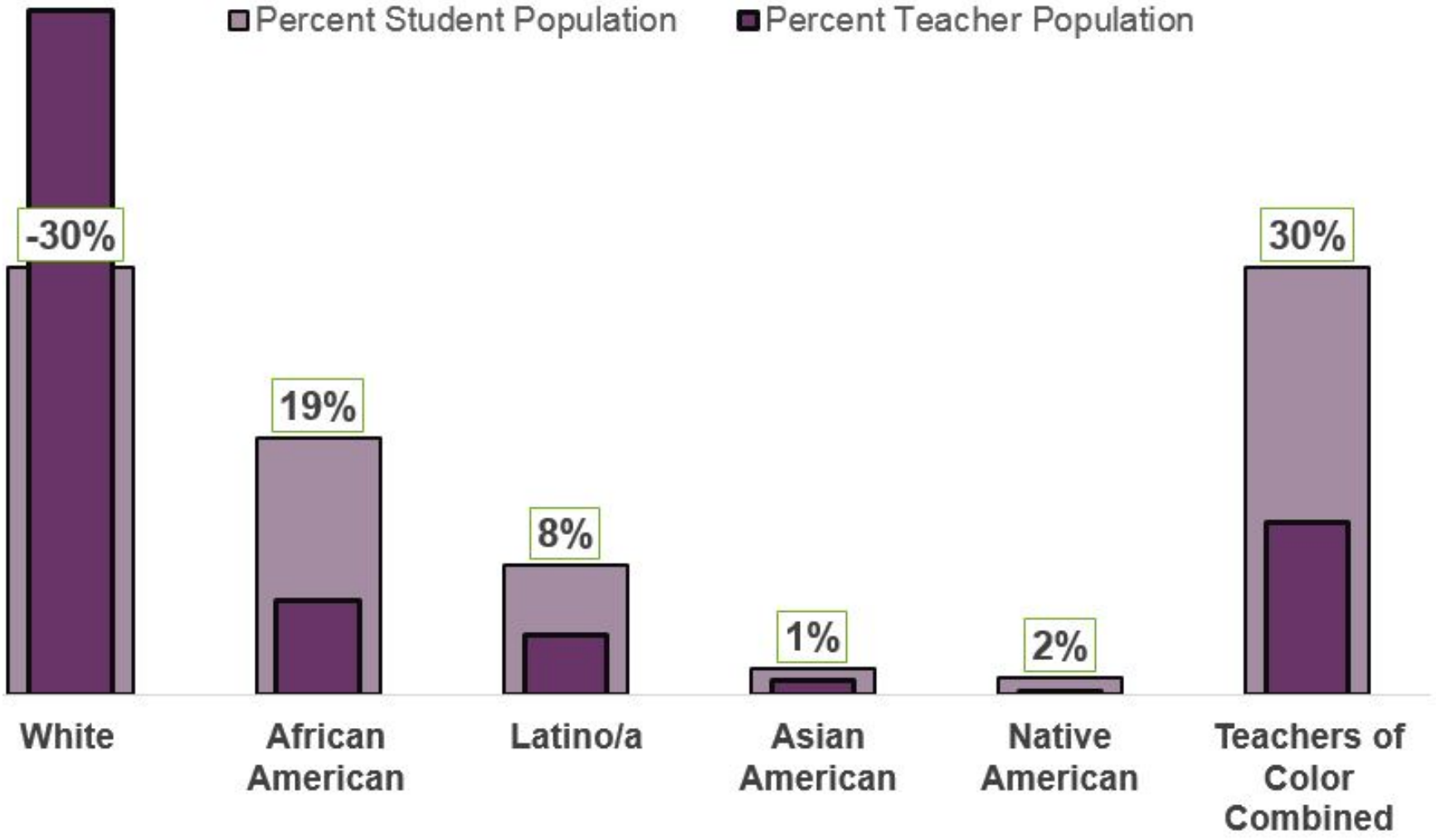

Percentage White
50% 51% 52% 59% 65% 66% 63% 73% 74% 74% 80% 80% 81% 79% 82% 79% 77% 84%
Percentage People of Color
50% 49% 48% 41% 35% 34% 37% 27% 26% 26% 20% 20% 19% 21% 18% 21% 23% 16%
P-20 Education
Educator Preparation & Licensure
Hiring
Retention
Student Population
Public School Enrollment
High School Graduation
Postsecondary Enrollment
Teacher Preparation Program Applied
Teacher Preparation Program Admitted
Teacher Preparation Program Enrollment
Education Bachelor's Degree Conferred
Pass State Licensure Test
Certified
Submitting Applications
Passing Initial Screening
Participating in District Interviews
Participating in School Interviews
Selected
Accepted Offer
3-Year Retention
5-Year Retention


Percentage White
Percentage People of Color
80%
80%
81%
79%
82%
79%
77%
84%
50%
50%
20%
20%
19%
21%
18%
21%
23%
16%
Student Population
Submitting Applications
Passing Initial Screening
Participating in District Interviews
Participating in School Interviews
Selected
Accepted Offer
3-Year Retention
5-Year Retention

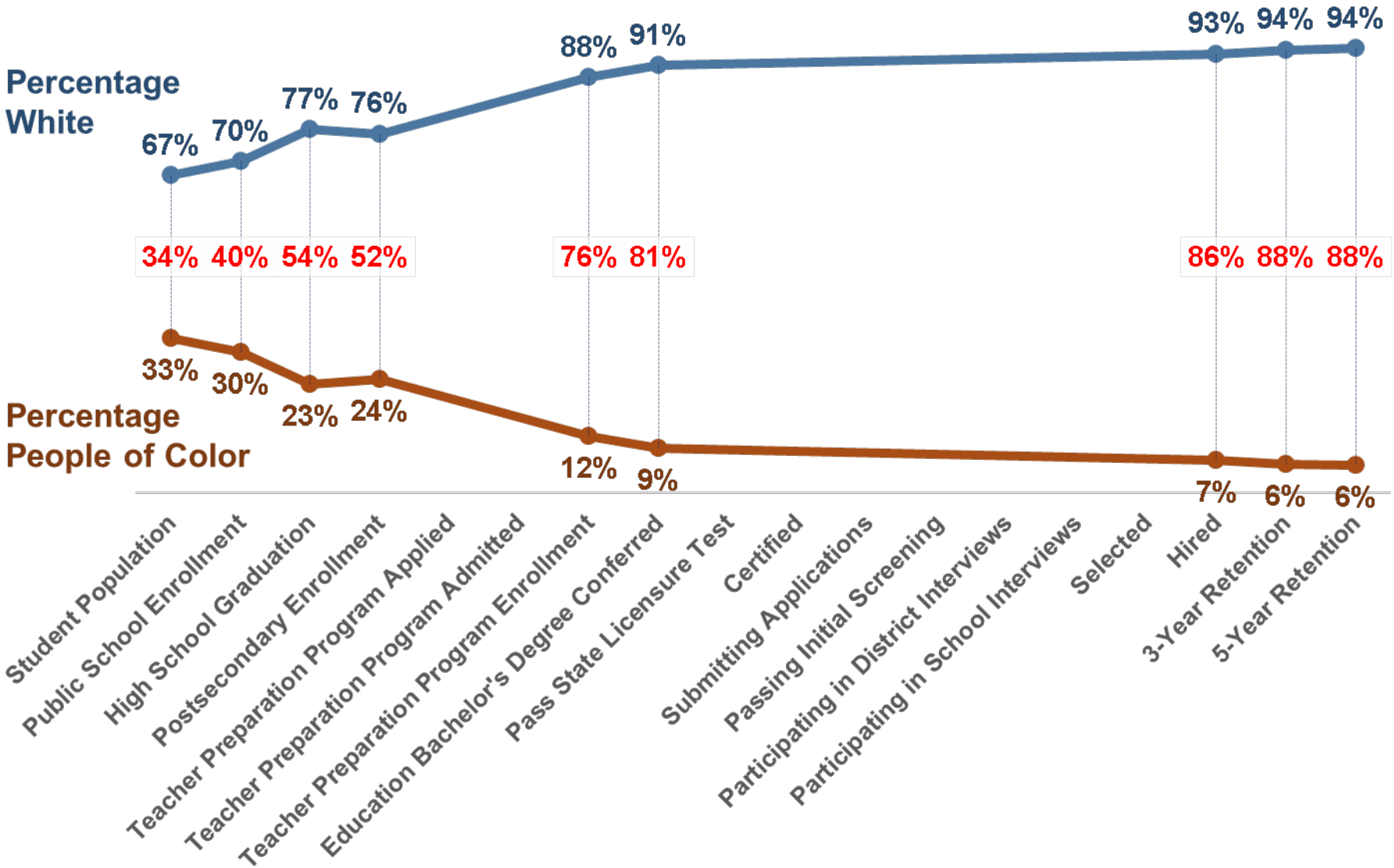
The Minority Hiring FUNNEL

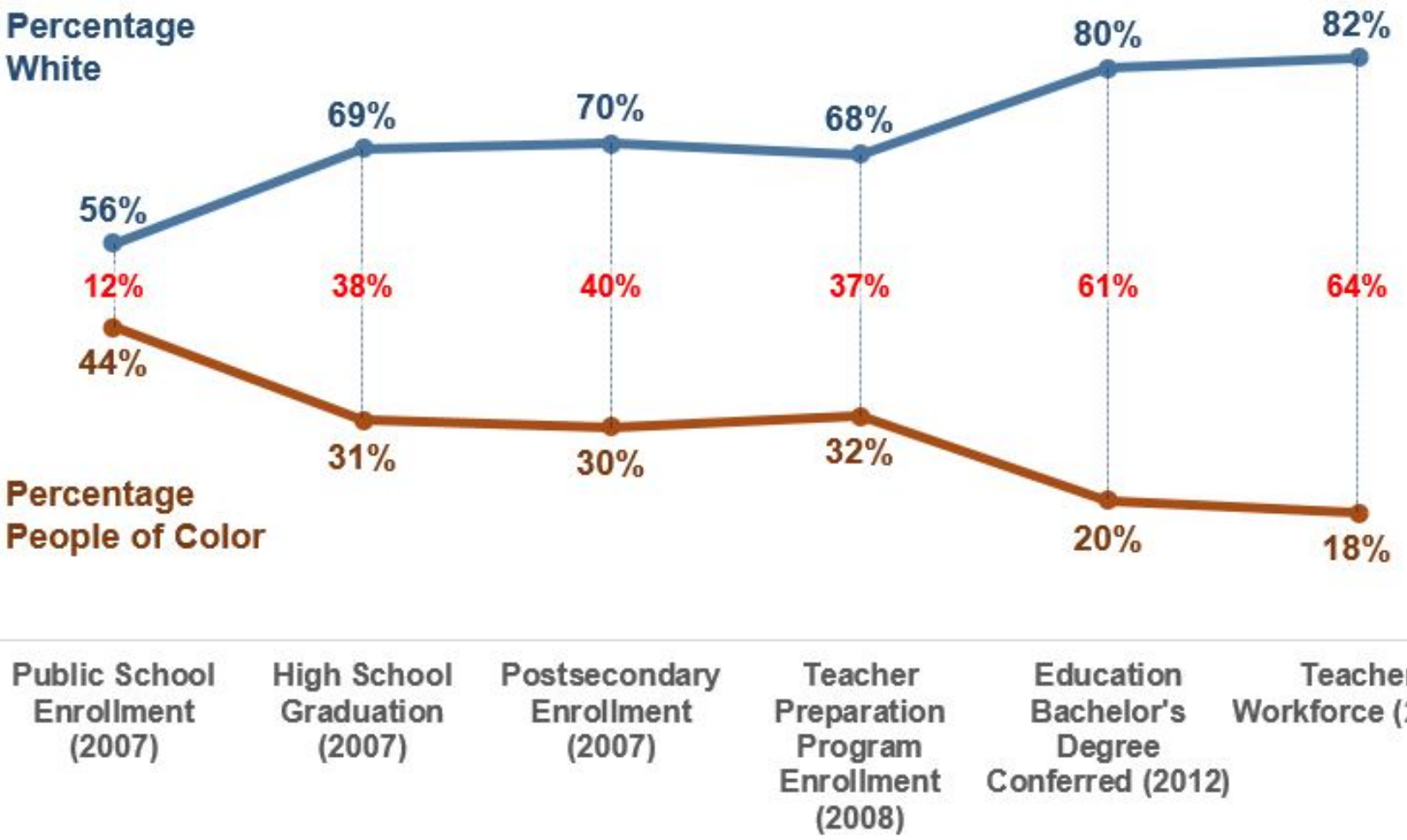
Mock Data




Percent Student Population
Percent Teacher Population
-30%
19%
8%
1%
2%
30%
White
African American
Latino/a
Asian American
Native American
Teachers of Color Combined

Actual State Data




Percentage White
56%
69%
70%
68%
80%
82%
12%
38%
40%
37%
61%
64%
44%
31%
30%
32%
20%
18%
Percentage People of Color
Public School Enrollment (2007)
High School Graduation (2007)
Postsecondary Enrollment (2007)
Teacher Preparation Program Enrollment (2008)
Education Bachelor's Degree Conferred (2012)
Teacher Workforce (2012)

Accessing the Toolkit

Insights on Diversifying the Educator Workforce: A Data Tool for Practitioners

Download the Data Tool Guidebook

Use this free, user-friendly tool to identify and visualize diversity gaps across the entire educator career continuum, from "future teachers" graduating from high school and entering preparation programs, to preservice teachers entering the educator workforce, and growing and developing into experienced classroom instructors.

State education agencies, educator preparation programs (EPPs), regional education agencies, and districts can use the data tool to do the following:

- Reveal insights about the diversity of the educator workforce at the state, district, school, or EPP level.
- Identify the main drivers behind the existing disparities within the educator workforce.
- Pinpoint crucial points across the educator career continuum where implementing carefully selected strategies can help diversify the educator workforce and improve equitable access.

Educator Shortages in Special Education: Toolkit for Developing Local Strategies

Center on GREAT TEACHERS & LEADERS at American Institutes for Research

CEEDAR CENTER

IDEAs that Work U.S. Office of Special Education Programs

What Research Tells Us

- Special education teacher shortages **increased** from less than 5 percent in 2011 to 8 percent in 2016-17.
- The number of fully-certified special education teachers employed in U.S. schools **decreased** to 318,000 in 2016-17, lower than it had been since the mid-1990s.
- Student to teacher ratios in special education **increased** from 14:1 in 2005 to 17:1 in 2016.

Source: Sindelar (2019)

Equity Issues

- Ninety percent of high-poverty school districts report difficulty attracting qualified special education teachers.
- There are severe and persistent shortages of special educators from diverse backgrounds.

Source: Fall & Billingsley (2011)

Preparation Matters

- Fully-prepared special education teachers improve outcomes for students with disabilities and are more likely to remain in teaching than teachers prepared through “fast-track” routes.
- However, districts facing shortage crises are left with few choices and often resort to fast-track certified teachers with little preparation and no classroom experience to fill positions.

Source: Feng & Sass (2013)

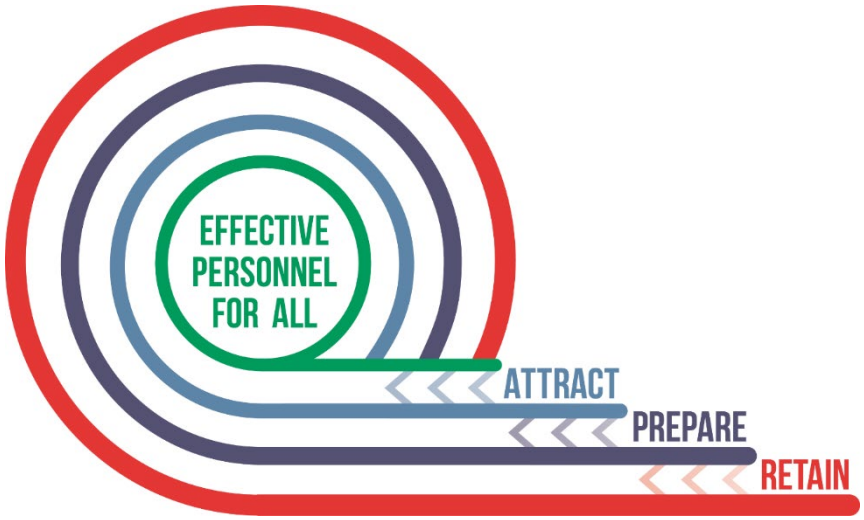
The Challenge

- Short-term solutions create a revolving door.
- Long-term solutions take time!

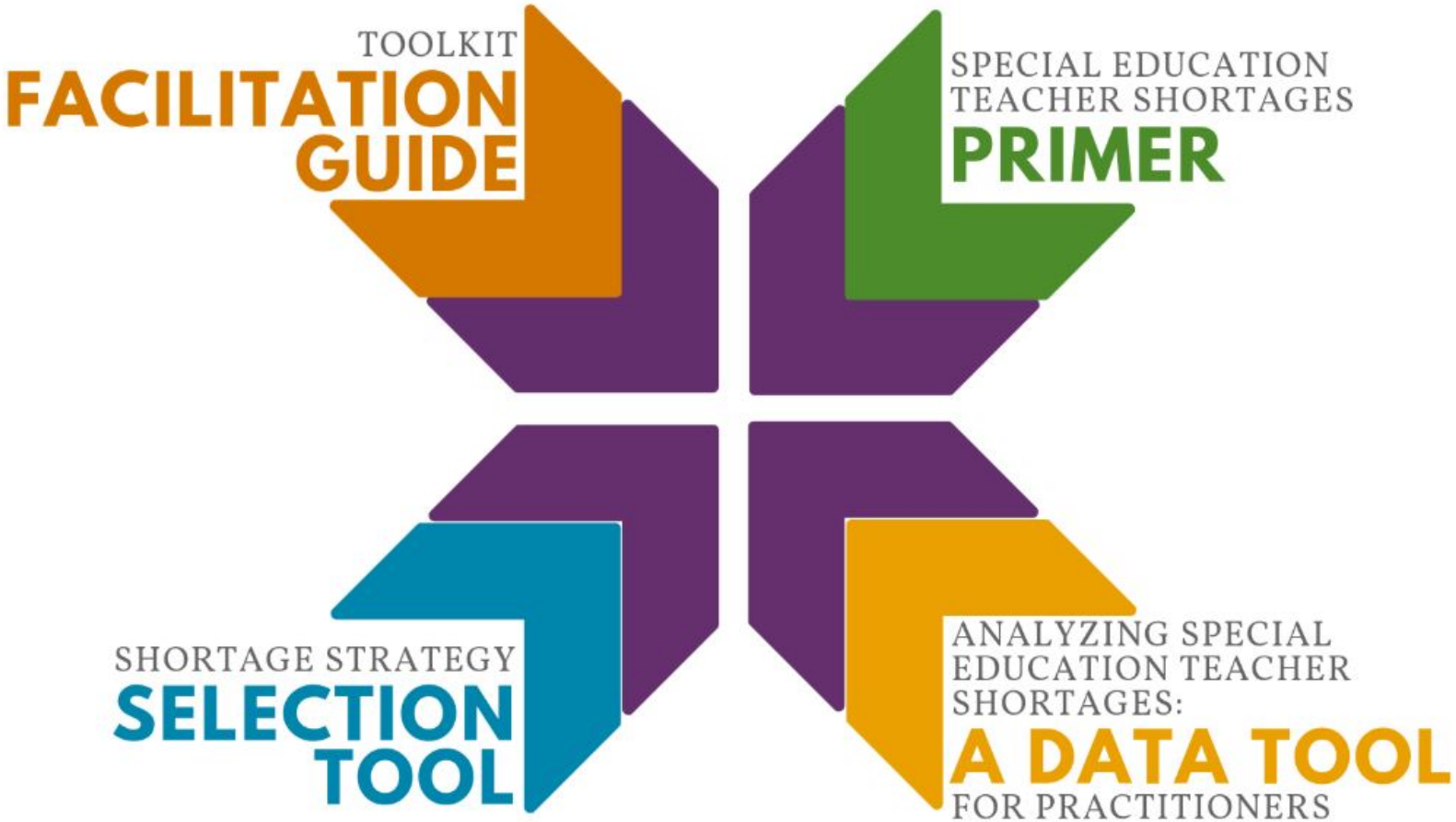
CHAT POD: What are you seeing in your context as the greatest challenges around special education teacher shortages?

The Opportunity

- We need a comprehensive educator talent management framework that:
  - Encompasses the entire educator career continuum
  - Considers unique local contexts
  - Clarifies partner roles



Special Education Shortages Toolkit



Primer

SPECIAL EDUCATION TEACHER SHORTAGES PRIMER

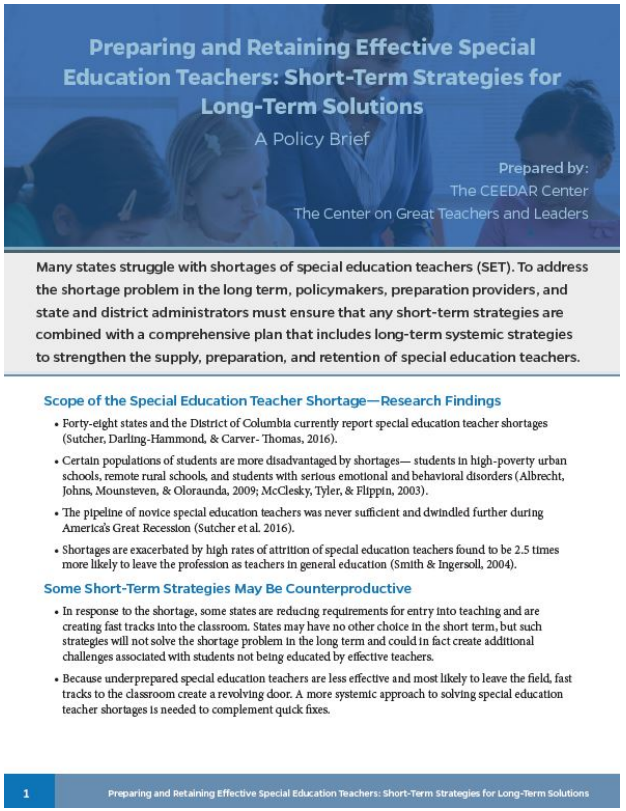
- **PURPOSE:** A one-stop shop for the latest research and talking points on special education shortages.

- **AUDIENCE:** SEA and LEA leaders, policymakers, educator preparation providers, and practitioners

Policy Brief

Preparing and Retaining Effective Special Education Teachers: Short-Term Strategies for Long-Term Solutions

- Offers a high-level overview of evidence-based short-term strategies that complement longer-term, systemic solutions to special education teacher shortages.



Preparing and Retaining Effective Special Education Teachers: Short-Term Strategies for Long-Term Solutions

A Policy Brief

Prepared by:
The CEEDAR Center
The Center on Great Teachers and Leaders

Many states struggle with shortages of special education teachers (SET). To address the shortage problem in the long term, policymakers, preparation providers, and state and district administrators must ensure that any short-term strategies are combined with a comprehensive plan that includes long-term systemic strategies to strengthen the supply, preparation, and retention of special education teachers.

Scope of the Special Education Teacher Shortage—Research Findings

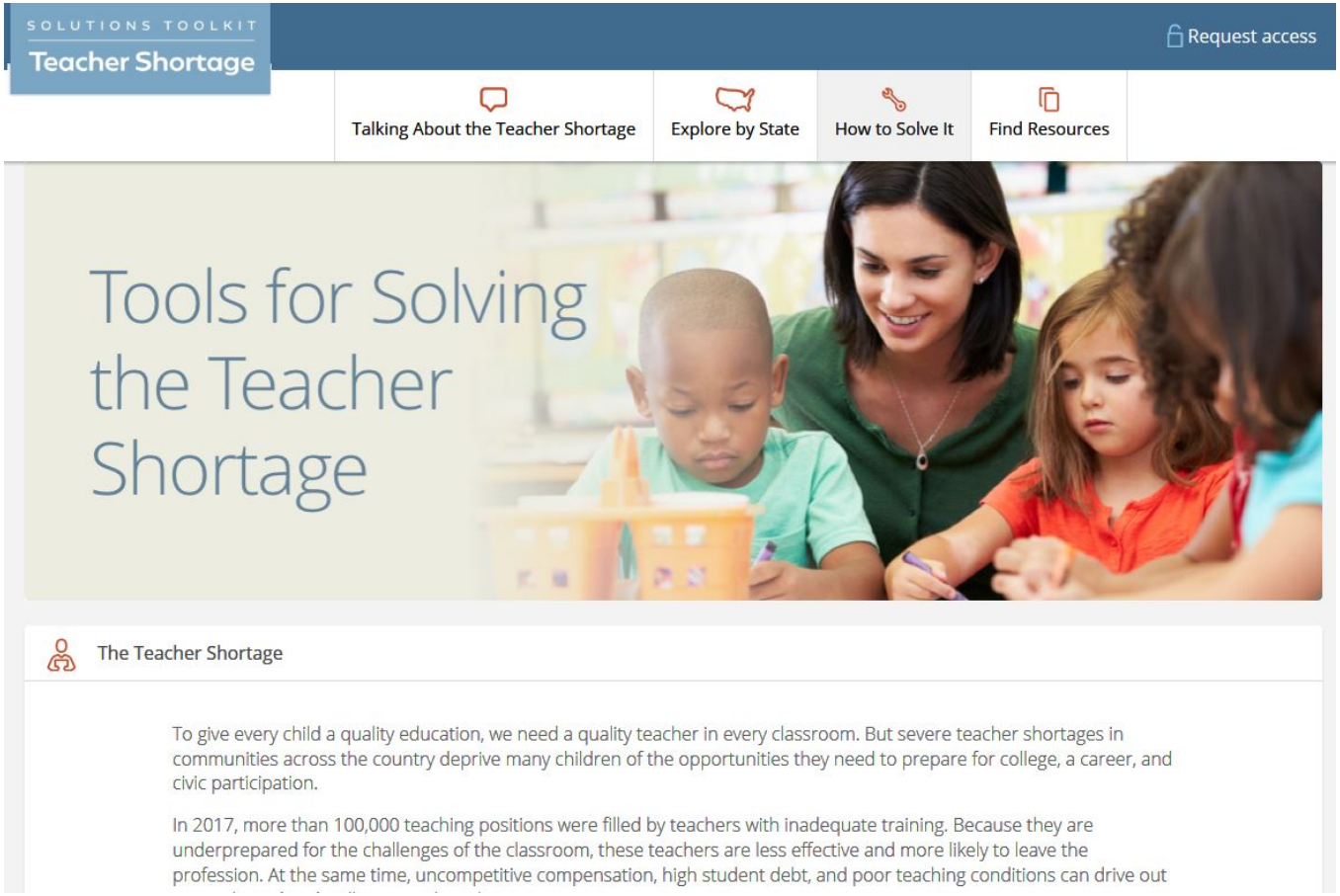
- Forty-eight states and the District of Columbia currently report special education teacher shortages (Sutcher, Darling-Hammond, & Carver- Thomas, 2016).
- Certain populations of students are more disadvantaged by shortages— students in high-poverty urban schools, remote rural schools, and students with serious emotional and behavioral disorders (Albrecht, Johns, Mounsteven, & Olorаunda, 2009; McClesky, Tyler, & Flippin, 2003).
- The pipeline of novice special education teachers was never sufficient and dwindled further during America's Great Recession (Sutcher et al. 2016).
- Shortages are exacerbated by high rates of attrition of special education teachers found to be 2.5 times more likely to leave the profession as teachers in general education (Smith & Ingersoll, 2004).

Some Short-Term Strategies May Be Counterproductive

- In response to the shortage, some states are reducing requirements for entry into teaching and are creating fast tracks into the classroom. States may have no other choice in the short term, but such strategies will not solve the shortage problem in the long term and could in fact create additional challenges associated with students not being educated by effective teachers.
- Because underprepared special education teachers are less effective and most likely to leave the field, fast tracks to the classroom create a revolving door. A more systemic approach to solving special education teacher shortages is needed to complement quick fixes.

1 Preparing and Retaining Effective Special Education Teachers: Short-Term Strategies for Long-Term Solutions

Learning Policy Institute Teacher Shortage Solutions Toolkit



Facilitation Guide

TOOLKIT
FACILITATION GUIDE

- **PURPOSE:** Helps teams identify and implement a combination of short- and long-term educator talent management strategies to create comprehensive special education teacher shortage solutions that address local context and needs.

- **AUDIENCE:** State teams consisting of state, regional, local, and educator preparation program stakeholders

Shortage Guiding Principles

1) Shortages are a local issue.
2) Shortages are an equity issue.
3) Shortages can impact any stage of the career continuum.
4) Shortages require collaboration across partners at all stages of the career continuum.

Data Tool

ANALYZING SPECIAL EDUCATION TEACHER SHORTAGES:
A DATA TOOL
FOR PRACTITIONERS

- **PURPOSE:** Tool for identifying and visualizing special education teacher shortages across the career continuum.

- **AUDIENCE:** State teams consisting of state, regional, local, and educator preparation program stakeholders

CHAT POD: What kinds of data sources are you currently using to examine special education teacher shortages?

Data Tool Lenses

- **Development of Gaps:** Compares the attrition of special education teachers with the attrition of the overall teacher population throughout the career continuum.
- **Teacher Hiring Funnel:** Focuses on the educator career continuum specifically for special education teachers, identifying the most significant moments of attrition.
- **Accountability Score Results:** Identifies how special education teacher attrition varies across districts and schools based on outcomes for SWDs as measured by Every Student Succeeds Act (ESSA) accountability scores.

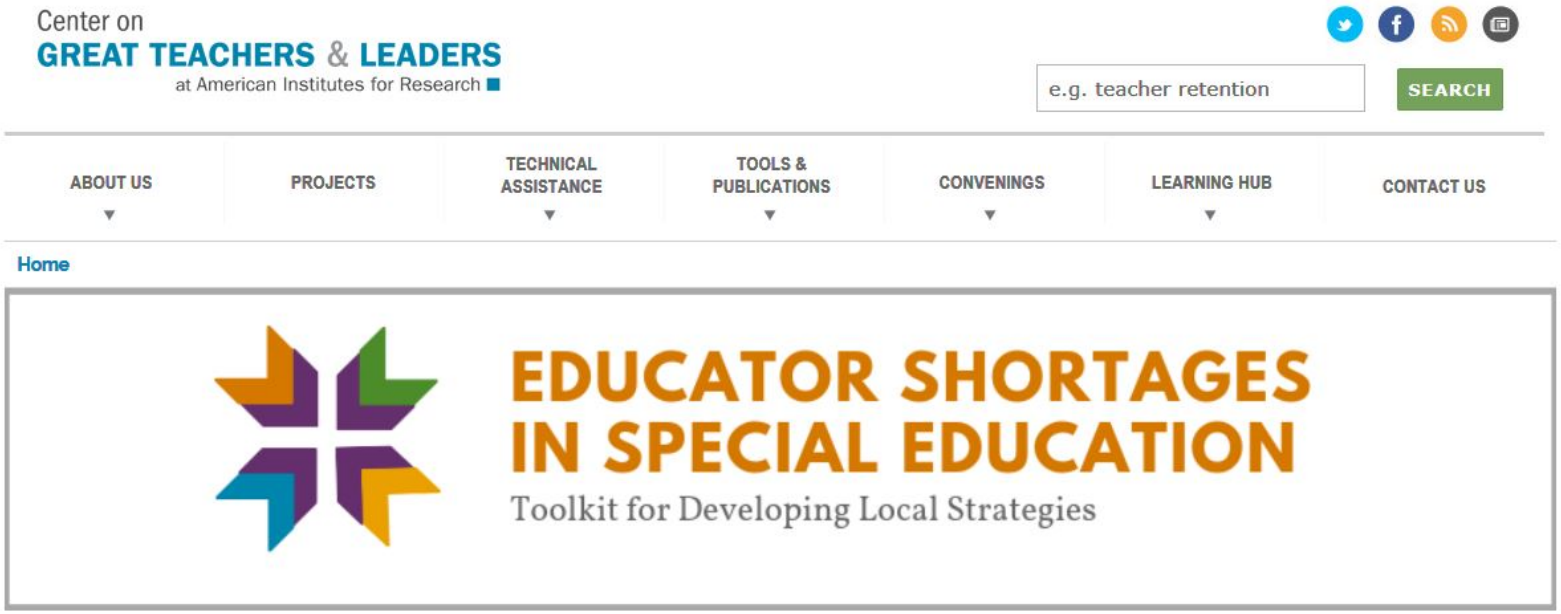
Selection Tool

- **PURPOSE:** Helps teams identify, select, implement, and continuously improve educator talent management strategies to address special education teacher shortages.

- **AUDIENCE:** SEA and LEA leaders, policymakers, educator preparation providers, and practitioners

- **COMING SOON!**

Explore the Toolkit



Upcoming Webinars: Equity Strategies to Support Districts

Data-Driven Conversations to Improve Equitable Access Through Mentoring and Induction in High-Need Schools
August 27, 2019, 3–4 p.m. Eastern Time

NEW RESOURCE: Flipping the Readiness Paradigm: Tailoring Programs to Address the Achievement Gap and Teacher Shortages in High-Need Schools (GTL Center)

Feedback Survey

We appreciate your feedback!

Please share your thoughts about this webinar by clicking the survey link in the chat box.

The survey will take less than 2 minutes to complete.

https://www.surveymonkey.com/r/GTLWebinarAug23

References

Fall, A. M., & Billingsley, B. S. (2011). Disparities in work conditions among early career special educators in high-and low-poverty districts. *Remedial and Special Education*, *32*(1), 64-78.

Feng, L., & Sass, T. R. (2013). What makes special-education teachers special? Teacher training and achievement of students with disabilities. *Economics of Education Review*, *36*, 122-134.

Sindelar, P. T. (2019, July). *Special education teacher shortages*. Paper presented at the annual Council for Exceptional Children Day on the Hill event, Arlington, VA.

U.S. Department of Education. (2016). *The state of racial diversity in the educator workforce*. Retrieved from https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf

Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *The Urban Review*, *42*(3), 175–192.

Lindsey Hayes
lhayes@air.org

Meg Kamman
mkamman@coe.ufl.edu

Ryan Saunders
rsaunders@learningpolicyinstitute.org

www.facebook.com/gtlcenter

www.twitter.com/gtlcenter

Advancing state efforts to grow, respect, and retain great teachers and leaders for all students

Center on GREAT TEACHERS & LEADERS at American Institutes for Research

CEEDAR CENTER

IDEAs that Work U.S. Office of Special Education Programs