THE CHALLENGE OF TEACHER SHORTAGES AND THE PATH FORWARD

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Options to Access Poll

Scan this code with your phone camera or QR reader and open polling website.

Go to www.ceedar.org/case-poll and click on “launch poll”
48 states and DC report a shortage of sped teachers

Students in high poverty urban & rural areas hit hardest

Students with serious emotional & behavioral disorders disproportionately affected

Pipeline is insufficient and shrinking; sped faculty shortage likewise problematic

Shortages exacerbated by turnover: sped teacher 2.5 times more likely to leave the profession as gen ed teachers
A PROFILE OF MICHIGAN -- TODAY

- Majority of school districts began year without enough full-time “teachers”
- 2500 “teachers” not certified
- Long-term subs can serve for a year and do not have to have a BA or any teacher training; use of long-term subs increasing
- Disproportionate impact on low-income and low-performing students
A PROFILE OF MICHIGAN -- TODAY

• Special Ed biggest shortage – 41% of reported openings
• Enrollment in teacher prep programs dropped 66% between 2009 & 2016
• Benton Harbor Public Schools – 42% of “teachers” last year were long term subs
• Michigan students rank in the bottom third nationally
THE POLICY LANDSCAPE

- ESSA removed “highly qualified”
- State certification rules
- Shortages propelling lower state standards
- IDEA requires a minimum of a BA; ESSA does NOT
- Little national attention to the shortage crisis; limited awareness on the Hill
- Federal resources for preparation and retention matter, but insufficient
- Complex: federal, state, local roles
OSEP’S COMPREHENSIVE TALENT MANAGEMENT APPROACH
WHAT DOES THE RESEARCH TELL US?

- Brief outlines the research supporting short-term and long-term strategies for reducing shortages.
- [Link to research](https://www.dropbox.com/s/zffglozklnjzso5/Screenshot%202019-10-09%2023.09.08.png?dl=0)
INSIDE THE BRIEF

• Attract
  • Financial incentives matter

• Prepare
  • Less preparation = more turnover
  • Alternate routes with strong components can work
  • States which prepare more have fewer shortages
INSIDE THE BRIEF

• Retain
  • Positive school climate and leadership matter
  • Manageable workloads matter
  • Induction matters
  • Planning time and structured curriculum matters
BEST PRACTICES: SHORT TERM AND LONG TERM

• Financial incentives
  • TEACH grants; Teacher Quality Partnership Grants; loan forgiveness, state scholarships
  • Providing housing, child care on campus
  • Raising salaries (e.g., Florida governor’s initiative)
  • Stipends for teaching special education
PARTNERSHIPS TO PREPARE

- Residency programs: California Residency programs supported by the California Alliance for Inclusive Schooling (CAIS)
- Dual certification programs: Bowling Green State University, Portland State University [https://videos.aacte.org/home](https://videos.aacte.org/home)
- Long Beach Promise
- Georgia P-20 collaborative developing induction and mentoring program in partnership with CEEDAR
- Advancing Inclusive Principal Leadership (AR, GA, MS, and OH)
BEST PRACTICES: SHORT TERM AND LONG TERM

- Grow your own programs: Texas, Minnesota competitive grant programs
- National Association on Alternative Certification Quality Indicators
- Initiatives for increasing diversity: University of Utah; Tennessee Minority Teaching Fellows Program
BEST PRACTICES: SHORT TERM AND LONG TERM

• Arizona Teachers Academy
  • $15 million for 3000 students to become teachers debt-free in participating public IHEs
  • Tuition waiver scholarships for those who agree to teach in AZ public schools

• Louisiana
  • Braiding fed, state funds statewide to require full year pre-service residency for all future teachers
SPECIAL EDUCATION SHORTAGES TOOLKIT

https://gtlcenter.org/technical-assistance/toolkits/educator-shortages-special-education
FIVE THINGS FOR YOU TO DO: ADVOCACY IN ACTION

• DIG DEEP IN YOUR STATE/DISTRICT TO UNDERSTAND THE SHORTAGE
• ALWAYS BE AT THE TABLE WITH YOUR HOMEWORK IN HAND
• FIND ALLIES & BUILD COLLABORATIVES
• SHARE THE CEEDAR BRIEF
• ALWAYS, ALWAYS BE PART OF THE SOLUTION
AND DON’T FORGET

IF YOU ARE NOT AT THE TABLE ....YOU ARE PROBABLY ON THE MENU
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“That’s All, Folks!”

*Until next week, anyway.*