



EDUCATOR SHORTAGES IN SPECIAL EDUCATION TOOLKIT

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GOALS & OBJECTIVES

Toolkit Goals:

- Lead state teams through a collaborative process in developing a comprehensive approach for addressing shortages
- Establish strong networks and collaborative partnerships with shared ownership, collective action, and joint accountability

Today's Objectives:

 Increase awareness of the shortages toolkit and ways it can be used to facilitate partnerships to address shortages unique to context.

WHY SHOULD WE BE CONCERNED?

- 48 states and the District of Columbia report shortages of special education teachers.
- 42 states report a shortage of early intervention providers.
- Special education teachers leave the profession at nearly twice the rate of general education teachers.
- Enrollment in teacher preparation programs is down 35% over the last 5 years.

Source: Council for Exceptional Children, 2018.

EQUITY ISSUES

- 90% of high-poverty school districts report difficulty attracting qualified special education teachers.
- There are severe and persistent shortages of special educators from diverse backgrounds.
- Students with serious emotional & behavioral disorders are disproportionately affected.

Source: Council for Exceptional Children, 2018; Fall & Billingsley, 2011.



THE POLICY LANDSCAPE

- ESSA removed "highly qualified"
- 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

THE CHALLENGE

- Districts are left with few choices and often rely on "fast-track" and emergency-certified teachers with little preparation and no classroom experience to fill positions.
- Short-term solutions exacerbate quantity and quality issues and create a revolving door.
- Long-term solutions like policy change take time!

Source: Boe, Cook, & Sunderland, 2006; Feng & Sass, 2013; Ingersoll, Merrill, & May, 2014.

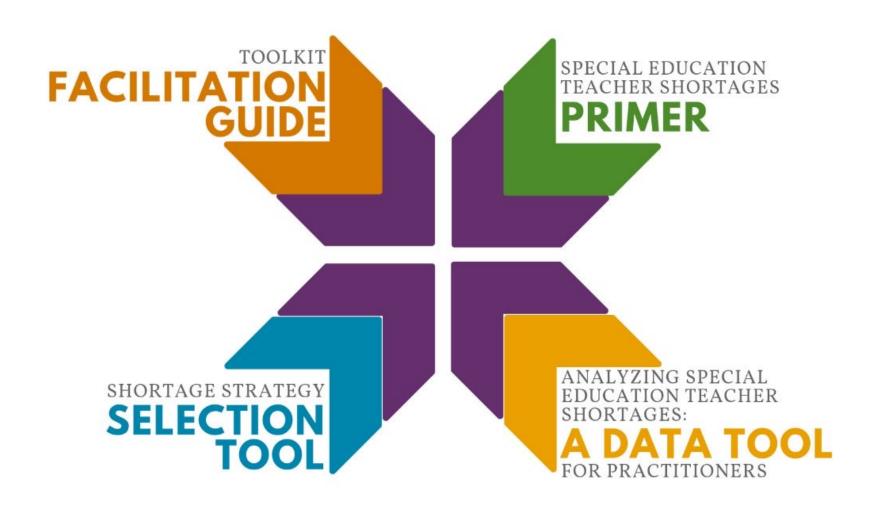


THE SOLUTION

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



SPECIAL EDUCATION SHORTAGES TOOLKIT



PREPARING AND RETAINING EFFECTIVE SPECIAL EDUCATION TEACHERS







<u>Preparing and Retaining Effective Special Education Teachers:</u> <u>Short-Term Strategies for Long-Term Solutions</u>

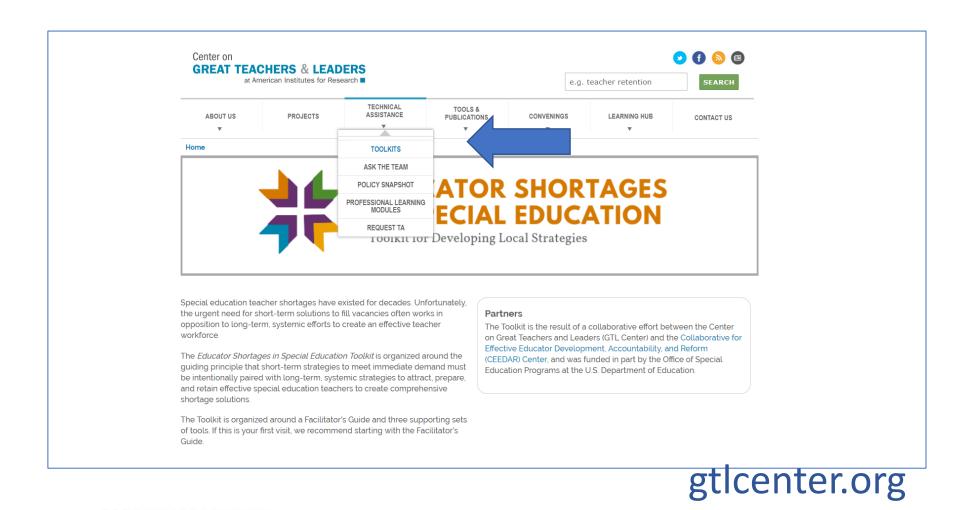
This brief for policymakers, preparation providers, and state and district administrators offers a high-level overview of evidence-based short-term strategies that complement longer-term, systemic solutions to special education teacher shortages. It includes an overview of research, talking points, and recommendations.

COMPREHENSIVE, LONG-TERM APPROACHES BACKED BY RESEARCH

True or False

- 3. Preparation does not matter in special education.
- 4. States that prepare more special education teachers have fewer shortages.
- 5. Alternative routes are not effective.
- 6. Financial incentives can help.
- 7. Formal and informal induction strategies retain beginning teachers.

SPECIAL EDUCATION TEACHER SHORTAGES TOOLKIT



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.







 To help teams identify and implement a combination of short- and long-term educator talent management strategies.



- State education agency (SEA) personnel
- Regional education agency personnel
- Local education agency (LEA) personnel
- Educator preparation program (EPP) personnel

STAGES WITHIN THE THREE-PHASE PROCESS

Phase I: Assess, Plan, and Prepare

Short-Term Strategies

- Stage 1: Hire Candidates With the Most Potential
- Stage 2: Provide New Hires With Intensive Professional Learning

Long-Term Strategies

- Stage 1: Explore Context
- Stage 2: Analyze Data
- Stage 3: Identify Root Causes
- Stage 4: Select Strategies

Phase II: Implement, Monitor, and Improve

Phase III: Sustain and Scale Up

SCHOOLS AND DISTRICTS NEED TEACHERS RIGHT NOW

Short-Term Strategies for Dealing With Shortages of Special Education Teachers

largaret Kamman and Paul Sindelar University of Florida Lindsey Hayes and Amy Colpo American Institutes for Research

Schools and districts facing teacher shortages often have few options for filling vacant special education teacher positions. Although the individuals With Disabilities Education Act (IDEA) requires that special education teachers be fully licensed when beginning to teach, many special education teachers receive their certification through fast-track routes that do not fully prepare them with the knowledge and skills they need to be effective. Research has demonstrated that special education teachers who have gone through a full preparation program are more likely to provide effective instruction, increase student achievement, and remain in the classroom. However, when vacancies occur and fully-prepared special education teachers are not immediately available, what can schools and districts do to ensure that students are served and teachers are supported? This brief outlines short-term strategies that, when paired with long-term comprehensive strategies, can be employed to hire, prepare, and support teachers in schools and districts facing special education teacher shortage crises.

Talking Points on Trends in Special Education Teacher Supply and Demand

- During the Great Recession, special education teacher shortages declined, falling below 5% in 2011.
 Shortages re-emerged in 2012 concurrent with the economic recovery and reached 8% by 2016-17
 (Sindelar, 2019).
- The number of fully-certified special education teachers employed in U.S. schools has declined since the end of the Great Recession. The number of special education teachers peaked in 2005 at more than 420,000 but dropped below 350,000 in 2012. By 2016-17, the number had fallen to 318,000, lower than it had been since the mid-1990s (Sindelar, 2019).
- Declining numbers of special education teachers have led to increases in student-to-teacher ratios in special education, from 14 to 1 in 2005 to 17 to 1 in 2016 (Sindelar, 2019).
- Additionally, teacher preparation program enrollment declined by 35% from 2009 to 2013 (Aragon, 2016). In California alone, teacher preparation program enrollment has dropped by more than 75% from 2001 to 2014 (Carver-Thomas & Darling-Hammond, 2017).

- Demand for special education teachers combined with inadequate supply has created a shortage crisis.
- Districts with vacancies often have no choice but to hire individuals who have not completed a full preparation program.
- Underprepared teachers require more resources and support and are more likely to leave the profession and are less likely to provide effective instruction.
- Districts need just-in-time strategies to hire, prepare, support, and ultimately retain individuals who demonstrate potential to be effective special education teachers.

SHORT-TERM STRATEGIES FOR DEALING WITH SHORTAGES OF SPECIAL EDUCATION TEACHERS

Strategy 1: Hire Candidates with the Most Potential

Look-Fors When Hiring Candidates:

- ✓ Experience as a paraprofessional.
- ✓ Experience with children.
- ✓ Experience with individuals with disabilities.
- ✓ Experience in schools.

SHORT-TERM STRATEGIES FOR DEALING WITH SHORTAGES OF SPECIAL EDUCATION TEACHERS PART 2

Strategy #2: **Provide New Hires With** Intensive **Professional** Learning **Supports**

- ✓ Match novice teachers with appropriate mentors.
- ✓Offer orientation prior to the beginning of the school year.
- ✓ Provide just-in-time professional development (PD) grounded in high-leverage practices (HLPs).
- ✓ Pair novice teachers with knowledgeable paraprofessionals.



POLL: SELECT THE STRATEGIES YOUR STATE AND/OR DISTRICTS IN YOUR REGION IMPLEMENT (SELECT ALL THE APPLY):

- 1. Match novice teachers with appropriate mentors.
- 2. Offer orientation prior to the beginning of the school year.
- 3. Provide just-in-time professional development (PD) grounded in high-leverage practices (HLPs).
- 4. Pair novice teachers with knowledgeable paraprofessionals.
- 5. None of the above

SHORT-TERM STRATEGIES

| Suggested action steps | Recommended tools and resources | Reflection questions for state teams |
|--|--|--|
| Deliver intensive professional learning supports anchored in high-leverage and evidence-based practices. | Module Beginning Teacher Professional Learning & Development GTL Center Module Mentoring & Induction for Educators of Students With Disabilities GTL Center Brief How Administrators Can Help Novice Special Education Teachers Thrive: Induction Practices That Make a Difference NCIPP Handbook Mentor Handbook: Supporting Beginning Special Educators NCIPP Manual District Induction Manual: Supporting Beginning Special Educators NCIPP | How will we leverage multiple professional learning structures (e.g., orientation, professional learning communities, ongoing professional development, mentoring, coaching) to create a comprehensive system of support for new teachers? How will we identify mentor teachers and coaches who are knowledgeable of high-leverage and evidence-based practices and well-versed in their use? How will we match beginning teachers with experienced mentors and coaches? How will we ensure that all professional learning experiences are anchored in high-leverage and evidence-based practices for special education? How will we fund these professional learning opportunities? |

LONG-TERM SHORTAGE STRATEGIES TO ATTRACT, PREPARE, AND RETAIN AN EFFECTIVE TEACHER WORKFORCE



ACTION STEP/MILESTONE 1

Establish a team consisting of SEA, district, EPP, and other key stakeholder group representatives.

LONG-TERM STRATEGIES

ASSESS, PLAN, and PREPARE

| Suggested action steps | Recommended tools and resources | Reflection questions for state teams |
|---|---|---|
| Establish a team consisting of SEA, district, EPP, and other key stakeholder group representatives. | Facilitation Guide Moving Toward Equity: Stakeholder Engagement Guide Step 1.1—Building an Internal SEA Team Step 1.2—Creating a Big-Picture Vision Step 1.3—Identifying Stakeholder Groups Step 1.4—Envisioning the Mechanisms for Engaging Stakeholders Step 1.5—Envisioning How Best to Prepare Stakeholders for Engagement Step 1.6—Envisioning a Long-Term Educator Equity Coalition Step 1.7—Planning for Stakeholder Engagement: A Suggested Approach GTL Center | Who are the key stakeholder groups affected by special education teacher shortages in our state? Does the team include adequate representation from a range of SEA stakeholders across applicable offices and divisions? Special education Educator talent Data systems Is there adequate representation from the LEAs in our state that are most impacted by shortages (e.g., urban, rural)? Does the team include adequate representation from a range of LEA and school-level stakeholder roles? Superintendents Principals Human resources directors Special education administrators Special education teachers with a variety of roles (e.g., inclusion, self-contained) and years of experience Unions Which EPPs should be represented on the team? Does this include both traditional and alternative route EPPs? Are the largest producers of special education teachers in the state included on the team? Does the team include adequate representation from a range of EPP stakeholder roles? Traditional preparation program faculty Alternative route preparation program faculty Deans and program chairs What other organizations or special interest groups should be represented on the team? Parent groups Professional organizations (e.g., CEC, CASE) Unions Others? |

Center on Great Teachers and Leaders CEEDAR Center

Educator Shortages in Special Education Toolkit for Developing Local Strategies Facilitator's Guide—15

STARTING POINT: DATA, ROOT CAUSE, & CONTEXT



Where do the gaps start?



What are the root causes for gaps?



Context is crucial!

ACTION STEP #2 & 3

- Inventory past and current initiatives to address teacher shortages.
- Explore the national context for special education teacher shortages to understand how our state compares with others.

LONG-TERM STRATEGIES

ASSESS, PLAN, and PREPARE

| Suggested action steps | Recommended tools and resources | Reflection questions for state teams |
|--|---|--|
| Inventory past and current initiatives to address teacher shortages. | Tool National Implementation Research Network Initiative Inventory NIRN/SISEP | Are existing task forces or workgroups charged with examining teacher shortages in the state? What key recommendations, action steps, and outcomes have emerged from current or past task forces or workgroups? What lessons learned from current or past task forces or workgroups should we consider duplicating or avoiding? Should we consider collaborating, consulting, or consolidating our work with an existing workgroup? What current state- and/or district-level strategic plans are in place to address teacher shortages? How will our efforts align and support these plans? What initiatives/plans currently exist among our state, local, and EPP partners to address teacher shortages? How can our team connect to and leverage these existing initiatives/plans? |
| Explore the national context for special education teacher shortages to understand how our state compares with others. | Website Resources: Teacher Shortages in the United States LPI Toolkit Teacher Shortage Solution Toolkit LPI Interactive Map Understanding Teacher Shortages: 2018 Update: A State-by-State Analysis of the Factors Influencing Teacher Supply, Demand, and Equity LPI Interactive Calculator What's the Cost of Teacher Turnover? LPI Brief and Report Teacher Turnover: Why It Matters and What We Can Do About It LPI Brief and Report A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S. | How do our state's special education teacher shortage trends compare with national trends? Which states are facing similar challenges related to special education teacher shortages? What are we currently spending on hiring new teachers that do not remain in the field? |



TOOLS/ RESOURCES

https://nirn.fpg.unc.edu/resources/i
nitiative-inventory

Initiative Inventory



This tool can be used to guide your team's review of past and current programs to get a clear picture of existing initiatives, mandates, and resource commitments. Information and data collected can be used by the organization when exploring the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with alignment of initiatives.

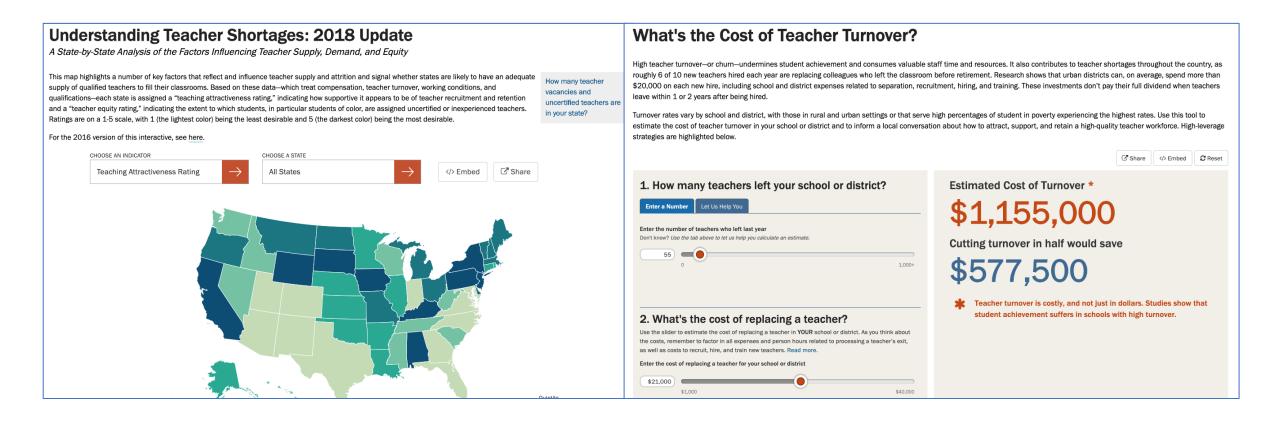
| Date of Inventory: | | | | | | | | |
|-----------------------|--|---------------------|--|-----------------------|--|---|-------------------------|--|
| Name of Initiative | Leadership of Initiative (Team and/or Coordinator: Name and Department) | Expected Outcome | Scale of Intended Use (National, regional, targeted population) | Start and End Date | Financial Commitment and Source of Funding (federal, state, grant, or other) | Relation to Organization Priorities & Strategic Plan | Measures of Outcomes | Evidence of Outcomes What has happened thus far? |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Adapted from MiBLSi (4/15/10), ISSA (10/19/09), G.Sugai (1/26/01)

The Active Implementation Hub, AI Modules and AI Lessons are developed and maintained by
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Learn more: implementation.fpg.unc.edu

TOOLS/RESOURCES



https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive

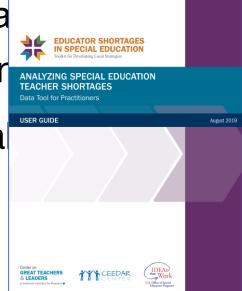
https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover



DATA TOOL

 PURPOSE: Tool for identifying and visualizing special education teacher shortages across the career continuous.

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





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



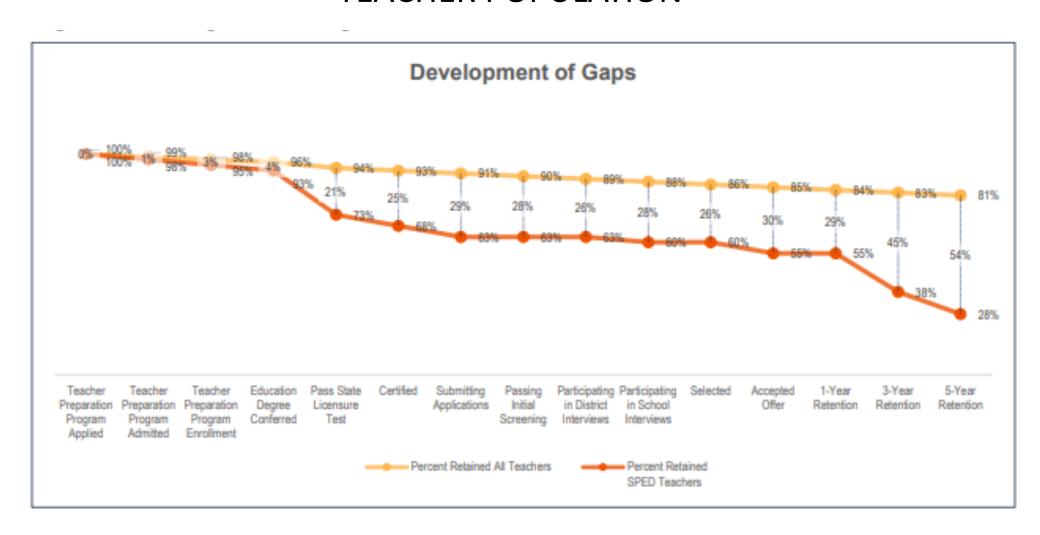
DATA TOOL LENSES

- Development of Gaps: Compares the attrition of special education teachers with overall teacher population.
- **Teacher Hiring Funnel:** Focuses on the educator career continuum 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.

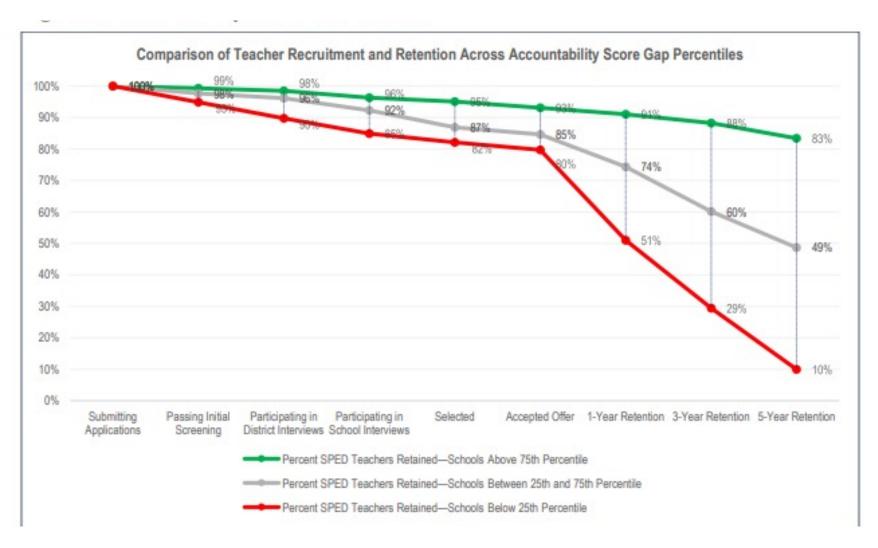


| | All Teachers | SPED |
|--|--------------|------|
| Teacher Preparation Program Applied | | |
| Teacher Preparation Program Admitted | | |
| Teacher Preparation Program Enrollment | | |
| Education Degree Conferred | | |
| Pass State Licensure Test | | |
| Certified | | |
| Submitting Applications | | |
| Passing Initial Screening | | |
| Participating in District Interviews | | |
| Participating in School Interviews | | |
| Selected | | |
| Accepted Offer | | |
| 1-Year Retention | | |
| 3-Year Retention | | |
| 5-Year Retention | | |

GAPS IN SPECIAL EDUCATOR RETENTION COMPARED WITH OVERALL TEACHER POPULATION



RETENTION AND ESSA ACCOUNTABILITY



SHORTAGE STRATEGY SELECTION TOOL





What is the Shortage Strategy Selection Tool (Beta Version*)?

This interactive tool helps state and district teams identify and select educator talent management strategies to address special education teacher shortages. Users can explore potential strategies that target the root causes of shortages at specific points along the educator career continuum. The tool also includes four additional resources to support strategy implementation (see *Strategy Implementation Supports* on the right).

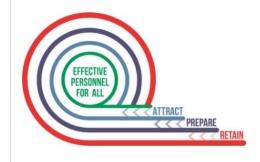
*Beta Version: this tool is still undergoing testing and further development. We welcome your thoughts. Please email us at gtlcenter@air.org with your feedback or ideas.

How to Use the Shortage Strategy Selection Tool

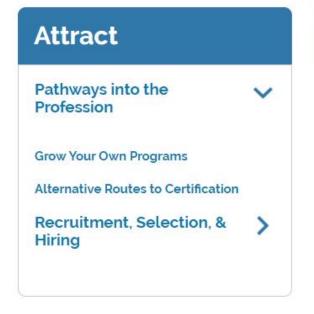
The tool is organized around three goals:

Effective Personnel for ALL: Attract, Prepare, Retain

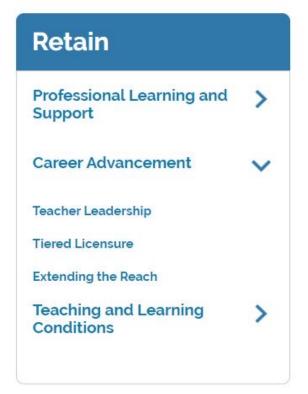
The Shortage Strategy Selection Tool is structured to align with the goals and strategies outlined in <u>Effective Personnel for ALL</u>; <u>Attract, Prepare, Retain</u>, a talent management framework developed by the Office of Special Education Programs at the U.S. Department of Education.



SHORTAGE STRATEGY SELECTION TOOL PART 2







SHORTAGE TOOLKIT SELECTION TOOL PART 3

Prepare > Preparation Program Content and Pedagogy

Resources for

Professional Standards, Preparation Program Standards & Advanced Teacher Standards 7

| Product Types | Title | Description | | |
|------------------|--|--|--|--|
| Briefs | The Role of State Policy in Preparing | This policy analysis report from the CEEDAR Center investigates the extent to which states have standards for teachers and school leaders and the extent to which these standards address what | | |
| Modules | Educators to Meet the Learning Needs of Students With Disabilities | teachers and leaders need to know to effectively educate students | | |
| Program Exemplar | | with disabilities and other diverse learners. | | |
| Reports | | CEEDAR's interactive state policy map provides information about state policies that support the preparation and development of | | |
| Tools | CEEDAR Center Interactive Policy Database | teachers and leaders in meeting the needs of students with disabilities. Users may click on the state whose policy profile they seek or use the pull-down menu. Each state policy profile includes | | |
| | | | | |
| | | information about teacher and leader standards, preparation, certification and licensure, induction, and professional | | |
| | | development standards. | | |
| | | This tool outlines key competencies for effective inclusive principal | | |
| | | leadership within the framework of the Professional Standards for | | |

BEST PRACTICES: SHORT TERM AND LONG TERM

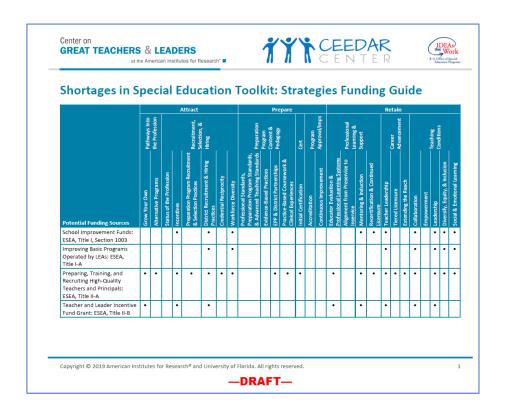
- Grow your own programs: Texas, Minnesota competitive grant programs
- Arizona Teachers Academy
 - \$15 million for 3000 students to become teachers debt-free in participating public IHEs
 - Tuition waiver scholarships for those who agree to teach in AZ public schools
- Initiatives for increasing diversity: University of Utah; Tennessee Minority Teaching Fellows Program
- Louisiana
 - Braiding fed, state funds statewide to require full year pre-service residency for all future teachers



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
- Georgia P-20 collaborative developing induction and mentoring program in partnership with CEEDAR
- Advancing Inclusive Principal Leadership (AR, GA, MS, and OH)

SHORTAGE STRATEGY SELECTION TOOL SCREENSHOTS



Teacher and Leader Incentive Fund Grant: ESEA, Title II-B

Eligible entities and funding mechanisms

Eligible entities: SEAs with one or more LEAs; LEAs or consortium of LEAs; nonprofit organizations in partnership with one or more LEAs or an LEA and SEA. The majority of schools where educators participate must be highned schools.

Mechanism: Competitive grants administered by the U.S. Department of Education. Requires a 50% match.

Resources

Program information: https://www2.ed.gov/programs/teacherincentive/index.html

Legislation: https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-ii.html#TITLE-II-PART-B

Authorized activities

The Teacher and Leader Incentive Fund supports the development and implementation of performance-based teacher and principal compensation systems and related human capital management strategies that increase access to effective educators in high-need schools. Allowable activities include:

- Performance-Based Compensation Systems
- Human Capital Management System
- Educator Evaluation

- Recruitment and Hiring
- Teacher Leadership
- · Teacher and Leader Residency Programs



SEA, EPP, & LEA ROLE GUIDE

Center or

GREAT TEACHERS & LEADERS

at the American Institutes for Research*





Shortages in Special Education Toolkit: Attract State Education Agency (SEA), Educator Preparation Program (EPP), and Local Education Agency (LEA) Role Guide

EPP/Community College Role District Role Grow Your Own (GYO) Programs · Offer competitive grants to districts to Work with the SEA, local business, CTE, and establish GYO programs in shortage areas, paraprofessionals working toward certification preparation programs to develop GYO including special education. in shortage areas, including special education. Secure private funding to establish statewide/ Partner with districts to establish a GYO Work with EPPs - and the SEA, as needed - to program: for current EPP students. regional GYO programs in shortage areas. allow classroom experience as a including special education. paraprofessionals, and future educators (HS paraprofessional to count as field experience Offer guidance/ resource document to EPPs students) in the preparation program. and districts to advance GYO programs in Offer dual credit for educator preparation Work with the EPP and community colleges to shortage areas, including special education. courses - and potentially other core courses offer or expand dual credit opportunities for in partnership with districts to expand Convene stakeholders (EPPs, LEAs, and educator preparation courses - and potentially recruitment, matriculation, and pipeline of other core courses - to increase the pipeline of others, e.g., rural associations) to discuss local challenges, share priorities with each other future teachers future teachers. and the SEA, and create GYO partnerships. Work with districts - and the SEA as needed -Ensure grants prioritize local needs or gaps by to count classroom experience as a paraprofessional as field experience in the a) identifying those needs and gaps, and, b) offering priority points or similar strategy to preparation program target local needs Create marketing materials for use in districts Collect and share educator data that other that clearly define the path, costs, and next stakeholders can utilize to inform GYO program development and changes. Determine if current pathway(s) meet need, Establish collateral/ marketing materials for what demand is and if not - and demand is there - look to expand and/or embrace a new statewide use model. Establish standards for EPPs and curricula for education and training programs (High School), with an emphasis on shortage areas,

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-DRAFT

Grow Your Own Programs

- SEA
 - Offer competitive grants to districts to establish GYO programs in shortage areas, including special education.
- EPP
 - Provide on-site, in-district courses to paraprofessionals working toward certification in shortage areas, including special education.
- LEA
 - Work with the EPP and community colleges to offer or expand dual credit opportunities for educator preparation courses – and potentially other core courses – to increase the pipeline of future teachers.



LEARNING POLICY INSTITUTE TEACHER SHORTAGE SOLUTIONS TOOLKIT









QUESTIONS?

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