EDUCATOR SHORTAGES IN SPECIAL EDUCATION TOOLKIT
DISCLAIMER

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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.

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!

A comprehensive educator talent management framework that:

- Encompasses the entire educator career continuum
- Considers unique local contexts
- Clarifies partner roles
Preparing and Retaining Effective Special Education Teachers: Short-Term Strategies for Long-Term Solutions

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 have existed for decades. Unfortunately, the urgent need for short-term solutions to fill vacancies often works in opposition to long-term, systemic efforts to create an effective teacher workforce.

The Educator Shortages in Special Education Toolkit is organized around the guiding principle that short-term strategies to meet immediate demand must be intentionally paired with long-term systemic strategies to attract, prepare, and retain effective special education teachers to create comprehensive shortage solutions.

The Toolkit is organized around a Facilitator’s Guide and three supporting sets of tools. If this is your first visit, we recommend starting with the Facilitator’s Guide.

Partners
The Toolkit is the result of a collaborative effort between the Center on Great Teachers and Leaders (GTL Center) and the Collaborative for Effective Educator Development, Accountability, and Reform (CEEDAR) Center and was funded in part by the Office of Special Education Programs at the U.S. Department of Education.
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.

Short-Term Strategies
Hire and support candidates to fill immediate vacancies

Long-Term Strategies
Attract, prepare, and retain an effective teacher workforce

Comprehensive Solutions for Special Education Teacher Shortages
Purpose

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

Audience

• 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

<table>
<thead>
<tr>
<th>Short-Term Strategies</th>
<th>Long-Term Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1: Hire Candidates With the Most Potential</td>
<td>Stage 1: Explore Context</td>
</tr>
<tr>
<td>Stage 2: Provide New Hires With Intensive Professional Learning</td>
<td>Stage 2: Analyze Data</td>
</tr>
<tr>
<td></td>
<td>Stage 3: Identify Root Causes</td>
</tr>
<tr>
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<td>Stage 4: Select Strategies</td>
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### Phase II: Implement, Monitor, and Improve

### Phase III: Sustain and Scale Up
SCHOOLS AND DISTRICTS NEED TEACHERS RIGHT NOW

• 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.
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

<table>
<thead>
<tr>
<th>Suggested action steps</th>
<th>Recommended tools and resources</th>
<th>Reflection questions for state teams</th>
</tr>
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</table>
| 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
Establish a team consisting of SEA, district, EPP, and other key stakeholder group representatives.
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.
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.

<table>
<thead>
<tr>
<th>Date of Inventory:</th>
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<tbody>
<tr>
<td>Name of Initiative</td>
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</table>

Adapted from MIBLSI (4/15/10), ISSA (10/19/09), G. Sugu (1/23/01)

The Active Implementation Hub, AI Modules and AI Lessons are developed and maintained by The National Implementation Research Network (NRRN) at The University of North Carolina at Chapel Hill's FPG Child Development Institute. Copyright 2013-2017.

Learn more: implementation.fpg.unc.edu

https://nirn.fpg.unc.edu/resources/initiative-inventory
Understanding Teacher Shortages: 2018 Update
A State-by-State Analysis of the Factors Influencing Teacher Supply, Demand, and Equity

This map highlights a number of key factors that reflect and influence teacher supply and attraction and signal whether states are likely to have an adequate supply of qualified teachers to fill their classrooms. Based on these data—which bear compensation, teacher turnover, working conditions, and qualifications—each state is assigned a “teaching attractiveness rating,” indicating how supportive it appears to be of teacher recruitment and retention and a “teacher equity rating,” indicating the extent to which students, in particular, students of color, are assigned uncertified or inexperienced teachers. Ratings are on a 1-5 scale, with 1 (the lightest color) being the least desirable and 5 (the darkest color) being the most desirable.

For the 2016 version of this interactive, see here:

What's the Cost of Teacher Turnover?
High teacher turnover—or churn—undermines student achievement and consumes valuable staff time and resources. It also contributes to teacher shortages throughout the country, as roughly 6 of 10 new teachers hired each year are replacing colleagues who left the classroom before retirement. Research shows that urban districts can, on average, spend more than $20,000 on each new hire, including school and district expenses related to separation, recruitment, hiring, and training. These investments don’t pay their full dividend when teachers leave within 1 or 2 years after being hired.

Turnover rates vary by school and district, with those in rural and urban settings or that serve high percentages of student in poverty experiencing the highest rates. Use this tool to estimate the cost of teacher turnover in your school or district and to inform a local conversation about how to attract, support, and retain a high-quality teacher workforce. High-impact strategies are highlighted below.

1. How many teachers left your school or district?

Enter the number of teachers who left last year
Don’t know? See the link below to get an estimate or calculate an estimate.

2. What’s the cost of replacing a teacher?

Use this slider to estimate the cost of replacing a teacher in your school or district. As you think about the salaries, remember to factor in all expenses and present bonus-related to processing a teacher’s exit, as well as costs to recruit, hire, and train new teachers. Read more.

Estimated Cost of Turnover *
$1,155,000
Cutting turnover in half would save
$577,500

Teacher turnover is costly, and not just in dollars. Studies show that student achievement suffers in schools with high turnover.

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 continuum.

• **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.
GAPS IN SPECIAL EDUCATOR RETENTION COMPARED WITH OVERALL TEACHER POPULATION
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 glicenter@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 Effective Personnel for ALL: Attract, Prepare, Retain, 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

**Attract**
- Pathways into the Profession
- Grow Your Own Programs
- Alternative Routes to Certification
- Recruitment, Selection, & Hiring

**Prepare**
- Preparation Program Content and Pedagogy
- Certification and Licensure
- Program Approval/Improvement
- Accreditation
- Continuous Improvement

**Retain**
- Professional Learning and Support
- Career Advancement
- Teacher Leadership
- Tiered Licensure
- Extending the Reach
- Teaching and Learning Conditions
## Prepare > Preparation Program Content and Pedagogy

### Resources for

- Professional Standards, Preparation Program Standards & Advanced Teacher Standards

<table>
<thead>
<tr>
<th>Product Types</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefs</td>
<td>The Role of State Policy in Preparing Educators to Meet the Learning Needs of Students With Disabilities</td>
<td>This policy analysis report from the CEE DAR Center investigates the extent to which states have standards for teachers and school leaders and the extent to which these standards address what teachers and leaders need to know to effectively educate students with disabilities and other diverse learners.</td>
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<tr>
<td>Modules</td>
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<td>Program Exemplar</td>
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<td>Reports</td>
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<tr>
<td>Tools</td>
<td>CEE DAR Center Interactive Policy Database</td>
<td>CEE DAR's interactive state policy map provides information about state policies that support the preparation and development of 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.</td>
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<td>This tool outlines key competencies for effective inclusive principal leadership within the framework of the Professional Standards for</td>
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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)
### Shortages in Special Education Toolkit: Strategies Funding Guide

<table>
<thead>
<tr>
<th>Potential Funding Source</th>
<th>Attract</th>
<th>Prepare</th>
<th>Retain</th>
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<tbody>
<tr>
<td>School Improvement Funds (SESSA, Title II, Section 3111)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Improving Basic Programs Operated by LEAs, Title I A</td>
<td>✔️</td>
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<tr>
<td>Improving Training and Recruiting High-Quality Teachers and Principals, SESSA, Title I</td>
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</tr>
<tr>
<td>Teacher and Leader Incentive Fund Grant (SESSA, Title IIA)</td>
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### 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 high-need schools.

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

**Resources**

- Program information: [https://www2.ed.gov/programs/leaderincentive/index.html](https://www2.ed.gov/programs/leaderincentive/index.html)

**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

• 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

Tools for Solving the Teacher Shortage

The Teacher Shortage

To give every child a quality education, we need a quality teacher in every classroom. But severe teacher shortages in communities across the country deprive many children of the opportunities they need to prepare for college, a career, and civic participation.

In 2017, more than 100,000 teaching positions were filled by teachers with inadequate training. Because they are underprepared for the challenges of the classroom, these teachers are less effective and more likely to leave the profession. At the same time, uncompetitive compensation, high student debt, and poor teaching conditions can drive out...
QUESTIONS?
REFERENCES


