Educator Shortages in Special Education Toolkit

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 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 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!

THE SOLUTION

- 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

• Brief outlines the research supporting short-term and long-term strategies for reducing shortages.

• https://www.dropbox.com/s/zfg1ozk1njzso5/Screenshot%202019-10-09%232023.09.08.png?dl=0
SPECIAL EDUCATION SHORTAGES TOOLKIT
SPECIAL EDUCATION TEACHER SHORTAGES TOOLKIT

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.
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

<table>
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<th>Phase I: Assess, Plan, and Prepare</th>
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<td><strong>Short-Term Strategies</strong></td>
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<td>• Stage 1: Hire Candidates With the Most Potential</td>
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<td>• Stage 2: Provide New Hires With Intensive Professional Learning</td>
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<td>• Stage 1: Explore Context</td>
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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 |
Starting Point: Data, Root Cause, & Context

Where do the gaps start?  
What are the root causes for gaps?  
Context is crucial!
Data Tool

- **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

**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 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.
Gaps in special educator retention compared with overall teacher population
Teaching Hiring Funnel
Retention and ESSA Accountability
LONG-TERM STRATEGIES

Stage 1
Explore Context

Stage 2
Analyze Data

Stage 3
Identify Root Causes

Stage 4
Select Strategies

Assess
Plan and Prepare

Implement
Monitor
Improve
Sustain and Scale Up
Purpose

• To identify evidence-based short- and long-term strategies per local context.

Audience

• State education agency (SEA) personnel
• Regional education agency personnel
• Local education agency (LEA) personnel
• Educator preparation program (EPP) personnel
### Recruitment/Attract Strategies Roles and Funding Document

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<tr>
<th>SEA Role</th>
<th>EPP/Community College Role</th>
<th>District Role</th>
<th>Exemplars</th>
<th>Funding Sources</th>
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<td><strong>Grow Your Own</strong></td>
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<td>• Offer competitive grants to districts to establish GYO programs</td>
<td>• Provide on-site, in-district courses to paraprofessionals working toward certification.</td>
<td>• Work with the SEA, local business, CTE, and preparation programs to develop GYO curriculum.</td>
<td>• MN Department of Education’s COMPETITIVE – STATE – GROW YOUR OWN (GYO) GRANT OPPORTUNITY FOR FY19</td>
<td>• ESSA Title II Funding</td>
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<td>• Secure private funding to establish statewide GYO programs</td>
<td>• Partner with districts to establish a GYO program: for current EPP students, paraprofessionals, and future educators (HS students).</td>
<td>• Work with EPPs and the SEA, as needed – to allow classroom experience as a paraprofessional to count as field experience in the preparation program.</td>
<td>• State of Washington’s Professional Educator Professional Standards Board Grow Your Own Pilot Program</td>
<td>• Private Foundation Funding; Gates, New Schools Venture Fund</td>
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<td>• Offer guidance/resource document to districts to advance GYO programs</td>
<td>• Offer dual credit for Education and Training courses – and potentially other core courses – in partnership with districts to expand recruitment, matriculation, and future teachers.</td>
<td>• Work with the EPP and Community Colleges to offer or expand dual credit opportunities for Education and Training courses – and potentially other core courses, to elevate the perception of the program and recruiting.</td>
<td>• Tennessee Department of Education’s Awards Grants in Every Grand Division to Support Further Growing Educator Diversity</td>
<td>• Teacher Quality Partnership Grant Program (ED)</td>
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<td>• Convene stakeholders (EPPs, LEAs, and others, i.e. rural associations, etc.) to discuss local challenges, share priorities with each other and the SEA, and create partnerships</td>
<td>• Work with districts – and the SEA, as needed – to count classroom</td>
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<td>• Ensure grants prioritize local needs or gaps by a) identifying those</td>
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### Role and Funding Guide

**SHORTAGE STRATEGY SELECTION TOOL**

**ROLE AND FUNDING GUIDE**
LEARNING POLICY INSTITUTE TEACHER SHORTAGE SOLUTIONS TOOLKIT

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...
Drives what we are doing to support states in reducing shortages.
QUESTIONS?
REFERENCES


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