Innovative Partnerships to Increase the Special Education Teacher Pipeline

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The Special Education Teacher Pipeline: 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 and 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
Educator Shortages in Special Education Toolkit

- Toolkit
- Facilitation Guide
- Special Education Teacher Shortages Primer
- Shortage Strategy Selection Tool
- Analyzing Special Education Teacher Shortages: A Data Tool for Practitioners
Accessing the Toolkit: gtlcenter.org

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
## 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>
</tbody>
</table>

**Phase II: Implement, Monitor, and Improve**

**Phase III: Sustain and Scale Up**
Long-Term Strategies

Stage 1
Explore Context

Stage 2
Analyze Data

Stage 3
Identify Root Causes

Stage 4
Select Strategies

Assess

Implement

Monitor

Improve

Plan and Prepare

Sustain and Scale Up

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Special Education Teacher Induction

- New Teachers
- Survive and Thrive
- Teacher Self-Care
- Survival Guide
- CEC Membership
- Professional Network
Teachers Empowerment Project

Arizona Coalition for Educator Preparation and Practice

Relationships

Pilot Project

Community of Practice
- Special Education Admin.
- Recruitment and Retention

Retention Survey

Professional Learning

CEEDAR Blueprint
Partnerships
- Local Education Agencies
- State Education Agencies
- Institutes of Higher Education

ACEPP State Steering Committee

CEEDAR Topical Action Groups
- Shortages in Special Education
- Clinical Practices/HLPs
- Culturally Responsive Pedagogy
For local school systems, Education Preparation Programs, and stakeholders to collaboratively develop a comprehensive approach to improve and strengthen the teacher pipeline using short- and long-term educator talent management strategies.
The Objectives

- Collaborate in teams to explore Georgia Teacher Pipeline data in order to discover root causes that will determine next steps or impact short and long-term actions. (Teacher Shortage Toolkit)

- Connect with other school systems, Education Preparation Programs (EPPs), and stakeholders to develop strong partnerships.

- Learn new ideas and innovative practices to inspire positive actions.

- Develop an action plan or next steps for teams to focus on strategies to attract, prepare, and retain effective teachers and leaders for all students.
Starting Point: Data and Root Cause Analysis

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
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.
Example Data Tool Output
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
Panel Conversation
References


Disclaimer

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