

No Two Shortages Are The Same: Using Educator Data To Target Efforts

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Objectives

Participants in this session will:

- Discuss strategies for a comprehensive, multi-prong approach to resolving teacher shortages.
- Explore the CEEDAR/GTL shortage toolkit and reflect on how the resources can be used in their local context to increase equitable access to excellent educators for students with disabilities.
- Learn how a state director of special education is engaging stakeholders to examine data, explore root causes, and select strategies to address shortages based on local 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.

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



State Responses To Shortages

- Oklahoma and California have issued more emergency certificates.
- Arizona, Illinois, and Minnesota have lowered certification standards.
- Arizona gave local school administrators the power to determine teacher certification.
- New York has allowed charter schools to certify their own teachers with less rigorous preparation.

Source: West, 2018.



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!

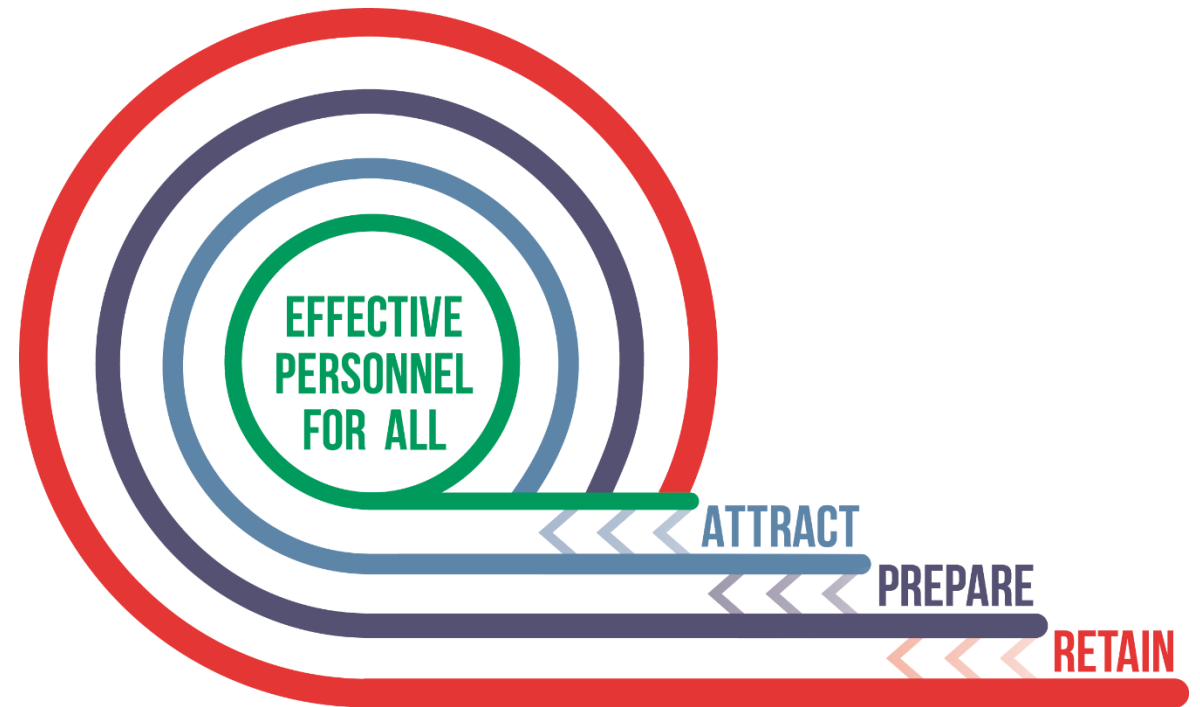
Source: Boe, Cook, & Sunderland, 2006; Feng & Sass, 2013; Ingersoll, Merrill, & May, 2014.



The Solution

We need a comprehensive educator talent management framework that:

- Looks across the entire career continuum
- Considers unique local contexts
- Clarifies partner roles



Existing Educator Shortage Resources

- [Talking About the Teacher Shortage](#) with specific information for special education
 - Summary of shortages in special education
- [How to Solve It](#) – Evidence-based policy recommendations
 - Service scholarships & student loan forgiveness
 - Effective training & support for new teachers
 - Teaching conditions & supportive leadership
 - Competitive compensation
- [Latest News From Around the Country](#)



A Multi-Prong Approach

Phase I: Short-Term Strategies

- Just-in-time assistance to schools and districts forced to use **less-than-fully-prepared teachers** in classrooms.
- Districts must concurrently provide **intensive support** to these educators to get them prepared, while laying the foundation for longer-term solutions.

Phase II: Long-Term Solutions

- **Systemic approaches** that are specific to local contexts without compromising quality.
- Facilitate **strong networks** with shared ownership, collective action, and joint accountability.
- No two shortages are created equal. Strategies must address **local context and needs**.
- Shortages can be addressed at any point along the **educator career continuum**.



Toolkit Demonstration!

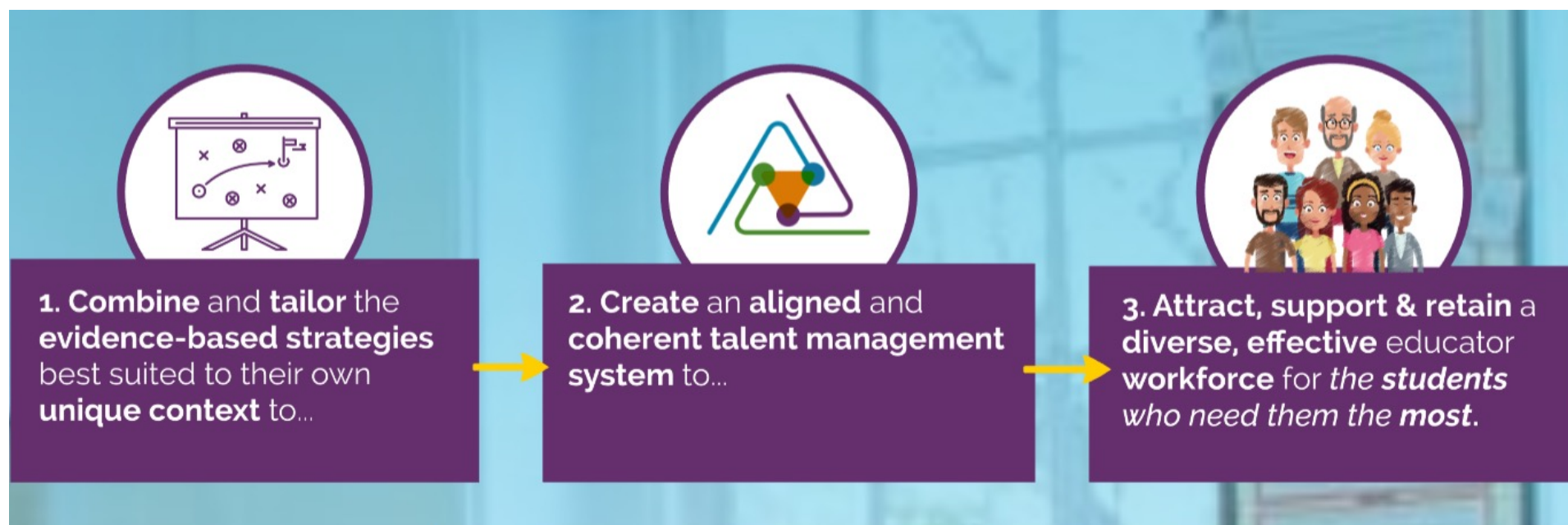


EDUCATOR SHORTAGES IN SPECIAL EDUCATION

Toolkit for Developing Targeted, Local Strategies



State Example: Indiana



Strategy Selection Process



Role Alike Discussion

- What questions do you have about the toolkit?
- What data are available in your context that could be used to examine special education shortages? What data are missing?
- What data are available to supplement the categories included in the Excel-based tools to create a more comprehensive picture of root causes of shortages?



Mixed Group Discussion

- How can state education agencies, local education agencies, and educator preparation programs collaborate in this work? What are the roles of each partner?
- How can states authentically engage stakeholders in the process of examining special education shortage data, analyzing root causes, and selecting strategies? Who needs to be at the table?
- How will this work support the state's educator talent management vision and framework?



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