

Mitigating Special Education Teacher Shortages: A Multi-pronged, Strategic, Statewide Approach

Teacher Education Division
Council for Exceptional Children

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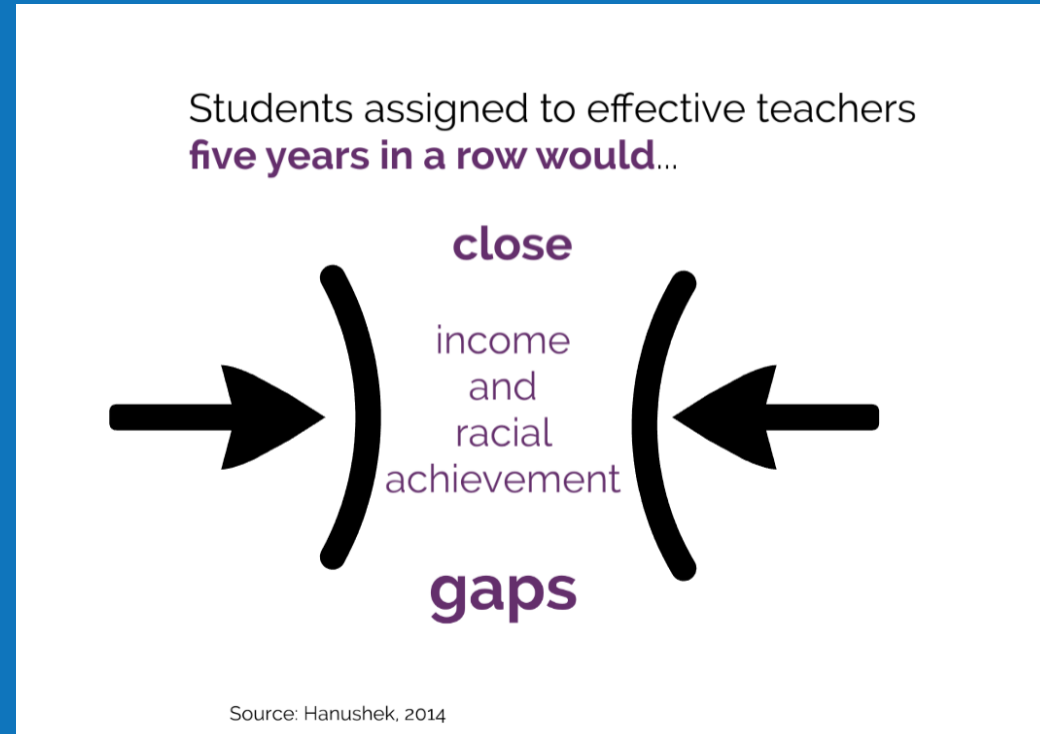
Jonte Myers, UF

TODAY

- Background and research on shortages
- Introduce Shortage Toolkit
- Gain your feedback

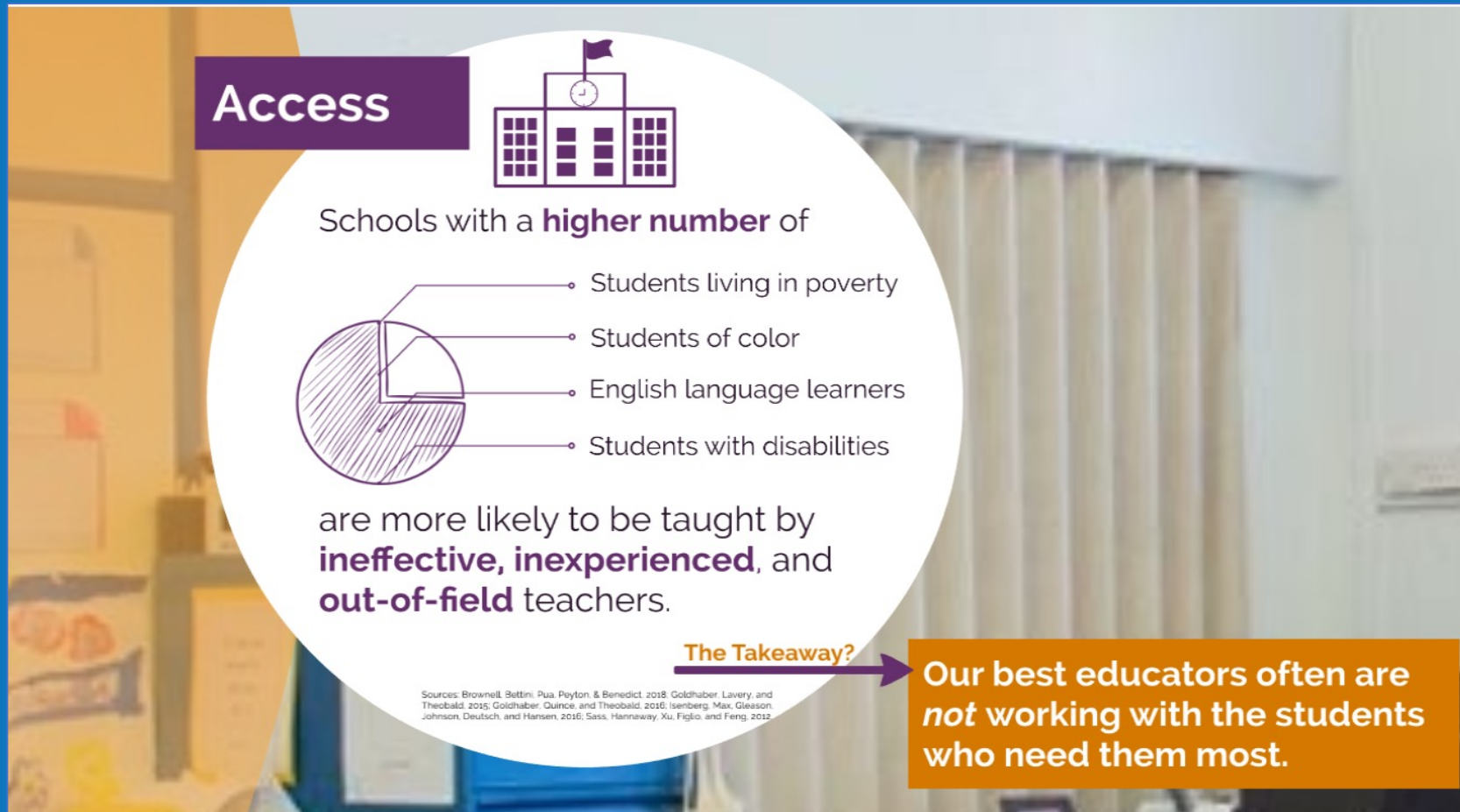


EDUCATOR EFFECTIVENESS



Accountability systems don't get schools out of needs improvement status, EDUCATORS do!

EQUITABLE ACCESS TO EFFECTIVE TEACHERS



WHAT MATTERS?

SETs with a certificate from a preparation program or 30 hours of credit completion have higher student value-added scores in reading and math (Feng & Sass, 2013).

Experience has been linked to the effectiveness of SETs and early childhood teachers (Croninger, King, Rathbun, & Nishio, 2007; Feng & Sass, 2013).

Preparation



Experience



Fully prepared special education teachers demonstrate more effective instruction than those teachers with little preparation (Nougaret, Scruggs, & Mastropieri, 2005)

Having experienced and effective peers as colleagues influences the effectiveness of teacher candidates and the effectiveness of other peers (Ronfeldt, Loeb, & Wyckoff, 2013; Sin, Loeb, & Grissom, 2017).

SHORTAGES



STATE RESPONSES TO SHORTAGES

*Nobody rises
to low
expectations!*

- Oklahoma and California have issued more emergency certificates
- Arizona, Illinois, and Minnesota have lowered the 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

West, J. (2018). Calling All Teachers, Flexing your Advocacy Muscles to Address Teacher Shortages. MSLD Rethinking Behavior

QUIZ – YOU KNOW THIS!

- ✓ Shortages in special education are... **pervasive or rare**
- ✓ Schools have **many or few choices**
- ✓ The students most impacted are **advantaged or disadvantaged**

SHORTAGES OF SPECIAL EDUCATION TEACHERS



In a small group answer the following questions

- What are the implications of shortages on the field of special education and for students with disabilities?
- If you were only able to select one strategy to fix shortages in special education, what would it be?

WHAT SHOULD WE DO?

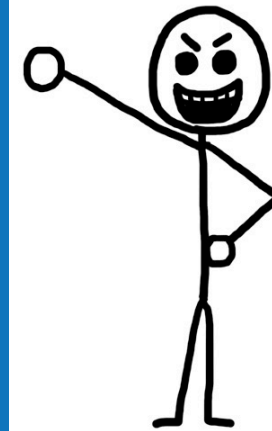


NO EASY SOLUTION



Select/Hire
Me

You have
no choice!



EDUCATOR TALENT MANAGEMENT

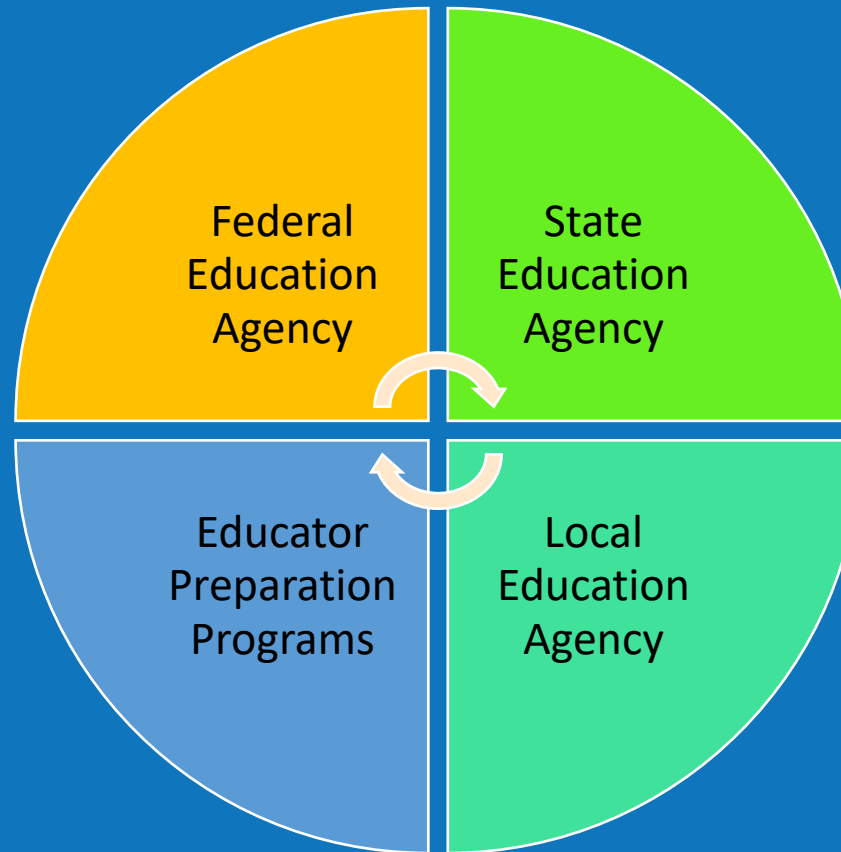
Framework that:

- ✓ Addresses the career continuum
- ✓ Considers unique contexts
- ✓ Clarifies partner roles



Educator Talent Management Framework:
Center on Great Teachers and Leaders

Everyone takes a piece of the pie



SHORTAGE TOOLKIT

Phase I: Short-Term Strategies



Phase II Multi-pronged, long-term systemic Strategies

PHASE I: SHORT TERM STRATEGIES



Real-time Support
for Immediate
“Pains”

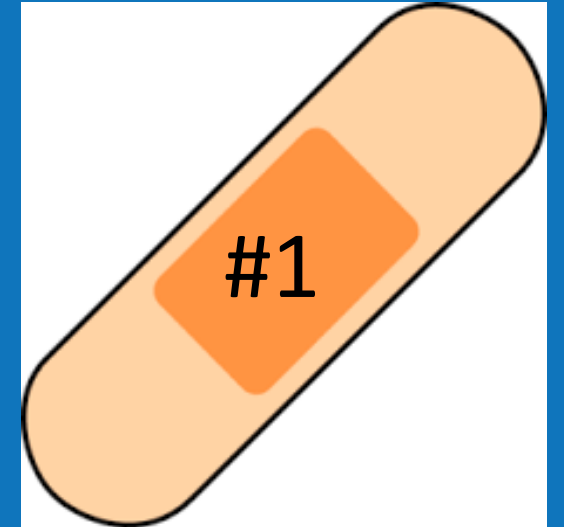


1. Alternative Preparation Programs
2. Mentoring and Induction
3. Professional Learning
4. Micro-credentials

ALTERNATIVE ROUTES – QUALITY FEATURES

- **Meaningful collaboration** between institutes of higher education (IHEs) and districts
- Adequate program **length with cohesive** learning opportunities
- **Adequate supervision** from IHE supervising teachers and building-based mentors

Rosenberg & Sindelar, 2005



ALTERNATIVE ROUTES- MODELS



Typically meet Assurance 14 requirements

INTERNSHIP MODEL – KEY FEATURES

- Bachelor's degree in any field
- Coursework/ PD
- Mentoring/Induction
- **Allows candidates to be the teacher of record**
- Fulfill state testing requirements
- Duration generally up to 3 years



RESIDENCY MODEL- KEY FEATURES

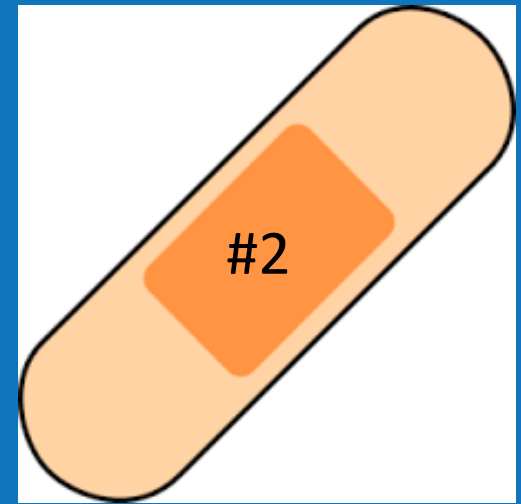
- Requires Bachelor's degree
- Coursework/ PD
- Mentoring/Induction
- **Candidates are not initially allowed serve as the teacher of record***
- Fulfill state testing requirements
- Duration generally up to 3 years

**May assume teaching role after first year in some cases*

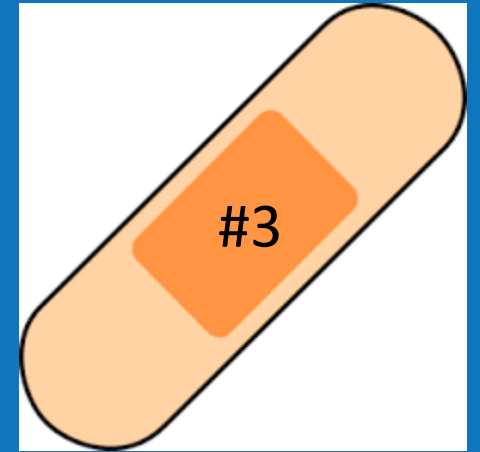


MENTORING AND INDUCTION – QUALITY FEATURES

- Rigorous mentor selection
- Mentor training and ongoing professional development
- Time for mentee/mentor interaction
- Multi-year
- Focus on improving instruction, data driven discussions
- Ongoing beginning teacher professional development
- Administrative support
- Process for communication between stakeholders

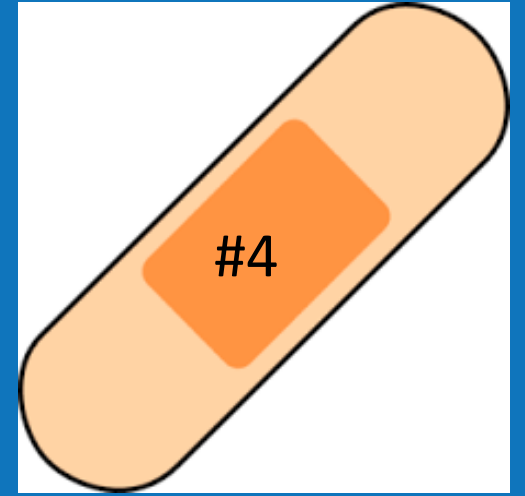


PRACTICE-BASED OPPORTUNITIES & PROFESSIONAL LEARNING- QUALITY FEATURES



MICRO-CREDENTIALS- QUALITY FEATURES

- Focus on skills related to teaching students with disabilities
- Provide opportunities for educators to learn and demonstrate discrete skills
- Recognize educators for mastery of skills with shareable micro-badges



COMMONALITIES & STRATEGIES

Commonalities

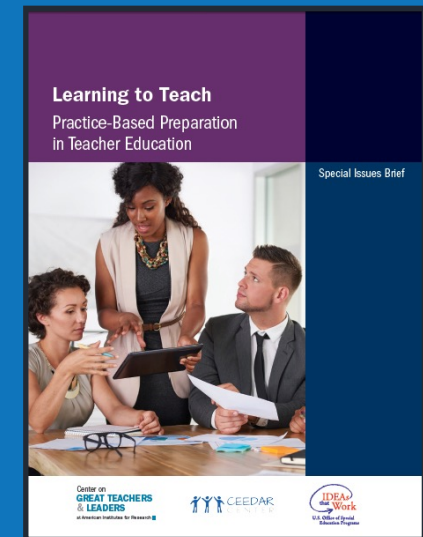
- ✓ Partnerships
- ✓ Mentor Selection & Training
- ✓ Pedagogy – Instructional Strategies
- ✓ Practice-Based Opportunities/Professional Learning

Design Strategies:

- High-Leverage Practices



- Practice-Based Opportunities




DECISION-GUIDE & HOW TO GUIDE

	Role	Steps	Exemplars
What can the school leadership do?			
What can the district do?			
What can the Educator Preparation Program do?			
What can the SEA do?			

PHASE II: MULTI-PRONGED, LONG-TERM SYSTEMIC STRATEGIES



EXISTING EDUCATOR SHORTAGE RESOURCES



EDUCATION COMMISSION
OF THE STATES

Teacher Shortages: What We Know

STEPHANIE ARAGON

- 1 **ALTERNATIVE CERTIFICATION**
- 2 **FINANCIAL INCENTIVES**
- 3 **INDUCTION AND MENTORSHIP**
- 4 **EVALUATION AND FEEDBACK**
<http://www.ecs.org/mitigating-teacher-shortages-evaluation-and-feedback/>
- 5 **TEACHER LEADERSHIP**

Click on any title to view other reports in this series.

[https://www.ecs.org/wp-content/uploads/Teacher Shortages What We Know.pdf](https://www.ecs.org/wp-content/uploads/Teacher%20Shortages%20What%20We%20Know.pdf)



LEARNING
POLICY
INSTITUTE
Research. Action. Impact.

SOLUTION TOOLKIT
Teacher Shortage

Request access

Talking About the Teacher Shortage Explore by State How to Solve It Find Resources

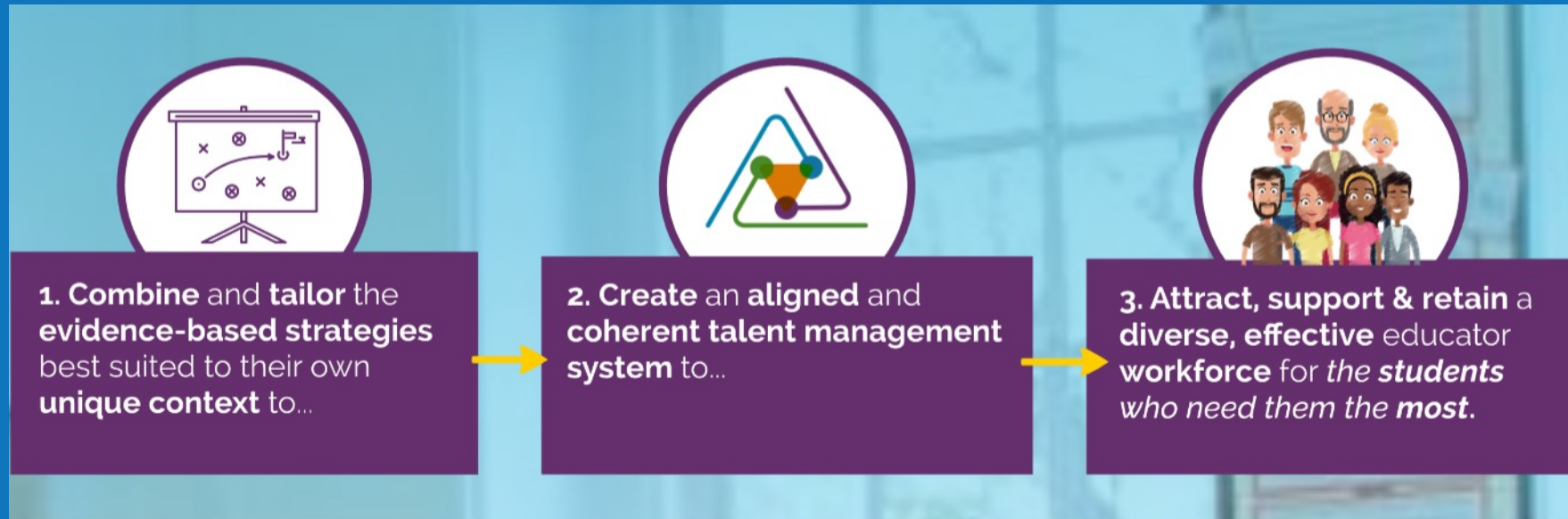
Tools for Solving the Teacher Shortage

How to Solve It

- Service Scholarships & Student Loan Forgiveness
- Effective Training & Support for New Teachers
- Teaching Conditions & Supportive Leadership
- Competitive Compensation

<https://teachershortage.solutiontoolkit.org/>

PHASE II: COMPREHENSIVE, SYSTEMATIC APPROACH



- ✓ Identification of strategies per gaps across the career continuum
- ✓ Smorgasbord/diversification of the portfolio
- ✓ Targeted strategy selection per unique contexts

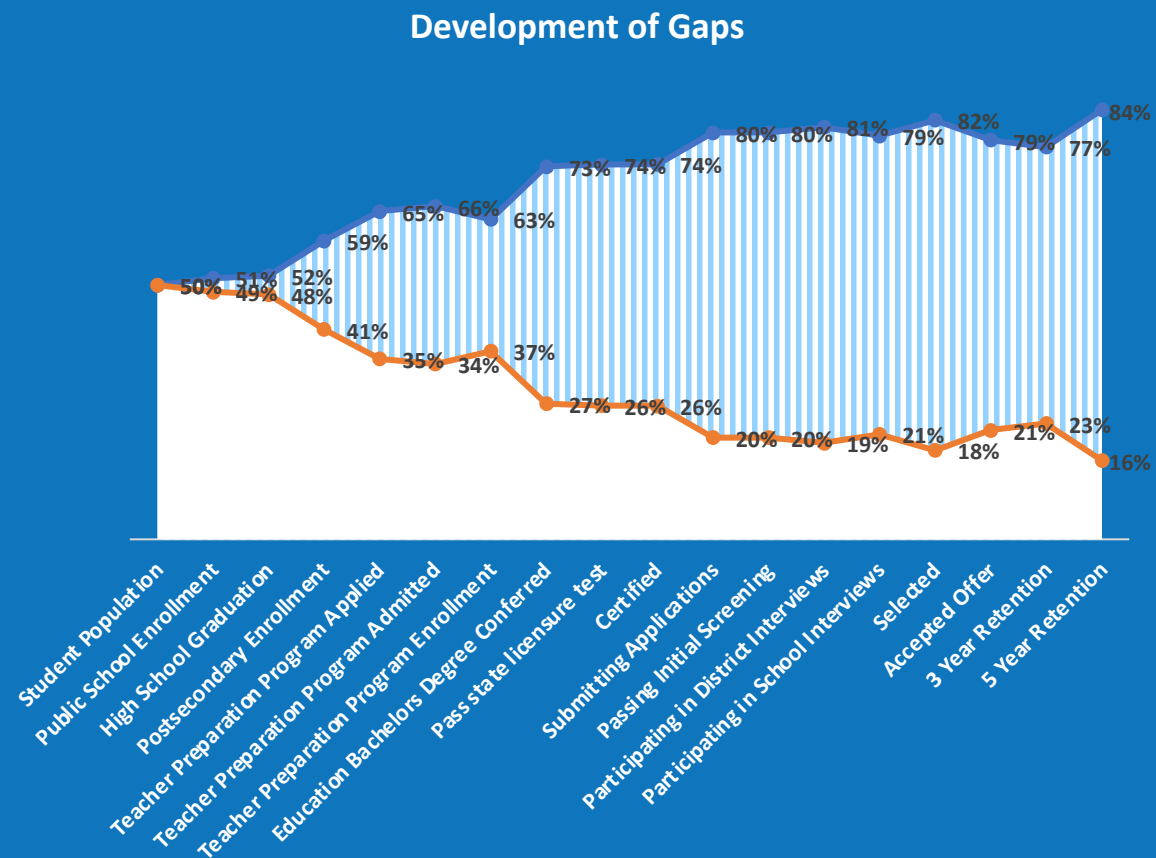
PHASE II: STRATEGY SELECTION FACILITATION PROCESS





GAP ANALYSIS

- Is it a production problem?
(Attract)
- Is it an attrition problem? (Prepare and Support)
- Is it a distribution/equitable access problem (Attract, Prepare, and Support)?



MULTIPLE OPTIONS BASED UPON NEEDS

Incentives and Loan
Forgiveness

Grow Your Own
Programs

Paraprofessional
Step Up Programs

Competitive
Compensation

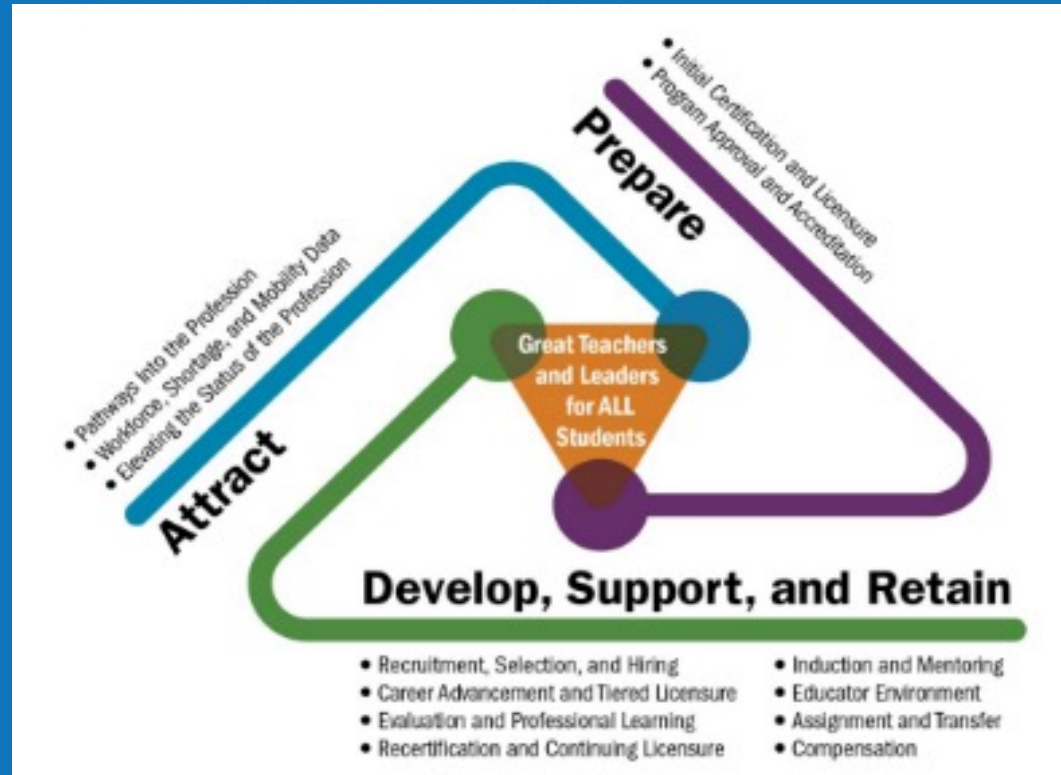
Teacher Leadership

Five Year Preparation
Programs with Practice-
Based Opportunities

National Board
Certified Teachers

Sign-on Bonus

Quality Professional
Learning Systems



TOOLKIT FEEDBACK

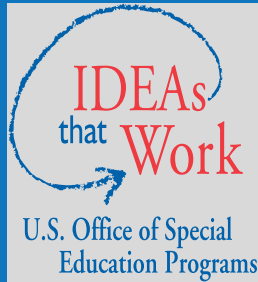


- Phase I
 - What other short-term strategies should be included/considered in supporting less-than prepared teachers?
 - What are some innovative ways that EPPs can or have engaged in short-term solutions?
- Phase II
 - How can the tool be used to establish regional partnerships to address shortages per unique contexts?
 - What role can or have EPPs play(ed) in creating a multi-pronged, long-term approach to addressing shortages? Are there policies/requirements that prevent innovative solutions? What innovative solutions are already underway?

QUESTIONS



DISCLAIMER



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