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

Teacher Education Division
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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

Schools with a higher number of
- Students living in poverty
- Students of color
- English language learners
- Students with disabilities

are more likely to be taught by ineffective, inexperienced, and out-of-field teachers.

The Takeaway?

Our best educators often are not working with the students who need them most.
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).

**WHAT MATTERS?**

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

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

• 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
What is my role?

Everyone takes a piece of the pie

- Federal Education Agency
- State Education Agency
- Educator Preparation Programs
- Local Education Agency
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

- Modeling
- Spaced Learning
- Varied Learning

- Coaching and Feedback
- Analyzing and Reflecting
- Scaffolding
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

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<th>Role</th>
<th>Steps</th>
<th>Exemplars</th>
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<td>What can the school leadership do?</td>
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<td>What can the district do?</td>
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<td>What can the Educator Preparation Program do?</td>
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PHASE II: MULTI-PRONGED, LONG-TERM SYSTEMIC STRATEGIES
EXISTING EDUCATOR SHORTAGE RESOURCES


https://teachershortage.solutiontoolkit.org/
PHASE II: COMPREHENSIVE, SYSTEMATIC APPROACH

1. Combine and tailor the evidence-based strategies best suited to their own unique context to...

2. Create an aligned and coherent talent management system to...

3. Attract, support & retain a diverse, effective educator workforce for the students who need them the most.

- 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

1. Authentically engage stakeholders
2. Analyze and report workforce and equity data & Uncover root causes
3. Evaluate and select evidence-based strategies
4. Infuse implementation science principles to ensure continuous improvement & Identify partners for implementation
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

Develop, Support, and Retain

- Great Teachers and Leaders for ALL Students
- Recruitment, Selection, and Hiring
- Induction and Mentoring
- Career Advancement and Tiered Licensure
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
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