

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

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# WHY SHOULD WE BE CONCERNED?

Shortages in Special Education have been with us forever, but now they are reaching crisis proportions.



## Strategy 4: Promote Principal Development on Inclusive Practices

State education agencies can promote meaningful systems of support, evaluation, mentoring, and coaching that emphasize instructional and distributive principal leadership for inclusive schools.

### Example Actions:



- Articulate a clear set of practices that advance inclusive and learner-centered leadership as guidance to augment current principal development work
- Provide and promote effective systems of in-service support, evaluation, and professional development for principals at the state and local levels using those practices
- Establish incentives for principal mentoring, coaching and induction programs to include a deliberate focus on supporting the skills leaders need to establish optimal inclusive learning environments
- Ensure that all leaders are knowledgeable of evidence-based and [high-leverage practices](#) teachers need to advance positive outcomes for students with disabilities
- Consider developing and using micro-credentials to ensure principals pursue professional development opportunities that hone their skills to support students with disabilities





# PROFESSIONAL LEARNING IN INCLUSIVE LEADERSHIP

Professional Learning *for* School-based Teams

## Leadership for Inclusion of Students with Disabilities

Online, self-paced course designed to ensure effective supports and positive school climates for educators of students with disabilities and other diverse learners. Provided at no cost for Florida school leaders.

[pdportal.florida-ese.org](http://pdportal.florida-ese.org)

Developed in partnership with the Bureau of Exceptional Education and Student Services at the Florida Department of Education (FDOE), the Florida Center for Interactive Media, and the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center.



# WHAT THE DATA TELLS US

- 48 states and the District of Columbia report shortages of special education teachers
- 42 states report shortages of early intervention providers

• *Council for Exceptional Children Issue Brief (2018)*



# EQUITY ISSUES!



# SOME STUDENTS ARE IMPACTED MORE THAN OTHERS

- Shortages of special educators from diverse backgrounds are the most dramatic
  - Students served in special schools are more likely to have less prepared teachers
- *Fall & Billingsley, 2011; Mason-Williams, Gagnon, & Bettini, 2017*





ADDITIONALLY. . .

The supply of  
teachers is  
dwindling



Council for Exceptional Children (2018); Dewey et al., in press



# PROBLEM WITH SHORT TERM SOLUTIONS



- They exacerbate quantity and quality shortages; creating a revolving door

Boe, Cook, & Sunderland, 2006; Feng & Sass, 2013; Ingersoll, Merrill, & May, 2014;  
Miller, Brownell



# STATE RESPONSES TO SHORTAGES

*Nobody rises  
to low  
expectations!*

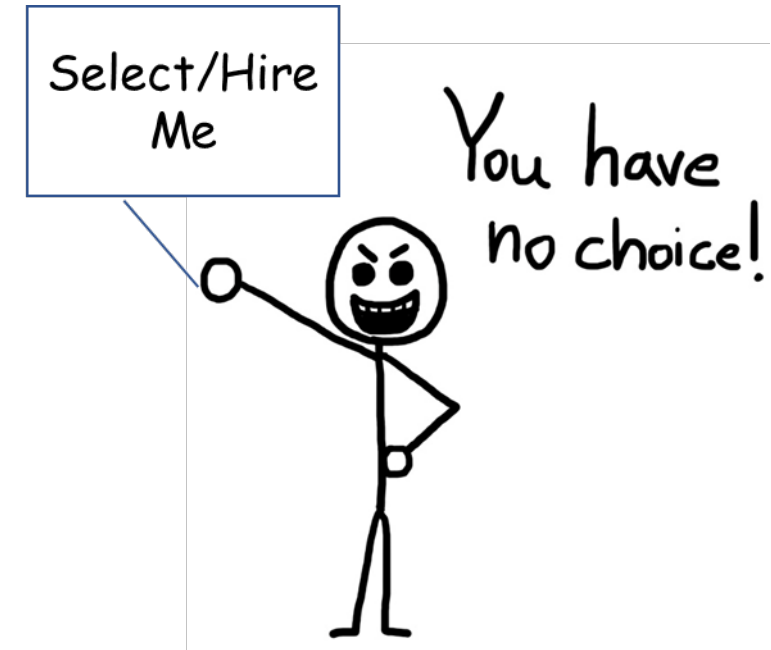
- Oklahoma and California have issued more emergency certificates
- Arizona, Illinois, and Minnesota have lowered certification standards
- Arizona gave local school administrators the power to determine teacher certification
- New York has allowed charter schools to certify their own teachers with less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

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



# REALITY

- Reality is that districts are left with few choices and rely on “fast-track” and emergency certified teachers with little preparation and no classroom experience.
- Policy changes and implementation, however, take time!



# WHAT SHOULD WE DO?





# EDUCATOR TALENT MANAGEMENT

- ✓ Need a talent management framework
- ✓ Looks across the career continuum
- ✓ Considers unique contexts
- ✓ Clarifies partner roles



Educator Talent Management Framework:  
Center on Great Teachers and Leaders



# CEEDAR AND GTL CENTER TOOLS

- Combining short term solutions with long term strategies!

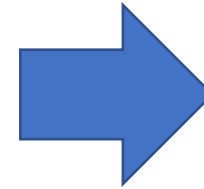


# EXISTING EDUCATOR SHORTAGE RESOURCES



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

- [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](#)



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# EDUCATOR SHORTAGES IN SPECIAL EDUCATION

Toolkit for Developing Targeted, Local Strategies

*Coming  
Soon!*

## Phase I: Short-Term Strategies

- Just-in-time assistance to schools and districts forced to use **less-than-fully-prepared teachers** in classrooms.

*Note: Districts must concurrently provide **intensive support** to these educators to get them prepared, while laying the foundation for longer-term solutions.*

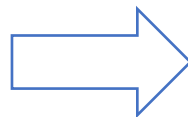
## Phase II: Long-Term Solutions

- **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**.



# PHASE I: SHORT TERM STRATEGIES

**Strategy #1**  
Hiring the Best  
Possible Candidate



- Previous experience with children
- Previous experience with students/people with disabilities
- Experience working in schools
- Connection to the community

**Strategy #2**  
Intensive Supports



- Mentoring & Induction
- Professional Development
- Pair with knowledgeable paraprofessional







## Decision Guidance

Are systems of professional learning and support available to less-than qualified teachers?

No

Establish  
Boot Camp  
Professional  
Development

Establish  
Mentoring and  
Induction

## 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?			





# MENTORING & INDUCTION TOOLKIT 2.0

Supporting Teachers in High-Need Contexts

## 1 INTRODUCTION TO THE TOOLKIT



## 2 MENTOR RECRUITMENT, SELECTION & ASSIGNMENT



## 3 MENTOR PROFESSIONAL LEARNING, DEVELOPMENT & ASSESSMENT



## 4 A set of practices that are fundamental to support K-12 student learning, and that can be taught, learned, and implemented by those

## 4 BEGINNING TEACHER PROFESSIONAL LEARNING & DEVELOPMENT



## 5 THE PRINCIPAL'S ROLE IN MENTORING & INDUCTION



## 6 M&I SUPPORTS FOR TEACHERS OF STUDENTS WITH DISABILITIES



(Wingard, Thompson, Branton, & Stroupe, 2012, p.880)

## 7 COLLECTING EVIDENCE OF PROGRAM SUCCESS

Forthcoming Spring 2019



Strengthen collaborations across **states, districts, and educator preparation programs** by investing in local mentoring and induction programs that reinforce the content and skills that all teachers and leaders need to serve students with disabilities.



## High-Leverage Practices (HLPs) Video Series

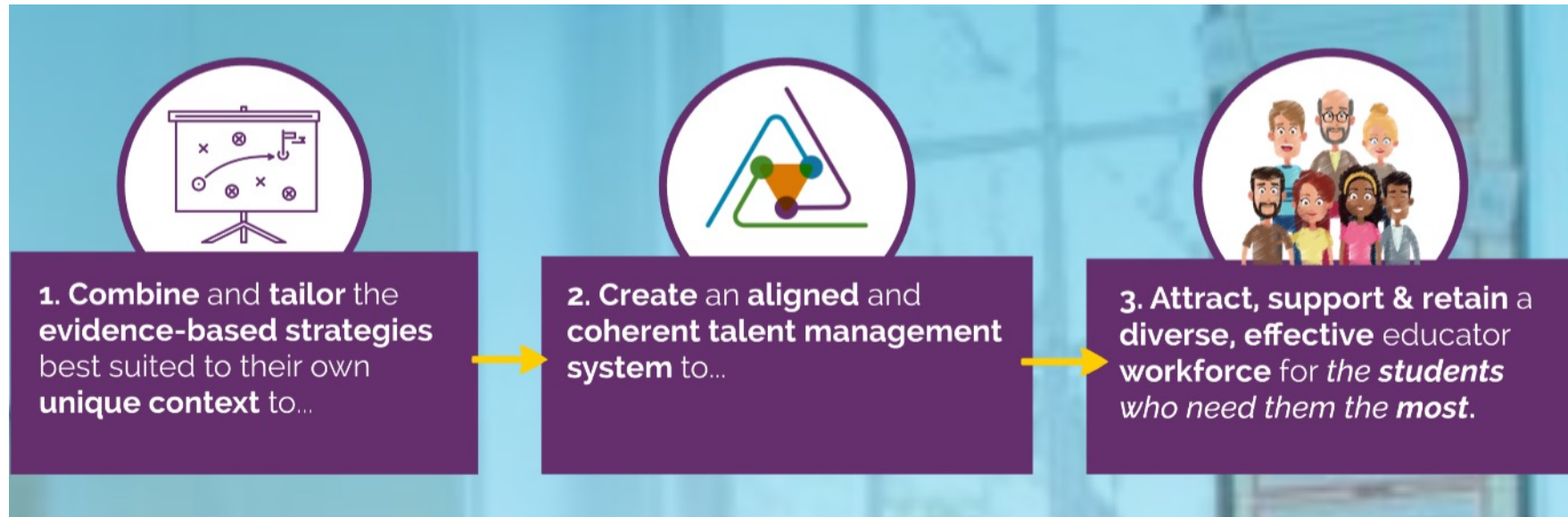
### Free Videos for:

- Teacher Educators
- Teacher Candidates
- New Teachers
- School Leaders
- Professional Development Providers



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# PHASE II: COMPREHENSIVE, SYSTEMATIC APPROACH



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



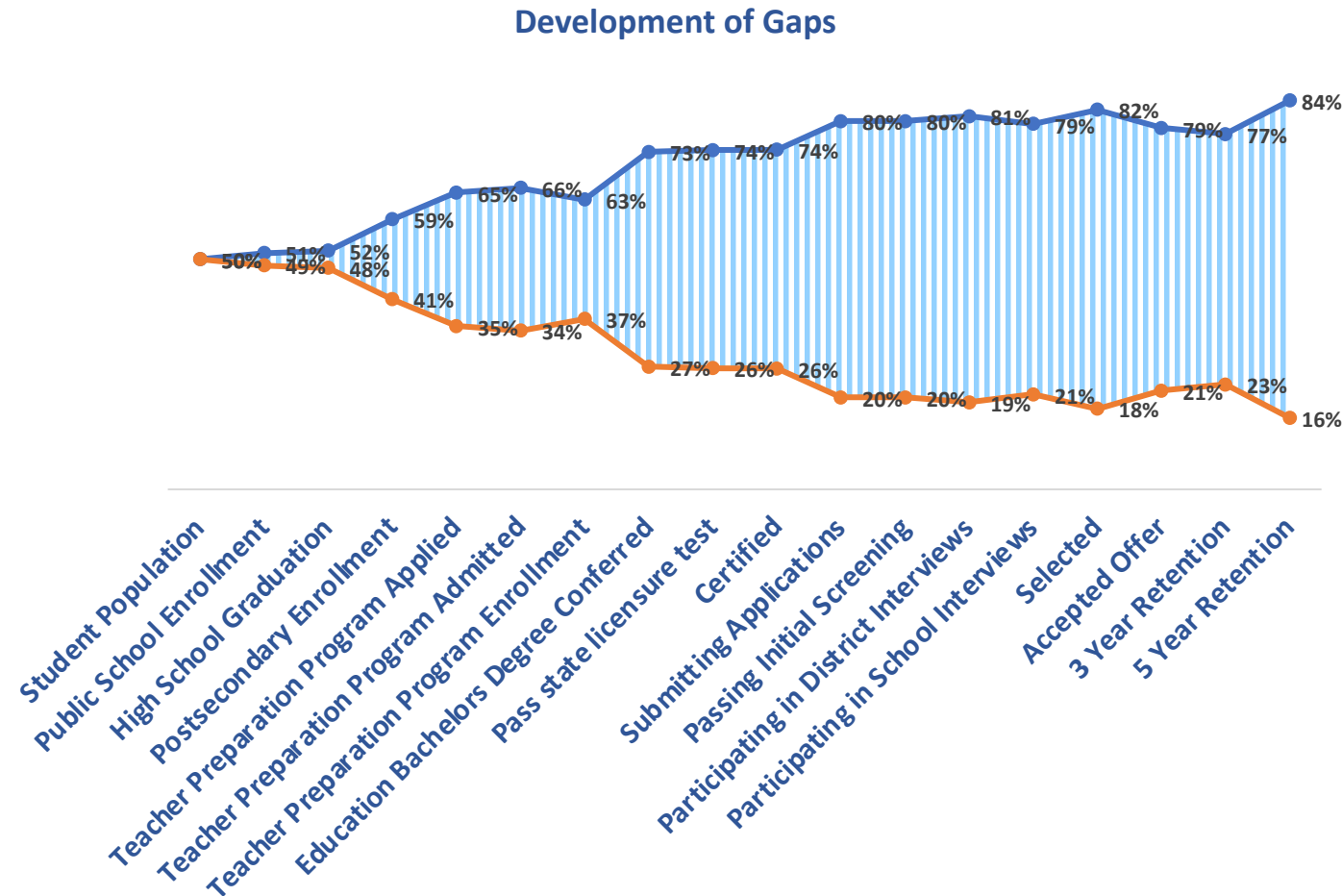


# PHASE II: STRATEGY SELECTION FACILITATION PROCESS



# DATA TOOL: 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)



Center on Great Teachers and Leaders Data Tool to Establish an Diverse, Effective Educator Workforce

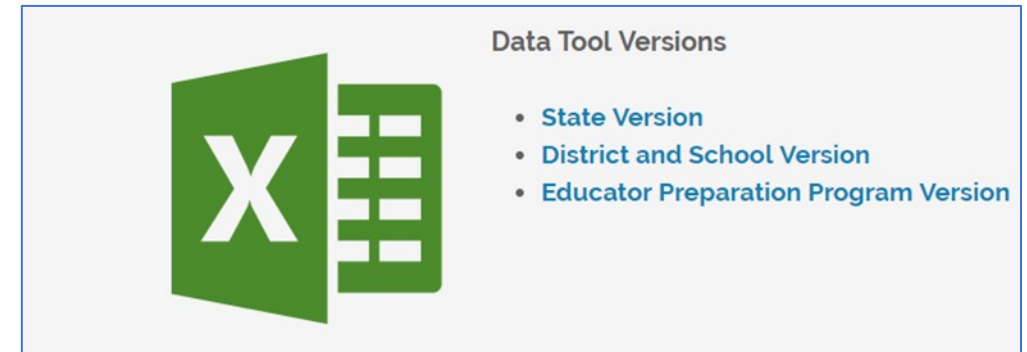






# DATA TOOL: SPECIAL EDUCATOR SHORTAGES AND OPPORTUNITY GAPS

- Assess where special education shortages are corresponding with the greatest “opportunity gaps” for students with disabilities (as identified by the state’s ESSA accountability metrics).
- Targeted on the schools and students that need the most help.
- Strategies tailored toward local contexts and evaluated based upon impact where needed the most.



Center on Great Teachers and Leaders Data Tool to Establish an Diverse, Effective Educator Workforce



## POLL: TEXT YOUR VOTE TO **650 600 9016**

Rate your response to the following: These tools could help my organization conduct data and root cause analysis to select specific strategies to address teacher shortages.

- Strongly agree: **173089**
- Agree: **173090**
- Disagree: **173091**
- Strongly disagree: **173092**
- Not applicable to my organization: **173093**



# MULTIPLE OPTIONS BASED UPON



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



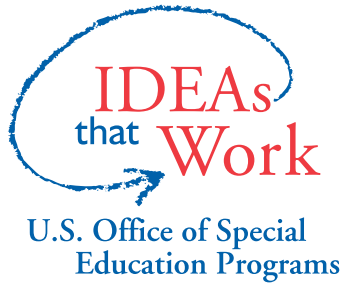
## POLL 2: TEXT YOUR VOTE TO **650 600 9016**

Rate your response to the following: This presentation increased my awareness and knowledge of strategies to address shortages of special education teachers.

- Strongly agree: **173085**
- Agree: **173086**
- Disagree: **173087**
- Strongly disagree: **173088**



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