

# From Information to Implementation: Combatting Shortages of Educators Serving Students With Disabilities

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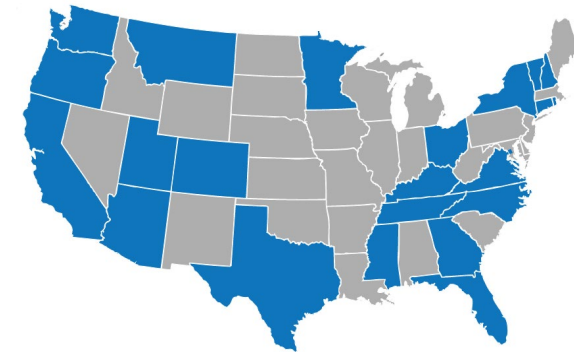
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# About the CEEDAR Center and CEC Partnership



**Exceptionalchildren.org**

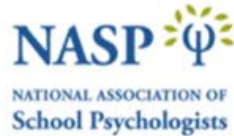


<https://cedar.org>



# Created in Partnership

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FROM INFORMATION TO IMPLEMENTATION

# Current Reality

**Today's teacher shortages are part of a longer pattern**

Until school boards and administrators listen to teachers, they'll end up with shortages in every crisis.

**Opinion: Use of underprepared special ed teachers harms children**

**'Nearing a collapse,' Indiana needs more special educators**

**A shortage of special education staff leaves many students without services they need**

**Amid Scrambles for Teachers, Some Fear Worse Shortages Ahead**

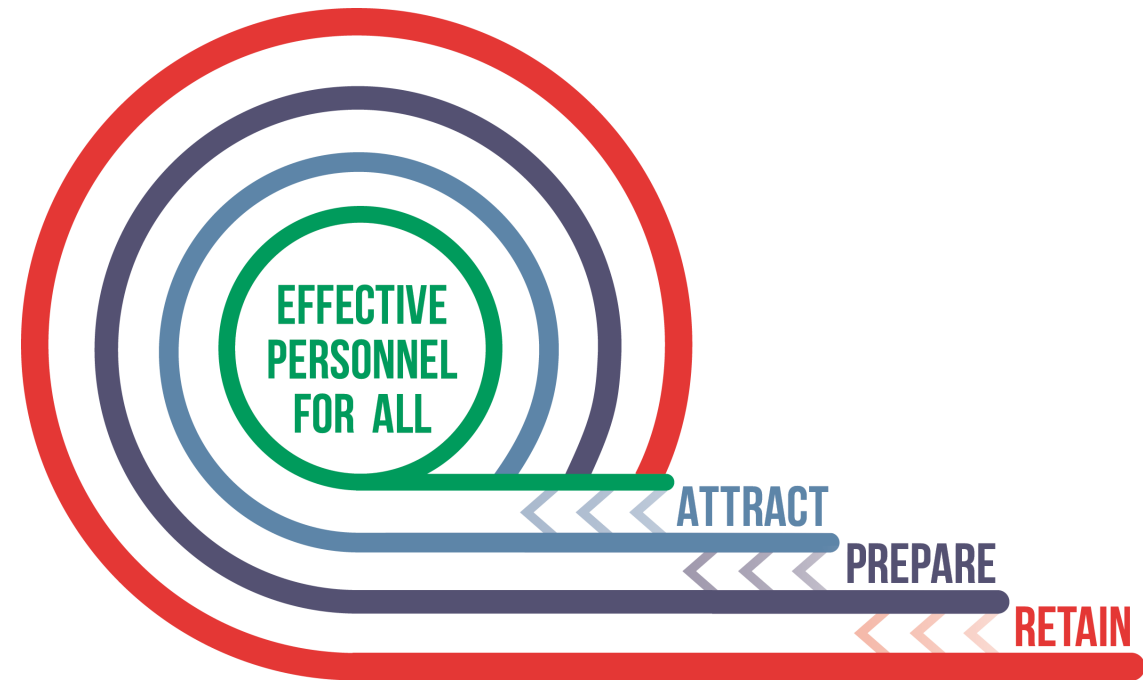
U.S. school administrators dealing with pandemic-driven teacher shortages are getting creative to keep their classrooms staffed.

**FCPS struggling with special education staff shortage**

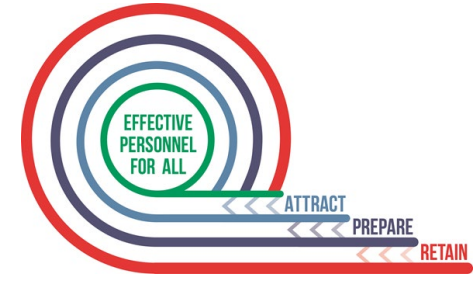
**COVID-19 creates dire US shortage of teachers, school staff**

# Guiding Principles

- Educator shortages can impact any stage of the career continuum.
- Mitigating educator shortages requires collaboration across all stages of the career continuum, including state education agencies, local education agencies, and educator preparation programs.
- Educator shortages are a local issue.
- Educator shortages are an equity issue.



# Levers for Change



# Webinar Series: Key Topics

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<b>Leveraging Federal Funds to Diversify, Strengthen, and Support the Educator Workforce</b>	<b>Mentoring and Induction</b>	<b>Educator Preparation Program Innovation</b>
<b>Alternative Certification</b>	<b>Grow Your Own</b>	<b>Educator Compensation</b>
<b>Working Conditions/Cultures</b>	<b>Elevating the Profession (Coming Soon)</b>	<b>Inclusive Leadership</b>
<b>Policy (Coming Soon)</b>	<b>Teacher Residency</b>	<b>Ensuring a Return-on-Investment (Coming Soon)</b>

# Series: From Information to Implementation

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- Practitioner voice is front and center.
- Focus on practical strategies and steps.
- Stay mindful to not compromising quality.
- Efforts to strengthen the special education workforce includes diversifying the workforce.
- All educators are critical to the education of students with disabilities.

**Educators: staff employed or contracted to provide special education and related services to students with disabilities which includes early childhood educators, teachers, principals and other school leaders, specialized instructional support personnel (e.g., school psychologists, counselors, school social workers), paraprofessionals, and faculty.**



# Accessing Archived Sessions



**From Information to Implementation: Combatting Shortages of Educators Serving Students With Disabilities**

APRIL 14 – 4:00 PM

States, districts, schools, and educator preparation programs are continuing to operate tirelessly to ensure all students are provided a high-quality education while simultaneously balancing staffing shortages greatly exacerbated by the COVID-19 pandemic. A recent survey conducted by the National Education Association revealed that members reported they are more likely to leave the profession earlier than originally planned, that burnout is a serious problem, that they have observed more teachers leaving the profession or retiring early, and that unfilled positions have increased their workload (55%, 90%, 86%, and 80%, respectively). The reasons for teacher shortages are complex and require systemic, evidence-based strategies and strong partnerships at all stages of the career continuum. The Council for Exceptional Children and the CEEDAR Center have collaborated with national partners and practitioners to produce a 12-part webinar series focused on evidence-based strategies to strengthen and diversify the special education workforce.

This opening session will provide an overview of the educator shortage crisis, clarify terminology that will be used throughout the webinar series, and set the stage for upcoming sessions focused on specific evidence-based strategies designed to attract, prepare, and retain a strong and diverse educator workforce.

**Archive**

<https://exceptionalchildren.org/events/information-implementation-combatting-shortages-educators-serving-swds>

# Webinar Series Schedule

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## Series List

**From Information to Implementation: Combatting Shortages of Educators Serving Students With Disabilities**

APRIL 14 – 4:00 PM



**Leveraging Federal Funds to Strengthen and Support the Educator Workforce**

APRIL 18 – 2:00 PM



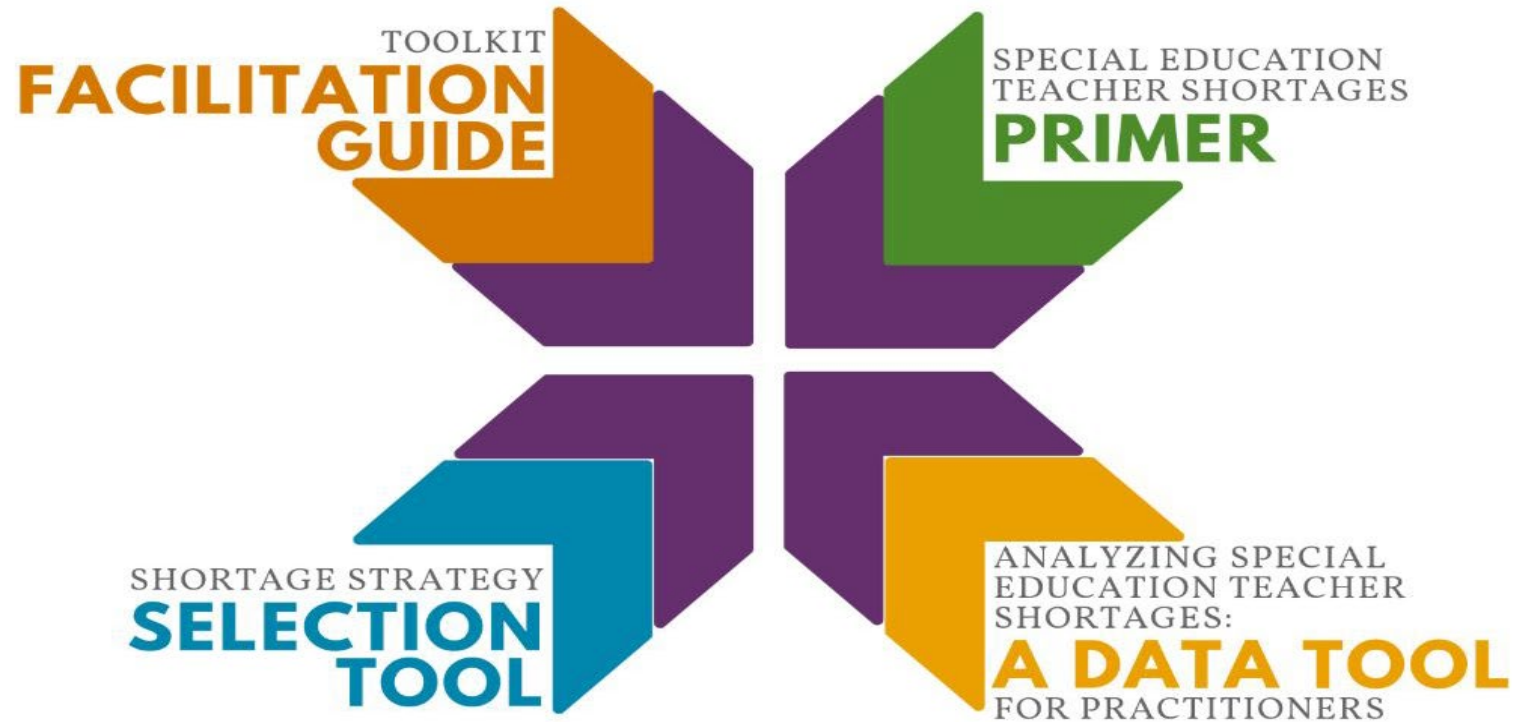
**The Power of Collaboration: Partnering to Support and Retain Novice Educators**

APRIL 18 – 4:00 PM



# Educator Shortages in Special Education Toolkit

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<https://gtlcenter.org/technical-assistance/toolkits/educator-shortages-special-education>

# From “Information” to “Implementation”

We know the research, but how do we use the research to design and implement strategies?

All personnel and entities have a **role to play** in strengthening the workforce.

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### Attract Strategies Role Guide

	State education agency role	Educator preparation program/ community college role	District role
<b>Grow your own programs</b>	<ul style="list-style-type: none"><li>• Offer competitive grants to districts to establish Grow Your Own (GYO) programs in shortage areas, including special education.</li><li>• Secure private funding to establish statewide or regional GYO programs in shortage areas, including special education.</li><li>• Offer guidance or resource documents to educator preparation programs (EPPs) and districts to advance GYO programs in shortage areas, including special education.</li><li>• Convene stakeholders (EPPs, local education agencies, rural associations, and others) to discuss local challenges, share priorities with each other and the state education agency (SEA), and create GYO partnerships.</li><li>• Ensure that grants prioritize local needs or gaps by identifying those needs and gaps and offering priority points or similar strategies to target local needs.</li><li>• Collect and share educator data that other stakeholders can use to inform GYO program development and changes.</li><li>• Establish marketing materials for statewide use.</li><li>• Establish standards for EPPs and curricula for education and training programs (for high school students), with an emphasis on shortage areas, including special education.</li></ul>	<ul style="list-style-type: none"><li>• Provide on-site, in-district courses to paraprofessionals working toward certification in shortage areas, including special education.</li><li>• Partner with districts to establish a GYO program for current EPP students, paraprofessionals, and future educators (high school students).</li><li>• Offer dual credit for EPP courses—and potentially other core courses—in partnership with districts to expand recruitment, matriculation, and the pipeline of future teachers.</li><li>• Work with districts—and the SEA as needed—to count classroom experience as a paraprofessional as field experience in the EPP.</li><li>• Create marketing materials for use in districts that clearly define the path, costs, and next steps for educator preparation.</li><li>• Determine if current pathway(s) to certification meet district staffing needs. If not, determine demand and look to revise the current model and/or embrace a new model.</li></ul>	<ul style="list-style-type: none"><li>• Work with the SEA, local businesses, career and technical education specialists, and EPPs to develop a GYO curriculum.</li><li>• Work with EPPs—and the SEA as needed—to allow classroom experience as a paraprofessional to count as field experience in the EPP.</li><li>• Work with EPPs and community colleges to offer or expand dual-credit opportunities for educator preparation courses—and potentially other core courses—to increase the pipeline of future teachers.</li></ul>

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