

Educator Preparation Innovation

CREATING PATHWAYS TO STRENGTHEN RECRUITMENT



FROM INFORMATION TO IMPLEMENTATION



Meet the Moderator

Jacqueline Rodriguez, PhD
Vice President,
Research, Policy, and Advocacy
AACTE

Workshop Objectives

Understand

- *Creative solutions and pathways to recruiting teacher candidates.*

Identify

- *How to use candidates as assets to fulfill the demand in schools.*

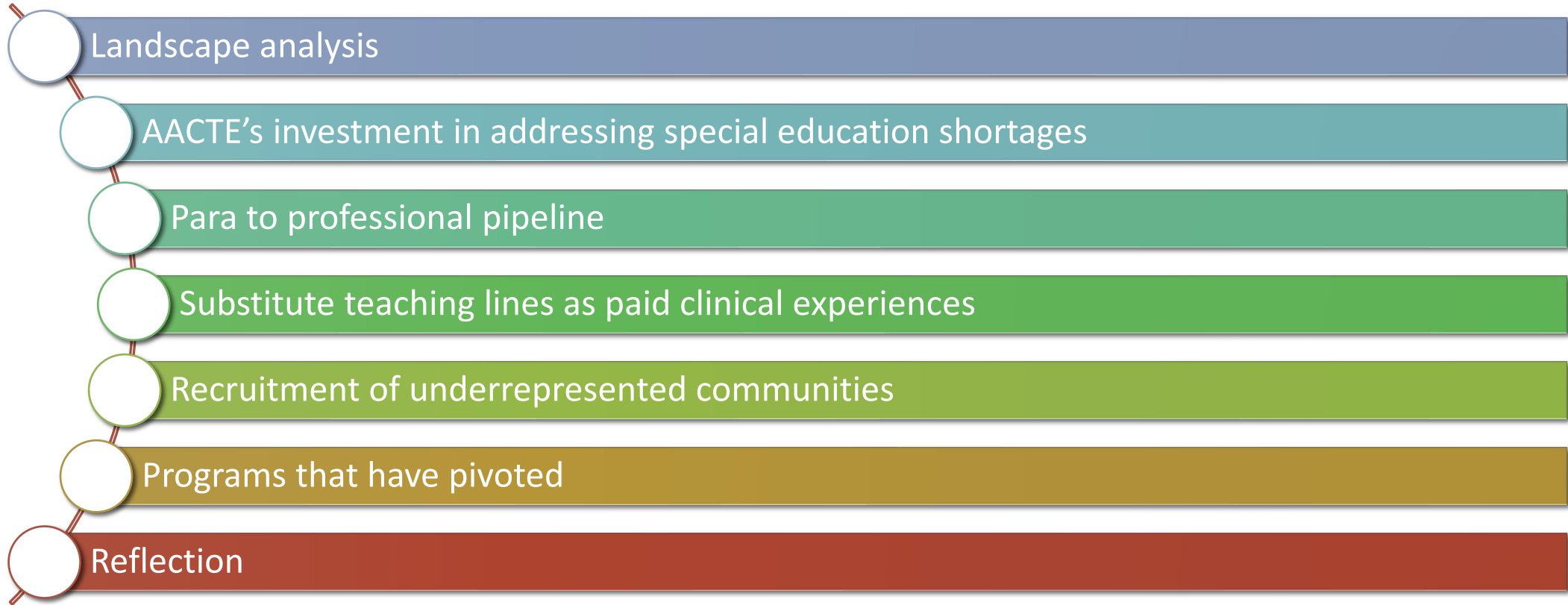
Learn

- *How programs established meaningful partnerships with local school districts.*

Advocate

- *That shortages of special education teachers in schools is an equity issue.*

Workshop Agenda



Today's Panelists



Dr. Sylvia Linan-Thompson
University of Oregon



Dr. David Winters
Eastern Michigan University



Dr. Becky Hines
University of Central Florida



Dr. Cathy Newman Thomas
Texas State University



Dr. Kimber Wilkerson
University of Wisconsin at Madison



Dr. Eleanora Villegas-Reimers
Boston University



Dr. Corey Pierce
University of Northern Colorado

Landscape of the Field

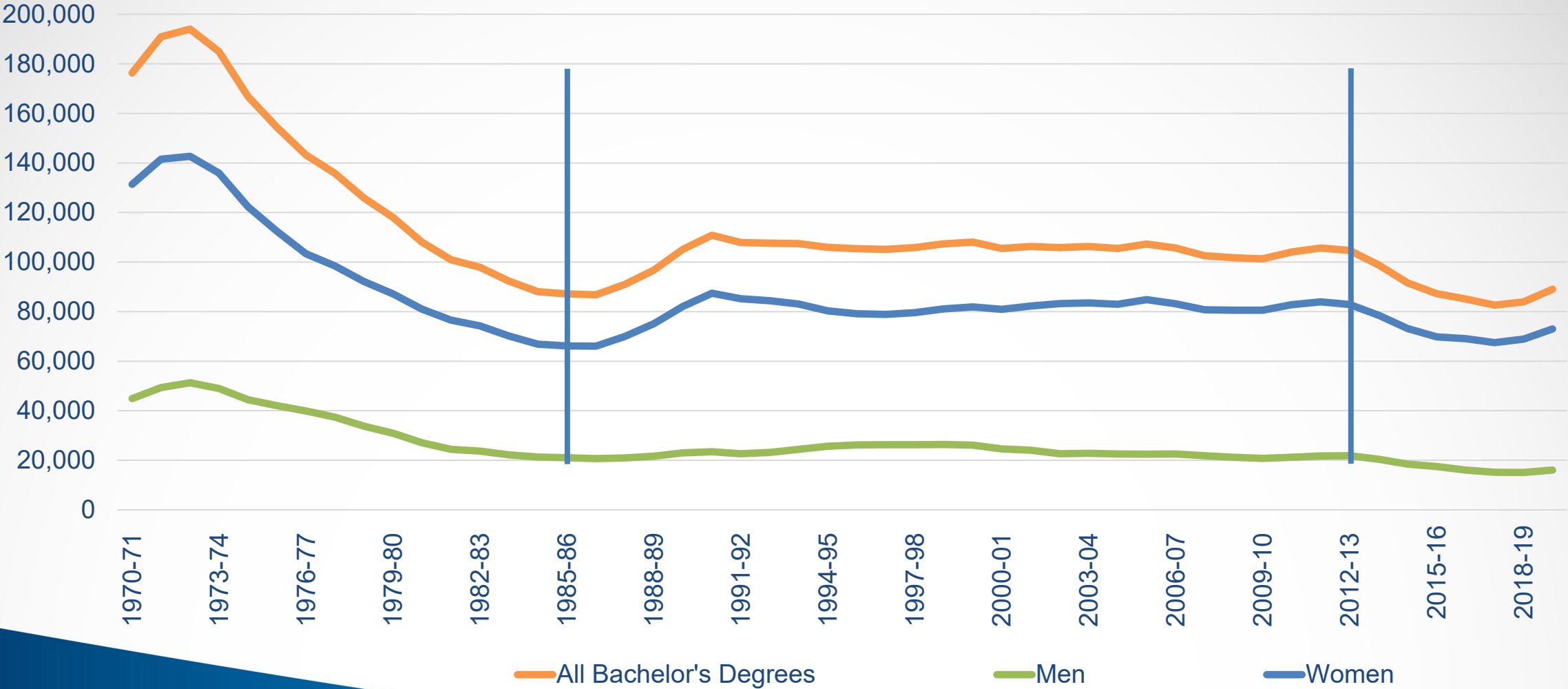




The Supply Side of the Teacher Shortage

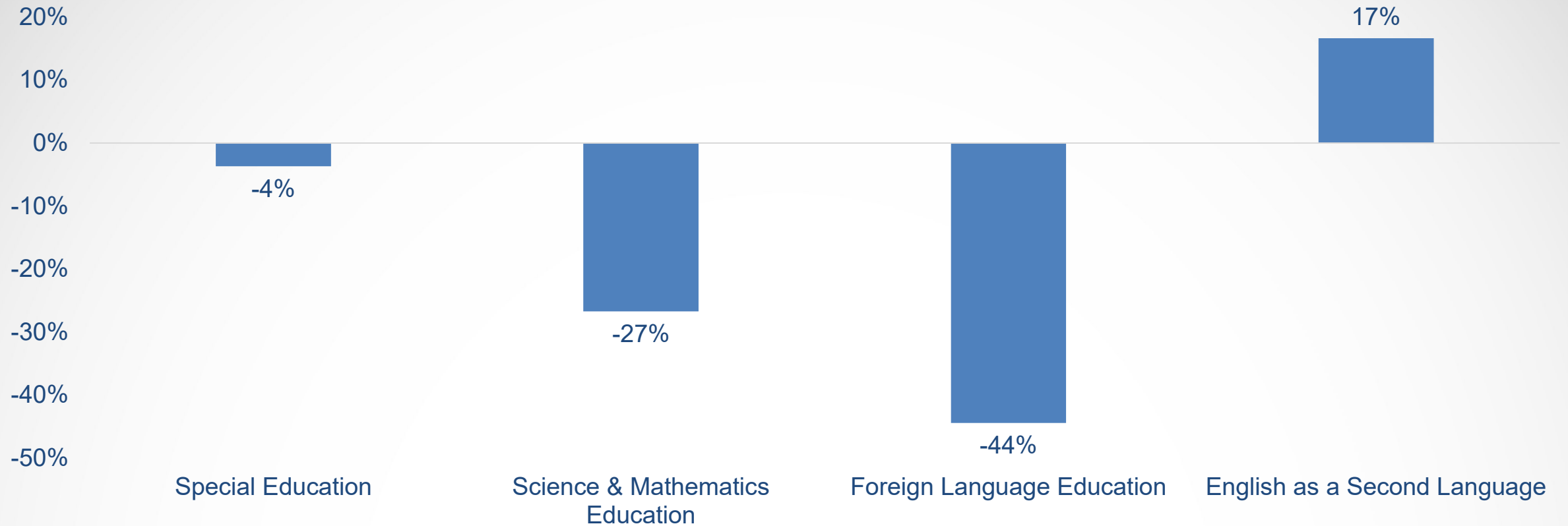
Long-term Trends in the Production of Teachers

Bachelor's Degrees Awarded in Education



Degree Trends in High-Need Specialties

Change in Number of Bachelor's and Master's Degrees and Post-baccalaureate Certificates Conferred Between 2009-10 and 2018-19



Teacher Candidate Diversity

	Traditional	Alternative, institution- based	Alternative, not institution- based	All programs
White	71%	58%	55%	68%
Latinx	12%	15%	20%	13%
African American	5%	10%	17%	7%
Asian/Pacific Islander	4%	5%	3%	4%
Native American	<1%	1%	<1%	<1%
More than one race	3%	3%	2%	3%
Not Reported	5%	8%	3%	5%
Total	100%	100%	100%	100%



AACTE's
Investment in the
Special Education
Teacher Shortages:

Networked
Improvement
Community

Addressing Teacher Shortages Through Effective Partnerships

Our Journey



UNC

Corey D. Pierce, PhD
Director, School of Special Education
University of Northern Colorado

Combatting Shortages of
Educators Serving Students
With Disabilities: A CEC and
CEEDAR Center Webinar

The “Why”

UNC Educator Preparation Perspective

- Decreasing enrollments in undergraduate initial teacher licensure programs
- Teacher candidates in our programs lacked diversity



District Perspective

- Many unfilled positions remained during the school year
- Seeking diverse teachers who more accurately represent student populations



The “How” and “Why”

How was it developed?

- Failed at first
- Established new partnerships
- Clarified motivations and goals up front
- Targeted district needs as priority
- Communicated early and often
- Built on existing structures
- Leveraged learning opportunities (e.g., AACTE special education networked improvement community, Prepared to Teach)



What was created?

- Targeted concurrent enrollment program
- Designed paid teacher residencies
- Supported teacher pathway through CTE program
- Effective district/university interactions to engage all students
- Additional pathways (paraprofessional to teacher using concurrent enrollment)
- Parameters to guide future partnerships

Journey to Sustainable

Challenges Faced

1. Time/funding
2. Tuition costs
3. Lack of existing structure

Overcoming Challenges

1. Committed partners/creative thinking
2. Supportive administration
3. Leveraging Connections (AACTE & Prepared to Teach)

Sustainable Through

1. El Oso Innovative Center for Educator Preparation at UNC (management and generation of funding)—*in proposal phase*
2. Expanding partnerships to additional districts
3. State/federal initiatives and grants
 - Colorado TREP
 - Colorado concurrent enrollment expansion and innovation grants
 - ARP funding and positive ripple effects (creative thinking)





THANK YOU!

Corey.pierce@unco.edu



UNIVERSITY OF
**NORTHERN
COLORADO**

The Paraprofessional and Professional Preparation Connection

ELEONORA VILLEGAS-REIMERS

BOSTON UNIVERSITY

WHEELLOCK COLLEGE OF EDUCATION & HUMAN DEVELOPMENT



Boston University (BU)–Boston Public Schools Partnership

- Two-way partnership: Boston Public Schools is the site for our students' pre-practicum, practicum, and internships:
 - “Traditional” sites
 - Partnership sites
- In strengthening our commitment to two-way partnership, both institutions are exploring what each needs and what each can offer.
 - We have learned from our students' perceptions of special educators' roles.
 - We have learned from our partner teachers about their goals and needs.

Supporting Teachers and Paraprofessionals

- **The district** is interested in professionally prepared and effective teachers who want to stay in their jobs.
- **Teachers** are interested in professional development opportunities: courses, workshops, opportunities to become mentors, opportunities to be mentored, and opportunities to do research.
- **Paraprofessionals** are interested in becoming licensed teachers, professional development opportunities, having mentors, and being mentors.
- **Boston University** is interested in recruiting students, having excellent sites that are committed to our Guidestar, helping with the retention of teachers, and helping with the professional development of teachers and educators.

Paraprofessionals at BU Wheelock

- From paraprofessional to graduate student
 - Incentives to apply
 - Course schedule
 - Financial aid opportunities
- From graduate student to paraprofessional
 - Gaining experience in the classroom beyond what a “regular” practicum offers while in the program
 - Having “a foot in the door” in a district of interest for after graduation
 - Getting a salary while in graduate school

Eastern Michigan University

PARAPROFESSIONAL-TO-SPECIAL EDUCATOR PARTNERSHIP WITH
WASHTENAW COUNTY DISTRICTS

DAVID C. WINTERS, PhD



EMU and Washtenaw County Districts

- Eastern Michigan University (EMU)
 - Regional (Research II) university in southeast Michigan
 - Department of Special Education & Communication Sciences and Disorders
 - Undergraduate and graduate programs in ASD, CI, CSD, EI, LD, and POHI
 - 520 students with 15 faculty (9 special education) and 27 part-time lecturers (17 special education)
- Washtenaw Intermediate School District (WISD)
 - Southeast Michigan
 - WISD plus 10 local districts: urban to rural, low socioeconomic status to affluent
 - 44,300 students
 - More than 1,200 paraprofessionals

The Partnership

- Paraprofessionals recommended by their district
 - Complete undergraduate degree or postbaccalaureate
 - Allocated by proportion of paraprofessionals in each district
- Results in
 - Secondary general education licensure
 - Special education endorsement
 - Undergraduate or postbaccalaureate degree
- Launched in fall 2020 with 25 students (EI endorsement)
 - Second 25-student cohort in summer 2021 (LD endorsement)
 - Third 25-student cohort in fall 2021 (EI endorsement)



EASTERN
MICHIGAN UNIVERSITY



Lessons Learned So Far

- Be attractive to districts as well as students.
- Unique needs and characteristics of nontraditional student cohorts require instructional adjustments.
 - All students work full time; most have family responsibilities.
 - Instructors must be ready to adapt to the cohort's learning needs.
- Mentors (one from EMU and one from WISD) provide an important bridge between the students, the university, and districts.
- Clear communication of student expectations is critical: college courses, not professional development.
- Communication and coordination among EMU and district(s) needs to be ongoing.
- “Mistakes are opportunities to learn.”

Looking Ahead . . .

- Scalability and sustainability
- Course delivery
- Curriculum

University of Central Florida

DR. BECKY HINES

A photograph of a woman with dark, curly hair smiling warmly at a young girl. The girl is wearing red-rimmed glasses and has her hair tied up in a bun. They appear to be in a classroom or educational setting. A yellow banner is overlaid on the image, containing the text 'College of Community Innovation and Education'. Below this, a black banner contains the text 'University Of Central Florida'.

College of Community Innovation and Education

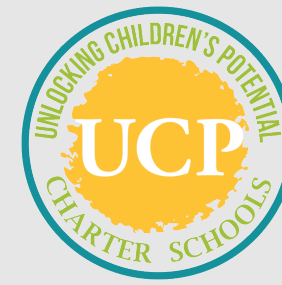
University Of Central Florida

New Layer: Substitute Practicum

Student-Directed Sign-Up

One of Many Practicum
Options

Online Coaching Sessions as
Part of Practicum Course



How to join the UCP Team as a Classroom Substitute

1. Apply online using this link: <https://bit.ly/UCPSub2022>
2. Participate in an interview with an UCP Education Leadership Team Member
3. Receive job offer/Offer Letter from UCP HR Department
4. Complete Staff Record Form via DocuSign
5. Complete Fingerprints (will receive information on options of places/times to go)
6. Complete Drug Test (will receive information on options of places/times to go)
7. If you complete the above steps quickly – the results will be ready in 7-10 days.
8. Complete New Hire Paperwork electronically
9. Participate in New Staff Orientation (held on Monday mornings)



A Mentoring Conversation: A Protocol

Assess the Beginning Teacher's Needs by:

- Making connections and building trust by listening
- Identifying successes and challenges

Establish a Focus for Work by:

- Paraphrasing
- Clarifying

Support the Teacher's Movement Forward by:

- Direct teaching
- Collaborative problem-solving/planning
- Reflective questioning

Promote Accountability by:

- Identifying specific next steps
- Agreeing to follow-up

Teachers in Residence &
Substitute Teaching
Practicum Students Engage
in Regular Reflection,
Problem-Solving, & Goal
Setting Sessions

UW-Madison School of Education Wisconsin Teacher Pledge Program



KIMBER WILKERSON
DIRECTOR OF THE UW-MADISON SCHOOL OF EDUCATION
TEACHER EDUCATION CENTER
KLWILKERSON@WISC.EDU



Teacher Pledge Program Goals



1. Recruit a diverse group of outstanding students to our teacher education programs.
2. Improve teacher retention.
3. Provide incentives to stay in Wisconsin.

What the School of Education Pledges

- **Pay up to the cost of in-state tuition** plus testing and licensure fees for teacher education students while enrolled in one of our programs.
- Funding philosophy

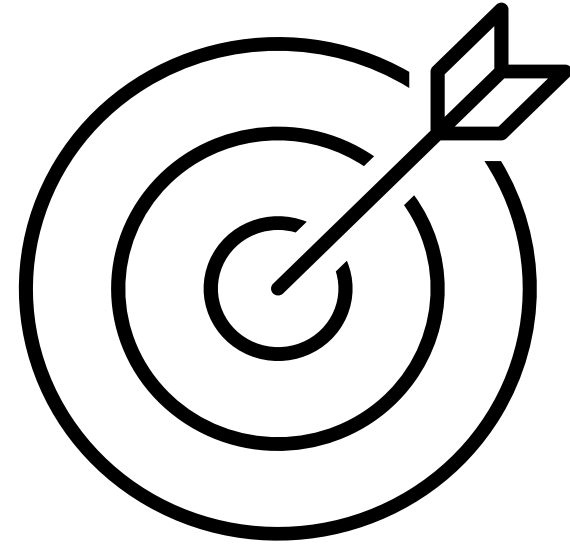
What the Student Pledges

- **Teach** at least 75% full time at a PK–12 Wisconsin school for 3–4 years within 5 years after graduation.



Moving Forward

- Research and evaluation
- Experimentation in real time



Texas State University

CATHY NEWMAN THOMAS, TEXAS STATE UNIVERSITY

GLENNA BILLINGSLEY, TEXAS STATE UNIVERSITY

NIHAT POLAT, TEXAS STATE UNIVERSITY , DEPARTMENT CHAIR

MELISSA CORONA, LOCKHART INDEPENDENT SCHOOL DISTRICT, HAYS CONSOLIDATED
SCHOOL DISTRICT

MEL MCINTOSH, LOCKHART INDEPENDENT SCHOOL DISTRICT



Program/Context

- TXST is one of the largest producers of Teacher Educators in Texas.
 - More than 800 per year
 - More than 25 special education, including undergraduate and master's degrees
- Local districts still face teacher shortages.
- Demographics
 - TXST is a Hispanic Serving Institution: 42% White, 39.7% Latinx, and 11.1% Black
 - State of Texas: 41% White, 39.7% Latinx, and 12.9% Black
 - Lockhart ISD: 17% White, 69% Latinx, and 3% Black

Original Change Idea

- Recruit a minimum of five veterans per year as future special educators.
- Why?
 - Texas has a large population of veterans.
 - TXST has an active Office of Veterans Affairs.
 - Veterans have qualities that make them outstanding special educators, including, for example, leadership, crisis management, work in hierarchies, and service oriented.
- Target not achieved.
 - Self-selected for our program
 - Already have set goals when arriving at TXST
 - Relationships with the Office of Veterans Affairs disrupted by COVID-19
 - Troops to Teachers program aligned with alternative certification pipeline but sunsetted

Pivot to New Change Ideas

- Paraprofessional pipeline
 - Not fruitful prior to COVID-19.
 - Given Elementary and Secondary School Emergency Relief funds, memoranda of understanding in process with multiple districts.
 - Districts are identifying interested paraprofessionals with associate of arts and bachelor of arts degrees.
 - Programs are being streamlined to facilitate.
- Middle/high school recruitment
 - Evidence that career education needs to occur earlier.
 - Collaboration with middle school and high school Texas Association Future Educators/CTE teachers.
 - Existing paraprofessional certificate pathway in LISD high school.
 - Explore dual credit opportunities with local community college.

Future

- Institutionalize paraprofessional pipelines.
- Expand middle school and high school pathways to additional districts.
- Pilot residency program in fall 2022 and fall 2023.

AACTE University of Oregon

SILVIA LINAN-THOMPSON

Background

- Until recently, initial teaching licenses required completion of a bachelor's degree and completion of an approved graduate teacher licensure program approved by the Teacher Standards and Practices Commission.
- An advanced degree was required to maintain licensure and progress through license types.
- Since 2015, educators are no longer required to move through the license types or complete an advanced degree.

Initial Plan

- Develop an undergraduate program to
 - reduce cost to students,
 - increase enrollment, and
 - ensure they had a license when they graduated.
- However, a university feasibility report (January 2021) showed that the market in our area is saturated.

Pivot—Two Ideas

OPTIONS

Distance program: A second feasibility report (August 2021) supported this option.

Accelerated master's program.

CURRENT WORK

Redesigned K–12 program

- Reduced program from six terms to four terms.
- Initial term in the summer consists of all online classes.

Future

- Review redesigned program and complete university and Teacher Standards and Practices Commission forms.
- Move forward with distance program based on redesigned program.