

Policy Solutions to Address Educator Shortage

MONDAY, MAY 23, 2022, 5 P.M. EST

Meet Our Presenters

- **Laurie VanderPloeg**, Associate Executive Director for Professional Affairs, CEC (Moderator)
- **Shannon Holston**, Chief of Policy and Programs, National Center for Teacher Quality
- **Rebecca Estes**, Senior Director of Educator Talent, IDOE
- **Scott Bogan**, Director of Higher Education and Educator Preparation Programs, IDOE
- **Risa Regnier**, Director of Educator Licensing , IDOE
- **Susan Adams**, Director State & Legislative Regulatory Affairs, ASHA
- **Keith Buckhout**, Research Associate, Council of State Governments
- **Shawna Rader Kelly**, School Psychologist, Bozeman Public Schools, Montana & NASP Board of Directors
- **Kevin Rubenstein**, Assistant Superintendent for Student Services, Elmhurst Community Unit School District, Illinois

Licensure Exams

Who We Are: National Council on Teacher Quality

Our Mission:

To ensure **every child** has an effective teacher and **every teacher** has the opportunity to become effective.

Our Values:

Quality
+
Equity
+
Diversity

What We Do:

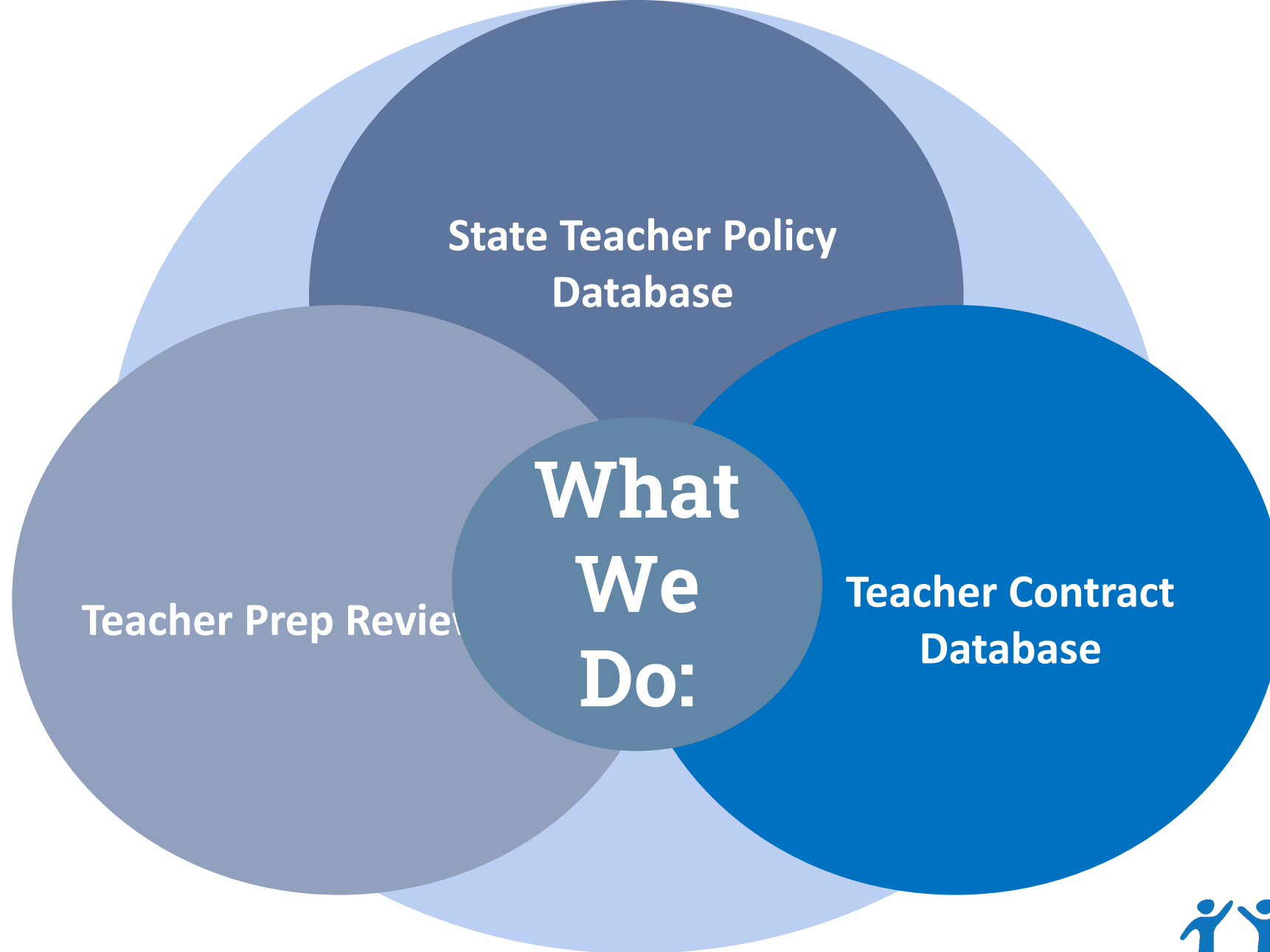
We work to improve the preparation, support, and recognition America provides to our teachers.

We are:

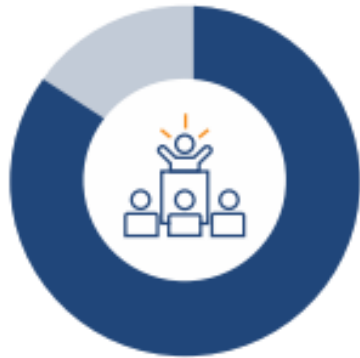
- Researchers
- Evaluators

We Provide:

- Data
- Guidance



Percentage that agree teachers should have to demonstrate knowledge before entering the classroom



84%

of prep program leaders



95%

of state education agency leaders



98%

of teachers

IHE Supports

**Review
data**

**Provide early
supports**
(coursework)

**Personalize and
track progress
of teacher
candidates**

Texas A&M International University

- Know every students by name and need
- Candidates take a diagnostic test and the program generates a study plan based on areas of need, incorporating practice test questions and content reviews.
- They track progress to help individuals, through *Certify Teacher*. An academic success coach reaches out to students to see if they need additional supports, some of this help may be time management or referral to tutoring.
- 72% of elementary teacher candidates pass the Texas Examinations of Educator Standards (TExES) Core Subjects EC-6 Social Studies subtest1 on their first try.

State Policymakers

**Review
data &
build
systems**

Study it!

**Remove
Barriers**

EX: NJ Bill

IDOE STRATEGIC PRIORITIES



STUDENT

LEARNING & OPPORTUNITY



EDUCATOR

TALENT, QUALITY, & VALUE



SYSTEM

ALIGNMENT & CAPACITY

KEY INITIATIVES

- I-SEAL
- Educator Supply and Demand Marketplace

I-SEAL

- IDOE is using federal ESSER and Special Education Part B dollars to fund a tuition assistance program (I-SEAL) for teachers pursuing special education licensure. Current funding is available through 2024. Go to IndianaSEAL.org.
- Tuition funds flow to the institutions for students who enroll. Since November 2021, I-SEAL has provided licensure assistance for nearly 400 educators.
- Currently licensed teachers enrolling in one of the three special education “add-on” programs that are part of the I-SEAL program can receive 100% tuition assistance, including textbooks. Funds are available as scholarships for students enrolled in other post-baccalaureate approved special education licensure programs.

I-SEAL CONTINUED

- State licensure test preparation seminars are also available; test registration fees may be refunded to successful test takers.
- Priority given to teachers seeking to add special education to existing licenses, as they have the shortest path (in courses and time) to licensure. Goal is to get teachers fully licensed in the shortest time.
- Requirements:
 - Bachelor's degree;
 - Verification from employer of current or pending employment as a special education teacher;
 - Enrollment in an approved alternative special education program; and
 - I-SEAL program participants must commit to teach special education in Indiana for **two** years after full special education licensure.

EDUCATOR SUPPLY & DEMAND MARKETPLACE

- Through the supply and demand marketplace, Indiana educators can view available positions statewide and search for jobs using multiple criteria, helping them more easily find positions that match their interests.
- With a “quick apply” feature, educators will be able to save time by applying for positions using a common application.
- Indiana schools can leverage this new tool to engage with educator candidates who previously might not have had access to the posting - including diverse applicants and applicants for high-need areas.
- Indiana educators can access the demand-side of the marketplace [here](#) to create an account and view available positions. The platform will continue to be developed and improved based upon stakeholder feedback and with additional data on “supply” from teacher preparation and training programs

across the state.

EXISTING FLEXIBILITY

- Educator Evaluations (Legislative changes March 2020)
- TRF policies (aligned to minimal Federal requirements)
- Teacher preparation options
- Pathways to licensure

TEACHER EVALUATION PLAN FLEXIBILITY

A School Corporation **MAY** Adopt:

- Indiana's model plan;
- A plan using master teachers or contracting with an outside vendor to provide master teachers;
- The System for Teacher and Student Advancement (TAP);
- The Peer Assistance and Review Teacher Evaluation System (PAR); or
- Another plan that meets the requirements in IC 20-28-11.5-4.

TEACHER EVALUATION PLAN FLEXIBILITY CONTINUED

Staff Performance Evaluation Plans **MUST** Include:

- Performance evaluations for all certificated employees, conducted at least annually;
- Rigorous measures of effectiveness, including observations and other performance indicators;
- An annual designation of each certificated employee in one (1) of the following rating categories: (A) Highly Effective. (B) Effective. (C) Improvement Necessary. (D) Ineffective;
- Discussion of the evaluation between evaluator and certificated employee;
- An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.



RECRUITMENT OF RETIRED TEACHERS

- Indiana Public Retirement System (INPRS) administers the Teacher Retirement Fund (TRF).
- Re-employment eligibility aligned to minimum federal requirements.
- Different requirements for Social Security caps on re-employment earnings.

INDIANA EDUCATOR PREPARATION PROGRAMS

Educator Preparation Programs (by type)

- Traditional - undergraduate, initial license program
- Alternative - any non-traditional option:
 - Transition to Teaching
 - Non-degree seeking post-baccalaureate option for initial license or addition
 - Advanced degree seeking, graduate program
 - Any unique non-traditional program approved for initial license or addition



INDIANA EDUCATOR PREPARATION PROGRAMS

- 56 Indiana Educator Preparation Providers (EPPs)-46 Institutions of Higher Education; 10 Non-Higher Ed
- 45 EPPs with approved alternative route programs
- 39 EPPS with Transition to Teaching (T2T) Programs–91 active individual T2T programs; ECE, ELED, Secondary, All Grade, and SPED
- 15 Special Education T2Ts
- 33 EPPs with Traditional Routes to Special Education
- 29 EPPs with Alternative Routes to Special Education

PATHWAYS TO LICENSURE

Indiana has 10 traditional and non-traditional types of licenses and licensing paths available to individuals wishing to teach in Indiana schools, with the goal of having an efficient licensure path for nearly everyone who wants to move into teaching. Find an explanation of each on our Educator Licensing website - <https://www.in.gov/doe/educators/educator-licensing/>

- Professional Educator License
- Workplace Specialist License
- Career Specialist Permit
- Transition to Teaching/T2T Permit
- American Board for Certification of Teacher Excellence (aka American Board or ABCTE)
- Emergency Permits
- Visiting Teacher Permit
- Advanced Degree Evaluation
- Charter School License
- Alternative Route Special Education License (available starting 2022-23 school year)

SEA PRIMARY ROLES

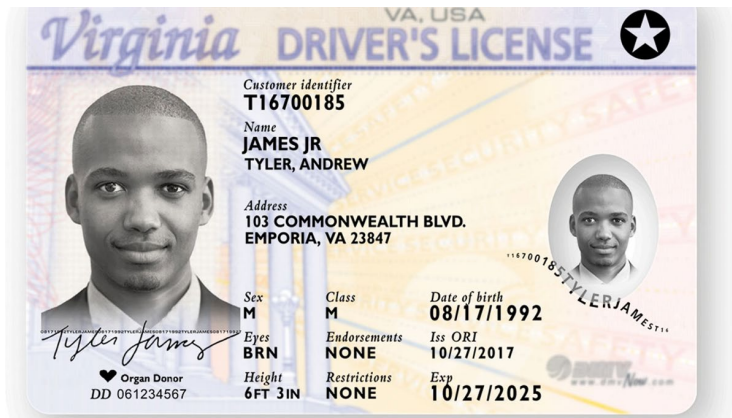
- Guidance
- Barrier removal
- Funding support
- Connection point for LEA/IHE/agencies/prof associations
- Strategic Marketing and Communications of existing flexibility

Interstate Licensure Compacts

A PATHWAY TO ADDRESSING WORKPLACE SHORTAGES

What is an Interstate Compact

A legal, legislatively enacted contract between two or more states that allows states to:



*Cooperatively address
shared problems*



*Maintain sovereignty
over state issues*



*Respond to national
priorities with one voice*

Three primary uses of compacts

1

Resolve boundary disputes

2

Manage shared natural resources

3

Create administrative agencies with jurisdiction over state concerns

Occupational Licensing Compacts



FACILITATE MULTISTATE
PRACTICE



MAINTAIN OR IMPROVE PUBLIC
HEALTH AND SAFETY



PRESERVE STATE AUTHORITY
OVER PROFESSIONAL LICENSING

Occupational Licensing Compacts Today

47 jurisdictions have adopted at least one compact. 29 jurisdictions have adopted at least five compacts.

220 pieces of compact legislation have been enacted.

9 professions have active interstate compacts for occupational licensing

Active Occupational Licensing Compacts

Nurse Licensure
Compact – 39
jurisdictions

Medical Licensure
Compact – 37
jurisdictions

Physical Therapy
Compact – 34
jurisdictions

Psychology
Interjurisdictional
Compact (PsyPact) –
32 jurisdictions

EMS Licensure
Compact – 21
jurisdictions

Audiology and Speech-
Language Pathology
Interstate Compact –
20 jurisdictions

Occupational Therapy
Compact – 21
jurisdictions

Counseling Compact –
12 jurisdictions

Advanced Practice
Registered Nurse
Compact – 3
jurisdictions

Compacts Under Development

Physician Associates

Dentistry & Dental
Hygiene*

Massage Therapy*

K-12 Education*

Social Work*

Cosmetology &
Barbering*

Dietitians/Nutritionists*

School Psychologists*

Interstate compact models

Mutual Recognition: Multistate License – ex. Nursing

Expedited Licensure – ex. Physician

Mutual Recognition: Privilege to Practice – ex. PT/OT/ST

Telehealth and Temporary Practice – ex. Psychology

Compact Development Process

Phase I

ADVISORY GROUP

- Composed of approx. 20 state officials, stakeholders and issue experts
- Examines issues, current policy, best practices and alternative structures
- Establishes recommendations as to the content of an interstate compact

DRAFTING TEAM

- Composed of 5 to 8 state officials, stakeholders, and issue experts
- Crafts compact based on recommendations
- Circulates draft compact to states and stakeholder groups for comment

FINAL PRODUCT

- Drafting team considers comments and incorporates into compact
- Final product sent to advisory group
- Released to states for consideration

Phase II

EDUCATION

- Develop comprehensive legislative resource kit
- Develop informational internet site with state-by-state tracking and support documents
- Convene “National Briefing” to educate legislators and key state officials

STATE SUPPORT

- Develop network of “champions”
- Provide on-site technical support and assistance
- Provide informational testimony to legislative committees

STATE ENACTMENTS

- Track and support state enactments
- Prepare for transition and implementation of compact
- Provide requested support as needed

Phase III

TRANSITION

- Enactment threshold met
- State notification
- Interim Executive Board appointed
- Interim Committee’s established
- Convene first Compact meeting
- Information system development (standards, security, vendors)

OPERATION

- Ongoing state control and governance
- Staff support
- Annual assessment, if necessary
- Annual business meeting
- Information system oversight (maintenance, security, training, etc.)
- Long-term enhancements / up-grades

Compact Governance

Key Attributes of the Compact Commission

Commission is “stood up” when the threshold of jurisdictions pass the legislation

Supra-state, sub-federal in nature

Instrumentality of the member states

Created by statute with delegation of rulemaking authority within the limitations of the Compact statute

Has legal status of an interstate administrative agency with rulemaking authority.

Serve agencies of the member states and act on their behalf

Key Attributes of the Compact Commission

- Comprised of voting representatives from each member state
- Responsible for the key decisions with respect to the compact
- Creates committees, including an executive committee that is responsible for making day-to-day decisions
- Required to administer and enforce the Compact provisions and rules
- Commission does not act on behalf of any group or organization

Compact Benefits

Benefits to State Education Agencies



Facilitates flexibility and autonomy



Strengthens state sovereignty



Increases access to highly qualified practitioners



Strengthens labor markets

Protecting Students

States communicate and exchange information including verification of licensure and disciplinary sanctions through a coordinated data system.

The home state may take adverse actions against a practitioner in the home state. A remote state may take adverse action against a practitioner within that remote state.

Privilege to Practice Model (OT/PT/ST)

If the home state does take adverse action and practitioners *license* is terminated and the *privilege to practice in all remote states is revoked*.

If a *privilege to practice* is revoked because of an adverse action, every other state where a *privilege to practice* is held and where the home state *license* is held will determine if the privilege or license in that state is also revoked.

State Sovereignty & Jurisdiction

States continue to have jurisdiction over practice within its borders

States retain control over licensure & discipline

Compact **can not** direct states to change, alter, or allow certain types of practice

Compact simply creates another pathway to practice in a member state - practitioners are not **required** to use the compact

Resources

CSG National Center for Interstate Compacts: <https://compacts.csg.org/>

OT Compact: <https://otcompact.org/>

PT Compact: <https://ptcompact.org/>

Counseling Compact: <https://counselingcompact.org/>

ASLP-IC: <https://aslpcompact.com/>

Contacts

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Addressing Critical Shortages of School Psychologists in Montana

A COLLABORATIVE APPROACH TO RECRUITMENT, PROFESSIONAL RETRAINING, AND RE-SPECIALIZATION

Project Goals

1. Engage stakeholder groups with an interest in reform:
 - Montana Association of School Psychologists
 - Directors and licensing specialists at the Office of Public Instruction
 - School Psychology faculty, University of Montana
2. Identify and address needs and concerns of stakeholders
 - Significant shortages, particularly in rural and frontier areas
 - Credentialing standards not aligned with national standards
 - Limited access to training programs for non-traditional students
3. Engage in solutions-focused problem solving with consideration for local culture, strengths, and needs
 - Establish credentialing standards aligned with NASP Standards
 - Recruit and retain highly qualified school psychologists
 - Create opportunities for to recruit and support candidates interested in respecialization and retraining, particularly in underserved areas

Results of Collaborative Efforts

1. Revised credentialing standards
2. Alternative pathways to licensure
 - Collaborative partnership between the OPI, MASP Credentialing and Professional Standards Board, and the University of Montana
 - Protocols for reviewing transcripts and developing a customized course of study resulting in a non-degree license to practice in schools
 - Provisional licensure for those completing internship requirements or alternative requirements for licensure
 - Requires a 1,200 supervised professional experience aligned with the NASP Practice Model and reflecting the 10 Domains of Practice
3. Grant-supported recruitment and retention activities
 - Support for supervision, recruitment, and credentialing activities
 - Stipends for supervisors

Contact

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NASP BOARD OF DIRECTORS - STRATEGIC LIAISON, PROFESSIONAL ADVOCACY

MASP CREDENTIALING AND PROFESSIONAL STANDARDS BOARD, CHAIR

SCHOOL PSYCHOLOGIST, BOZEMAN PUBLIC SCHOOLS

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Policy and Practice: The Local Perspective

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ASSISTANT SUPERINTENDENT FOR STUDENT SERVICES, ELMHURST CUSD 205, IL

POLICY AND LEGISLATIVE CHAIR, CASE



Shifting Mindsets

Mindsets regarding hiring of special education staff in the past:

- We will advertise in all of the usual places (job boards, online, etc.)
- We will interview candidates on our timeline
- We will hire the best and most qualified candidates
- Those candidates might leave us after a few years of service – that's accepted

Mindsets regarding hiring of special education staff now:

- We must build our own pathways for special education staff
- We must plan earlier than ever before and be intentional about hiring timelines
- We will hire the best and most qualified candidates
- We will invest in strong staff development programs for our team members in an effort to ensure they stay with us

Attracting/ Retaining

- Illinois has a two tier pension system – newer members are in Tier Two
- Tier Two members are not able to save as many sick days to trade for years of service
- Many younger teachers take sick time during the school year
- During the renegotiation of the Collective Bargaining Agreement between the school district and the Teacher's Union investigated methods for reducing the use of sick days
 - Can't cut the sick days
 - Not able to use this information on evaluation
- In reviewing information from union, we recognized that a strong number of young teachers have student loans that they are paying (or would be paying)

Attracting/ Retaining

- **Through negotiations, the District established the following parameters within the Collective Bargaining Agreement:**
 - Teachers with Proficient or Excellent evaluations
 - In years 1-4 of service within the District
 - Able to “purchase” up to three days of sick time at their per diem rate
 - Ends up being around one student loan payment for the average teacher

Attracting/ Preparing

- **The District continually has challenges filling positions with educational assistants and other positions**
 - Minimum wage
 - Tough positions
 - Career path?
- **We have always wondered how we could make this a better career path**

Attracting/ Preparing

- **We have several local universities who are looking to partner with us and whose students need hours:**
 - Students work with us as educational assistants during the day
 - Evening classes nearby or on campus (still negotiating the exact location)
 - Able to use work time as observation/ internship hours
- **Possible future expansions**
 - Is there a way to make this a Pre-tax Benefit through policy?
 - Are there priority programs besides special education that we should be focusing on?

Attracting/ Preparing/ Retaining

- **Indiana CASE and the State of Indiana – ASSETT Program**
 - Currently licensed teachers in other subject areas take coursework in special education over the course of a year
 - Coursework is taught by currently licensed administrators in the State of Indiana
 - If sequence of courses is completed AND the teacher can pass the licensure exam, then they will be endorsed as a special education teacher in the State of Indiana
 - Being done under a grant from the State of Indiana

Questions
