

**CCSSO Inclusive Leadership Webisode Series**  
**Webisode #10:**  
***Supporting Inclusive Principals to Strategically  
Address Educator Shortages***

Lindsey Hayes, Center for Great Teachers and Leaders, AIR  
Lynn Holdheide, Center for Great Teachers and Leaders, AIR  
Ryan Saunders, Learning Policy Institute

**Wednesday, March 11<sup>th</sup> 2-3PM ET**

For more information about the CCSSO Inclusive Leadership Webisode Series, please e-mail [kizzy.blackwell@ccsso.org](mailto:kizzy.blackwell@ccsso.org)

# Tech Norms

- ⌘ Log in to the WebEx system
- ⌘ Engage camera (helps with understanding in virtual meetings)
- ⌘ Upon entering, please share your name, role, and organization in the chat pod
- ⌘ Be in control... mute and unmute yourself
- ⌘ Please ask questions either via chat pod (at any time) or by raising your hand in WebEx (hand icon during discussion pieces)

# CCSSO Inclusive Principal Leadership Webisode Series

Date/Time	Title	Description
<b>Wednesday, March 11<sup>th</sup>:</b> 2-3PM ET <a href="http://bit.ly/CCSSO-ILWebisode10">http://bit.ly/CCSSO-ILWebisode10</a>	<i>Supporting Principals to Strategically Address Educator Shortages</i>	This webisode will focus on the principal's role in recruiting, supporting, and retaining effective teachers of students with disabilities. Lindsey Hayes and Lynn Holdheide of the Center on Great Teachers and Leaders and Ryan Saunders of the Learning Policy Institute will present.
<b>Tuesday, April 7<sup>th</sup>:</b> 2-3PM ET <a href="http://bit.ly/CCSSO-ILWebisode11">http://bit.ly/CCSSO-ILWebisode11</a>	<i>Strengthening Executive Function Skills: Evidence-Based Opportunities to Support All Learners</i>	This webisode will focus on bolstering school leaders' knowledge of evidence-based practices to enhance executive function skills for all learners. Holly McCormack of Brain Futures and Dr. Jacquelyn F. Gamino, Director of the Adolescent Reasoning Initiative at Center for BrainHealth, The University of Texas at Dallas will present.
<b>Thursday, April 30<sup>th</sup>:</b> 2-3PM ET <a href="http://bit.ly/CCSSO-ILWebisode12">http://bit.ly/CCSSO-ILWebisode12</a>	<i>Preparing Inclusive Teachers and Leaders for Today's Students</i>	This webisode will focus on the preparation of inclusive teachers and leaders. Jackie Rodriguez and Caitlin Wilson of AACTE, Marvin Lynn of Portland State University, and Mary Murray of Bowling Green State University will present.



# Agenda

- ⌘ **Introduction and Framing**—James M. Paul and Kaylan Connally (5 Minutes)
- ⌘ **Shortages Background, Research, and Resources**—Lindsey Hayes and Ryan Saunders (20 Minutes)
- ⌘ **Question and Answer I**—Moderated by James M. Paul (5 Minutes)
- ⌘ **Examples in Effective Policy and Practice**—Lynn Holdheide (20 Minutes)
- ⌘ **Question and Answer II and Conclusion**—Moderated by James M. Paul (10 Minutes)

# Supporting Inclusive Schools for the Success of Each Child

- ⌘ We, in partnership with the National Collaborative on Inclusive Principal Leadership (NCIPL), CEEDAR Center, and Oak Foundation believe inclusive principal leaders are vital to supporting students with disabilities and other diverse learners
- ⌘ Together, we released *Supporting Inclusive Schools for the Success of Each Child: A Guide for States on Principal Leadership* ([www.ccssoinclusiveprincipalsguide.org](http://www.ccssoinclusiveprincipalsguide.org))



# Strategy 4: Promote Principal Development on Inclusive Practices

- ⌘ 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

# Background

- Context on Special Education Teacher Shortages
- The Role of Principals in Addressing Teacher Shortages



**LEARNING POLICY INSTITUTE** RESEARCH BRIEF FEB. 2017

## The Role of Principals in Addressing Teacher Shortages

**Abstract**

Districts around the country are grappling with teacher shortages. Given that attrition accounts for nearly 90% of the demand for new teachers, strategies that increase teacher retention are particularly important. Principal leadership plays a significant role in teacher turnover. Teachers identify the quality of administrative support as a key factor in decisions to leave a school. In addition, teachers point to the importance of school culture and collegial relationships, time for collaboration, and decision-making input—also areas in which the principal plays a central role. Principals tend to be weaker in high-poverty, low-achieving schools, where principal quality can have an even greater bearing on teacher attrition. Local, state, and federal policymakers have a role to play in recruiting and training principals. The passage of ESSA provides one such opportunity, as local and state policymakers can leverage federal ESSA funding to strengthen principal preparation and development.

This brief can be found online at <https://learningpolicyinstitute.org/product/role-leadership-solving-teacher-shortages>.

LPI's work in this area is supported by funding from the S.D. Bechtel, Jr. Foundation, the Stuart Foundation, and the Sandler Foundation.

Schools and districts around the country are grappling with teacher shortages that threaten educational opportunities and outcomes, particularly for our highest-need students. Responding to this pressing challenge, policymakers at all levels are shifting resources, rethinking practices, and enacting policies to attract and keep qualified educators in our nation's classrooms. Given the significant role that attrition plays in exacerbating shortages—accounting for nearly 90% of the demand for new teachers—strategies that plug the “leaky bucket” of teacher turnover are particularly high leverage.

This brief summarizes research on the important role that school leaders can play in reducing the steady churn of teachers that can worsen shortages and undermine students' educational opportunities. It concludes with a discussion of how local, state, and federal policymakers can strengthen the preparation and ongoing development of principals to create learning environments that better enable students and teachers alike to thrive.

### How Does School Leadership Affect Teacher Retention?

Principal leadership and support are among the most important factors in teachers' decisions about whether to stay in a school or in the profession (see Figure 1). Studies across the nation have found that the quality of leadership can have a large effect on teacher turnover. In fact, teachers often identify the quality of administrative support as more important to their decision than salaries. One recent study found that improvements in school leadership were strongly related to reductions in teacher turnover.<sup>1</sup> Recent data show teacher turnover rates reaching nearly 25% among teachers who strongly disagree that their administrator encourages and acknowledges staff, communicates a clear vision, and generally runs a school well. That is more than double the attrition rate of teachers who feel their administrators are supportive.<sup>2</sup>

In addition to salaries and resources for teaching, other key factors in teachers' professional decisions include school culture and collegial relationships, time for collaboration, and decision-making input—also areas in which the principal plays a central role. Moreover, talented principals who remain in their schools can be associated with retaining more effective teachers, even when controlling for student and school characteristics.

LEARNING POLICY INSTITUTE | RESEARCH BRIEF 1

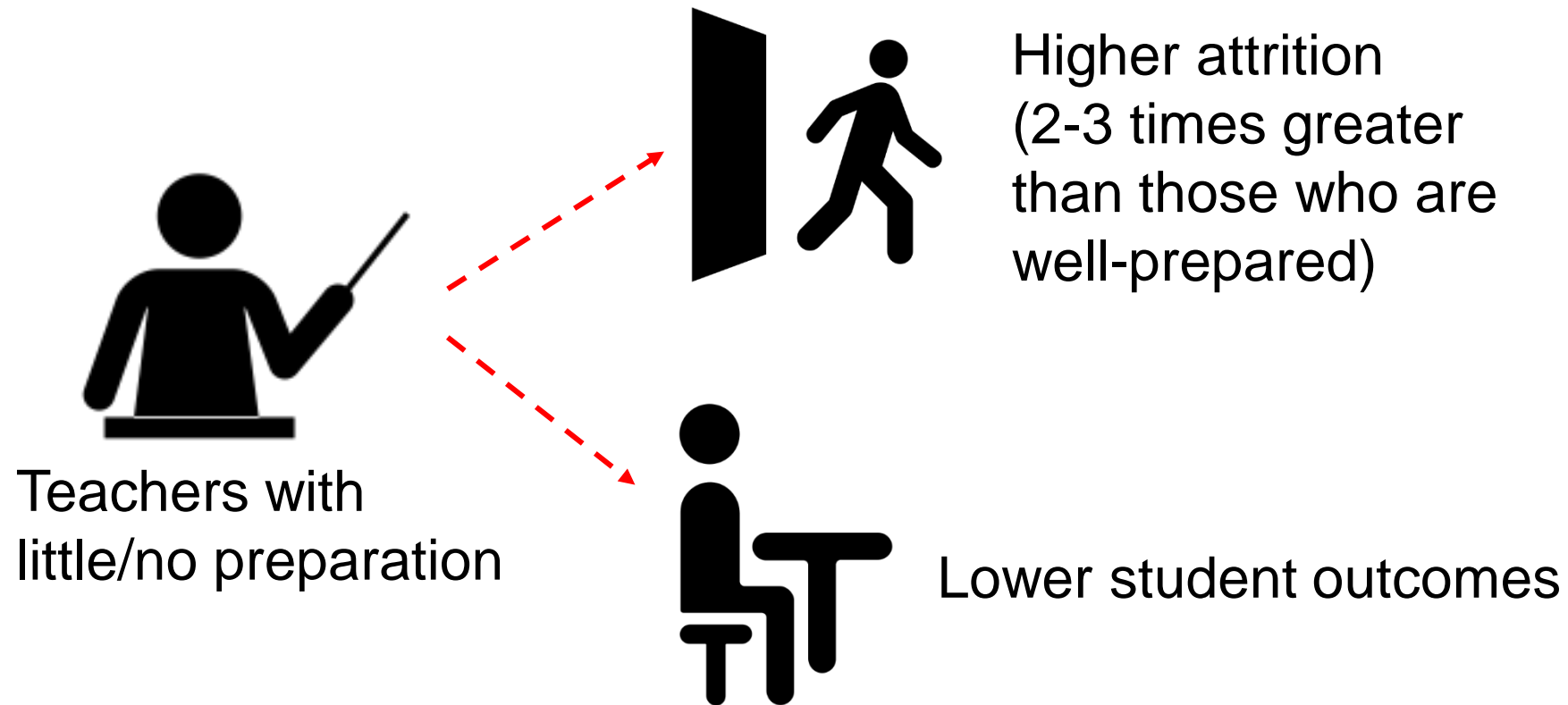
# Special Education Teacher Shortages

- 48 states and the District of Columbia report shortages of special education teachers.
  - 42 states report a shortage of early intervention providers.
- Enrollment in teacher preparation programs is down 35% over the last 5 years.
- Special education teachers leave the profession at nearly twice the rate of general education teachers.

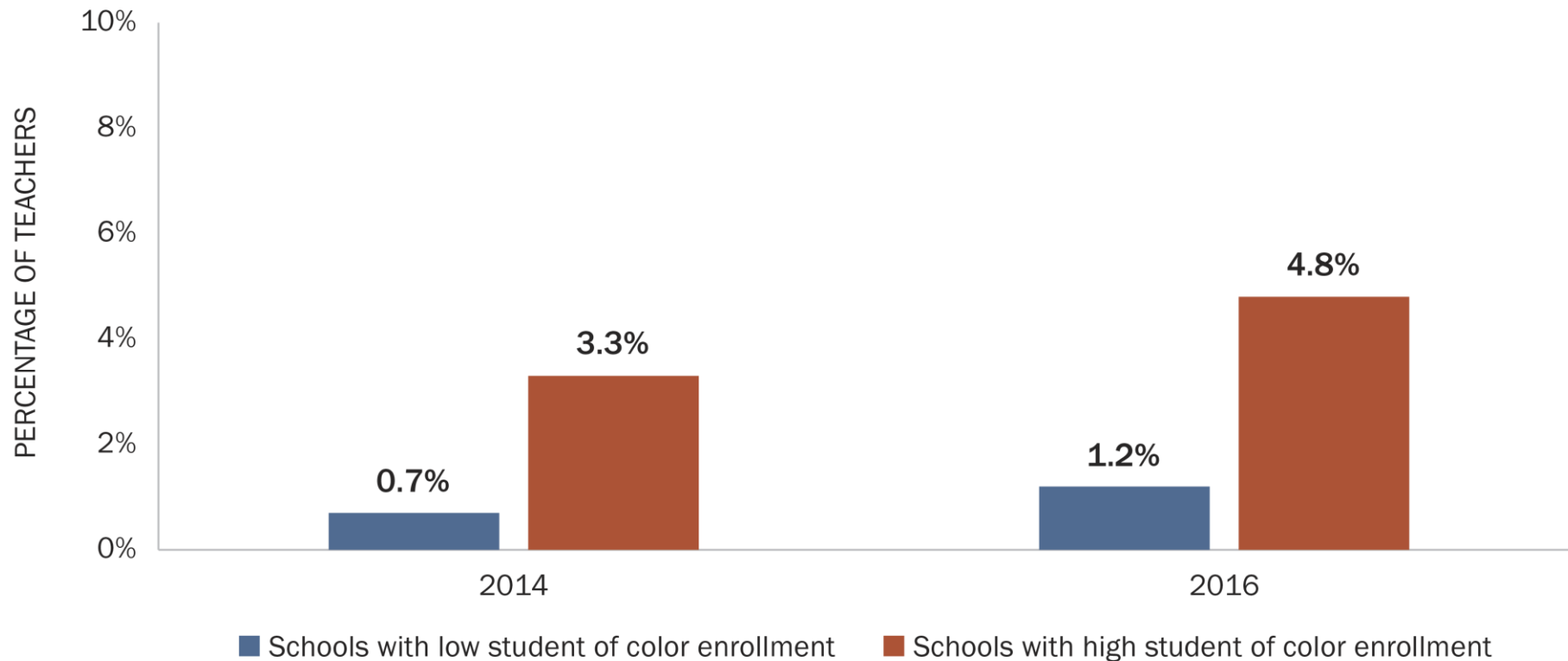
Source: Council for Exceptional Children, 2018.



# Underprepared Teachers Undermine Teacher Quality and Student Achievement



# Percentage of Uncertified Teachers in Schools With Low and High Student of Color Enrollment



Note: "Schools with low enrollment of students of color" are schools in the bottom quintile nationally, in which 0% to 13% of students enrolled are students of color. "Schools with high enrollment of students of color" are schools in the top quintile nationally, in which 86% to 100% of students enrolled are students of color.

Data source: U.S. Department of Education, Office of Civil Rights. (n.d.). Civil Rights Data Collection (public-use data files for 2014 and 2016). <https://ocrdata.ed.gov/>.

# Equity Issues in Special Education

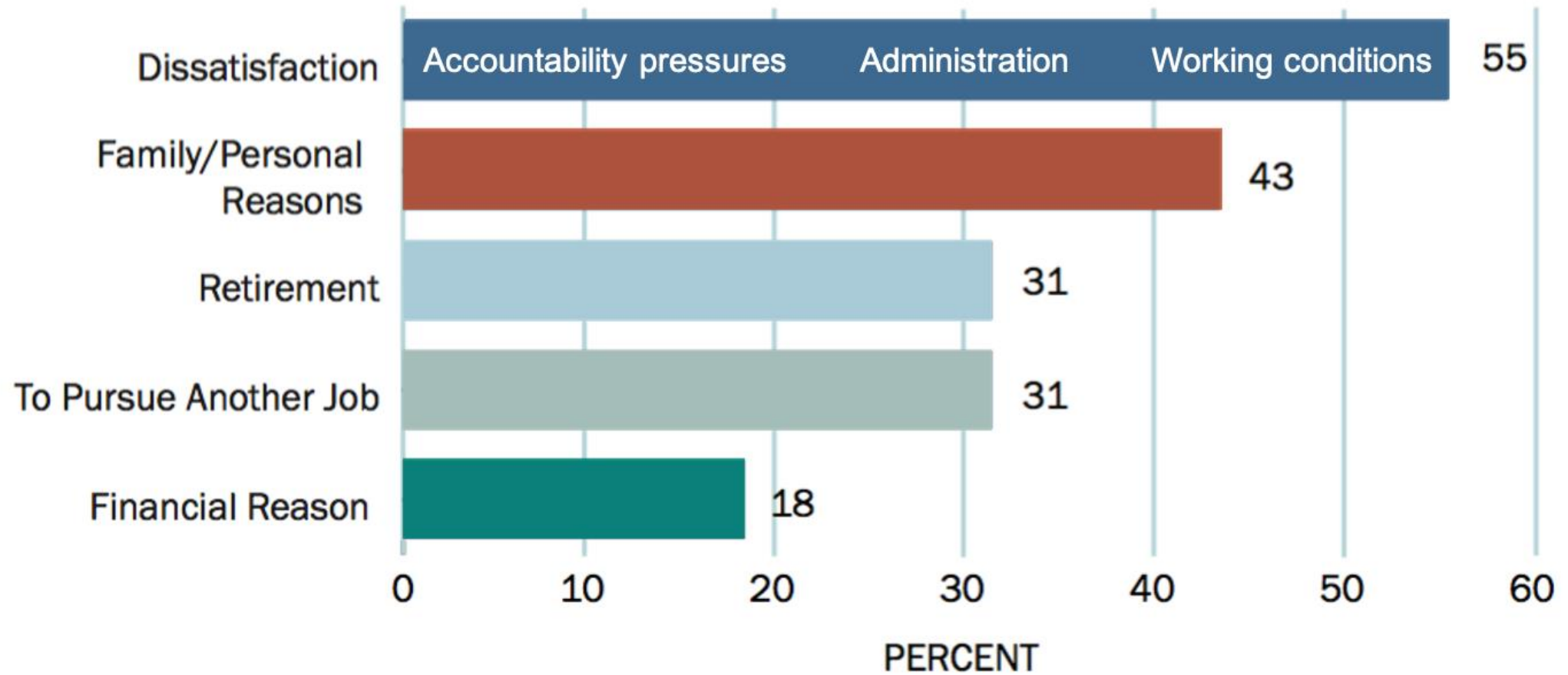
- 90% of high-poverty school districts report difficulty attracting qualified special education teachers.
- There are severe and persistent shortages of special educators from diverse backgrounds.
- Students with serious emotional & behavioral disorders are disproportionately affected.

Source: Council for Exceptional Children, 2018; Fall & Billingsley, 2011.

# **How Do Principals Support Teacher Retention?**

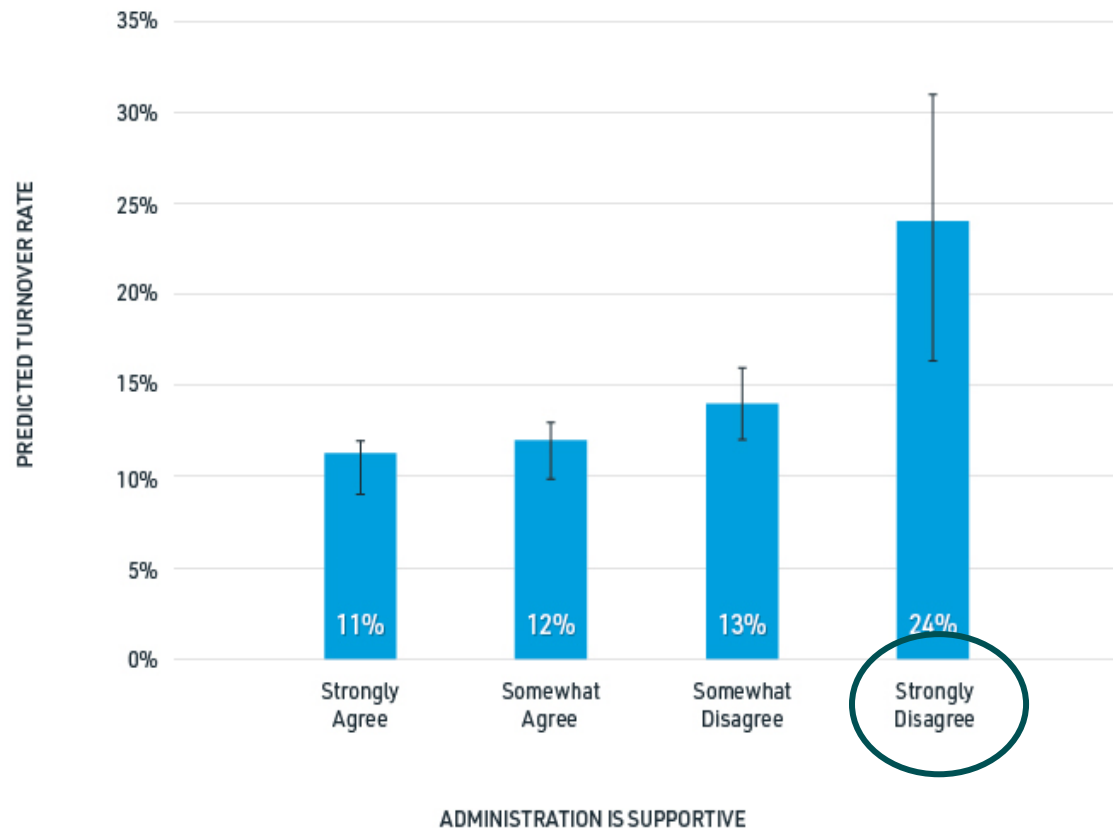


# Leadership Matters



# Administrative Support Impacts Teacher Turnover

## Predicted Teacher Turnover Rate, by Administrative Support



When teachers strongly disagree that their administration is supportive, they are more than twice as likely to move schools or leave teaching than when they strongly agree that their administration is supportive.



# Administrative Support

- Can matter more than teacher workload.
- Encompasses emotional and instructional supports.
- Includes supporting teachers with instructional resources, teaching materials, and professional learning opportunities that impact retention.
- Maintains communication channels.



# Leadership Style

- Not traditional, omnipotent, 'top-down' administrators
- Facilitators, collaborators, team leaders, or leaders of teams
- Building a broad sense of ownership and supporting school-based decisions

# Principals and Special Education Teacher Preparation

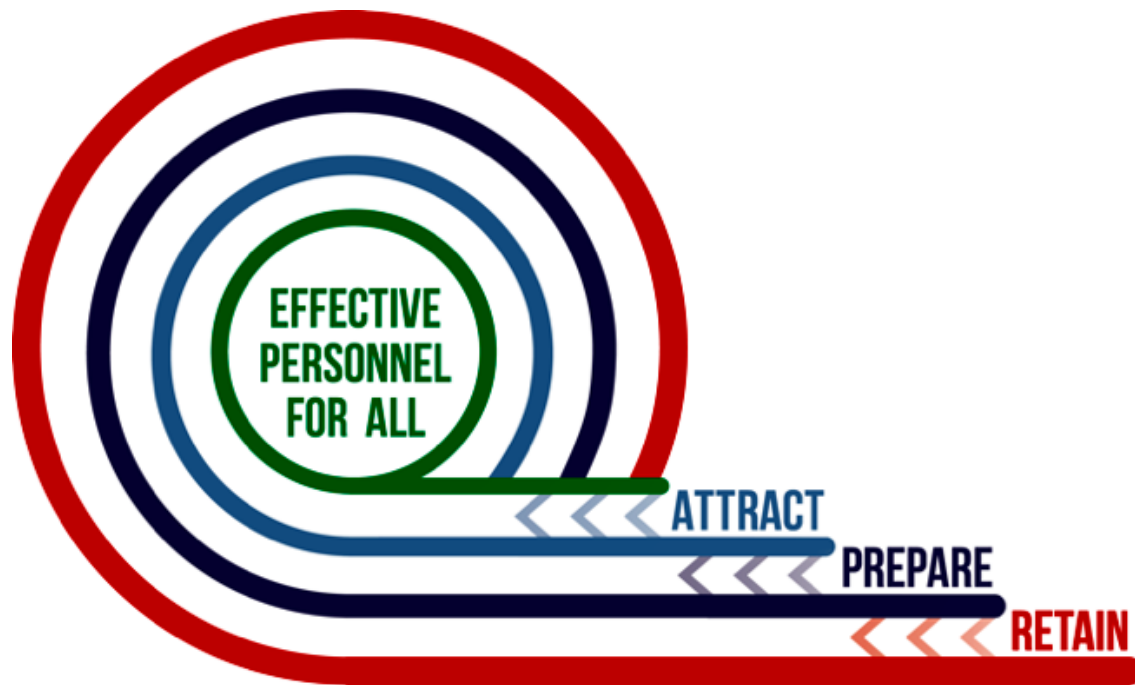
- Special educators with more extensive preparation:
  - Boost achievement for students with disabilities.
  - Are better prepared to use a variety of instructional methods.
  - Are less likely to turn over.
- Critical for principals:
  - Prioritizing early career mentoring and induction supports that work to retain teachers entering through substandard credentials.
  - Advancing partnerships with preparation programs to develop more coordinated recruitment and preparation efforts.

# The Challenge

- ⌘ Principals are left with few choices and often rely on “fast-track” and emergency-certified teachers with little preparation and no classroom experience to fill positions.
- ⌘ Short-term solutions exacerbate quantity and quality issues and create a revolving door.
- ⌘ Long-term solutions like policy change take time!

Source: Boe, Cook, & Sunderland, 2006; Feng & Sass, 2013; Ingersoll, Merrill, & May, 2014.

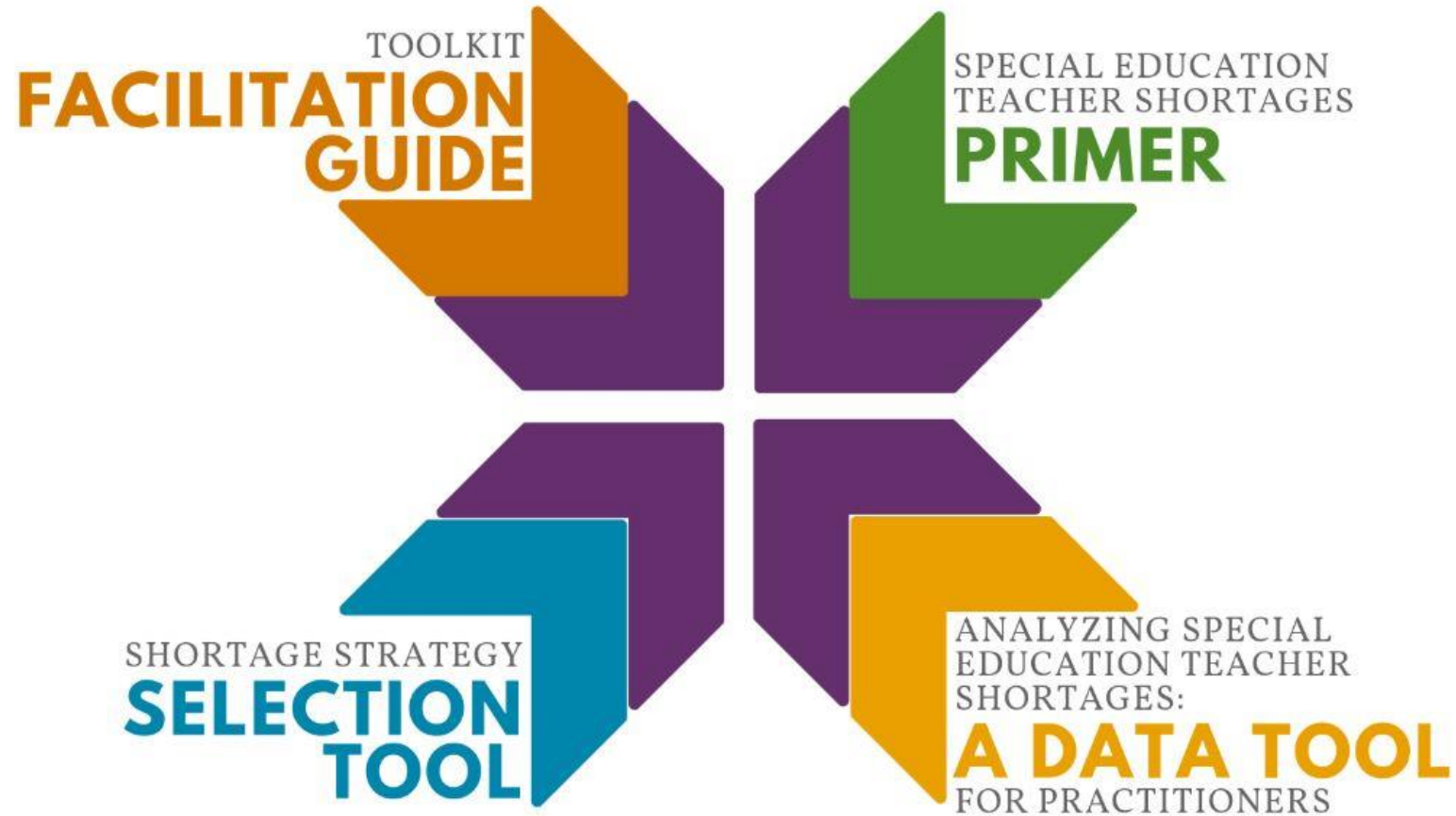
# The Solution: What Can Inclusive Principal Leaders Do To Address Shortages?



Invest in a comprehensive educator talent management strategy that:

- Spans the entire educator career continuum
- Balances short- and long-term recruitment and retention strategies

# Educator Shortages in Special Education: Toolkit for Developing Local Strategies



# Short-Term Strategies for Principals to Address Shortages

## Short-Term Strategy #1

Hire candidates with the most potential

Look-fors when hiring candidates:

- Experience as a paraprofessional.
- Experience with children.
- Experience with individuals with disabilities.
- Experience in schools.

# Short-Term Strategies for Principals to Address Shortages

## Short-Term Strategy #2

Provide New Hires  
With Intensive  
Professional  
Learning Supports

- Match novice teachers with appropriate mentors.
- Offer orientation prior to the beginning of the school year.
- Provide just-in-time professional development grounded in **High-Leverage Practices (HLPs)**.
- Pair novice teachers with knowledgeable paraprofessionals.



# Resources to Support Short-Term Strategies



## Preparing and Retaining Effective Special Education Teachers: Short-Term Strategies for Long-Term Solutions

A Policy Brief

Prepared by:  
The CEEDAR Center  
The Center on Great Teachers and Leaders

Many states struggle with shortages of special education teachers (SET). To address the shortage problem in the long term, policymakers, preparation providers, and state and district administrators must ensure that any short-term strategies are combined with a comprehensive plan that includes long-term systemic strategies to strengthen the supply, preparation, and retention of special education teachers.

### Scope of the Special Education Teacher Shortage—Research Findings

- Forty-eight states and the District of Columbia currently report special education teacher shortages (Sticher, Darling-Hammond, & Carver-Thomas, 2016).
- Certain populations of students are more disadvantaged by shortages—students in high-poverty urban schools, remote rural schools, and students with serious emotional and behavioral disorders (Albrecht, Johns, Mounstevan, & Olorunda, 2009; McClesky, Tyler, & Flippin, 2003).
- The pipeline of novice special education teachers was never sufficient and dwindled further during America's Great Recession (Sticher et al. 2016).
- Shortages are exacerbated by high rates of attrition of special education teachers found to be 2.5 times more likely to leave the profession as teachers in general education (Smith & Ingersoll, 2004).

### Some Short-Term Strategies May Be Counterproductive

- In response to the shortage, some states are reducing requirements for entry into teaching and are creating fast tracks into the classroom. States may have no other choice in the short term, but such strategies will not solve the shortage problem in the long term and could in fact create additional challenges associated with students not being educated by effective teachers.
- Because underprepared special education teachers are less effective and most likely to leave the field, fast tracks to the classroom create a revolving door. A more systemic approach to solving special education teacher shortages is needed to complement quick fixes.

Introducing

## High-Leverage Practices in Special Education

A Professional Development Guide for School Leaders



FACILITATOR'S GUIDE

August 2019



# Long-Term Strategies for Principals to Address Shortages

## Long-Term Strategies

Attract, prepare,  
and retain an  
effective teacher  
workforce

## What levers do principals have for long-term strategies to address shortages?

- Pathways into the profession
- Recruitment and hiring
- Partnerships with prep
- Professional learning supports
- Teaching and learning conditions
- Teacher career advancement

# Resources to Support Long-Term Strategies



Attract	Prepare	Retain
<a href="#">Pathways into the Profession</a> ✓	<a href="#">Preparation Program Content and Pedagogy</a> >	<a href="#">Professional Learning and Support</a> >
<a href="#">Grow Your Own Programs</a>	<a href="#">Certification and Licensure</a> >	<a href="#">Career Advancement</a> ✓
<a href="#">Alternative Routes to Certification</a>	<a href="#">Program Approval/Improvement</a> ✓	<a href="#">Teacher Leadership</a>
<a href="#">Recruitment, Selection, &amp; Hiring</a> >	<a href="#">Accreditation</a>	<a href="#">Tiered Licensure</a>
	<a href="#">Continuous Improvement</a>	<a href="#">Extending the Reach</a>
		<a href="#">Teaching and Learning Conditions</a> >

**SOLUTIONS TOOLKIT** [Request access](#)

**Teacher Shortage**

Talking About the Teacher Shortage | Explore by State | How to Solve It | Find Resources

## Tools for Solving the Teacher Shortage

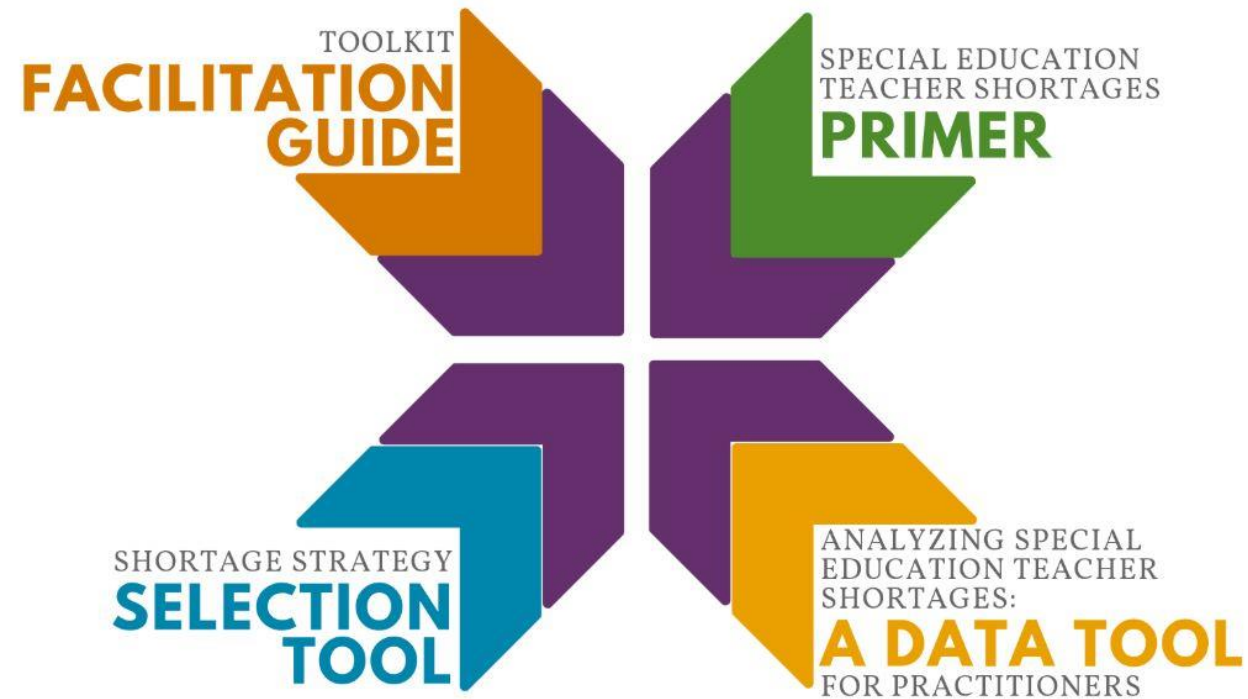
### The Teacher Shortage

To give every child a quality education, we need a quality teacher in every classroom. But severe teacher shortages in communities across the country deprive many children of the opportunities they need to prepare for college, a career, and civic participation.

In 2017, more than 100,000 teaching positions were filled by teachers with inadequate training. Because they are underprepared for the challenges of the classroom, these teachers are less effective and more likely to leave the profession. At the same time, uncompetitive compensation, high student debt, and poor teaching conditions can drive out

# Toolkit Web Tour

Toolkit Link: [gtlcenter.org](http://gtlcenter.org)



# Discussion, Reflection and Moving Forward

## Discussion and Reflection

- ⌘ What questions or comments do you have for Lindsey and Ryan?
- ⌘ What additional questions did the presentations spark for you?

## Moving Forward

- ⌘ How could the work and resources Lindsey and Ryan shared be applied in your context?
- ⌘ Do you have resources or work underway that aligns to Lindsey and Ryan's presentations that could help peers?

# Examples in Effective Policy and Practice: Role Guides



Center on GREAT TEACHERS & LEADERS at the American Institutes for Research®

CEEDAR CENTER

IDEAS Work U.S. Office of Special Education Programs

### Attract Strategies Role Guide

	State education agency role	Educator preparation program/ community college role	District role
Grow your own programs	<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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## ⌘ Grow Your Own Programs

- SEA
  - Offer competitive grants to districts to establish GYO programs in shortage areas, including special education.
- EPP
  - Provide on-site, in-district courses to paraprofessionals working toward certification in shortage areas, including special education.
- LEA
  - Work with the EPP 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.

# Examples in Effective Policy and Practice: Funding Guide



Center on  
**GREAT TEACHERS & LEADERS**  
at the American Institutes for Research\*



## Shortages in Special Education Toolkit: Strategies Funding Guide

Potential Funding Sources	Attract				Prepare						Retain																	
	Grow Your Own	Alternative Programs	Status of the Profession	Incentives	Preparation Program Recruitment & Selection Practices	District Recruitment & Hiring Practices	Credential Reciprocity	Workforce Diversity	Professional Standards, Preparation Program Standards, & Advanced Teaching Standards	Evidence-Based Practices	EPP & District Partnerships	Practice-Based Coursework & Clinical Experiences	Initial Certification	Cert	Program Approval/Imps	Continuous Improvement	Educator Evaluation and Professional Learning Systems	Alignment from Preservice to Inservice	Mentoring and Induction	Recertification and Continued Licensure	Teacher Leadership	Career Advancement	Extending the Reach	Collaboration	Empowerment	Leadership	Diversify, Equity & Inclusion	Social and Emotional Learning
School Improvement Funds: ESEA, Title I, Section 1003				•		•	•												•	•	•			•		•	•	
Improving Basic Programs Operated by LEAs: ESEA, Title I-A						•	•														•			•		•	•	
Preparing, Training, and Recruiting High-Quality Teachers and Principals: ESEA, Title II-A	•	•		•	•	•	•			•	•	•							•	•	•	•	•	•	•	•	•	•
Teacher and Leader Incentive Fund Grant: ESEA, Title II-B	•			•							•	•							•	•	•			•		•	•	

### Teacher and Leader Incentive Fund Grant: ESEA, Title II-B

#### Eligible entities and funding mechanisms

**Eligible entities:** SEAs with one or more LEAs; LEAs or consortium of LEAs; nonprofit organizations in partnership with one or more LEAs or an LEA and SEA. The majority of schools where educators participate must be high-need schools (a public elementary or secondary school that is located in an area in which the percentage of students from families with incomes below the poverty line is 30% or more).

**Mechanism:** Competitive grants administered by the U.S. Department of Education. Requires a 50% match.

#### Resources

**Program information:** <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/teacher-and-school-leader-incentive-program/>

**Legislation:** <https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-ii.html#TITLE-II-PART-B>

#### Authorized activities

The Teacher and Leader Incentive Fund supports the development and implementation of performance-based teacher and principal compensation systems and related human capital management strategies that increase access to effective educators in high-need schools. Allowable activities include:

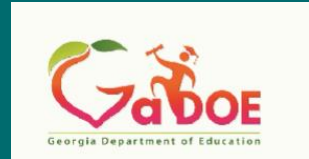
- Performance-Based Compensation Systems
- Human Capital Management System
- Educator Evaluation
- Recruitment and Hiring
- Teacher Leadership
- Teacher and Leader Residency Programs

Leadership Professional Development Grants Program: Increasing the Capacity of Leaders to Strengthen Systems Serving Students with Disabilities

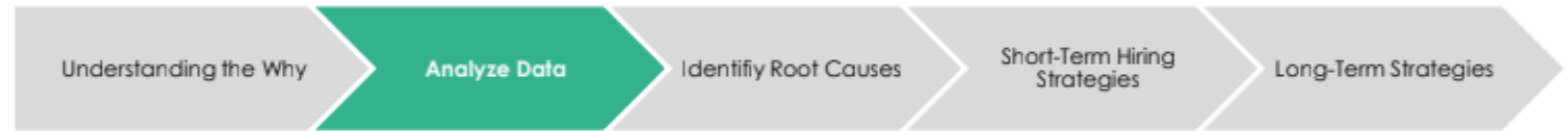
<https://www2.ed.gov/programs/osepprep/index.html>



# Georgia Teacher Pipeline Summit



## Teacher Pipeline Action Planning Stages



### Stage 2: Analyze Data

Use the Georgia Teacher Pipeline Data Tool for Practitioners to start a conversation across LEA teams and partners about the points along the career continuum where shortages are developing.

- What is the scope of teacher shortages in our school system?
- What region and student populations are most affected by teacher shortages in our district?
- At what stages along the career continuum are teacher shortages developing or expanding?
- Which partners (state, district, EPP) are involved at the points where the shortages are developing or expanding?
- How do teacher shortages differ between high-performing and low-performing schools?



ATTRACT



PREPARE



DEVELOP



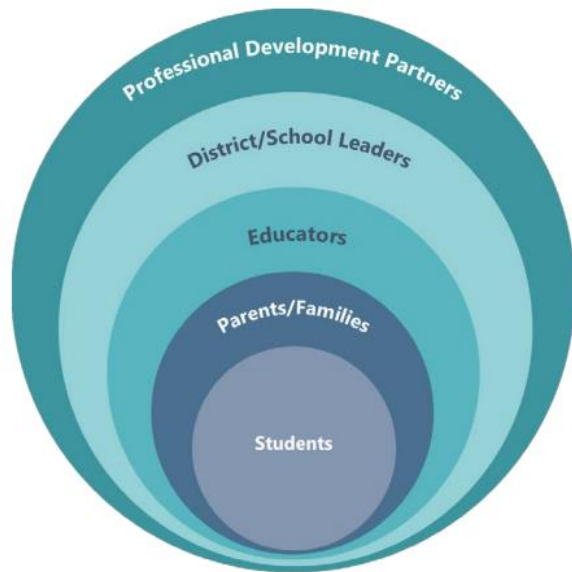
SUPPORT



RETAIN

# Washington Inclusionary Practices Professional Development Project

- WA ESHB 1109:
  - \$25,000,000 to over fiscal years 2020 (\$10M) and 2021 (\$15M)
  - Professional development in support of inclusionary practices



## Priority Areas:

- Coaching/mentoring
- State and local capacity to demonstrate positive peer relationships
- State and local capacity to utilize the expertise of WA public education faculty, staff and leaders
- Strengthen and align existing professional development and support activities
- Engaging parents and families
- Building student independence



# Arizona Department of Education

## Teacher Retention: A Camp for New Special Ed Teachers



### ⌘ Team Camp

- New system of support for special education teachers in their first or second year of teaching.
- Ongoing support in 2019-20 school year.

### ⌘ Teacher Empowerment Project

- Supporting three districts in a regional area.
- Meeting with teachers addressing High Leverage Practice #16: Explicit Instruction.
- Providing virtual coaching support to mentors and administrators.

# Discussion, Reflection and Moving Forward, Part II

## Discussion and Reflection

- ⌘ What questions or comments do you have for Lynn?
- ⌘ What additional questions did the presentations spark for you?

## Moving Forward

- ⌘ How could the work and resources Lynn shared be applied in your context?
- ⌘ Do you have resources or work underway that aligns to Lynn's presentations that could help peers?

# Conclusion

Thank you for joining us. Please reach out to James M. Paul at [james.paul@ccsso.org](mailto:james.paul@ccsso.org) with any questions about the webisode series. Please join us for upcoming webisodes.

Date/Time	Title	Description
<b>Tuesday, April 7<sup>th</sup>:</b> 2-3PM ET <a href="http://bit.ly/CCSSO-ILWebisode11">http://bit.ly/CCSSO-ILWebisode11</a>	<i>Strengthening Executive Function Skills: Evidence-Based Opportunities to Support All Learners</i>	This webisode will focus on bolstering school leaders' knowledge of evidence-based practices to enhance executive function skills for all learners. Holly McCormack of Brain Futures and Dr. Jacquelyn F. Gamino, Director of the Adolescent Reasoning Initiative at Center for BrainHealth, The University of Texas at Dallas will present.
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# References

- ⌘ Boe, E. E., Cook, L. H., & Sunderland, R. J. (2006). Attrition of beginning teachers: Does teacher preparation matter. *Center for Research and Evaluation in Social Policy. University of Pennsylvania, Philadelphia.*
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