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 11th 2-3PM ET

For more information about the CCSSO Inclusive Leadership Webisode Series, please e-mail 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

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<td><strong>Wednesday, March 11th:</strong> 2-3PM ET <a href="http://bit.ly/CCSSO-ILWebisode10">http://bit.ly/CCSSO-ILWebisode10</a></td>
<td><strong>Supporting Principals to Strategically Address Educator Shortages</strong></td>
<td>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.</td>
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<td><strong>Tuesday, April 7th:</strong> 2-3PM ET <a href="http://bit.ly/CCSSO-ILWebisode11">http://bit.ly/CCSSO-ILWebisode11</a></td>
<td><strong>Strengthening Executive Function Skills: Evidence-Based Opportunities to Support All Learners</strong></td>
<td>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.</td>
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<td><strong>Thursday, April 30th:</strong> 2-3PM ET <a href="http://bit.ly/CCSSO-ILWebisode12">http://bit.ly/CCSSO-ILWebisode12</a></td>
<td><strong>Preparing Inclusive Teachers and Leaders for Today’s Students</strong></td>
<td>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.</td>
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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
Special Education Teacher Shortages

  - 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.

Underprepared Teachers Undermine Teacher Quality and Student Achievement

- Lower student outcomes
- Higher attrition (2-3 times greater than those who are well-prepared)

Teachers with little/no preparation → Lower student outcomes

Higher attrition (2-3 times greater than those who are well-prepared)
Percentage of Uncertified Teachers in Schools With Low and High Student of Color Enrollment

![Bar chart showing percentage of uncertified teachers in schools with low and high student of color enrollment.]

- 2014:
  - Schools with low student of color enrollment: 0.7%
  - Schools with high student of color enrollment: 3.3%
- 2016:
  - Schools with low student of color enrollment: 1.2%
  - Schools with high student of color enrollment: 4.8%

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.

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
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!

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

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

- 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 Capstone Center
The Council of Great Teachers and Leaders

Many states struggle with shortages of special education teachers (DET). 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
- Nearly all states and the District of Columbia currently report special education teacher shortages (Cochran-Smith, Best, & Jenson, 2013).
- Certain populations of students are more disproportionately short-staffed—students in high poverty, urban, and rural areas, with students with disabilities requiring more support or support immediately before and after school.
- The pipeline of new special education teachers has never been as high and critical as it has been during recent years (Cochran-Smith et al., 2014).
- Shortages are most highly situated when a critical shortage of special education teachers未曾为 at the state or district level (Black, 2017).

Some Short-Term Strategies May Be Counterproductive
- As a response to the shortages, states and districts are adopting strategies for teacher training, and some are thinking of the classroom. No matter how well planned or well intended, even a few short-term plans can destabilize the teaching profession in the long run and can lead to increased instructional challenges associated with students who are often blamed on teachers.
- However, the practice of special education teachers is to focus on students who are most likely to succeed in the classroom.

Tools to Support Short-Term Strategies
- A Professional Development Guide for School Leaders
- Toolkit Facilitation Guide
- High-Leverage Practices in Special Education

Introducing
High-Leverage Practices in Special Education
A Professional Development Guide for School Leaders
Long-Term Strategies for Principals to Address Shortages

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

Shortage Strategy Selection Tool

Attract
Pathways into the Profession
Grow Your Own Programs
Alternative Routes to Certification
Recruitment, Selection, & Hiring

Prepare
Preparation Program
Content and Pedagogy
Certification and Licensure
Program Approval/Improvement
Accreditation
Continuous Improvement

Retain
Professional Learning and Support
Career Advancement
Teacher Leadership
Tiered Licensure
Extending the Reach
Teaching and Learning Conditions

Tools for Solving 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 unprepared 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
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?
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**

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**Shortages in Special Education Toolkit: Strategies Funding Guide**

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<tr>
<td>Enhanced Implementation Funds, ESEA, Title I, Section 3040</td>
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<td>Improving Basic Programs Operated by LEAs, ESEA, Title I-A</td>
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<td>Preparing, Training, and Recruiting High-Quality Teachers and Principals, ESEA, Title I-A</td>
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<td>Teacher and Leader Incentive Fund Grant, ESEA, Title II-B</td>
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**Teacher and Leader Incentive Fund Grant: ESEA, Title II-B**

- **Eligible entities and funding mechanisms:** 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-needs 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.

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**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?
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
Teacher Retention: A Camp for New Special Ed Teachers

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.

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

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