



RECRUITING AND PREPARING EFFECTIVE STAFF

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WHY SHOULD WE BE CONCERNED?

- Most states report shortages of special education teachers and early intervention providers
 - 48 states and the District of Columbia report shortages of special education teachers
 - 42 states report shortages of early intervention providers

EQUITY



WHY SHOULD WE BE CONCERNED

- Certain children and youth are more likely to be affected than others
 - Remote rural and urban areas have the worst teacher shortages
 - Students served in special schools are more likely to have less prepared teachers
 - Fall & Billingsley, 2011; Mason-Williams, Gagnon, & Bettini, 2017

WHY SHOULD WE BE CONCERNED?

- Diverse staff shortages are the most dramatic



NEW TEACHER PIPELINE IS SHRINKING

- Enrollment in teacher preparation has declined dramatically
 - Dewey et al., in press
- Declines and increasing needs are creating the perfect storm

WHY SHOULD WE BE CONCERNED?

- These shortages will likely result in shortcuts to the classroom and early intervention settings, which could have deleterious effects.



BEING PREPARED MATTERS

- Special education teachers with a certificate from a preparation program or 30 hours of credit completion have higher student value-added scores in reading and math
 - Feng & Sass, 2013

BEING PREPARED MATTERS

- Fully prepared special education teachers demonstrate more effective instruction than those teachers with little preparation
 - Nougaret, Scruggs, & Mastropieri, 2005

BEING PREPARED MATTERS

- Teachers certified in special education are more likely to stay in special education teaching
- Certification status has been found to be the strongest predictor of leaving
 - Boe, Cook, & Sunderland, 2006; Ingersoll, Merrill, & May, 2014; Miller, Brownell, & Smith, 1999;

WITHOUT CERTIFIED TEACHERS/EARLY
INTERVENTION PROVIDERS WE MAY
EMPLOY STRATEGIES THAT EXACERBATE THE
PROBLEM



EXPERIENCE MATTERS

- Experience has been linked to the effectiveness of special education teachers and early childhood teachers
 - Croninger, King, Rathbun, & Nishio, 2007; Feng & Sass, 2013

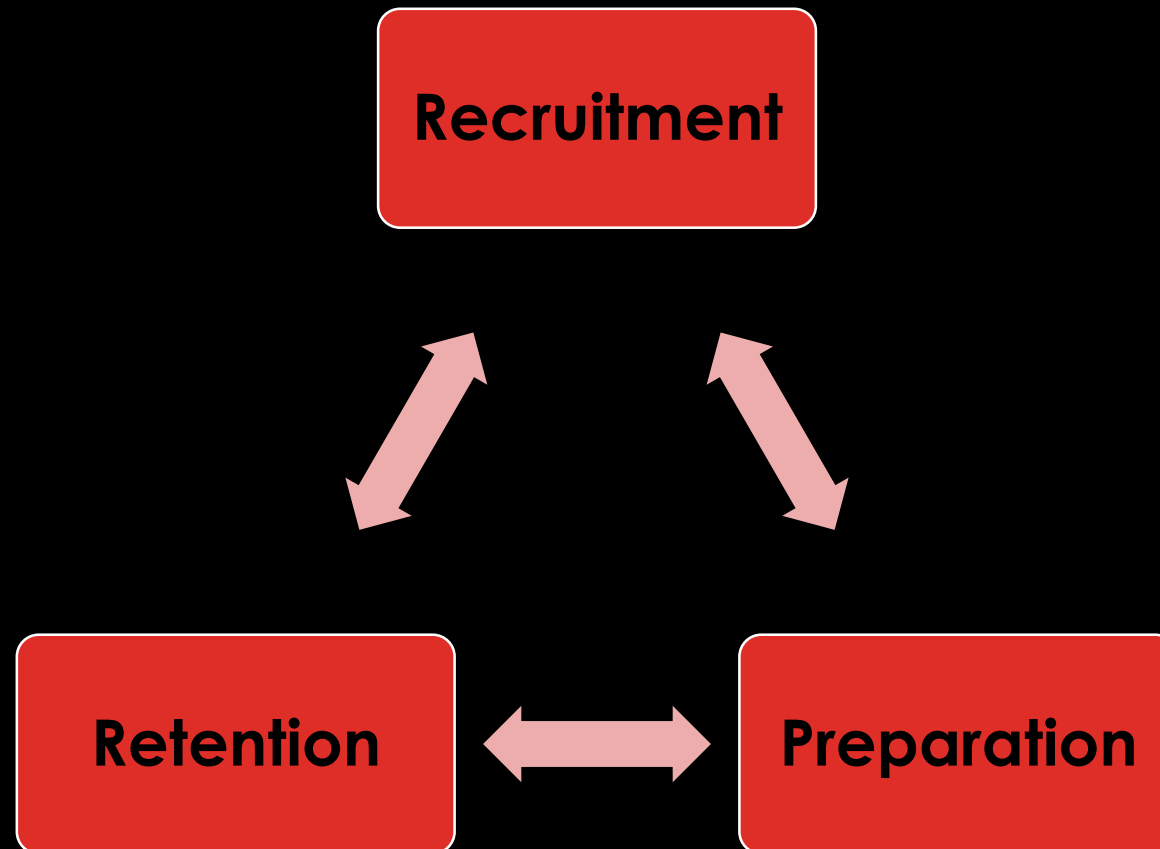
EXPERIENCE MATTERS

- Having experienced and effective peers as colleagues influences the effectiveness of teacher candidates and the effectiveness of other peers
 - Ronfeldt, Loeb, & Wyckoff, 2013; Sin, Loeb, & Grissom, 2017

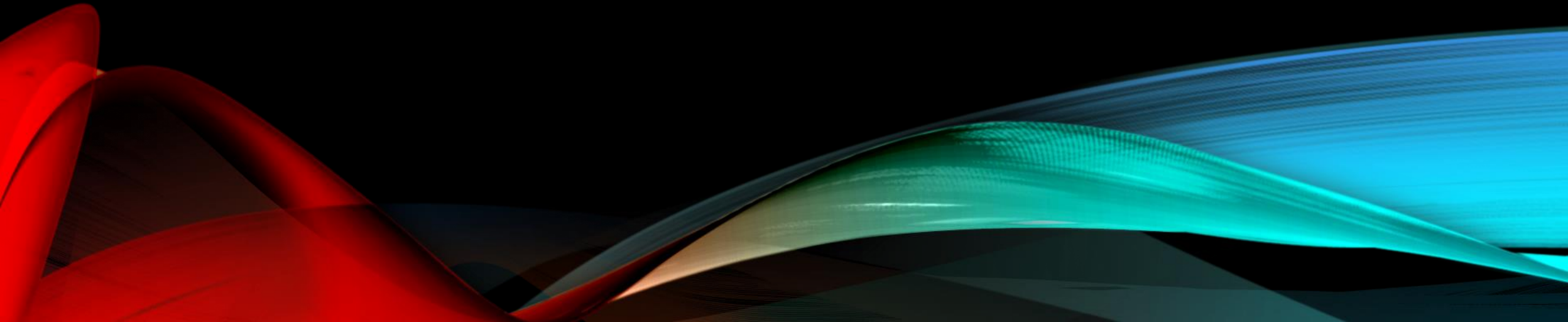
WHAT SHOULD WE DO?



ULTIMATELY WE NEED A TALENT MANAGEMENT FRAMEWORK



BUT FOR TODAY, THE FOCUS IS
RECRUITMENT AND PREPARATION



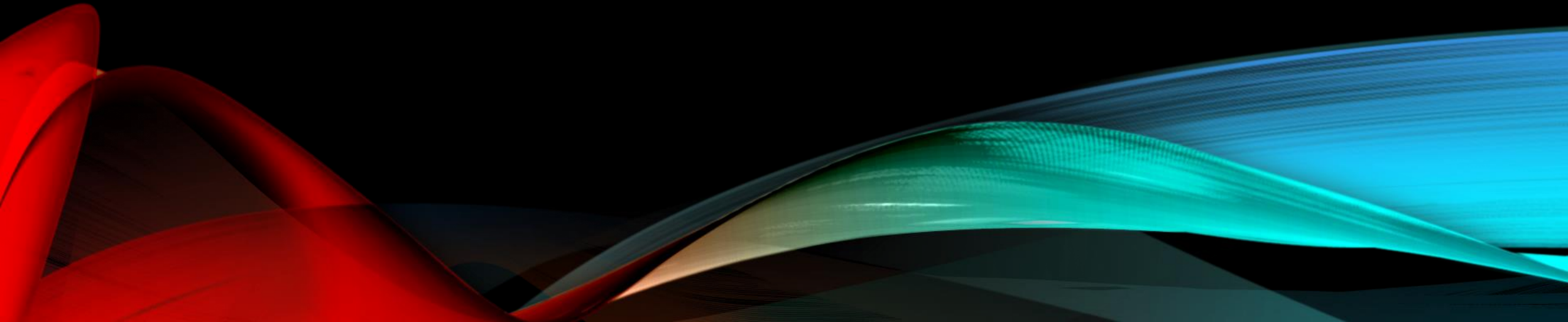
MONEY DOES MATTER



LOAN FORGIVENESS & TUITION ASSISTANCE

- Loan forgiveness programs that provide \$2000 or more in assistance are effective in retaining education special teachers
- Tuition assistance was effective in recruiting special education teachers
- Teachers who receive either have higher student value added scores
 - Feng & Sass, 2015

SIMULTANEOUSLY CONSIDER RECRUITING
EXPERIENCED AND EFFECTIVE TEACHERS





SALARY

- \$40,000 for beginning teachers is a cut off point
 - Raue & Gray, 2015

SIGNING BONUSES

- Federally funded Talent for Transfer program successful in retaining highly effective teachers
- These teachers were more likely to mentor their peers
 - Glazerman , Protik , Teh , Bruch , & Seftor , 2012

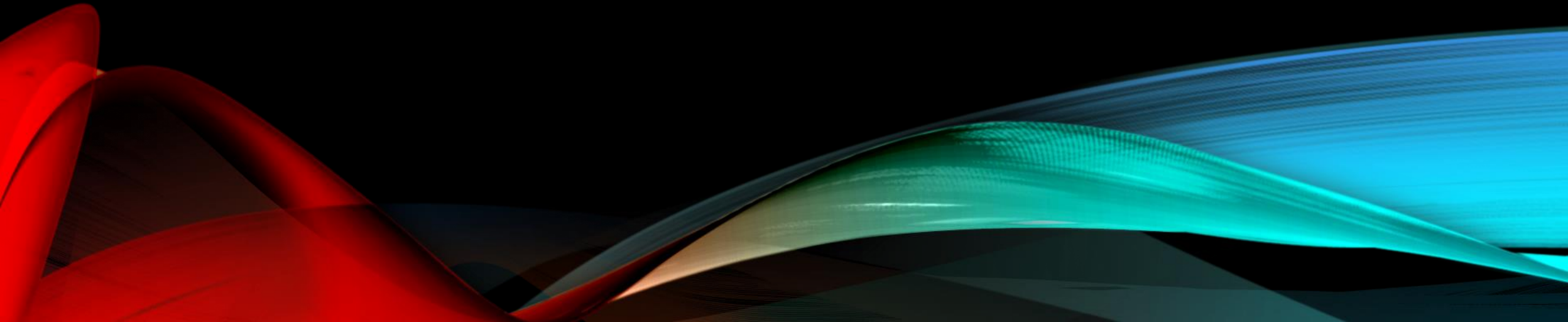
STATES WITH MORE QUALIFIED TEACHERS

- Have more preparation programs
- Pay teachers higher salaries
 - Fisher, Sindelar, Pua, Peyton, & Acosta (2017)

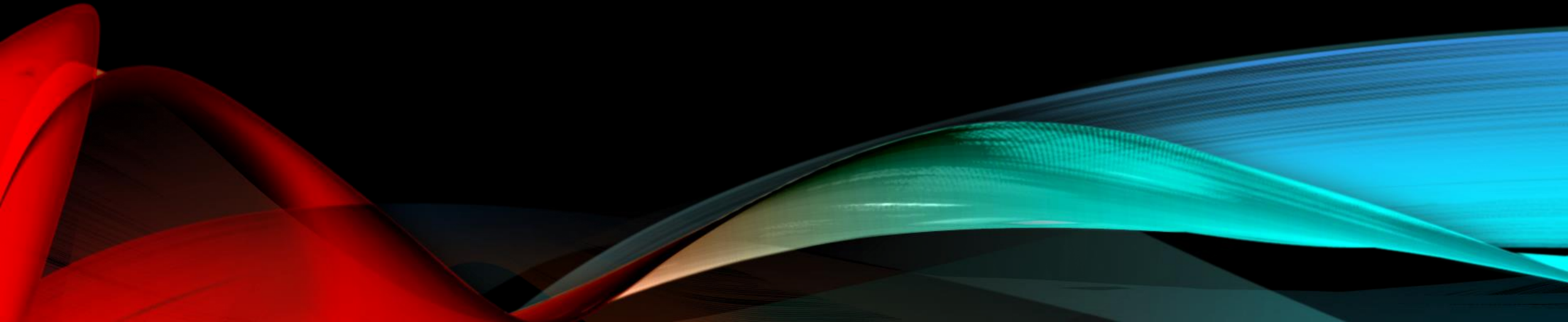
REWARD HIGH QUALITY

- National Board Certified teachers were more effective in improving the achievement of students with disabilities, students from high poverty schools, and ELL students
 - Cowan & Goldhaber (2016)

RECRUITING EXPERIENCED AND EFFECTIVE
SPECIAL EDUCATION TEACHERS AND EARLY
INTERVENTION PROVIDERS SHOULD BE PART
OF THE RECRUITMENT STRATEGY



TYPE & QUALITY OF PREPARATION MATTERS



PROGRAM STRUCTURES MATTER

- Local district programs produce teachers who have been documented to be less effective and more likely to transfer to general education
 - Sindelar, Dewey, Rosenberg, Corbett, Denslow, & Lotfinia (2012); Sindelar, Daunic, & Rennells (2004)

PROGRAM STRUCTURES MATTER

- Paraprofessional step up or grown your own programs
- Five year teacher preparation programs
- Internship programs
 - Sindelar, Dewey, Rosenberg, Corbett, Denslow, & Lotfinia, 2012

SPECIFIC ASPECTS OF TEACHER PREPARATION MATTER

- Match between student teaching and first teaching placement
- Alignment of cooperating teachers' approach with university approach to instruction
- Student teaching in a high retention school
 - Boyd et al., 2009; Goldhaber, Krieg, & Theobald, 2016; Ronfeldt, 2012; Ronfeldt, Reinger, & Kwok, 2013

SPECIFIC ASPECTS OF TEACHER PREPARATION MATTER

- How closely preparation links to first job
- Preparation in math pedagogy and content seem to have an impact on new teachers' student achievement
 - Boyd, Grossman, Lankford, Loeb, & Wycoff (2009)

ALTERNATIVE ROUTES WITH THESE FEATURES

- Meaningful collaboration between institutes of higher education (IHEs) and districts
- Adequate program length with cohesive learning opportunities
- Adequate supervision from IHE supervising teachers and building-based mentors
 - Rosenberg & Sindelar, 2005

DIVERSITY OF TEACHERS AND PROVIDERS

- Comprehensive approaches that combine pathways programs, recruitment and supportive preparation are more effective

IF WE TRULY CARE ABOUT STUDENTS WITH DISABILITIES

- We will commit to increasing the number of fully prepared staff
- We will put in place programs and policies that recruit more well prepared and fully certified staff
- We will leverage federal, state, and district programs to create a more comprehensive talent management approach

ANYTHING LESS IS AN ABDICATION OF OUR
RESPONSIBILITY AS A NATION

