



BUILDING AND SUSTAINING AN EFFECTIVE AND DIVERSE WORKFORCE

February 10, 2022

Presented by

Laurie VanderPloeg

Co-Executive Director of CEC



Moderated by

Jeremy Glauser

Founder, CEO of eLuma

Agenda

| | |
|---------------------|----------------------|
| Introduction | 5:00 pm EST (5 min) |
| Presentation | 5:05 pm EST (45 min) |
| Q&A | 5:50 pm EST (10 min) |

eLuma Solutions

- ▶ Dedicated to solving problems in the areas of special education and mental health
- ▶ Provides therapy management software and live services online with dedicated therapists
- ▶ Founded in 2011
- ▶ Comprised of 300+ dedicated team members
- ▶ Over 29,000 students served in 36 states
- ▶ Follow us on Twitter @eLumaSolutions



The Webinar

Background:

- ▶ As the nation continues to face the Educator Shortage issue, Laurie VanderPloeg will discuss how to move your system from information to implementation!
- ▶ Through this presentation, strategies, innovation practices, exemplar models, funding flexibilities and supporting resources will be shared -- so that educators can collectively make a difference.
- ▶ Recording link, Slide Deck and Certificate of Attendance will be sent after the webinar.

The Presenter

Laurie Vanderploeg

- ▶ For more than 40 years, Laurie has been a champion for students with disabilities at all levels of education.
- ▶ Served as Director of the Office of Special Education Programs (OSEP) in the U.S. Department of Education.
- ▶ Served as President of the Council for Exceptional Children (CEC) and the Council of Administrators of Special Education.
- ▶ Served as the Special Education Director for the Kent Intermediate School District (Kent ISD) and spent many years as a special education teacher, an adjunct professor at Grand Valley State University in the special education administration program and is a parent of an adult with disabilities.



BUILDING AND SUSTAINING AN EFFECTIVE AND DIVERSE WORKFORCE

Laurie VanderPloeg, Council for Exceptional Children

Today's Objectives

7

- To ensure an effective workforce we need to ensure there is an effective pipeline
- How do we attract diverse special educators, prepare them by providing opportunities and retain them long term
- Learn about short-term, immediate and long-term innovative strategies and solutions to building a sustainable system that will promote and support an effective workforce
- **MOVE FROM INFORMATION TO IMPLEMENTATION!!!**

Definition of Educator

8

- U.S. Department of Education added a definition of “educator,” which includes early childhood educators, teachers, principals and other school leaders, specialized instructional support personnel (e.g., school psychologists, counselors, school social workers), paraprofessionals, and faculty
- CEC is aligned with this definition

Statistics from 2021

9

- 66% of all teachers consider leaving the teaching profession
- 36.4% of teachers do leave their job
- 41.3% of all new teachers leave the teaching profession within the first 5 years
- 36.8% of new teachers leave within 4 years
- 28.4% of teachers leave within the first 3 years of teaching
- 23% leave within 2 years
- 11.9% leave within 1 year
- 15% of the overall teacher workforce leave the profession each year
- The cost of teacher turnover to school districts (and ultimately taxpayers) is 2.2 billion a year!

Statistics from 2021

10

- Teacher burnout rates are 50% higher in Title 1 (low income) schools
- In schools that serve primarily students of color, the teacher turnover is 70% higher than average
- The #1 reason for teacher burnout was “dissatisfaction” with 55%
- Family & Personal Reasons (i.e.: starting a family) came in at #2 with almost 45%
- Despite the low pay, financial reasons were the last reason teachers leave about 17% of the time
- Of those generally “dissatisfied” 25% were unhappy with standardized testing practices

Recent Ed Week Survey

11

- Positions locals are struggling to fill
 - Substitute teachers 77%
 - Paraeducators/instructional aids 55%
 - Full-time teachers 48%
 - Mental health counselors 19%
 - Principals/assistant principals 5%
 - District-level administrators 3%

Challenges

12

The pandemic created a unique set of inequities and challenges for special educators and early interventionists and impacted students with disabilities disproportionately. such as higher attrition rates, accelerated retirements, layoffs had the greatest impact on BIPOC students and students from low income families and those layoffs/cuts contributed to the decrease in enrollment in the preservice programs, also inadequate support, strain on their own physical and mental health, and increased stress due to working conditions, 45% of principals report inadequate working conditions accelerating plans to leave the profession, ill-prepared to teach in a virtual or hybrid model, low salaries, high debt, challenges with effectively implementing IDEA for individual students, impact of the learning loss, state policies on certification and licensure, negative media coverage and lack of opportunity to collaborate with their general education peers especially around lesson planning all which have exacerbated pre-pandemic issues.

Federal Priorities

13

- Addressing impact of COVID-19
- Promoting Equity in student access to instruction and resources
- **Supporting a Diverse Educator Workforce**
- Professional Growth to strengthen student learning
- Strengthening cross-agency relationships and collaboration to advance systematic change

Secretary Cardona's Priorities

14

Support students through pandemic response and recovery.

- Engaging families as core partners to educators
- Addressing missed instruction through intensive tutoring, extended learning time, and other evidence-based practices
- Increasing access to social, emotional, and mental health supports for all students
- Encouraging every student to participate in at least one extracurricular activity

Boldly address opportunity and achievement gaps.

- Increasing funding for Title I schools and for IDEA in order to close gaps in access to educational opportunity
- Providing every family the opportunity to start on a level playing field through free, universal pre-K and affordable high-quality child care
- **Investing in, recruiting, and supporting the professional development of a diverse educator workforce, including special education teachers, paraprofessionals, and bilingual educators so education jobs are ones that people from all backgrounds want to pursue**
- Challenging states and districts to fix broken systems that may perpetuate inequities in our schools

Federal Funding Options

Flexibilities for Educator Shortage

Funds and Flexibility

16

- More than \$280 billion in COVID-related stimulus funds have been distributed to mitigate the impact of the pandemic and can be used to address longstanding educator shortages
- Increases in IDEA to include Part D –personnel preparation programs
- Funds can be spent on anything allowable under the major education laws including personnel and professional development

Use of American Rescue Plan Funds

17

- Academic impact on instructional loss
- Enrichment programs and summer learning
- Access to mental health supports
- Afterschool programs- tutoring
- **Supporting the educator shortage workforce pipeline**
- Monitoring and measuring progress

American Rescue Plan Act Funds

18

- ❑ The American Rescue Plan Act stipulates that 90% of a state's ESSRA funds be allocated to local education agencies' (LEAs) through subgrants. SEAs and LEAs have until September 30, 2022 to award those funds
- ❑ Invite yourself to the table!
- ❑ If you are not at the table you will most likely be on the menu! (Jane West, TED)
- ❑ Many states are addressing Academic Impact of Instructional Loss

USDOE Effective Strategies

19

- **Provide flexibility for retirees and licensed staff from other states**
 - Remove barriers so retirees can substitute or serve as paraeducators
 - Allow staff licensed in other states to be hired while working on obtaining in-state credentials
- **Support school staff well-being**
 - Listen to staff concerns, share school district and community health and wellness resources

USDOE Effective Strategies

20

- ❑ **Provide Targeted Incentives**
 - ❑ Provide retention bonuses, loan forgiveness, and service scholarships
 - ❑ Increase hourly pay, consolidate part time roles so they can work more hours and be eligible for benefits
- ❑ **Build and maintain a cadre of high-quality substitute teachers**
 - ❑ Provide increased daily pay or stipends, establish a resident substitute program so the same substitute teachers serve the same schools, and remove barriers for retired teacher to substitute

USDOE Effective Strategies

21

- **Improve working conditions**
 - Support teacher well-being and mental health, create leader-to-educator and peer-to-peer support systems, provide additional support staff and planning time, communicate resources available to teachers
- **Provide targeted incentives**
 - Offer attractive career pathways and opportunities for career advancement, paid apprenticeships, specialized training, bonuses for hard-to-fill positions and retention bonuses for long-time staff

USDOE Effective Strategies

22

- **Increase wages**
 - A recent IES study found that 18 percent of all public school teachers have a second job outside the school system during the school year
- **Invest in educator pipeline**
 - Loan forgiveness and service scholarship programs can support access to comprehensive pathways into the profession. Encourage newly certified teachers to teach in high-need areas and commit to serving a certain number of years. High quality teacher residency programs have also been shown to increase teacher retention and effectiveness

Funds and Flexibility

23

- Clarifications on the use of the funds, the application process, as well as how long the funds will remain available are available from the federal Office of Special Education Program (OSEP) at:
<https://www2.ed.gov/policy/speced/leg/arp/index.html>
- DEC has released a revised – “Recommendations for Stakeholders Offering Advice on the Use of IDEA ARP Funds” July 2021
<https://www.dec-spced.org/single-post/recommendations-for-stakeholders-offering-advice-on-the-use-of-idea-arp-funds-may-2021>
- CEC has released Paper for Districts to use ARP funds to address personnel shortages
<https://exceptionalchildren.org/sites/default/files/2021-08/ARP%20Whitepaper%20July%202021.pdf>

COVID-19 Handbook Volume 2

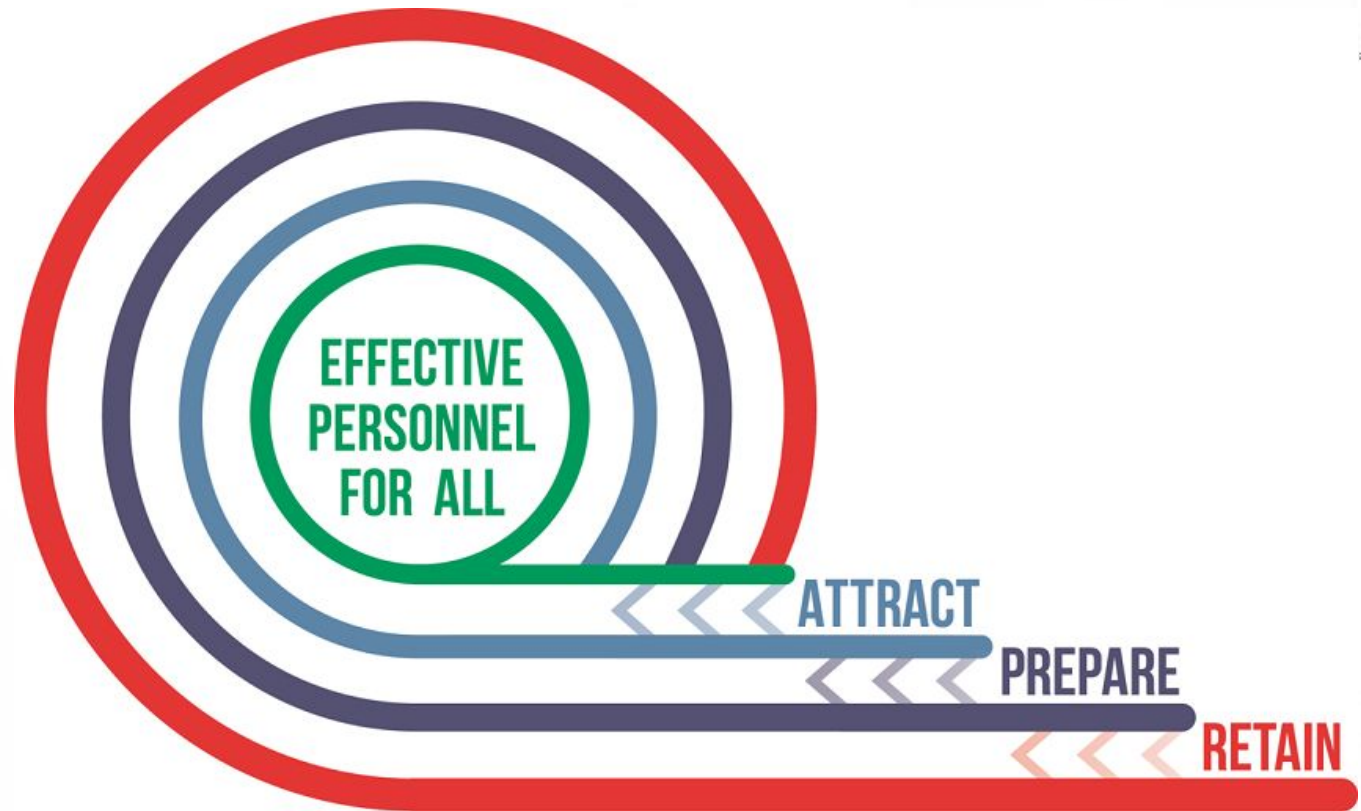
24

- Strategies described in Volume 2 can be supported by funding under the American Rescue Plan. Each section provides strategies and considerations for meeting the needs of underserved students. The sections include:
 - Stabilizing a diverse and qualified educator workforce
 - Supporting educator and staff well-being
 - <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>

OSEP Infographic

25

Attract,
Prepare and
Retain
Effective
Special
Educators



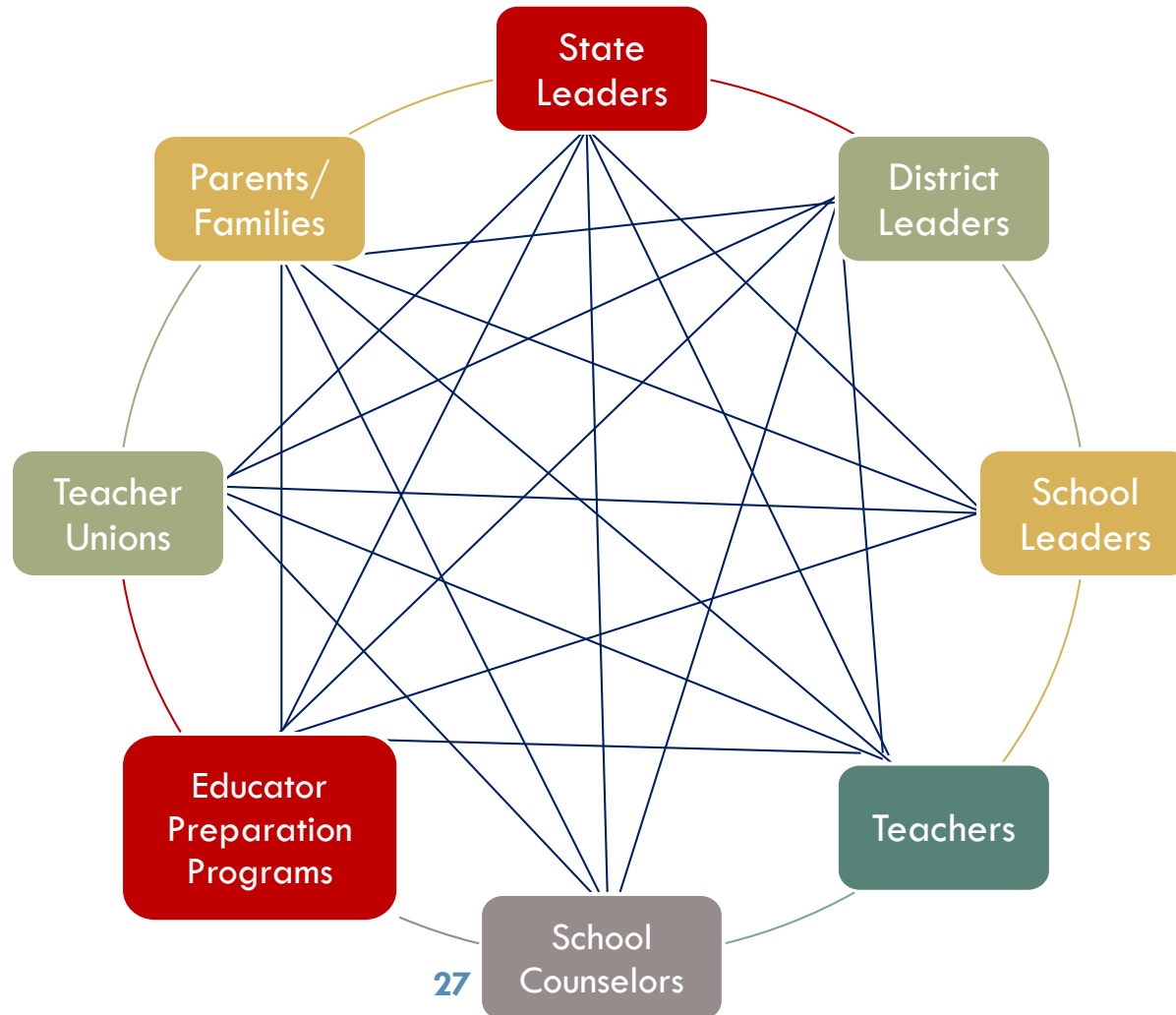
Equal Importance

26

| Attract | Prepare | Retain |
|----------------|----------------|---------------|
| Rural | Rural | Rural |
| Urban | Urban | Urban |
| Suburban | Suburban | Suburban |

Key Stakeholders

27



Leading by Convening

28

Framework to engage stakeholders in improving results for infants, toddlers, children and youth with disabilities.

[Leading By Convening](#)
– [National Center for Systemic Improvement](#)
(wested.org)



Policy Reviews

29

- Identify cross stakeholder team to review all state and local policies that directly and indirectly impact the educator workforce
 - Licensure, certifications, approvals
 - Reciprocity criteria
 - State rules, regulations, standards –legislative action
 - Funding allocations

Diversifying the Workforce

Focus on Educators of Color

31

- Teachers of color close achievement gaps for students of color, boost academic performance, increase graduation rates and increase aspirations to attend college
- Teachers of color more frequently use culturally relevant instructional practices and greater likelihood to address racism and bias in their classrooms
- Greater diversity of teachers may mitigate feelings of isolation, frustration, and fatigue which support retention of teachers of color

Why Do These Effects Occur?

32

Possible Explanations:

- **Implicit Biases:**

- Teachers who hold implicit biases about a student's race/ethnicity
 - Provide less rigorous instruction (Jacoby-Senghor et al., 2016)
 - Refer students less often to gifted education (Rocha & Hawes, 2009)
 - Write more discipline referrals (Okonofua & Eberhardt, 2015)
 - Have students who make smaller achievement gains (van den Bergh et al., 2010)
- Meta-analysis of 37 studies (Redding, 2019)
 - Black teachers were more likely to rate Black student behavior positively and academic achievement positively, compared to white teachers
 - Latino/a teachers were more likely to rate Latino/a student behavior positively and academic achievement positively, compared to white teachers

Greatest Opportunities to Diversify the Workforce

33

- Increase career counseling to encourage our profession
- Invest in teacher academies and dual enrollment options for high school students to acquire early college credit, and promote the teaching profession
- Follow up with tuition reimbursement or scholarship options to encourage their continuation in the programs
 - Students from low-income backgrounds who participate in dual enrollment have higher first year GPAs than their peers
 - Saves money and shortens degree time, increased likelihood of attaining a degree

Greatest Opportunities to Diversify the Workforce

34

- Support a tutoring program where students of color work with younger children including children with disabilities
- Diverse faculty on IHE campuses speak to students, encourage enrollment in special education programs, seek scholarship opportunities, tuition assistance programs
- Develop partnerships between LEAs and EPPs
- Alternative and performance-based licensure structure
- Look at culturally, linguistically, diverse hiring practices
- Provide guidance on cultural competence and anti-bias trainings and resources
- Develop hiring and recruitment practices

Racial Affinity Groups

35

- Affinity groups refer to individuals grouping together and networking based on common action, activism, ideology, or interest (Pour-Khorshid, 2017).
 - Used for cultivating a diverse teacher workforce, including providing supports for reducing trauma and supporting their personal and professional needs
- Racial affinity groups based on connection, hope, engagement, inspiration, advocacy, and connectedness around systemic and structural racism, ableism, and other intersection issues
 - Linked to the increased productivity of teachers of color during their preparation programs (Kohli, 2018), and implicitly with Black male SETs, as mechanisms to support them while enrolled in their preparation programs and across their K-12 careers (Scott & Alexander, 2019).

Establish or sustain affinity groups that build community and promote program completion for SET of Color

Start Up Tips

36

- Identify partnership opportunities between LEAs and IHEs.
- Identify gaps- race, ethnicity, gender, etc.
- Work with middle and high schools to recruit candidates.
- Identify potential funding sources (ESSER, Title II, IDEA, ARP).
- Develop guidance, resources and tools.

Attract- Restore Respect and Value

37

- **Elevate the Profession-** Eliminating the negativity surrounding education, and recognizing and respecting the profession
 - Develop strong media campaign
 - Develop and reward successes
 - Focus on improving morale – let their voices be part of the decision-making process about programs, materials, resources
 - Transform the roles and responsibilities of educators –move past status quo
 - Create opportunities for leadership roles, while continuing to teach – increasing leadership capacity increases their sphere of influence
 - Improve training for school leaders to effectively support teachers
 - Enhance professional learning- provide appropriate release time, develop professional learning communities, productive meeting discussions, brainstorm district issues and identify potential changes

Elevate the Profession

38

- Allocate space on your website to celebrate educators, promote allocated supports, value in working in your district
- Celebrate special educators at board meetings, in district newsletters, in local media
- Encourage teachers to articulate the importance of their profession
- Student and parent testimonials
- Increase compensation

Attract Strategies

39

- **Grow Your Own (GYO)** Through district and educator preparation program partnerships, GYO programs are specifically designed to attract local community members, paraeducators, and/or middle and high school students into the teaching profession
 - The [University of Louisiana Monroe, Louisiana Pre-Educator Pathway](#) cultivates highly skilled educators by providing young people with dual enrollment credit, beginning in high school, and providing blended coursework focused on building understanding of diverse learners, extending through college and into the profession
 - The [New Mexico Higher Education Department's Grow Your Own Teachers Act](#) provides scholarships for educational assistants in public schools to pursue teaching certification through an educator preparation program

GYO initiatives recruiting and supporting teachers of color **have higher retention** in hard-to-staff positions. States can support these programs through university-based partnerships and other financial and programmatic policies and support. Effective in both urban and rural areas

Attract Strategies

40

- **Alternative Routes to Certification-** From the development of partnerships between local community colleges and educator preparation programs, to the creation of residency programs, there are several different pathways states and school districts can invest in to attract and prepare individuals into the educator workforce. For individuals who have obtained a bachelor's degree and are interested in pursuing early intervention, teaching, or serving as a specialized instructional support personnel. Complete requirements while working full time in placement.
 - [University of Delaware Masters Plus Certification Program](#) supports candidates to earn a teaching degree and certification while being concurrently employed in public schools as full-time paraeducators.
 - [Minnesota Professional Educator Licensing and Standards Board Collaborative Urban and Greater Minnesota Educators of Color Grant](#) supports efforts to diversify the educator workforce by expanding alternative educator preparation programs.

Alternative Route to Certification

41

- Authorized in every state- 20% of new educators enter through alternative routes
- Alternative routes has largest impact on diversification than any other attraction strategy and educators of color are twice as likely to enter the field of education through alternative pathways
- Very effective strategy for career changers to pursue certification
- Check with your state department of education for state options

Start Up Tips

42

- Must include comprehensive coursework, strong mentoring, and extensive induction supports. All necessary to obtain quality
- Must include regular observation and ongoing support
- Identify funding sources (Title II, IDEA, state and federal grants)
- Market and advertise the option
- Overcome geographic constraints by offering program through synchronous and asynchronous instruction
- Develop guidance, resources and tools

Preparation

43

- Preservice Preparation
- EPPs- Educator Preparation Programs
- Professional Learning Opportunities

Prepare and Retain

44

- Although most educators receive professional development today, too often they are not consulted on the content, methods, or delivery of that professional development, leading to neither teachers' nor students' needs being met
- Survey educators to see what supports are needed
- Focus induction and mentoring models to meet identified areas of need- consider a state-wide model
- Locate funding sources- ESSA, Title II, IDEA Part C and B to fund induction and mentoring program

Induction and Mentoring

45

- Assign mentors to ALL new special education personnel
 - Teachers
 - Paraeducators
 - Specialized instructional support personnel
 - Long term substitutes – teachers, paraeducators
- Ensure well trained mentors have the knowledge and skills
- Incentivize mentors with compensation, stipend, credits toward licensure renewal
- Offer ongoing professional learning
- Encourage collaboration with multiple stakeholders
- Ensure new and early career personnel have adequate resources

Start Up Tips

46

- Train mentors on observation and feedback strategies
- Determine criteria for matching mentors with new or early career educators
- Establish clear expectations for mentors
- Establish clear expectations for principals/administrators to observe and give feedback to the mentors
- Ensure mentors have adequate time allocated to provide support
- Develop guidance, resources and tools for mentors to use
- Convene administrators, instructional coaches, LEA personnel, teacher leaders to collaboratively align schoolwide professional development with ongoing professional learning opportunities

Culturally Competent Supports

- Current research suggests that ongoing mentoring and induction supports, specifically culturally competent peer support mentoring models, can improve the experiences for teachers of color (Carver-Thomas, 2018; Scott, 2019)
 - Training costs and additional stipends for mentors
 - Focus on equity and cultural needs of educators of color
 - IHE and Division representatives trained and match based on roles, educational settings, and career goals.

Inclusive Leadership- Supporting Principals

48

- Strong principals are a key driver to retain education professionals and improve outcomes for students. Must ensure they can provide focused work time, mentorship, and collaborative opportunities to meet students' needs. Strong principal support is critical for new teachers, special educators, educator of EL and teachers of color.
- Ensure there is a principal pipeline as well!!!



Leadership Development

49

- Design and deliver intentional and targeted professional learning opportunities
 - School culture
 - Instructional leadership
 - Data analysis, facilitating change
- Provide mentors for new administrators



Ongoing Professional Learning

50

- Intensive, ongoing professional learning reduces turnover
- Higher job satisfaction, feel valued and improved student outcomes
- Educators feel more support from administrators
- Fills gap between preservice to placement learning
- Align with evaluation system so it focuses on supporting educators in their growth rather than removing those underperformers
- Practice based opportunities

Start Up Tips

51

- Clearly define professional learning goals and objectives for professional growth
- Tailor professional learning, such as novice, mid-career, and veteran, as well as those who have moved into school leadership
- Use data to drive decisions around professional learning opportunities
- Create a schedule for ongoing opportunities
- Track progress!!! Continuously evaluate for sustainability, scaling up and improvements
- Develop guidance, resources, tools

JumpStart program for new special educators

52

Special educators in their first 3 years of teaching

Council for Exceptional Children

Online Program

New Special Educator JumpStart Program

KICKS OFF AUGUST 19, 2021
Thursday | 5 p.m ET

Paraeducator program for Special Educators and Administrators of Special Education

53

Support and utilization of Paraeducators

CEC has new membership category for Paraeducators



Future PD

54

- FREE Webinar series for Paraeducators on the High Leverage Practices
 - Assessment
 - Instruction
 - Social, Emotional, Behavioral
 - Collaborative
- Will be available to ALL paraeducators across the nation
- Strategy for induction, mentoring, preparation and retention

How Can HLPs Stop the Revolving Door?

55

HIGH-LEVERAGE PRACTICES



IN SPECIAL EDUCATION



Council for
Exceptional
Children



CEEDAR
CENTER



CEEDAR Center

56

- CEEDAR stands for “Collaboration for Effective Educator Development, Accountability, and Reform.” Our mission is to support students with disabilities in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices within multi-tiered systems of support.

CEEDAR Center

57

- CEEDAR stands for “Collaboration for Effective Educator Development, Accountability, and Reform.” Our mission is to support students with disabilities in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices within multi-tiered systems of support.

IRIS Center

58

- Module on Teacher Retention for Special Educators. The OSEP-funded IRIS Center offers a module for school administrators who seek to support personnel serving students with disabilities and increase their retention. This module includes a variety of resources, research takeaways, and practical tips centered on the importance of building positive work environments for educators to support retention. Additionally, this module offers exemplars and resources related to establishing successful work environments through strong mentoring and induction programs as well as tips and resources on how to facilitate effective ongoing professional development for all personnel.
- [IRIS | Teacher Retention: Reducing the Attrition of Special Educators \(vanderbilt.edu\)](#)

Program Evaluations

59

- Program evaluation is critical for assessing the implementation and outcomes of local, state, and federal programs
- Show return on the investment (ROI)
- Use outcome data for future funding requests
 - Need to development of a sustainable system of supports

Plan Evaluation From the Start

60

- When designing a program, it is easy to focus only on the immediate decisions that must be made to implement the program and make it operational. But evaluating a program can be challenging or impossible if stakeholders do not plan for evaluation during initial program development. Having evaluation in mind when designing a program can help ensure the success of future evaluations.

Document Critical Information

61

- Document the program's design, purpose and objectives so an evaluator can compare them to the program's actual implementation. Without that documentation, an evaluation is unlikely to produce enough meaningful information to justify its cost and level of effort. Having an evaluation plan in place from the beginning with clear requirements for documentation can help ensure that the needed information is actually collected, analyzed and used to make future decisions

Common Types of Evaluation

| | Formative | Process | Impact or Outcome |
|---|--|--|---|
| Questions the type of evaluation can answer | <ul style="list-style-type: none"> • Is the program's implementation optimized for success? • Is the program well developed? | <ul style="list-style-type: none"> • How is the program operating, and in what context does it operate? • Has the program been implemented as planned? • How can the program's operation be improved? | <ul style="list-style-type: none"> • Did the program reach its objectives? • What impact did the program have on target outcomes? • What long-term changes can be attributed to the program? |
| When to use the type of evaluation | During the planning stages or beginning of the program's implementation so revisions can be made before the | In the early stages of the program's implementation to provide initial feedback | At the end of the program's development, when the program is stable and unlikely to change in fundamental |

Determine Timing and Resources

63

- If stakeholders want the evaluation's results to help improve the program or justify continued funding, they need to make sure the evaluation is completed before the program is slated to end. This is particularly critical for programs that rely on grant funding, which are usually active only for a set period of time.

Action Planning

64

- Stabilizing the educator workforce requires listening to and empowering educators—and making needed changes to help them continue to support students through this unprecedented time. Navigating through adversity can be an opportunity to reset approaches to the educator workforce. Beginning with planning and leadership, states, districts, and schools can chart a new course that will improve education for both students and teachers by intentionally increasing an effective and diverse pipeline and creating the conditions that help educators enter and remain in the classroom in order to effectively address the unique needs of all students

Educator Shortage Workshop

65

Action Plan

| Strategy (List strategy and objective) | Next Steps (what you need to do to achieve objective) | Measure of Success (how will you identify success) | Time Frame (by when will you achieve your objective) | Resources (list resources needed to complete each objective) |
|--|---|--|--|--|
| | | | | |
| | | | | |
| | | | | |

Rethink

66

What are you currently doing that is getting results or outcomes you are working toward?

What are you currently doing that is not getting the results or outcomes you want that needs to change?

HOW COULD YOU USE THESE QUESTIONS?



CEC/CEEDAR APR Webinar Series

67

- Coming Soon!
- Move from Information to Implementation
- In collaboration with multiple national organizations
- Peer training on exemplar models
- Resources, resources, resources

Questions

68



Next Webinars



**Charles Barrett,
PhD, NCSP**

It's Always About the Children: Educators Bringing Their Whole Selves to the Profession*

Wednesday, March 2, 2022 at 5 pm EST

Given the myriad challenges facing all educators—more than ever before, everyone needs encouragement. Using personal experiences as a child with a stutter, and anecdotes that inform his teaching and clinical practice, Dr. Charles Barrett will inspire and motivate attendees to view their respective roles serving children through the lens of purpose, which leads to passion, and ultimately unlocks the potential of young people.

<https://www.elumatherapy.com/webinars/>

*This is part of our Webinar Series, "Creating Better Mental Health and Wellness in Our Schools."

Thank You

For more information
contact:

www.eluma.com



Follow us on Twitter
[@eLumaSolutions](https://twitter.com/eLumaSolutions)