



Public Schools of North Carolina

Recruiting and Retaining Special Education Teachers

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Retaining Special Education Teachers

What is the State of Things in North Carolina and What
Do We Know from Research



Retaining Teachers in NC

- In 2013-14, 13,577 teachers out of 96,010 (14.12%) left their LEA, down from 14.33% in 2012-13
- The annual turnover rate represents movement from LEAs and therefore does not capture school to school movement, nor movement of EC educators into other teaching areas
- Pipeline matters: After 5 years – approximately 75% of NC prepared teachers are still in classrooms compared to 57% of out of state and 55% of alternatively prepared teachers
- Region matters: There is some regional variation in teacher turnover and quite a bit across districts from a high of 34% in Washington County to a low of 6% in Clay County

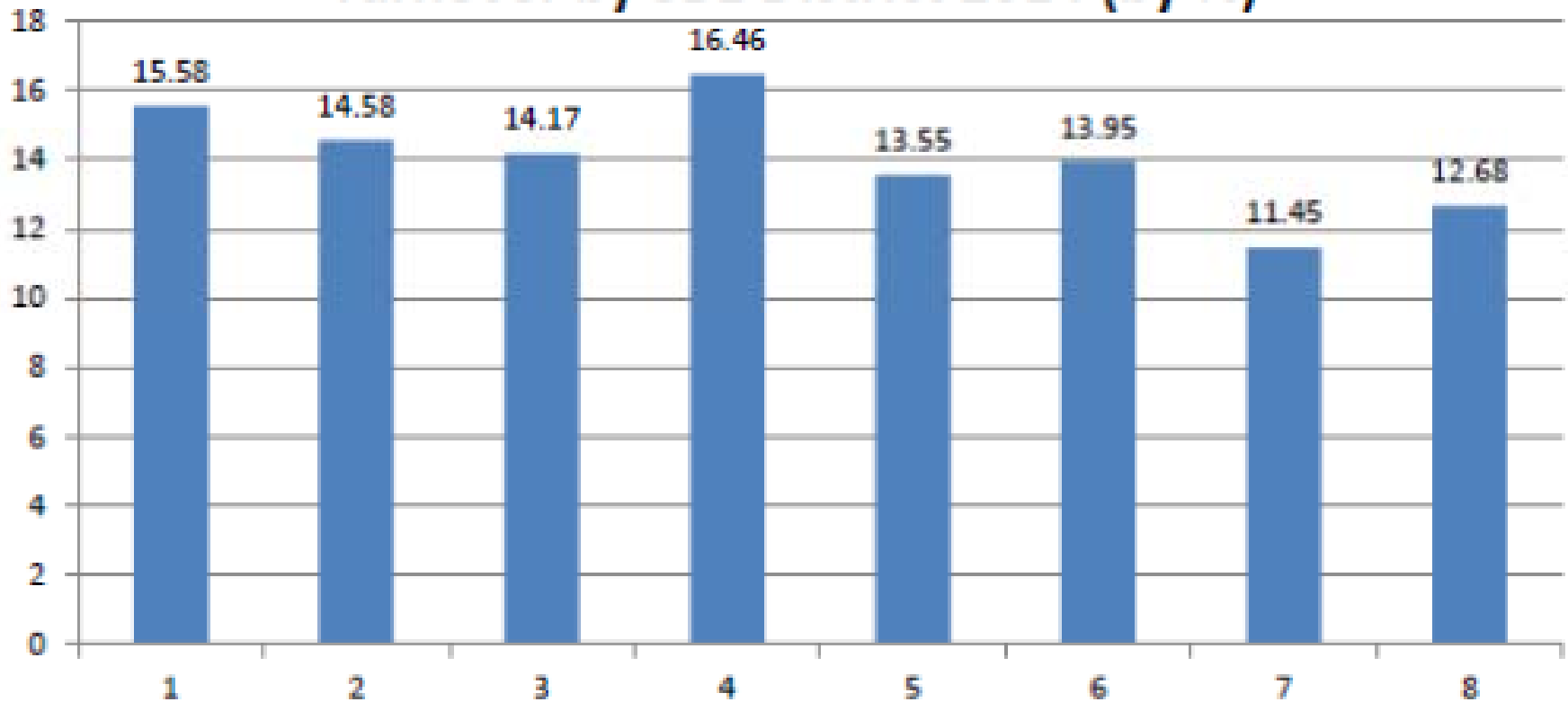


Some Regional Variation in Teacher Turnover

North Carolina's State Board of Education (SBE) Districts

District 1 - Northeast	District 5 - Piedmont-Triad/Central
District 2 - Southeast	District 6 - Southwest
District 3 - North Central	District 7 - Northwest
District 4 - Sandhills/South Central	District 8 - Western

Turnover by SBE District 2014 (by %)



Special Education Teacher Attrition

School Year	# of EC Teachers	# of EC Teachers Leaving	EC Turnover Rate
2013	9,742	2,356	24.18%
2012	9,633	2,174	22.57%
2011	10,098	2,230	22.08%



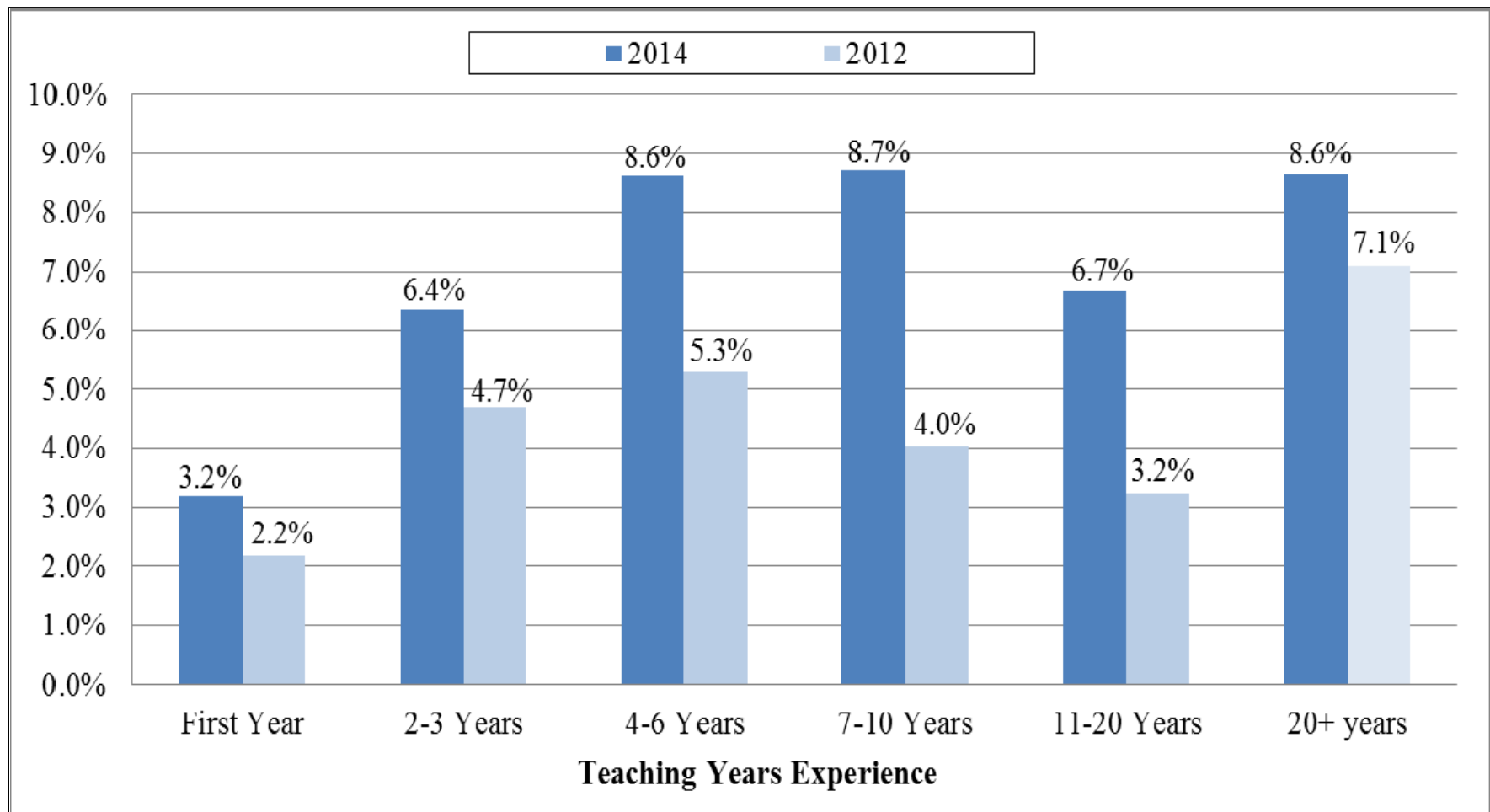
Teaching Conditions Drive Turnover for Special Education Teachers

“This review suggests that work environment factors (e.g., low salaries, poor climate, lack of administrative support, role problems) can lead to negative affective reactions (e.g., high levels of stress as well as low levels of job satisfaction and commitment). These negative reactions lead to withdrawal and eventually attrition.” (Billingsley, 2004)

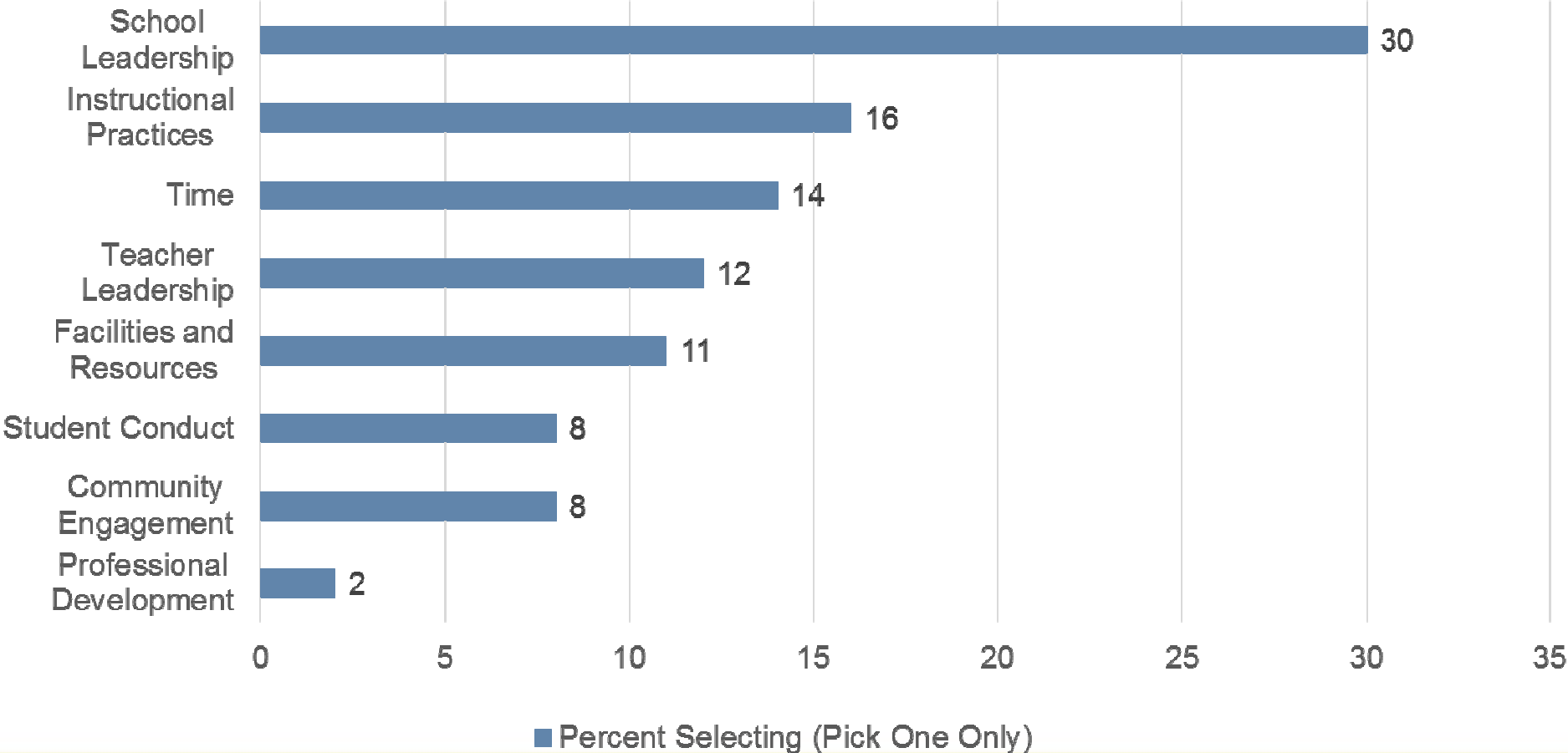
Additionally, special educators who are younger and inexperienced, uncertified and with higher test scores are more at risk for leaving the profession



More Early-to-Mid Career Educators Indicate Plans to Leave Education According to 2014 TWC Data



Which Aspect of your Teaching Conditions Most Affects Your Willingness to Keep Teaching at Your School?



School Leadership Drives Teacher Movement in NC

Survey Item	Percent Agree				
	Stayers	Movers	Leave Classroom	Leave Education	Stayers - Movers
There is an atmosphere of trust and mutual respect in this school.	78.3	37.1	62.9	53.4	41.2
Overall, my school is a good place to work and learn.	90.0	49.7	78.8	68.0	40.3
Teachers feel comfortable raising issues and concerns that are important to them.	76.6	37.1	63.7	52.0	39.5
The school leadership consistently supports teachers.	84.0	46.6	70.9	60.6	37.4
Teachers have an appropriate level of influence in this school	74.2	39.6	61.1	49.3	34.6
The school leadership makes a sustained effort to address teacher concerns about leadership issues	85.5	52.2	72.0	63.8	33.3
We utilize results from the 2012 NC TWC Survey as a tool for school improvement	85.3	52.3	72.8	63.3	33.0
School administrators consistently enforce rules for student conduct	75.6	42.8	61.1	53.9	32.8



PD Needed in Working with Special Education Students

PD Area	2014		2012	
	Had	Need	Had	Need
Common core and essential standards	72.1	51.9	75.2	68.5
Student assessment	45.3	35.9	47.9	36.6
Differentiating instruction	39.8	53.4	44.2	53.9
Special education (students with disabilities)	18.2	50.3	19.0	52.0
Special education (gifted and talented)	12.0	44.6	12.3	46.8
English Language Learners	14.9	43.4	17.5	46.2
Closing the Achievement Gap	23.3	50.4	25.4	52.9
Methods of teaching	41.6	32.1	43.2	35.1
Reading strategies	50.2	41.1	53.7	42.4
Integrating technology into instruction	50.7	53.8	53.2	58.7
Classroom management techniques	50.7	53.8	53.2	58.7
Content area	64.0	36.8	67.3	38.7



Induction Critical to Keeping New Teachers

- High quality induction enhances new teacher retention and accelerates effectiveness. For every dollar spent on induction there is a \$1.66 in return on investment
- NC standards for induction programs and mentors and continuums help demonstrate what it takes to have high quality in critical areas such as leadership support, time, mentor recruitment/selection/training, etc.
- Many new teachers do not have high quality support According to NC TWC Survey, while 95% of new teachers are assigned a mentor, 30% NEVER developed lesson plans or analyzed student work together and 25% were NEVER observed by their mentor
- 45% of mentors not in the same content area as their mentee



Which Solutions to Retaining Special Education Teachers Has Your District Most Heavily Invested?

1. Improving working conditions (school culture, autonomy, staffing, etc.)
2. Improving new special education teacher support (i.e. specific or enhanced school/district induction programs)
3. Improving special education teacher support (i.e. professional development, coaching, etc.)
4. Providing Administrative Support



Which Solutions to Retaining Special Education Teachers Do You Believe Will be Most Effective?

1. Improving working conditions (school culture, autonomy, staffing, etc.)
2. Improving new special education teacher support (i.e. specific or enhanced school/district induction programs)
3. Improving special education teacher support (i.e. professional development, coaching, etc.)
4. Providing Administrative Support



Recruiting Special Education Teachers

What is the State of North Carolina and What Do We
Know from Research



Finding Teachers in NC

- NC needs approximately 12,000 new teachers annually
- In 2013, 46% of teachers receiving an initial credential in NC were trained in another state (compare to 18% in FL, 26% in KY, 20% in MS, 13% in SC, 66% in TN and 71% in VA)
- Enrollment in undergraduate and graduate programs at UNC schools of education down 7% from 2012-2013 and down 17.6% since 2010 (vary by campus..i.e. UNC-CH and UNC-P at 30% decline)



Special Education Remains One of the Top 3 Hardest to Staff Areas

2011-2012		2012-2013		2013-2014	
Number of LEAs Reporting to Question = 115		Number of LEAs Reporting to Question = 115		Number of LEAs Reporting to Question = 115	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
9-12 Mathematics	93	9-12 Science	65	Math (Grades 9-12)	100
Special Ed.: General Curriculum	78	Special Ed.: General Curriculum	54	Science (Grades 9-12)	86
9-12 Science	74	9-12 Mathematics	52	Spec Ed: General Curriculum	82
6-9 Mathematics	54	6-9 Science	40	M.G. Math (Grades 6-9)	65
6-9 Science	51	Special Ed.: Adapted Curriculum	39	Spec Ed: Adapted Curriculum	56
Special Ed.: Adapted Curriculum	40	6-9 Mathematics	37	M.G. Science (Grades 6-9)	53
English as a Second Language	20	Spanish (Special Subjects K-12)	18	ESL	14
Spanish (Special Subjects K-12)	17	English as a Second Language	15	Spanish (Grades K-12)	13
9-12 English	16	Career and Technical Education	15	Health Occupations Education	13
Family and Consumer Sciences Ed. (Career and Technical Ed. 6-12)	13	Family and Consumer Sciences Ed. (Career and Technical Ed. 6-12)	11	English (Grades 9-12)	8
6-9 Language Arts	11	6-12 Language Arts	8	Spanish (Grades 9-12)	8
6-9 Social Studies	9	6-9 Social Studies		Technology Education	8
Health Occupations Education - Registered Nurse	9	Dual Certifications	8	Family and Consumer Sciences	7
9-12 Spanish	8	Health Occupations Education-Registered Nurse	7	Business Education	5
Career and Technical Ed. 6-12	6	Speech Pathologist	3	M.G. Language Arts (Grades 6-9)	5
Special Ed.: Cross Categorical	5	Media	2	M.G. Social Studies (Grades 6-9)	5
Special Ed.: Behaviorally/Emotionally Disabled	5	School Psychologist	2	Spec Ed: Cross Categorical	5
Birth to Kindergarten	5	Academically Gifted	2	Spec Ed: Academically Gifted	5

Notes: ¹ Above numbers include only those areas identified by 5 or more LEAs.



Fewer Special Education Teachers in the Pipeline

School Year	Pipeline			Completers			Total		
	BA	MA	Total	BA	MA	Total	BA	MA	Total
2014	1,292	390	1,682	625	325	950	1,917	715	2,632
2013	1,256	515	1,771	478	260	738	1,734	775	2,509
2012	1,241	610	1,851	524	280	804	1,765	890	2,655



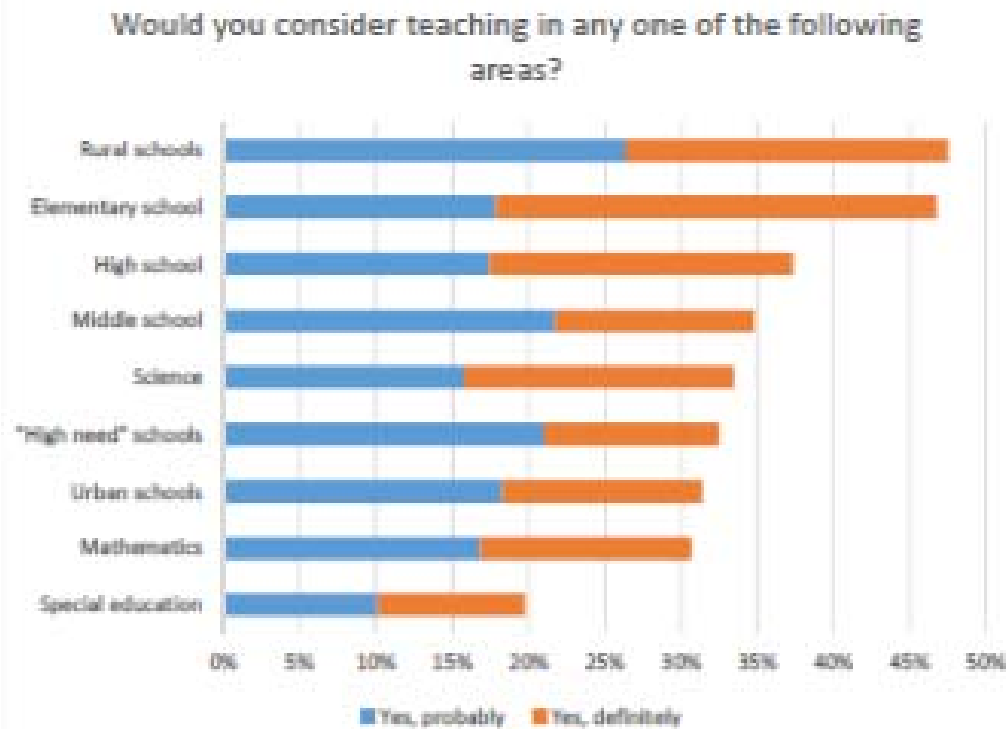
Recruiting New Candidates:

- Early recruitment
- Para-educators to teachers
- Partnerships with 2 or 4 year IHEs
- Alternative routes
- More than 50% of Illinois Grow Your Own entrants were counselled out (most of which had received payment) with challenges on passing tests, placement and getting through program (work, school, life balance)
- Support and recruitment critical for all areas



Expanding the Pipeline: Considering Adults in the Community – 2014 NC Market Research

- 36% of adults likely to change careers in next 3 to 5 years (up from 15% in 2006)
- 13% say most interested in teaching unaided and 36% verify that they definitely or probably would consider teaching (particularly if they make less than \$60,000)



Incentives and Bonuses

- Non-financial incentives—improvements in teaching conditions such as time, professional support, etc.—are selected by teachers as more important than financial in making decisions about where to teach
- Financial incentives such as signing and retention bonuses are rarely enough to significantly influence decision making



An Example of State Investments in Hard to Staff Districts or Subjects

- Free tuition for high school students at state colleges who commit to teaching in hard to staff school (2 years teaching per year tuition)
- Student loan payoff for those already prepared going into HTS districts (1 year per year taught)
- Teachers in their first 5 years get a 5 year experience boost on the salary schedule
- With 5 years experience teaching can have 2 years of graduate school paid for
- \$5,000 for mentoring new teachers in HTS districts
- \$55M for program after 10 year (\$1.5M in year 1)



Which Solutions to Recruiting Special Education Teachers Has Your District Most Heavily Invested?

1. Creating and implementing a recruitment plan (i.e. marketing, promotional materials on community, social media, recruiters, etc.)
2. Streamlining the application and hiring process (i.e. timing of hiring, speed of offering contracts, minimizing paperwork, etc.)
3. Recruiting special education teachers through local partnerships and resources (i.e. partnerships with IHE, chamber of commerce, etc.)
4. Utilizing bonuses, additional compensation for hard to staff area/subject or other financial incentives
5. Expanding the pool of potential special education teachers (i.e. high school programs, grow your own, outreach in community, etc.)
6. Emergency short-term solutions



Which Solutions to Recruiting Special Education Teachers Do You Believe Will Be Most Successful?

1. Creating and implementing a recruitment plan (i.e. marketing, promotional materials on community, social media, recruiters, etc.)
2. Streamlining the application and hiring process (i.e. timing of hiring, speed of offering contracts, minimizing paperwork, etc.)
3. Recruiting special education teachers through local partnerships and resources (i.e. partnerships with IHE, chamber of commerce, etc.)
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