



Building Effective Partnerships for Recruiting, Preparing, and Mentoring Beginning Special Education Teachers

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Introduction

Purpose of Presentation:

- Outline common characteristics of effective partnerships among LEAs, SEAs, and IHEs engaged in recruitment, preparation, and retention of special education teachers.
- Highlight on-going successful partnerships among LEAs, SEAs, and IHEs.

Advance Organizer:

- Research: NCIPP Commissioned Paper
- Federal and State Initiatives
- Statewide Partnership Exemplar
- Q and A

Why Partnerships?

(e.g., Lauer et al., 2005; Price, 2005; Stephens & Boldt, 2005)

- Intuitive
- Allow Leveraging of Assets
- Teacher Preparation viewed as On-going Process Bridging Preservice, Induction, and Professional Development
- Dynamic Combinations of Resources, Personnel and Expertise
- Benefits for Preservice and In-Service Teachers (and Students)



The Research

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Purposes for Partnering

- Reforming and restructuring teacher education and school practice to improve:
 - Teacher preparation viewed as a process beginning in pre-service program through induction and ongoing professional development
 - Recruitment of teachers committed to working with diverse populations
 - Improved socialization of new teachers into schools

Purposes for Partnering

- Mutually beneficial for IHEs and LEAs as key stakeholders
- Leveraging of resources and expansion of capacity and knowledge base

(e.g., Lauer et al., 2005; Price, 2005; Stephens & Boldt, 2005)

Partnerships Defined

- Goal Focused Definitions
 - Outcomes focus (teacher preparation, professional development, etc.)
 - Wide range in literature (as expected)
- Organizational Focused Definitions
 - Limited (service provision)
 - Coordination
 - Coalition
 - Collaborative

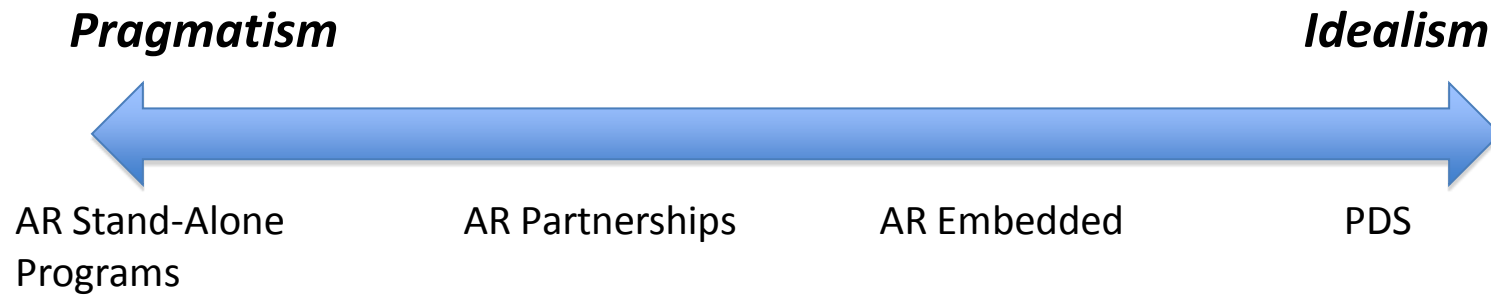
Partnerships Defined

- Dimensional Framework Definition
 - Interactive Grid of 4 distinct sets of dichotomous characteristics: participation, access to learning, communicative decision making, view of change
 - Characteristics of Success Definitions
 - Impact, sustainability, communication, commitment
- (e.g., Alleksaht et al., 1995; Badiali et al., 2000; Callahan & Martin, 2007; Price, 2005)

Partnership Structures

- Two most prominent types reflect a dichotomy
- Professional Development Schools
 - *Idealism*: Extensive and reflective preparation
 - Heavy emphasis on simultaneous renewal
- Alternative Certification
 - *Pragmatism*: Streamlined and efficient preparation
 - Heavy emphasis on filling personnel needs, often in hard-to-staff schools

Partnership Structures



Characteristics of *Effective* Partnerships

- Shared vision and shared leadership among IHE faculty, school administrators, and in-service teachers
- Include collaborative learning structures and intensive field-based components
- Customized to meet the personnel needs of individual districts/schools

Characteristics of *Special Education* Partnerships

- Often address teacher shortage issues, hard-to-staff schools
- Often not a part of larger partnerships due to capacity issues
- Strong focus on inclusion & diversity
- Emphasis on evidence-based practices
- Attention to families and community
- Emphasis on remote and hard-to-staff schools

Barriers to Effective Partnership

● Scale up issues:

- Contextual and capacity issues

(Klingner, et al., 2004; Yssel, 2002)

- Fiscal resources impact sustainability

(Abdal-Haqq, 1998; Clark & Plecki, 1997; Teitel, 1998)

- Human resources and expertise

(Abdal-Haqq, 1998; Crocco, 2003; Ginsberg & Rhodes, 2003; Thompson et al., 2001)

- Time allocation and incentives at the IHE and LEA

(Abdal-Haqq, 1998; Berg & Murphy, 1992; Burstein et al., 1999)

Promising Outcomes of Partnerships

- Improved preparation and socialization

(Abdal-Haqq, 1998; Crocco, 2003; Thompson, 2001)

- Improved teacher attitudes and confidence

(Baker, 2006; Epanchin & Colucci, 2002; Voltz, 2001; Young, 2000)

- Increased quantity and greater quality of teachers

(Yerian & Grossman 1997, in Book, 1996)

- Increased retention in hard-to-staff schools

(Abdal-Haqq, 1998; Davis & Field-Waite, 2006)

- Increased student achievement*

(Klingner, et al., 2004; Knight, Wiseman, & Cooner, 2000; Mariage & Garmon, 2003; Shroyer, Yahnke, Bennett, & Dunn, 2007)

(*Cooper & Corbin, 2000; Packard, 1988, as cited in Pritchard & Ancess, 1999;)

Preparation Program Partnerships: Best Practices for Meeting State and Local Personnel Needs

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How are Federal Resources Facilitating Prep Program Partnerships?

- OSEP funded prep programs
- SPDG funding for personnel development
- TQ Partnership grants
- Transition to Teaching Grants
- NCLB Title II local funds for recruiting and retaining personnel
- OSEP-funded Personnel Improvement Center

How are States Facilitating Prep Program Partnerships?

- Providing leadership in increasing awareness of personnel needs and connecting high need LEAs with state prep programs
- Approving new kinds of prep programs that respond to local needs
- Creating infrastructure for collaborative and prep program partnerships to exist
 - IT resources for distance delivery
 - Funding for prep program development
 - Scholarships and loans for candidates from high need LEAs/local programs

How are IHEs Participating in Prep Program Partnerships?

- Providing distance delivery options for paras and community members in high-need, rural locales
- Collaborating with local administrators to conduct community-based recruitment campaigns
- Offering dual-credit coursework for HS 'teacher academies'
- Honoring articulation agreements with local community-colleges
- Creating 'condensed' coursework/offering night and weekend classes

How are LEAs Participating in Prep Program Partnerships?

- Funding teacher candidates from their own pool of HS graduating seniors
- Encouraging paras to become teachers
 - Release time for coursework
 - Praxis-prep courses
 - Funding Praxis exams
- Providing an appropriate pool of candidates for partnering IHEs and CC's
- Supporting candidates with mentors/academic assistance
- Supporting IHEs with facilities and technology for on-site course delivery

How is Personnel Improvement Center Supporting the Development of Preparation Program Partnerships?

- Working in 7 states this year to facilitate the development and implementation of partnerships to increase local accessibility
 - Working with state leadership to convene prep program partnership workgroups
 - Assisting state workgroups in implementation of partnership plans between high need LEAs and partnering IHEs

The Ohio Consortium

- Four 325T Grantees and 17 Ohio Mini Grant Recipients: CEC 2009
- Stephen D. Kroeger, University of Cincinnati, Consortium Member

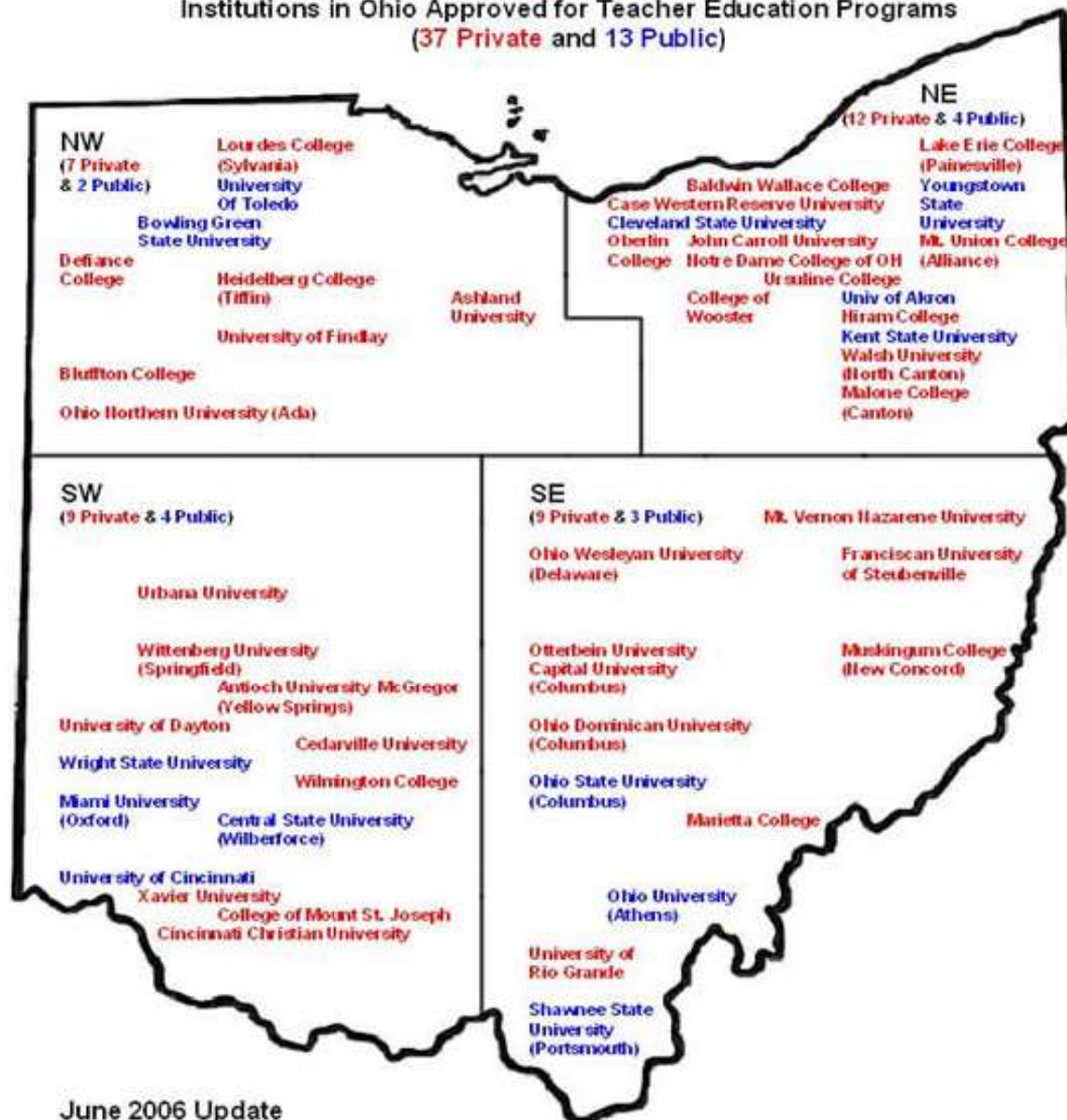


Ohio Confederation of Teacher Education Organizations (OCTEO)

(OATE – OACTE – OAPCTE – OFDF – SUED)

Regions Map

Institutions in Ohio Approved for Teacher Education Programs
(37 Private and 13 Public)



June 2006 Update

Ohio Consortium to Improve the Teaching of Students with Disabilities

- The Office of Exceptional Children (OEC) and the Ohio Board of Regents (OBR, July 2009) support the redesign of special education teacher preparation at both private and public IHEs.
- Ohio has 50 approved Teacher Preparation Programs; 38 offer Teacher Preparation for Special Education (Intervention Specialists)

State Leadership

- With leadership from the Office of Educator Preparation and the Office for Exceptional Children at ODE , special education faculty have met periodically at state-wide meetings for 2 years (2007-2009).
- Our Goal: all children reach their full academic and social potential.

State Diversity

- The state (State Board of Education/ State Superintendent/ Chancellor/ ODE/OBR) values the diversity of our IHEs that prepare intervention specialists.
- **The state celebrates diversity among our children.**
- School districts and private (parochial) schools are diverse throughout the state and address different education needs unique to their school, district, or region.

325T Framework

- Ohio uses the 325T framework for redesign and encourages its teacher preparation programs to apply for OSEP's 325T grant.
- If an Ohio applicant is unsuccessful, the Ohio State Department of Education has awarded up to \$100,000 in state grants to support their redesign work for one year.
- Four 325T grants have been awarded to Ohio IHEs, both public and private institutions, 2 in the 2007 cohort and 2 in the 2008 cohort.

State Diversity

- Ohio does not want a model of teacher preparation for special education that would
 - Be developed by one IHE
 - Address only one local area
 - Have only one public school district's particular needs in mind.
- The model needs to be specifically responsive (to IDEA, NCLB, and CEC) yet be flexible (to local needs).

Experimentation & Consensus

- ODE encourages experiments in order to move towards consensus.
- 17 universities and colleges participate in an emerging web 2.0 site (Huddle) that supports exchange of ideas and initiatives.
- Informal exchanges of what works and what doesn't work supports planning, grant writing, and helps avoid duplication of reinvention-cycles or pathways to similar dead ends.

Leadership & Silo Busting

- 325T recipients are modeling how IHEs can meet the new reporting requirements for HEOA and Title II.
- Silo Busting: Special Education Preparation programs must have more academic content and General Education must have more special education content

Local Examples: UC

- Transformation from discrete to integrated programs includes cross disciplinary student teaching and co-teaching methods courses (Blanton & Pugach, 2007).
- Supervisor and mentor training has been redesigned using the New Teacher Center formative assessment model.
- Special Education majors use middle school content areas in at least two areas to address HQT requirements.

Models @ 17 Ohio Institutions

- At a state-wide summit on April 21, 2009, each institution will present an “ideal” program framework.
- Recommendations to the Ohio Department of Education and the Ohio Board of Regents will provide critical guidance for the development of new licensure standards for the preparation of special education teachers.

Ohio Summit April 21, 2009

- 17 IHEs in state grants and four 325Ts share their plans
- Participants benefit from the best thinking of faculty across the state.
- Presentations will be posted on the Ohio Association of Private Colleges for Teacher Education (OAPCTE) website (<http://oapcte.org/>)

Future Work

- The consortium's work has the potential to inform and renew professional development for teachers of special education and general education
- The consortium can reinvigorate and strengthen special education partnerships.
- Ohio consortium members challenge the rhetoric of “what is teacher preparation for children with special needs” to a new understanding and appreciation of “what is teacher preparation for all children”.

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Q & A

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