

CALIFORNIA STRATEGIC ACTION PLAN FOR THE RECRUITMENT, PREPARATION, AND RETENTION OF SPECIAL EDUCATION PERSONNEL (Revised January 2007)

Document available at www.calstat.org/institutions.html

Introduction

A decade ago in 1997, the first *Statewide Teacher Recruitment Plan for California (Pipeline to the Future, April 1997)* was created. It was based on the notion that California's educational landscape was a "patchwork" of services and programs that held great promise to address the predicted critical teacher shortage, if a statewide collaborative effort could be implemented. As a result of this original plan, California's infrastructure was developed to address the pending critical teacher shortage. This infrastructure included: the formation of a Web-based "one-stop" teacher recruitment information and resource center; the creation of an electronic referral database system for posting job openings and linking to prospective candidates; the establishment of six regional teacher recruitment centers; and the increased support for California's Beginning Teacher Support and Assessment System (BTSA), and Internship Programs, California's model for Alternative Certification.

Hindsight is a great teacher, revealing that these early efforts lacked some important considerations. First of all, the critical shortage of Special Education Personnel was not addressed in this first statewide plan, although state organizations brought attention to this dire need (Center For Teacher and Learning Report, December 2001). Secondly, the responsibility for implementing and monitoring the first Statewide Recruitment Plan was never clearly defined. And lastly, a major financial set back in the California budget resulted in the closure of the recruitment centers, which were completely state supported, and CalTeach, the website designed to act as an electronic clearinghouse and "one-stop" resource for teacher recruitment. As a result, five years later, in academic year 2002–2003, a second collaborative statewide effort developed the *California Strategic Action Plan for the Recruitment, Preparation, and Retention of Special Education Personnel*. This strategic plan was facilitated by the California Department of Education's Special Education Division and the Partnership Committee on Special Education (PCSE), and financially supported by the State Improvement Grant (SIG) under the federal Office of Special Education Programs (OSEP). A detailed history of this work and the research that supported its implementation is provided in the background section at the end of this document. The California Strategic Action Plan (Revised January 2007) that follows has been updated to include the California educational landscape or context, the partners and participants, and products that have contributed to shaping its implementation from 2002 to 2007.

Presently, California's educational landscape is being influenced by research to support effective practice, political agendas, and legislative actions. A stakeholder group will reconvene this year to update the *California Strategic Action Plan for the Recruitment, Preparation, and Retention of Special Education Personnel*. Impacting the next steps of the implementation of the California Strategic Action Plan are the following state reports, research studies, and state level actions:

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Governor's Commission on Science and Math Teachers May 2005

Governor Arnold Schwarzenegger joins the University of California, California State University, and business leaders to announce a bold new effort to enhance the supply and preparation of science and mathematics teachers for California's public schools:

<http://gov.ca.gov/index.php?/press-release/1899/>.

Superintendent of Public Instruction Jack O'Connell's CDE White Paper

Superintendent of Public Instruction, Jack O'Connell, addresses the critical shortage of special educators in California and the need to support and train special education teachers, administrators, and paraprofessionals: www.cde.ca.gov/eo/in/se/index.asp.

Center for the Future of Teaching Reports 2006 and 2005

California's Teaching Force 2006: Key Issues and Trends: www.cftl.org/featuredproduct.php

The Status of the Teaching Profession 2005: www.cftl.org/publications_latest.php

Both reports highlight the need for recruiting special education, science, and math teachers. The 2006 report encapsulates tenets for recruiting and retaining special education personnel and calls for incentives for innovative programming in the areas of special education, science, and math. The report underscores that recruitment and retention efforts must be promoted together in order to deal with the looming shortage of special education, math, and science personnel. The report suggests that special education, math, and science need a consistent strategy to influence policy and legislation to reduce the state's teacher personnel shortage.

CSU, Study on California Teacher Retention by Dr. Ken Futernick, Scheduled for Release in 2007

A Possible Dream: Retaining California Teachers So that All Students Learn

The findings from this comprehensive, data-driven study emphasize school climate, administrative training, and working conditions as related factors that impact the retention of California's special education teachers. This study concludes that recruitment efforts without attention to retention efforts will not yield desired results to reduce the critical personnel shortage in California. A recommendation for legislative action regarding teacher working conditions is also included in the findings. (Website address to be posted when available.)

The Scott Bill, SB1209 Signed Into Law in 2006

This major teacher education reform bill directly impacts and unites teacher recruitment, preparation, and retention to address issues regarding California's teacher workforce and the academic performance of California's students. As a direct result of this legislation, the California Education Specialist credential structure and content are currently under review. The California Commission on Teacher Credentialing (CCTC) correspondence (available in PDF) regarding the Scott Bill may be viewed at: <http://www.ctc.ca.gov/educator-prep/SB1209/default.html>.

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Recruitment

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1 = 1/1	<p>1. Continue the development of a public relations campaign to raise the profile on the need for special educators, by:</p> <p>a. Customizing and distributing brochures targeting special education teachers (http://www.teachcalifornia.org and www.personnelcenter.org)</p> <p>b. Customizing and distributing Personnel Center's Public Service Announcements (PSAs), and Recruitment Video & CD</p> <p>c. Distributing the above items in the form of a recruitment toolkit, targeting special education teacher recruits, to four-year IHEs and community colleges,</p>	<p>RECRUITMENT Activity 1a: CalTeach Website Migration to CDE/ Revision: www.TeachCalifornia.org</p> <p>Activity 1b: CalSTAT and teachcalifornia.org Dissemination System for Recruitment Toolkit</p> <p>Activity 1c: -Statewide mailing of Toolkits to all CA high schools, community colleges, and private and public colleges and universities. -Targeted Diversity Recruitment Campaign CA Communities: San Diego, Stockton, & San Francisco by the Watkins PR Group</p>	<p>2002–2005: State Improvement Grant supported the CA Task Force to develop the CA Strategic Plan for the Recruitment, Preparation, and Retention of Special Education Personnel</p> <p>2003–2005: State Improvement Grant supported the creation of the IHE Leadership Team to monitor and implement the Strategic Action Plan</p> <p>2003: CalTeach and 6 CA Recruitment Centers lost funding.</p> <p>2003–2005: State Improvement Grant supports the conversion of the CalTeach Website to teachcalifornia.org</p> <p>2004-2006: CTQ Team and funds support Low-Incidence Workgroup</p>	<p>RECRUITMENT Activity 1: National Center for Special Education Personnel and Related Services at NASDSE</p> <p>California Department of Education (CDE), Special Education Division (SED)</p> <p>California Commission on Teacher Credentialing (CCTC)</p> <p>teachcalifornia.org: Content Development: UC Riverside, Claremont Graduate University, University of San Francisco, CSU Chico, The Watkins Group</p>	<p>RECRUITMENT Activity 1: • Teach CA Website • Over 2,000 Toolkits Developed and Distributed Statewide • All materials promote TEACH California Website and National Center for Special Education Personnel Toolkits and PSAs • Distributed in 3 Targeted CA Communities Newly Revised CA – 3 in 1 Brochure that</p>	<p>RECRUITMENT Activity 1: Teach CA.Org Annual Website Evaluation Report on source of interest and usage for recruitment materials and website. www.calstat.org/pdf/TEACHCalifornia_Eval2005.pdf</p> <p>Watkins Group Quarterly Progress Reports on Diversity Recruitment Campaign in 3 Targeted Communities</p> <p>Over 63,600 Recruitment Materials Downloaded and Shipped in 2004 and 2005</p> <p>The amount of recruitment materials downloaded and shipped was 5 times higher in 2005 than in 2004.</p> <p>2004 = 10,593 2005 = 53,007</p>	<p>RECRUITMENT Activity 1a: YES Activity 1b: YES Activity 1c: YES Activity 1d: YES Activity 1e: YES</p>

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1 = 1/1	<p>school districts, alternative certification programs, troops to teachers, libraries, community-based organizations, special education parent groups, and recruitment centers (customizing toolkits using insert and ensuring photos and text depict a wide diversity in California—both ethnic/racial and linguistic diversity)</p> <p>d. Increasing in-state and out-of-state recruitment efforts (For example: Investigate ways to overcome barriers to in- and out-of-state retirees and career changers with the State Teachers Retirement System [STRS] and CCTC)</p>	<p><u>Activity 1d:</u> Revised 3 Brochures into 1 CA Brochure</p> <p><u>Activity 1e:</u> CCTC Revisions to credentialing process for out-of-state credential holders</p>	<p>20050–20066: CDE/SED supports the CA Strategic Action Plan, the teachcalifornia.org website, and the IHE Leadership Team. CA is awarded a National Personnel Center grant for state “focused work.”</p>		<p>combined content from 3 original brochures into one CA Brochure: www.teachcalifornia.org/ctsearch/indmaterialreq.cfm</p>	<p>Specific details available at www.calstat.org/pdf/TEACHCaliforniaEval2005.pdf</p>	

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2 = 1/1	<p>2. Infuse special education career awareness and special education service learning (SL) in early outreach/recruitment projects.</p> <p>-Enact programs in high schools and community colleges to increase enrollment in education specialist programs</p> <p>-Implement job-shadowing, service learning, and courses on disability awareness in child development or general early childhood education programs, pre-school/early intervention programs, elementary, middle, and high school programs, ROP, including: providing HS and community college counselors with Special Education literature and info</p>	<p><u>RECRUITMENT Activity 2a:</u> Infuse Special Education Career Awareness and Service Learning in Early Outreach/ Recruitment Projects</p> <p><u>Activity 2b:</u> Watkins Group Promotes Service Learning and Distributes brochure in 3 targeted CA Communities</p> <p><u>Activity 2c:</u> SL Brochure can Be ordered and Downloaded from Teach CA website</p>	<p>2003-2004: Development and Production of Service Learning (SL) Brochure</p> <p>2004-2005: Development of Revised Service Learning Brochure in collaboration with CDE/ CalServe and CSU, Chancellor’s Office Service Learning Project</p> <p>2005-2006: SL Brochure can be downloaded and ordered from Teach California Website: www.teachcalifornia.org/ctsearch/indmaterial_req.cfm</p>	<p><u>RECRUITMENT Activity 2:</u> Service Learning Brochure created by: CSU, Chico Faculty CSU, Chancellor’s Office CalServe/CDE teachcalifornia.org</p>	<p><u>RECRUITMENT Activity 2:</u> Service Learning brochure and Web link that 1) Defines Service Learning and 2) Lists Service Learning activities linked to Special Education Teacher Recruitment</p>	<p><u>RECRUITMENT Activity 2:</u> teachcalifornia.org Annual Website Evaluation Report on source of interest and usage for website and recruitment materials www.calstat.org/pdf/TEACHCaliforniaEval2005.pdf Watkins Group Quarterly Progress Reports on Diversity Recruitment Campaign in 3 Targeted Communities</p>	<p><u>RECRUITMENT Activity 2a:</u> YES</p> <p><u>Activity 2b:</u> YES</p> <p><u>Activity 2c:</u> YES</p>

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3 = 1/1	3. Increase the number of individuals entering special education teaching profession (especially in the area of low-incidence disabilities) by increasing availability of incentives to enter the field through: <ul style="list-style-type: none"> • Tuition assistance • Loan forgiveness • Housing assistance programs • Textbook assistance • Salary supplements 	<p><u>RECRUITMENT</u> <u>Activity 3a:</u> Increase the Geographical Accessibility and the Number of Teacher Certification Programs for Individuals Entering the SE Profession (especially increase the accessibility and number of individuals entering the profession in the area of Low-Incidence Disabilities). <u>PREPARATION</u> <u>Activity 3a:</u> Expand Accessibility for Special Education State Certification <u>RECRUITMENT</u> <u>Activity 3b:</u> Create CA Financial Aid Resource Chart</p>	<p>2004–2006: CTQ Team and funds support Low-Incidence Faculty Workgroup</p> <p>2004–2006: CA Legislation expands Alternative Certification Programs for Special Education Teachers to District Offices of Education, and Charter Schools to prepare teachers in the areas of Mild/Moderate and Moderate/Severe Disabilities.</p> <p># of Ed. Specialist Recommended Internship Credentials from IHEs and District CTC-Funded Programs</p>	<p>Low-Incidence Faculty Workgroup: CA School for the Blind, CSU LA, CSU SF, CCT, CDE, Center for Teacher Quality (CTQ)</p>	<p><u>RECRUITMENT</u> <u>Activity 3a:</u> Development of IHE Low-Incidence Faculty Workgroup. Three statewide meetings and 3 telephone conferences supported by CTQ funds.</p> <p>Matrix of IHE Courses to meet Core Low-Incidence Credential Requirements to Increase Accessibility to Required Coursework</p> <p><u>Activity 3b:</u> CA Financial Aid Resource Chart</p>	<p><u>RECRUITMENT</u> <u>Activity 3:</u> Increased number of CCTC Accredited Teacher Certification Programs for Individuals Entering the SE Profession</p> <p>Increased number of individuals entering special education teaching profession</p> <p>Production of IHE Course Matrix</p> <p>CA Financial Aid Resource Chart posted on Teach California website as a download http://www.teachcalifornia.org/ctsearch/ind_material_req.cfm</p>	<p><u>RECRUITMENT</u> <u>Activity 3a:</u> Increase in # of SE Teacher Preparation Programs: YES</p> <p>Increase in Geographical Accessibility of SE Teacher Preparation Programs: YES</p> <p>Increase in # of Low-Incidence Teacher Candidates: YES</p> <p><u>PREPARATION</u> <u>Activity 3a:</u> YES</p> <p><u>RECRUITMENT</u> <u>Activity 3b:</u> YES</p>

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3 = 1/1			2002–2003 = 1,121 (15.5%) 2003–2004 = 2,485 (27.8%) 2004–2005 = 3,094 (36.4%) 2005–2006 = 3,011 (41.2%) CCTC Internship Program data available by clicking on Statewide Directors Conference Intern PowerPoint Presentation Dec, 2006 (PDF Download) at: www.ctc.ca.gov/educator-prep/intern/default.html # of Low Incidence Credentials Recommended from 2000–2002 = 75 2002–2005 = 270				

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4= 1/2	<p>4. Districts identify those teachers who are not fully credentialed and paraeducators who do not meet the requirements of NCLB and collaborate with IHEs to move them into credential pathways by:</p> <ul style="list-style-type: none"> - Addressing length of preparation programs - Developing/funding support programs for paraeducators career ladder preparation - Developing "user friendly" state testing procedures for para-educators as one avenue for making para-educators "fully qualified" and include portfolio option and performance assessment of para-educators' proficiency. 	<p><u>RECRUITMENT</u> <u>Activity 4:</u> AND <u>PREPARATION</u> <u>Activity 1:</u> Production of a Pathways Brochure, Paraeducators Recruitment Brochure, and graphic "Road Map" to be posted on Teach CA Website.</p>	<p>2006: CDE White Paper by Superintendent of Public Instruction, Jack O'Connell, addresses the Critical Shortage of Special Educators in CA and the need to support and train SE Teachers, Administrators, and Paraprofessionals: www.cde.ca.gov/eo/in/se/index.asp</p> <p>2006: The CA Commission on Teacher Credentialing Agenda 4D: Proposed Plan to Modify the Ed. Specialist Credential Requirements Item to Study the Education Specialist Credential was approved</p> <p>2006: Legislation (Scott Bill, SB1209) passed. As a result, the CA Education Specialist Structure and Content are currently under review.</p>	<p>Research and website road-map: UC Riverside and Teach CA</p>	<p><u>RECRUIT- MENT</u> <u>Activity 4:</u> A website document that provides a road map that helps students navigate from a community college to a four-year institution.</p>	<p><u>RECRUITMENT</u> <u>Activity 4:</u> Production and posting of one page graphic or "road map," Pathways Brochure, and Paraeducator Recruitment Brochure posted on Teach CA website: www.teachcalifornia.org/csearch/ind_material_req.cfm</p>	<p><u>RECRUIT- MENT</u> <u>Activity 4:</u> YES</p>

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5	5. Disseminate the “positive findings” of the Project Pipeline Study	<u>RECRUITMENT</u> <u>Activity 5:</u> Disseminate positive results of Pipeline Study	SIG Funds support Project Pipeline’s SOS Study: www.projectpipeline.org/publications.html	Partners: Project Pipeline and San Diego State University	<u>RECRUITMENT</u> <u>Activity 5:</u> A website document that could be posted on CalSTAT website and the new CDE/SED Recruitment Website, TEACH California, which highlights “Positive Data from Pipeline Study”	Press releases and articles disseminating data and results from Project Pipeline Study	<u>RECRUITMENT</u> <u>Activity 5:</u> YES

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1 = 1/1	<p>1. Develop undergraduate SE teacher preparation programs, by:</p> <ul style="list-style-type: none"> - Facilitating development of blended programs for Special Education -Establishing advisories (e.g., CCTC) on minimum and maximum units for subject matter and credential programs -Maximizing the overlap between general education and liberal studies courses to meet subject matter competence -Exploring options for facilitating inter-university transfer of students 	<p><u>PREPARATION</u> <u>Activity 1a:</u> Production of a Pathways Brochure and Pathways Graphic to be posted on Teach CA website</p> <p><u>Activity 1b:</u> Feature article in <i>The Special Edge</i> on paraeducators</p> <p>Participation at Annual State Paraprofessionals Conference</p> <p>Enhance Paraprofessional Content on teachcalifornia.org</p> <p><u>Activity 1c:</u> Promote www.assist.org website</p>	<p>January 2007: CA State Board of Education Agenda Item #32: No Child Left Behind Act of 2001, Title II, Part A: Subject Matter Verification Process for Secondary Teachers in SE Settings</p> <p>2006 and 2005: Center for the Future of Teaching <i>California’s Teaching Force 2006: Key Issues and Trends</i>, www.cftl.org/featuredproduct.php and <i>The Status of the Teaching Profession 2005</i> www.cftl.org/publications_latest.php</p> <p>2005: Legislation passed CSU articulated breadth requirements</p>	<p>UC Riverside and Teach CA</p> <p>Diablo Valley Community College</p> <p>State Paraprofessional Organization – California State Education Association (CSEA)</p>	<p><u>PREPARATION</u> <u>Activity 1a:</u> A website document that provides a Road Map to help students navigate from a community college to a four-year institution.</p> <p><u>PREPARATION</u> <u>Activity 1b:</u> <i>The Special Edge</i> article on paraeducators</p> <p>Posted info and links for Paraprofessionals on teachcalifornia.org</p> <p><u>PREPARATION</u> <u>Activity 1c:</u> Summary paper on Assist.org</p>	<p><u>PREPARATION</u> <u>Activity 1a:</u> Production and posting of one page graphic or “road map” on Teach CA website</p> <p><u>PREPARATION</u> <u>Activity 1b:</u> Production of <i>The Special EDge</i> article and posting of enhanced content for paraprofessionals on teachcalifornia.org</p> <p><u>PREPARATION</u> <u>Activity 1c:</u> Production and posting of Summary Paper on Assist.org on teachcalifornia.org website</p>	<p><u>PREPARATION</u> <u>Activity 1a:</u> YES</p> <p><u>PREPARATION</u> <u>Activity 1b:</u> YES</p>

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1 = 1/1	-Increasing community college and IHE links to prepare paraeducators to meet NCLB with direct pathways to professional preparation		2006: The CA Commission on Teacher Credentialing Agenda Item 4D to Study the Education Specialist Credential was approved. 2006: Legislation (Scott Bill, SB1209) passed. As a result, the CA Education Specialist Structure and Content are currently under review. Blended programs are also under study by the CA Commission on Teacher Credentialing.				
2 = 1/1	2. Develop an ongoing database to inform statewide supply, demand, and attrition in order to encourage the development of credential programs for areas of need	<u>PREPARATION Activity 2:</u> Database- this activity is revised due to development of Database by CSU, Chancellor’s Office. And	Personnel Center at NASDSE Grant supports Dr. Bill Lange in his work with 3-targeted communities to develop a supply and demand prediction model for Special Educators.	CDE CDE/SED National Personnel Center	<u>PREPARATION Activity 2:</u> Database to be developed	<u>PREPARATION Activity 2:</u> Establishment of a special education teacher pipeline database to inform statewide supply and demand issues	<u>PREPARATION Activity 2:</u> NO

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2 = 1/1	-Use data gathered to plan and implement strategies that remove barriers to entry into Special Education preparation programs, such as: <ul style="list-style-type: none"> • Offering certificates of eligibility for multiple- and single-subject credentials • Addressing alignment of CCTC program standards with current national organizations' professional standards (i.e., Council for Exceptional Children) 	RETENTION Activity 5: –Data Collection and Study to Track Education Specialist Level I Graduates (this activity is revised due to CSU's Chancellor's Office database developments and retention study)	CALTIDES: CA Teacher tracking system with EDD interface (projected completion in 2009) CALPADS: California Longitudinal Pupil Achievement Data System is a system that allows for tracking individual student's academic performance over time (Projected completion in 2008). http://www.cde.ca.gov/ds/sp/cl/ Full CALPADS implementation will roll out in the third quarter of 2008. CALTIDES will be functional within a year of that (currently by the fourth quarter of 2009). The RFP seeking systems integration vendor, a firm to actual develop the software, is scheduled for release this month, with technical responses do in mid-October, software details due in December, final responses due March 2007, and expected contract approval date August 2007.	University of Minnesota CCTC Claremont Graduate School CSU's Chancellor's Office			

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2 = 1/1			CALTIDES is a less complex system since its primary function is to integrate existing data, not create a new data system. A Budget Change Proposal (state budget request to fund project) now indicates that the system integrator contract is expected to be awarded in December 2008.				
3 = 1/1	<p>3. Expand accessibility for state certification in the field of special education, by:</p> <p>-Providing financial support for Education Specialist Level II programs</p> <p>-Reviewing and aligning English Learners (EL) requirements for Special Ed. Teachers with SB2042 credentials</p>	<p><u>PREPARATION Activity 3a:</u> Expand Accessibility for Special Education State Certification</p> <p><u>Activity 3b:</u> Study and Revise the Content and Structure of the CA Education Specialist Credential.</p>	<p>2004-2006: CA Legislation expands Alternative Certification Programs for Special Education Teachers to District Programs, County Offices of Education, and Charter Schools to prepare teachers in the areas of Mild/Moderate and Moderate/Severe Disabilities. Results in an increase in District Internship Programs from 1 to 6.</p> <p>Low-Incidence Distance Learning Programs Increase: San Francisco (SF) State - VI Los Angeles (LA) - VI SF and LA - O&M</p>	California Commission on Teacher Credentialing (CCTC)	<u>PREPARATION Activity 3:</u> Electronic Updates on Credential Revisions “Email Blasts” with Info regarding Education Specialist Certification Revisions	<p><u>PREPARATION Activity 3:</u> Increase in number of CA Intern Programs offering Special Education credentials</p> <p>Financial Support for Education Specialist Level II Programs</p> <p>Alignment of EL Requirements for Special Ed. Teachers with SB2042 credentials completed. Ed. Specialist Credentialing process now includes EL authorization.</p>	<p><u>PREPARATION Activity 3a:</u> YES</p> <p><u>PREPARATION Activity 3b:</u> NO</p>

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3 = 1/1	<p>-Expanding the availability of internship programs leading to Education Specialist certification</p> <p>-Aligning current Education Specialist teaching and services credentials, with IDEA/NCLB, including guidelines for recommending correct subject matter preparation</p> <p>-Increase access to distance learning across all special education areas, especially in areas of low-incidence disabilities</p> <p>-Offering university programs leading to a credential at local school sites for Levels I and II</p>		<p>2006 and 2005: Center for the Future of Teaching <i>California’s Teaching Force 2006: Key Issues and Trends</i>, www.cftl.org/featuredproduct.php and <i>The Status of the Teaching Profession 2005</i> www.cftl.org/publications/latest.php</p> <p>2006: The CA Commission on Teacher Credentialing Agenda Item 4D to Study the Education Specialist Credential was approved.</p> <p>2006: Scott Bill, SB 1209 signed into law. As a result, the CA Education Specialist Structure and Content are currently under review. Field meetings were held during July and August 2006. Applications for the Special Education Credential Workgroup are currently being accepted until January 12, 2007.</p>			Alignment of Ed. Specialist credential with IDEA and NCLB requirements	

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Preparation

	Preparation Strategy Action Statement	Strategic Activities	CA Context "Landscape"	Partners/ Participants	Products	Indicator of Accomplishment	Activity Completed YES NO
4= 1/1	<p>4. Expand accessibility to special education doctoral preparation in CA to address roles as university faculty and leadership in conducting special ed. research, by:</p> <ul style="list-style-type: none"> -Expanding joint doctorates in special education - Facilitating the development of CSU's stand-alone doctoral program when appropriate UC partners are not available 	<p>PREPARATION Activity 4: Expand Accessibility to Special Ed. Doctoral Preparation in CA</p>	<p>2005: New CA legislation that permits CSUs to grant stand alone doctoral degrees in Educational Leadership</p> <p>University of San Francisco (USF) Faculty and Doctoral Candidates Conduct Statewide Research on Special Education Doctoral Programs. Article on this study: www.teqjournal.org/backvols/2005/32_4/07evansetal.pdf</p> <p>Office of Special Education Programs (OSEP) Leadership Grant Awards: 1. University of San Francisco 2. San Francisco State & UC Berkeley</p>	<p>San Diego State University</p> <p>University of San Francisco</p> <p>Claremont Graduate University</p>	<p>PREPARATION Activity 4: A summary document of need, program offerings, and identified geographic areas that are not served, as well as a "blueprint" of next action steps for expanding accessibility to spec. ed. doctoral prep in CA</p> <p>Research Article on CA Special Education Doctoral Programs</p>	<p>PREPARATION Activity 4: 3 new doctoral programs in special education established</p>	<p>PREPARATION Activity 4: YES</p>

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Retention

	Retention Strategy Action Statement	Strategic Activity	CA Context “Landscape”	Partners/ Participants	Products	Indicator(s) of Accomplishment	Activity Completed YES NO
1 = 1/1	<p>1. Establish policy and/or legislation to define caseload and class size limits to include:</p> <p>-Number of students and percentage of time the student receives special education services</p> <p>-Type and amount of additional services provided (for example: specialized health care services, behavioral supports, designated instructional services, and consultation related services)</p>	<p><u>RETENTION</u> Activity 1: Conduct literature searches for data, prepare draft report, finalize draft report, and revise with recommendations.</p>	<p>2005–2007: CSU, Study on Teacher Retention by Dr. Ken Futernick, <i>A Possible Dream: Retaining California Teachers So that All Students Learn</i> (website address to be posted when available)</p>	<p>San Diego State University</p> <p>CSU Chancellor’s Office</p> <p>California Association of Resource Specialists and Special Education Teachers (CARS+)</p> <p>Special Education Administrators of County Offices (SEACO)</p> <p>Special Education Local Planning Area (SELPA)</p>	<p><u>RETENTION</u> Activity 1: A summary status website report that addresses retention issues. A summary report of the data produced that indicates teacher satisfaction.</p>	<p><u>RETENTION</u> Activity 1: Written website report that addresses retention issues</p>	<p><u>RETENTION</u> Activity 1: YES</p>
2 = 1/1	<p>2. Improve teacher working conditions by providing equitable and adequate classroom facilities, appropriate materials (books,</p>	<p><u>RETENTION</u> Activity 2: A summary status website report that addresses retention issues.</p>	<p>2004: Project Pipeline Working Conditions Study www.projectpipeline.org/publications.html</p>	<p>San Diego State University</p> <p>CSU, Northridge</p> <p>CSU Chancellor’s Office</p>	<p><u>RETENTION</u> Activity 2: Website report that addresses retention issues</p> <p>Project Pipeline SOS Report</p>	<p><u>RETENTION</u> Activity 2: Reports linked and posted on website</p>	<p><u>RETENTION</u> Activity 2: YES</p>

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2 = 1/1	<p>supplies, equipment, multi-media equipment, etc). for differentiated instruction, including low-incidence funds to meet Individual Service Plan needs</p> <p>-Monitor and evaluate these conditions as part of the state compliance and review process</p> <p>-Implement a data collection and analysis process to study these conditions</p>	A summary report of the data produced by Dr. Pat Cegelka that shows teacher satisfaction	<p>2004: <i>New Teacher Induction in Special Education</i> prepared for the Center on Personnel Studies in Special Education, University of Florida. (COPSSE Document No. RS-5) www.coe.ufl.edu/copsse/docs/RS-5/1/RS-5.pdf highlights CA BTSA Programs and article by Dr. Nancy Burstein and Dr. Virginia Kennedy, CSU Northridge</p> <p>2005–2007: CSU, Study on Teacher Retention by Dr. Ken Futernick, CSU Chancellor’s Office: <i>A Possible Dream: Retaining California Teachers So that All Students Learn</i> (website address to be posted when available)</p>	Project Pipeline	CSU Teacher Retention Report by Dr. Ken Futernick		

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Retention

	Preparation Strategy Action Statement	Strategic Activity	CA Context “Landscape”	Partners/ Participants	Products	Indicator(s) of Accomplishment	Activity Completed YES NO
3 = 1/2	<p>3. Work to ensure district and school site administrators are prepared with needed attitudes, skills, and knowledge through pre-service and in-service instruction to:</p> <ul style="list-style-type: none"> -Implement special education laws and regulations -Provide support to special education students, parents, teachers, and staff -Guide teachers in using strategies and resources to implement quality programs -Provide designated time for collaboration 	<p><u>RETENTION Activity 3:</u> Develop administrative electronic “Solutions Survey” with a drop-down menu based on the <i>Keeping Quality Teachers (KQT)</i> Manual from the Northeast Regional Resource Center (NERRC) (November, 2004) www.vesid.nysed.gov/specialed/publications/persprep/qualityteachers/intro.pdf</p>	<p>2006: The CSU Chancellor’s Office Teacher Retention Study provides specific recommendations to assist administrators to increase special education teacher retention.</p> <p>CA is part of an inter-state effort to create products for administrators to improve working conditions for special education teachers and to increase retention rates.</p>	<p>National Personnel Center</p> <p>San Diego State University</p> <p>IHE Faculty from Kentucky</p>	<p><u>RETENTION Activity 3:</u> Electronic “Solutions Survey”</p>	<p><u>RETENTION Activity 3:</u> Higher ratings on key performance indicators and compliance reviews</p>	<p><u>RETENTION Activity 3:</u> NO, in process</p>

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Retention

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4= 1/3	<p>4. Provide meaningful professional development for special education teachers that is relevant, high quality, job-embedded, on-going, effective, data-informed, research-based, and student-outcome focused.</p> <p>-Identify ways to improve special education teacher induction, i.e., additional training time with the beginning special education teacher and the support provider (especially for beginning teachers of students with moderate/severe and low-incidence disabilities).</p>	<p><u>RETENTION Activity 4:</u> Develop meaningful professional development for special education personnel</p>	<p>2007 and 2005: Statewide trainings on Proposed IDEA Regulations</p> <p>2005: Training Evaluation Database (TED), a one-stop database for training and technical assistance information collection needs. Capabilities of this user-friendly program include: track events across multiple funding sources; participant registration; participant payment tracking; printable event roster and nametags; mailing labels; email lists by type of participant; event certificate of completion; continuing education units and hours; presenter database; event evaluation form; evaluation entry; and reports at the click of a button</p>	<p>California Department of Education/Special Education Division (CDE/SED)</p> <p>CalSTAT, SIG Evaluation Task Force</p> <p>CA RTI Workgroup</p> <p>IRIS Center West, Claremont Graduate University</p>	<p><u>RETENTION Activity 4:</u> CDE/SED Training Materials on RTI and IDEA Reauthorization posted on the CDE/SED Website at: www.cde.ca.gov/sp/se/sr/</p> <p>Products Posted: IEP Web Module and Materials Developed Self-paced Web training module, updated to the IDEA as amended in 2004, provides information on how to write IEP goals tied to standards, student focused, and measurable.</p>	<p><u>RETENTION Activity 4:</u> Improved student outcome</p> <p>Improved teacher retention (new and veteran teachers)</p> <p>Completion of professional Level II credential</p> <p>Iris II funded by federal OSEP grant: CA is selected as a pilot Iris II Site to promote use of Web modules by professionals and districts.</p>	<p><u>RETENTION Activity 4:</u> NO, ongoing</p>

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4= 1/3			<p>TED uses FileMaker Pro 7, and can be accessed on either Windows or Mac computers. It can be used as either a single- or multiple-user program to fit the dynamics of any office. www.calstat.org/ted.html</p> <p>2006: Response to Intervention (RTI) webcasts and materials developed at http://www4.scoe.net/rti</p> <p>2006: IEP Web Module and Materials Developed Self-paced Web training module, updated to the IDEA as amended in 2004, provides information on how to write IEP goals tied to standards, student-focused, and measurable. Training on Writing IEP Based on State Standards (revised 22-Aug-2006) Writing measurable annual goals and objectives in the IEP related to California Content Standards at: www.cde.ca.gov/sp/se/sr/ieptraining.asp</p>		<p>Training on Writing IEP Based on State Standards (revised 22-Aug-2006) Writing measurable annual goals and objectives in the IEP related to California Content Standards at: www.cde.ca.gov/sp/se/sr/ieptraining.asp</p> <p>IEP Template Forms (outside source) developed by and made available with the permission of the California Special Education Local Plan Area (SELPA) organization at:</p>		

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4= 1/3			<p><u>IEP Template Forms</u> (outside source) developed by and made available with the permission of the California Special Education Local Plan Area (SELPA) organization at: www.sccoe.k12.ca.us/depts/selpa/iepforms.asp</p> <p><u>Resources on IEPs for Children with Disabilities</u> (Revised 07-Jul-2006) Resources to improve instruction, assessment, and accountability for students with disabilities at: www.cde.ca.gov/sp/se/sr/iepreources.asp</p> <p>2007: IEP webcast training on January 30 from 9–4 PST. A free video-cast delivered via the Internet provides information on the final federal regulations implementing the IDEA, as amended in 2004. www.cde.ca.gov/sp/se/ac/ideawebcst.asp</p>		<p>www.sccoe.k12.ca.us/depts/selpa/iepforms.asp</p> <p><u>Resources on IEPs for Children with Disabilities</u> (Revised 07-Jul-2006) Resources to improve instruction, assessment, and accountability for students with disabilities at: www.cde.ca.gov/sp/se/sr/iepreources.asp</p> <p>Online IRIS Modules for Teacher Preparation and project faculty at Claremont Graduate School, CA http://iris.peabody.vanderbilt.edu/</p>		

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4= 1/3			<p>2006: The IRIS Center West is established in CA at Claremont Graduate University. THE IRIS CENTER FOR FACULTY ENHANCEMENT: The IRIS (IDEA and Research for Inclusive Settings) Center for Faculty Development is funded by the U.S. Department of Education's Office of Special Education Programs. Free course enhancement materials for college faculty include: online interactive modules, case study units, information briefs, student activities, a searchable directory of disability-related websites, and a searchable online dictionary. IRIS research-based resources can be used as supplements to college classes (e.g., homework assignments) or as in-class activities. These materials are available to faculty at no cost through the IRIS website http://iris.peabody.vanderbilt.edu</p>		<p>Toll free number: (866) 626-IRIS (4747) Fax: (909) 607-0959 Phone: (909) 607-8982</p>		

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Retention

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5= 2/1	5. Collect data to inform statewide supply, demand, and attrition issues. -Create study to track Education Specialist Level I graduates.	<u>RETENTION Activity 5:</u> Data Collection and Study to Track Education Specialist Level I Graduates. This activity is revised due to CSU Chancellor’s Office database developments and retention study	2006: Personnel Center at NASDSE/ National Personnel Center Grant supports the work of a consultant in 3-targeted communities to develop a supply and demand prediction model for special educators. 2006: CALTIDES: CA Teacher tracking system with EDD interface (projected completion in 2009) 2006: CALPADS: CA Pupil Achievement Data System. (projected completion in 2008) www.cde.ca.gov/ds/sp/cl 2006: System improvements to CA Special Education Data Quest System	National Center for Special Education Personnel and Related Services at NASDSE: CDE/SED CCTC Claremont Graduate University CSU Chico CSU Chancellor’s Office	<u>RETENTION Activity 5:</u> Creation of a Centralized Special Education Personnel Supply and Demand Database	<u>RETENTION Activity 5:</u> User-friendly centralized functioning database that produces special education supply and demand data	<u>RETENTION Activity 5:</u> NO, in process

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Note: Rankings = first number is impact; second number is feasibility

Background Statement

The California Task Force for Recruitment, Preparation, and Retention of Special Education Teachers met four times during 2002–2003. Dr. Phoebe Gillespie, Project Director from the National Center Special Education Personnel and Related Service Providers at NASDSE, facilitated the Task Force. The Task Force comprised of representatives from 40 organizations and agencies developed a California Strategic Action Plan for the Recruitment, Preparation, and Retention of Special Education Personnel. From 2003–2006, a leadership team of university faculty members from public and private Institutions of Higher Education (IHEs) was responsible for implementing and monitoring the CA Strategic Action Plan. Each year, this IHE Leadership Team reported back to the statewide CA Partnership Committee on Special Education (PCSE). At this annual meeting, implementation of the strategic activities was shared with statewide representatives from the special education community, and future directions, recommendations, and priorities were developed. The attached Revised Strategic Plan (12/1/06) includes the original recommendations or Strategy Action Statements developed by CA Task Force in 2003, a summary of the Strategic Activity that was designed to implement the Strategy Statement, a description of the CA context or “landscape” that contributed to the leveraging of these activities, a list of the partners and participants directly responsible for the implementation of the activities, details of the products and processes resulting from the statewide implementation, and a statement of indicators of accomplishment, as well as a determination if this activity has been met or not met to date.

The primary and foundational starting points for this work were three statewide documents:

1. *The Pipeline to the Future: A Statewide Teacher Recruitment Plan For California* (April, 1997)
2. *Shaping the Profession that Shapes California’s Future: The California Statewide Teacher Recruitment Action Plan* (March, 1997), and
3. *California IHE Comprehension Final Report June 30, 2002*, www.calstat.org/pdf/IHE_report2.pdf

The Council for Exceptional Children’s “Bright Futures For Exceptional Learners” (April, 1998) was reviewed for recruitment, preparation, and retention strategies along with additional national publications from other states and consortiums.

National and State Research that has impacted the implementation of the CA Strategic Action Plan from 2003–2007 include:

1. CA—State Superintendent of Public Instruction Jack O’Connell’s White Paper on *Developing Highly Qualified Teachers and Administrators Initiative* (February, 2006) www.cde.ca.gov/eo/in/se/index.asp
2. CA—Report from the Center for the Future of Teaching and Learning, *California’s Teaching Force 2006: Key Issues and Trends*, www.cftl.org/featuredproduct.php and *The Status of the Teaching Profession 2005* www.cftl.org/publications_latest.php
3. CA—Evans, S.; Eliot, M.; Hood, J.; Driggs, M.; Mori, A.; & Johnson, T. (2005). “Assessing the Special Education Faculty Shortage: The Crisis in California—A Statewide Study of the Professorate.” *Teacher Education Quarterly*, www.teqjournal.org/backvols/2005/32_04/07evansetal.pdf

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4. CA—*A Possible Dream: Retaining California Teachers So that All Students Learn*, CSU Chancellor's Office study, conducted by Dr. Ken Futernick, is available at <http://www.calstate.edu/teacherquality/retention>.
5. CA—Project Pipeline's *Seeking Out Special Educators* (August 2003), www.projectpipeline.org/publications.html
6. National—North Eastern Regional Resource Center's (NERRC) publication: *Keeping Quality Teachers* (November 2004) www.vesid.nysed.gov/specialed/publications/persprep/qualityteachers/intro.pdf
7. National—U.S. Department of Education Publication, *Alternative Routes to Certification* (November 2004) www.ed.gov/admins/tchrqual/recruit/altroutes/report.pdf (Northeastern CA Partnership on Special Education Model Case Study)
8. National—IRIS Center Research and Modules <http://iris.peabody.vanderbilt.edu/>
9. National—Griffin, C.C.; Winn, J.A.; Otis-Wilborn, A.; & Kilgore K. L. (2003) *New Teacher Induction in Special Education* prepared for the Center on Personnel Studies in Special Education, University of Florida (COPSSE Document No. RS-5) www.coe.ufl.edu/copsse/docs/RS-5/1/RS-5.pdf

The implementation principles that guided this work are:

- Increase the supply of “highly qualified” teachers including special educators
- Maintain accurate and current personnel data to inform decisions
- Establish effective special education voices in policy discussions
- Increase capacity of teacher preparation systems
- Improve collective problem-solving and responsibility by the educational community to resolve the teacher shortage

Only together can we build a brighter future to improve special education personnel quality and supply. Next steps include the further development of the CA Strategic Action Plan focusing on the improvement of school climate, administrative training, and technological tools to address the recruitment, preparation, and retention of special education personnel and to align with the Individuals with Disabilities Education Act (IDEA) as amended in 2004, and the requirements of No Child Left Behind (NCLB).