

Retaining Special Education Personnel at All Levels: Georgia's Approach

Implementation Showcase



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





2023 OSEP Leadership and Project Directors' Conference

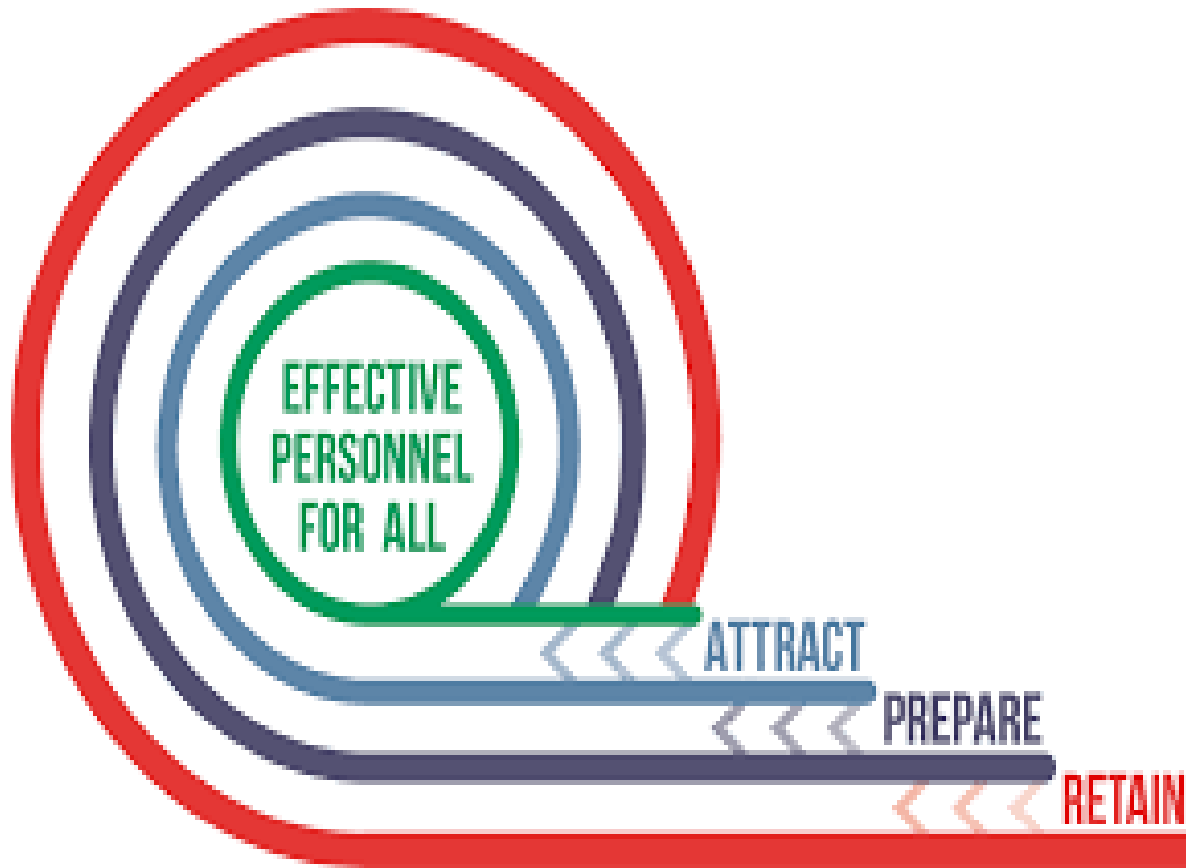


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(Authority: 20 U.S.C. 1221e-3 and 3474)

Georgia Teacher/Provider Retention Program (TPRP)



The purpose of this project is to improve the retention of special education teachers **and** early intervention providers in Georgia – Part B and C.

- USED Office of Special Education Programs Grant
- Awarded \$500,000 per year for up to five years



Georgia Teacher/Provider Retention Program

- The purpose of this project is to improve the retention of special education teachers **and** early intervention providers in Georgia. Project will address retention in Georgia's Part B and Part C systems to ensure that children with disabilities and their families have teachers and providers with the necessary skills, knowledge, and support to be successful and happy in their positions.
 - USED Office of Special Education Programs
 - Awarded \$500,000 per year for up to five years



Special Education Teacher Retention Data

- According to Georgia teacher shortage data collected across 2018 and 2019, Georgia had **3,400 vacancies** in special education teacher positions.
- Between 2018 and 2020, Georgia hired 1,235 new special education teachers and lost approximately the same number of special education teachers.
- A large proportion of Georgia's teacher workforce is within their first three years of their teaching career.
 - Limited experience
 - Extensive training and mentoring



High Leverage Practices

High-Leverage Practices



High Leverage Practices (HLPs) in Georgia

Specific teacher practices likely to result in improved outcomes for ALL students

Start Here

HLP Glossary 

Four Aspects of HLPs 


HLP Resource Book Downloadable PDF  [Link to Order](#) 

HLP Crosswalk  with TeachingWorks  HLPs

Learn More

HLP Video Examples 

GA HLP Webinar Series 

Inclusive Leadership Resources 

Additional HLP Resources 

Application

HLPs & edTPA

Resources for Induction and Beyond 

HLPs in MTSS/ GTSSS 

HLP Guide for School Leaders 

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Resources

- Executive Summary
- Georgia Reform Efforts - CEEDAR Center
- Georgia Intensive Technical Assistance Profile
- High-Leverage Practice and edTPA Rubric Crosswalk





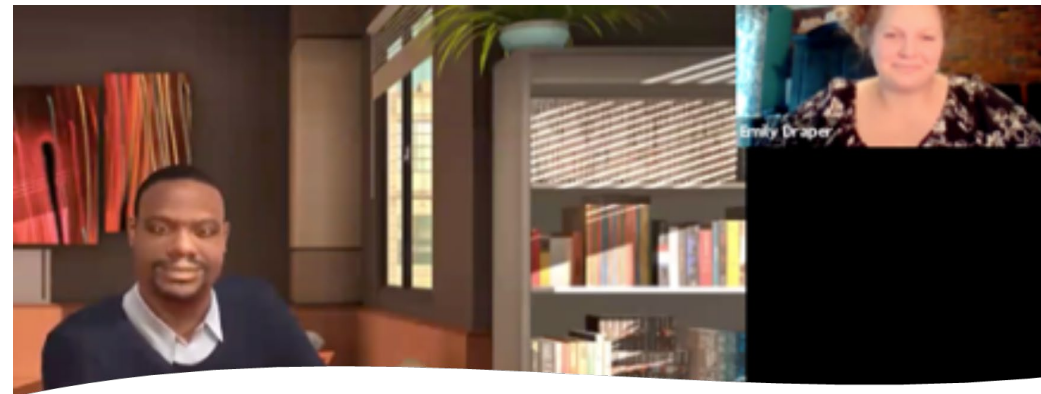
CEEDAR AVATAR Lab – Pilot FY21

- Statewide Pilot “Train the Trainers” Induction program using the Kennesaw State University AVATAR Lab.



CEEDAR AVATAR Lab – Pilot FY21

- Regional GLRS directors and coaches learn how to use Mixed Reality Simulation and existing HLP resources to design and utilize professional learning experiences for induction teachers.
- New special education directors practice complex and difficult conversations with teachers and leaders.



Highlights for Part B (K-12) of TPRP Grant

- Professional Learning
- **Great Teachers and Leaders Center to develop a model induction program for K-12 special education teachers to support induction and retention based on HLPs.**
- Coaching Component for new Special Education Teachers
- Mixed Reality Simulation to support practice for **new special education teachers** in a safe environment with constructive feedback for professional growth.



Highlights for Part B (K-12) of TPRP Grant (Cont'd)

- Mixed Reality Simulation to support practice for **building and district leaders** in a safe environment to support inclusive practice.
- Mixed Reality Simulation to support practice for **special education leaders** in a safe environment with feedback for professional growth.
- Executive coaching for new Special Education Directors (1st year directors)
- Develop a comprehensive personnel network to support birth-five for children with disabilities.



Partners in our Work

- Georgia Department of Public Health, Babies Can't Wait
- Georgia State University:
 - University Center for Excellence in Developmental Disabilities
 - Special Education Teacher Preparation
 - Leader Preparation
- Kennesaw State University, AVATAR Lab, Special Education Teacher Preparation



Partners in our Work

- University of West Georgia
 - Educational Leadership
 - Early Learning Center
 - Special Education Teacher Preparation
- RESA and GLRS network
- Georgia Local Education Agencies (LEAs), West Georgia RESA member LEAs
- Teacher/Leader Support Division, GaDOE Teaching and Learning



Partners in our Work

- Georgia PINES
- GaDOE State Schools
- Governor's Office of Student Achievement
- Professional Standards Commission
- Great Teachers and Leaders Center, American Institutes of Research
- Council of Chief State School Officers, Advancing Inclusive Principal Leadership



Partners in our Work

- The CEEDAR Center, University of Florida
- University of Georgia, Leader Preparation
- University of Connecticut
- Garrett Consulting, LLC (Evaluators)
- Parent to Parent of Georgia
- University System of Georgia





Georgia Learning Resources System



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Early Childhood Personnel Center



Georgia Professional Standards Commission
Protecting Georgia's Higher Standard of Learning



Center on GREAT TEACHERS & LEADERS

at American Institutes for Research



Supporting and Retaining Special Education Teachers

- Provide the tools needed through induction and mentoring.
- Content developed by GaDOE, Center on Great Teachers and Leaders and Kennesaw State University
- Georgia Learning Resource System (GLRS) staff trained
- Targeted support such as coaching, training on content
- Practicing skills using Mixed Reality Simulation (MRS) — a virtual reality practice setting that allows for role-playing.



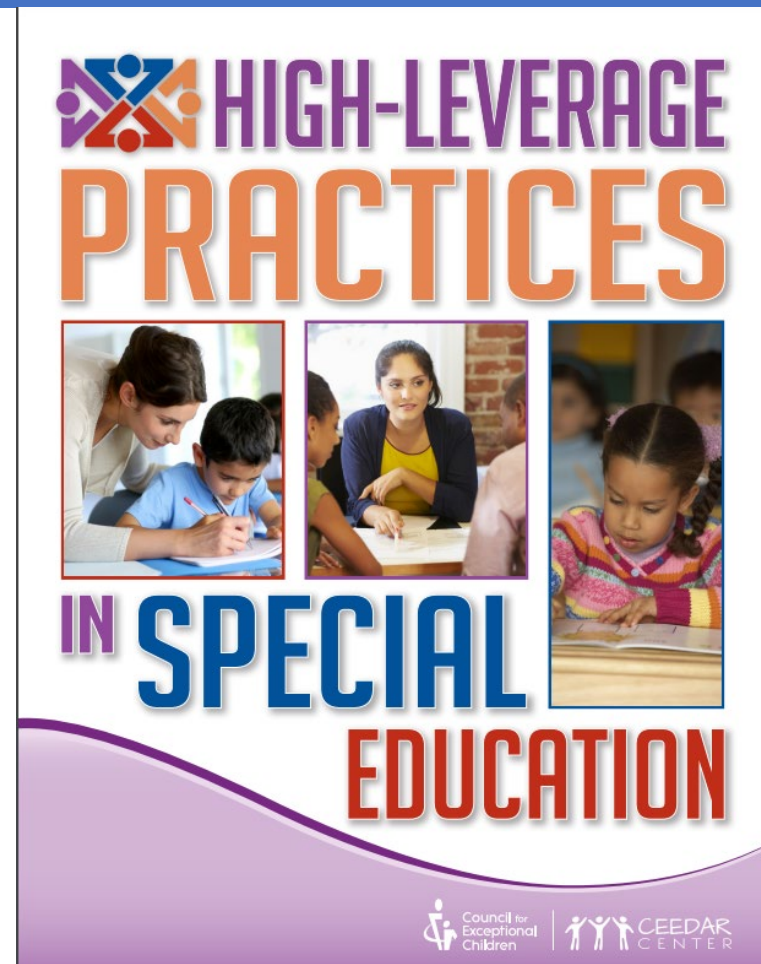
Training on the use of MRS includes:

- **Overview:** Preparing GLRS instructors to use MRS.
- **Purposeful Practice:** Modeling of how to structure interactive sessions focused on HLPs through tailored scenarios, including an IEP meeting.
- **Logistics:** How to sign up for sessions, plan group time, and deadlines for lesson-plan submissions.
- **Laboratory:** Hours and expectations.



Induction Program is based on High Leverage Practices HLPs

- 2021-2022 Six HLPs
- 2022-2023 Six HLPs
- 2023-2024 Six HLPs
 - Add three additional HLPs
 - Cohort 1 & 2



Coaching To Support Retention



- Leverage discretionary funds to support coaching of induction level teachers participating.
- \$1,800,000 - \$100,000 x 18 GLRS regions

2023-24 Additional Coaching Component

- FY 24 Additional funds dedicated to coaching
- Requested 18 GLRS to draft a coaching plan
- Funds only spent on coaching
- Increased monitoring of funds
- 1.8 million dollar investment (above the grant funds)



Strategic Coaching Plan for Southwest GLRS



PREPARATION FOR
COACHES



DELIVERY OF
PROFESSIONAL
LEARNING



DELIVERY OF
COACHING



Sample Coaching Plan

AIR Coaching	Quarter 1 (July-Sept)	Quarter 2 (Oct-Dec)	Quarter 3 (Jan-Feb)	Quarter 4 (Mar-May)
Task: Frequency, pre-observation, observing, modeling, PL	<ul style="list-style-type: none"> • Baseline observation • PL session • MRS 	<ul style="list-style-type: none"> • Observation • PL session • MRS 	<ul style="list-style-type: none"> • Observation • PL session • MRS 	<ul style="list-style-type: none"> • Observation • PL session (IEP) • MRS
Measurements: # of visits, Surveys	<ul style="list-style-type: none"> • 1 in-person • 1 virtual • TPRP Pre-survey • GLRS evaluation of PL session 	<ul style="list-style-type: none"> • 1 in-person • 1 virtual • GLRS evaluation of PL session 	<ul style="list-style-type: none"> • 1 in-person • 1 virtual • GLRS evaluation of PL session 	<ul style="list-style-type: none"> • 1 in-person • 1 virtual • TPRP Post-survey • GLRS evaluation of PL session
Costs: coaching visits, materials	See budget form	See budget form	See budget form	See budget form



Goal 1 – Teacher Induction Activities

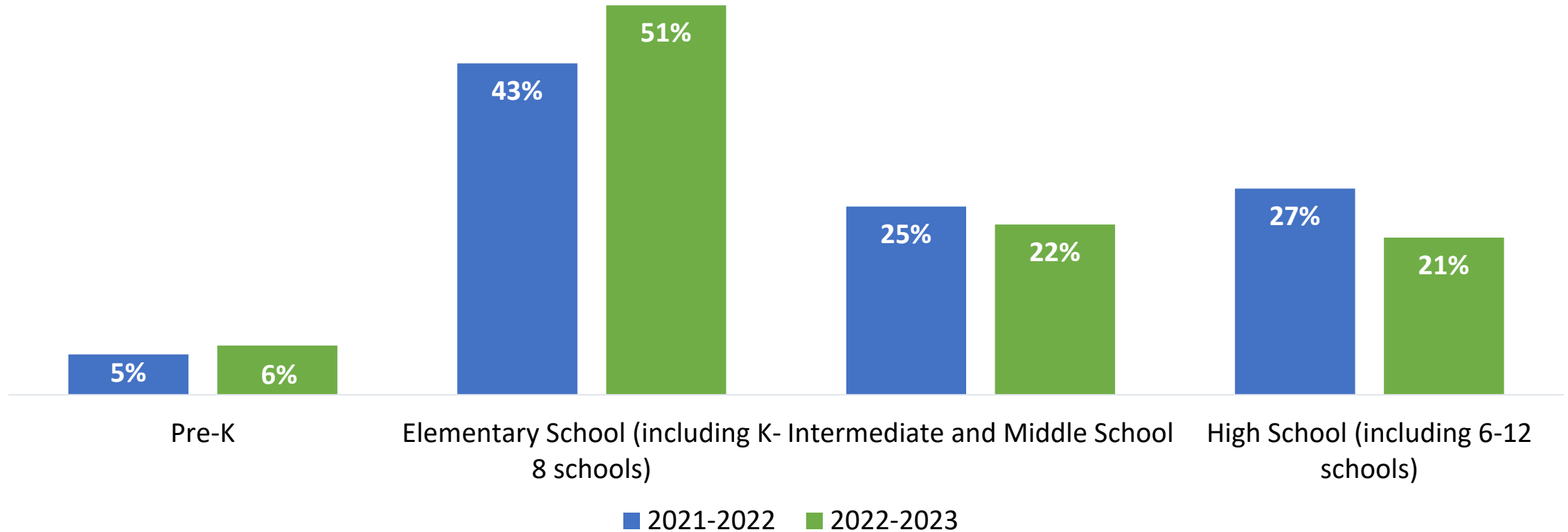
Annual Performance Report Results (2022-2023)



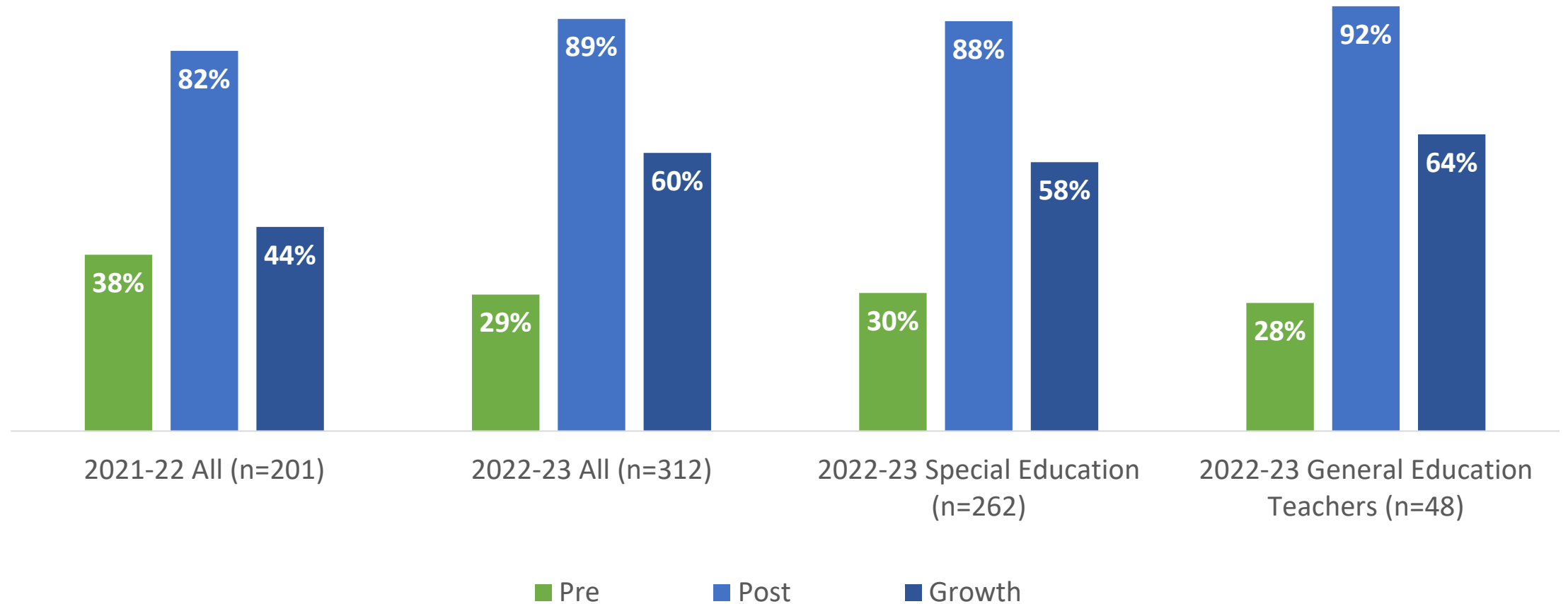
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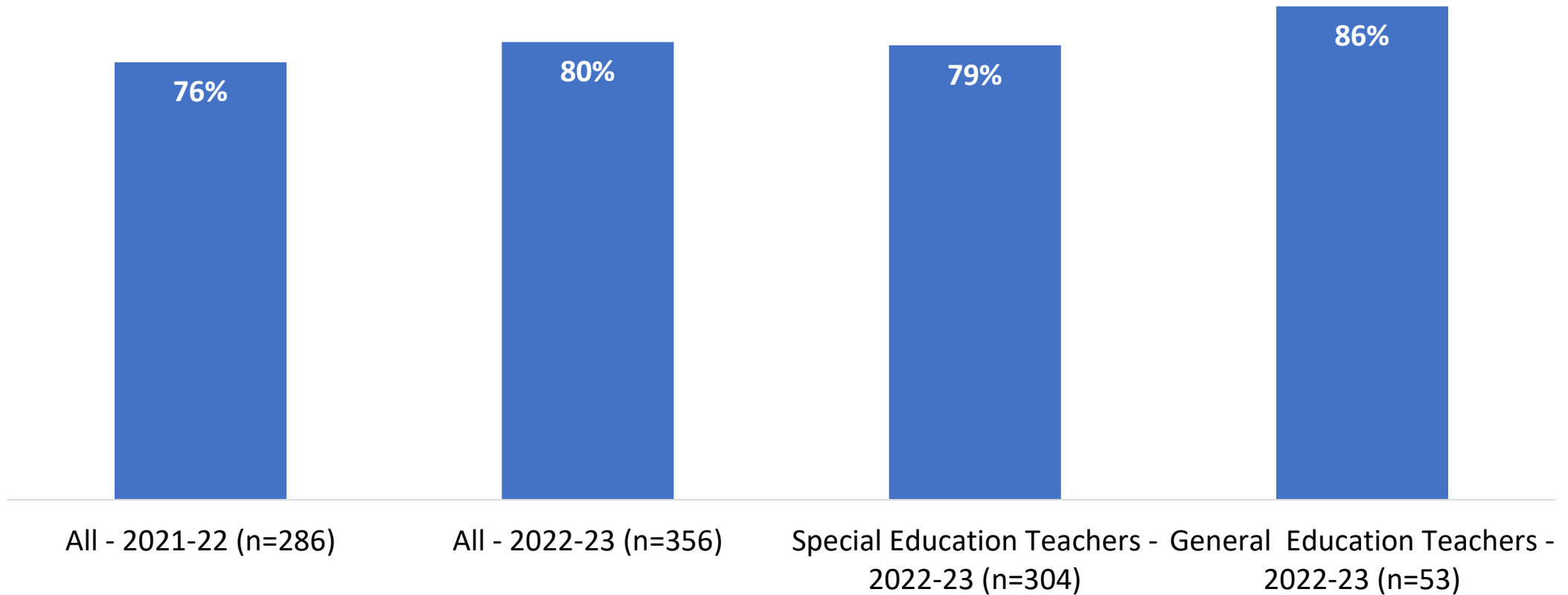
Percentage of Completers and All Special Education Participants by Grade Level



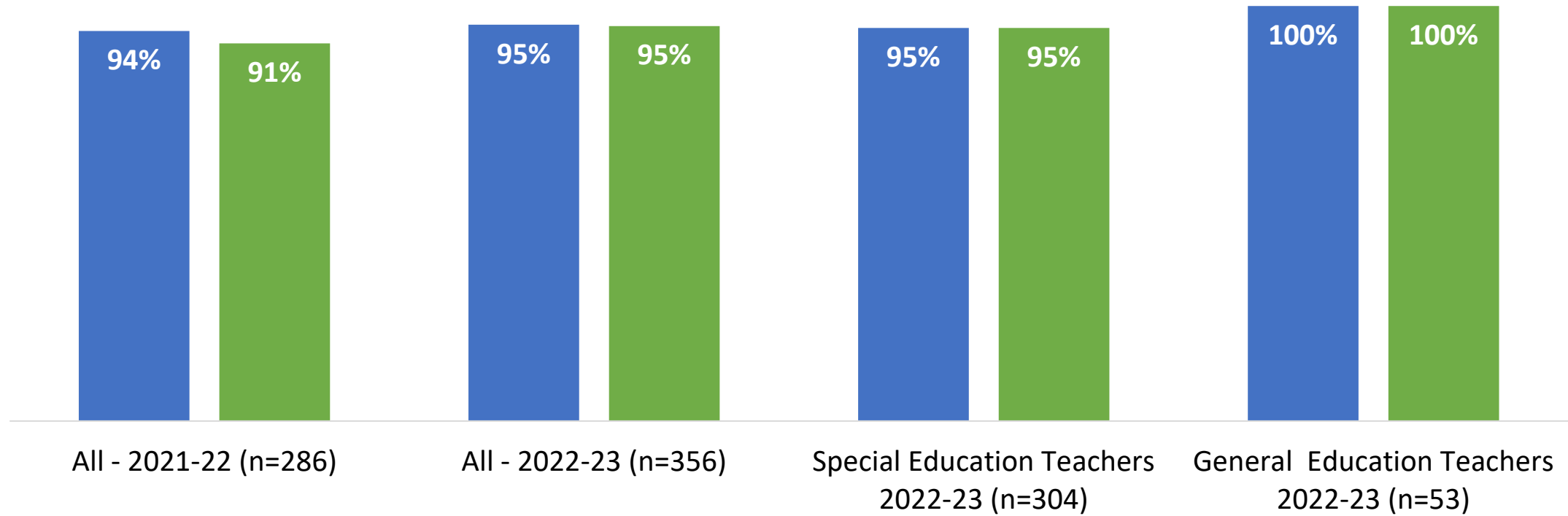
Teacher Induction: Pre/Post HLP Self-Assessment Results



Percentage of TPRP Participants Agree the Mixed Reality Simulations/Avatar Labs Increased Their Capacity to Use HLPs in Their Teaching



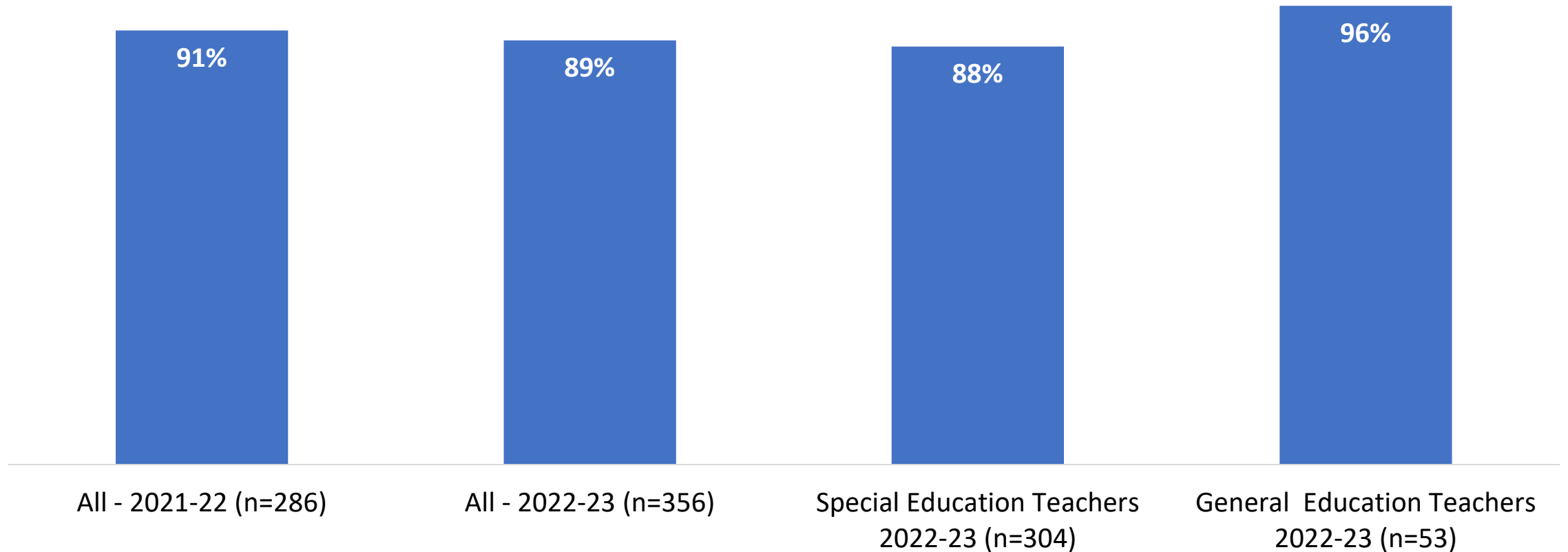
Percentage of TPRP Participants in Agreement that the TPRP *Training and Coaching* Increased Their Capacity to Use HLPs in Their Teaching



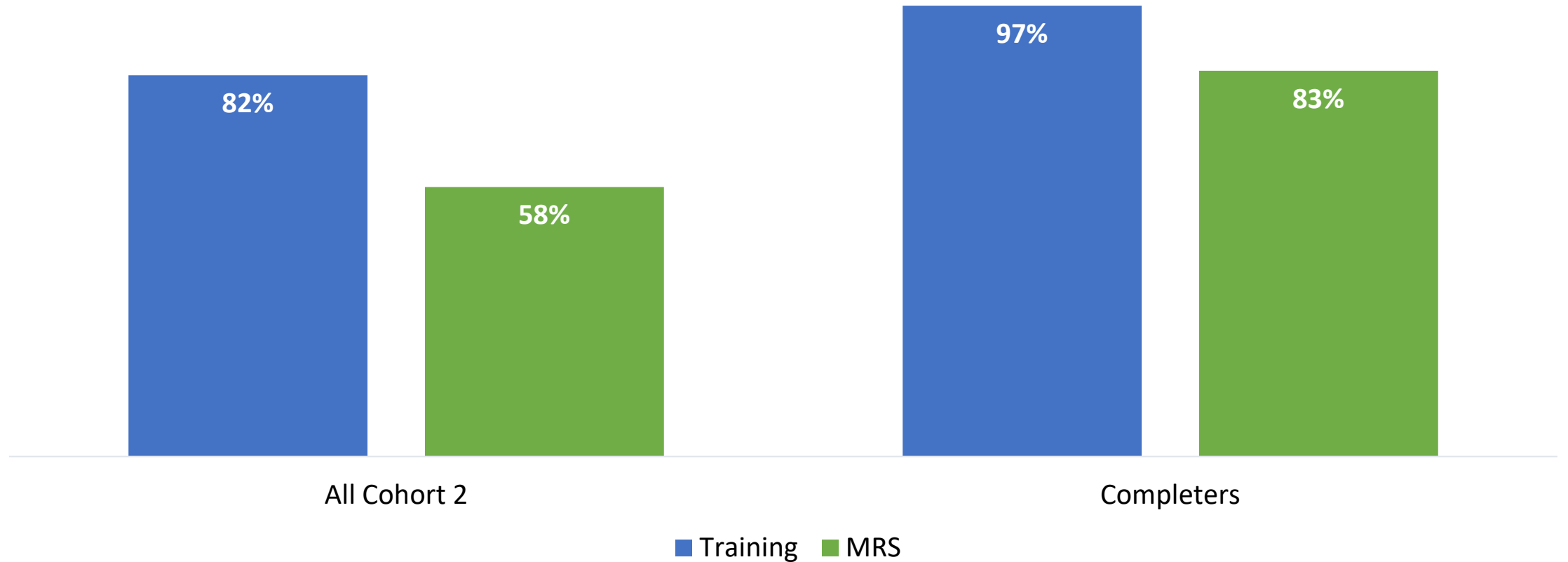
- The GA Teacher Induction Program training increased my capacity to use HLPs in my teaching.
- The GA Teacher Induction Program coaching increased my capacity to use HLPs in my teaching.



Percentage of TPRP Participants in Agreement that the Professional Learning (Training, Coaching, MRS Labs) Influenced Their Plans to Continue Teaching



Percentage of Special Education Teachers Completing Training and MRS Sessions (2022 - 2023)



Characteristics of Retained Teachers



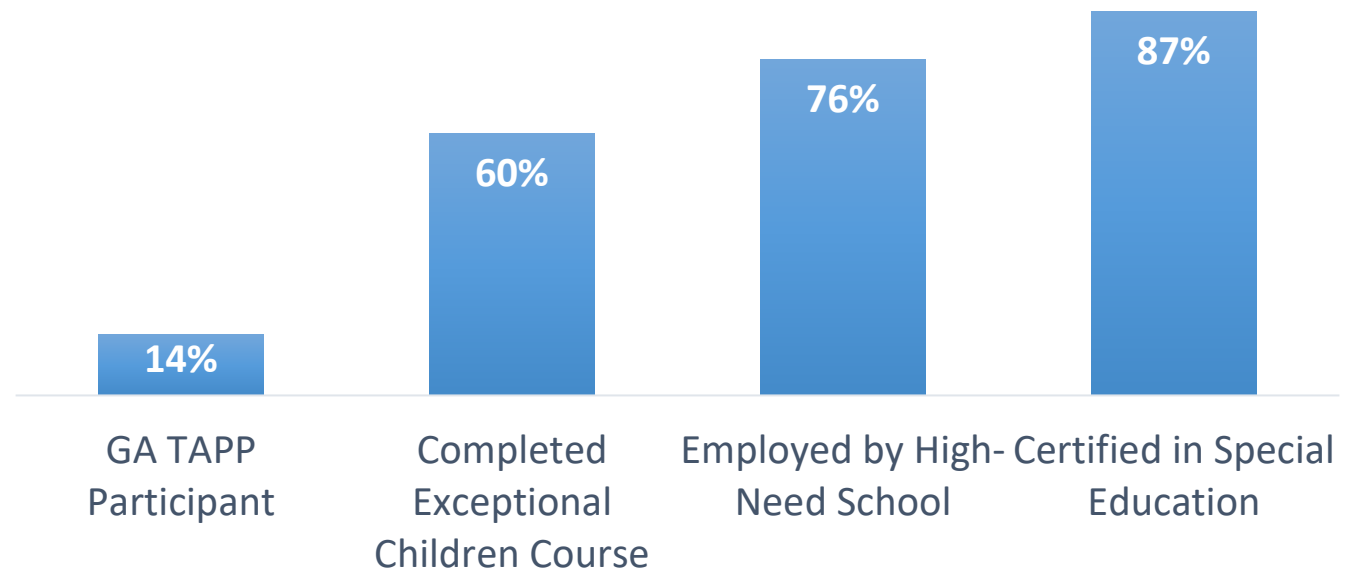
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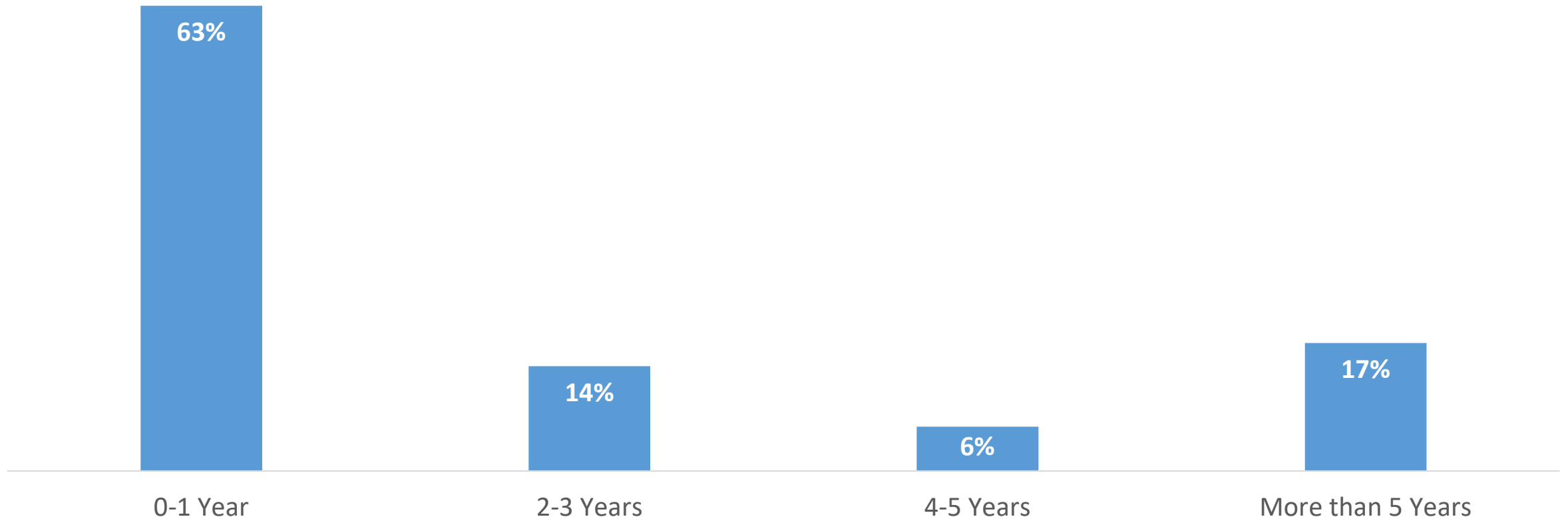
Characteristics of Retained Teachers (Cont'd)

- 370 total participants
 - Completed more than one training or MRS session
 - Only special education teachers included in retention analyses.

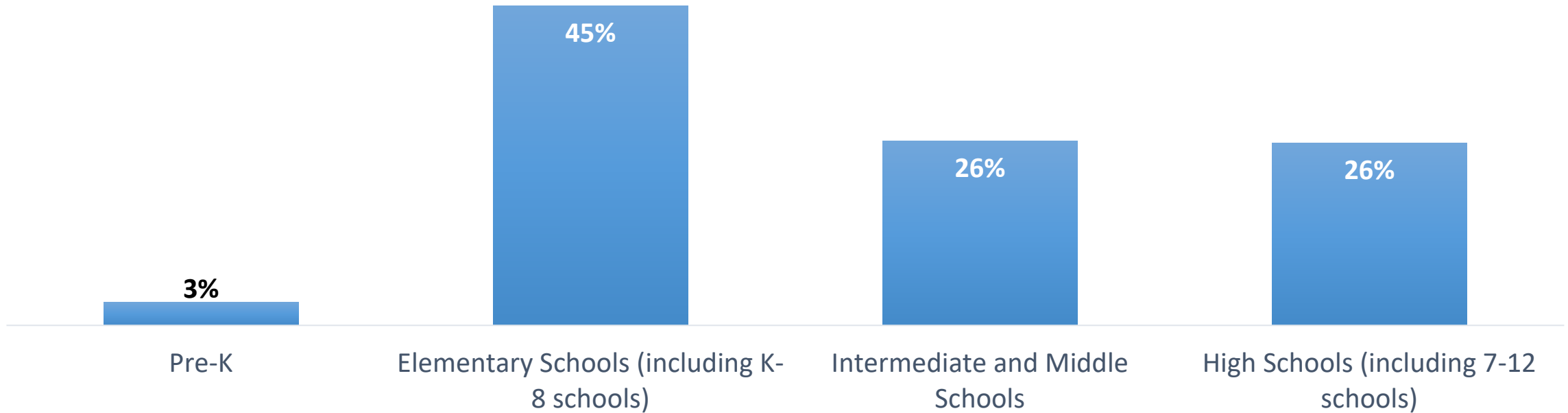
Percentage of Participants by Category



Years Since Certification: 77% of program participants received an initial teaching certificate within the prior three years



School Levels: All school levels were represented but the elementary level was dominate.



2021-2022 Retention Analyses

Percentage of participants retained by variable

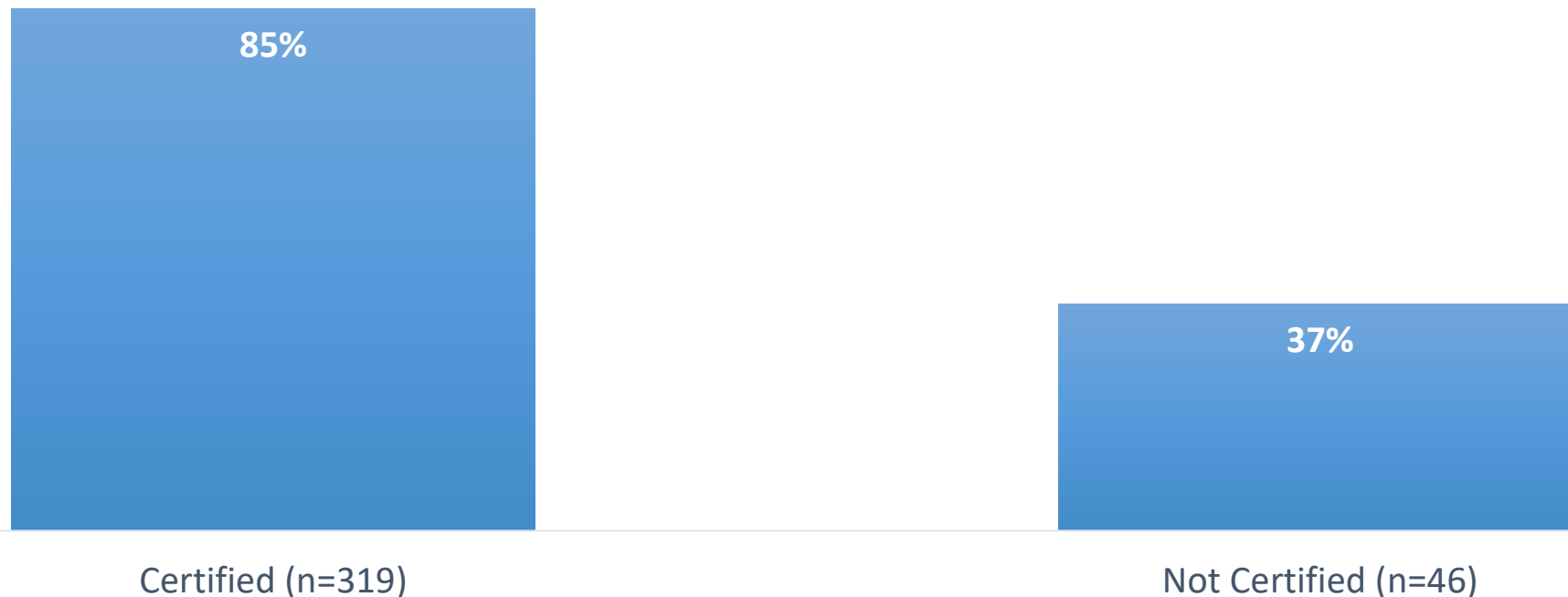
** Indicates statistically significant differences*



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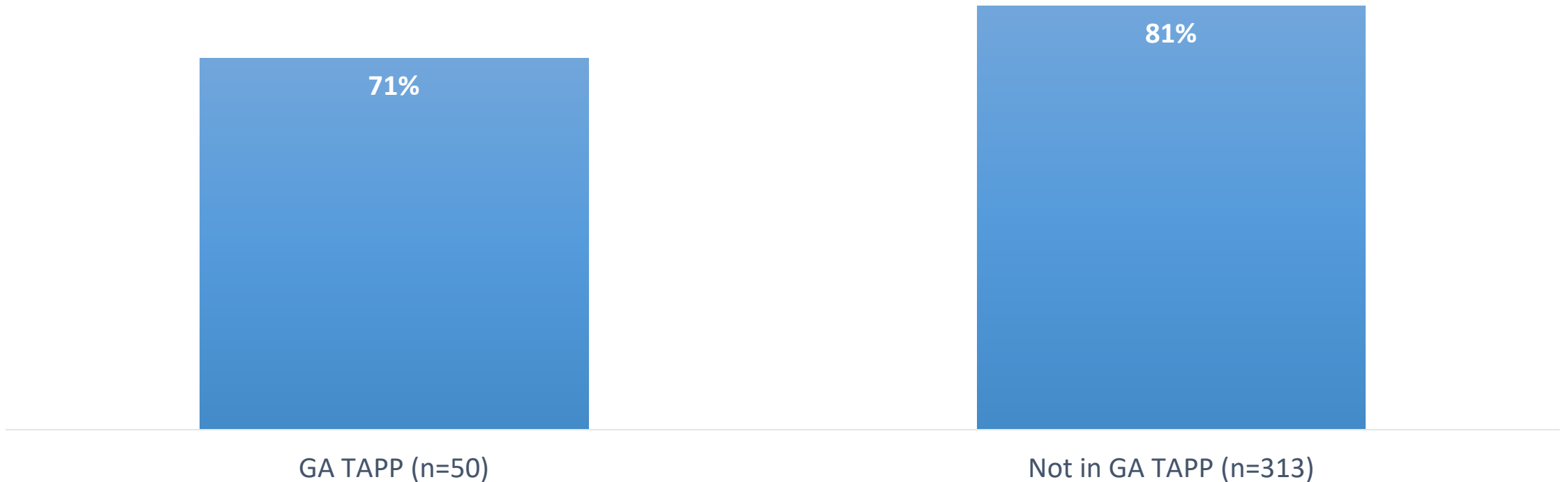


Certified*:
Special education teachers who were certified in special education were 48% more likely to be retained than those not certified.

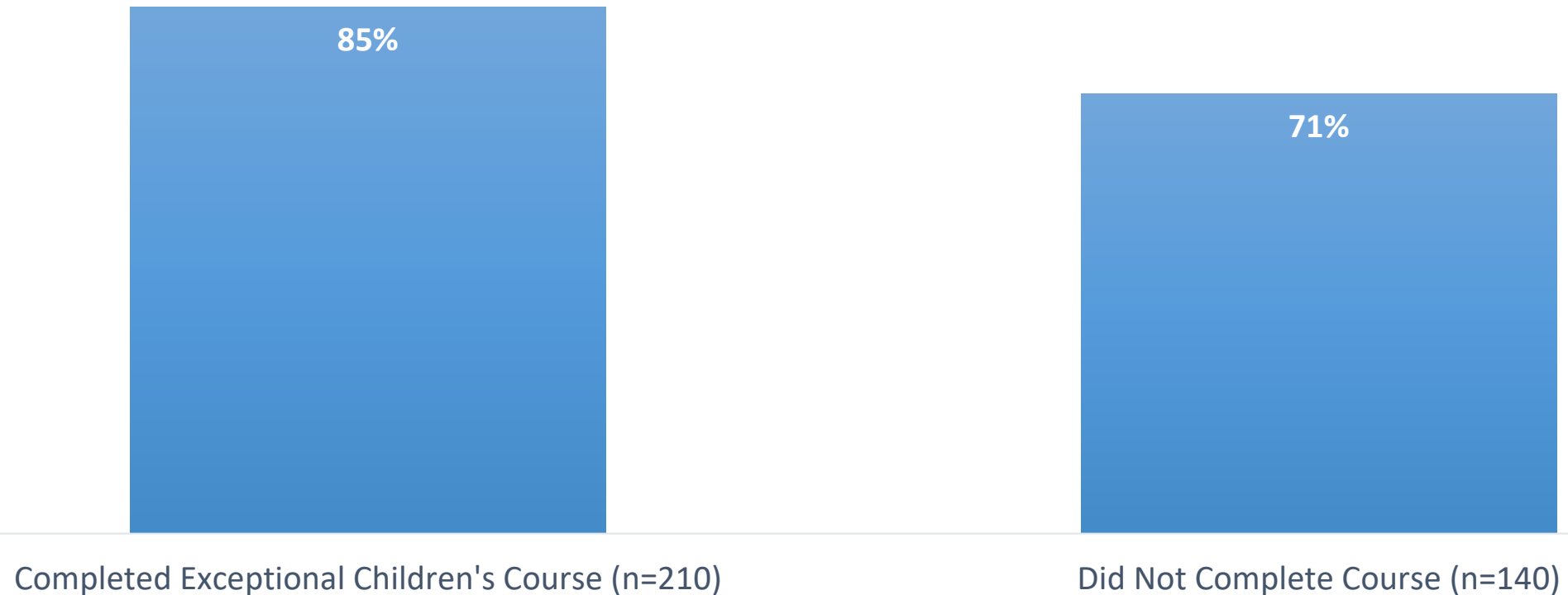


Georgia Teacher Academy for Preparation and Pedagogy (TAPP):

Those in TAPP were 10% less likely to be retained than those who went through a different pathway.



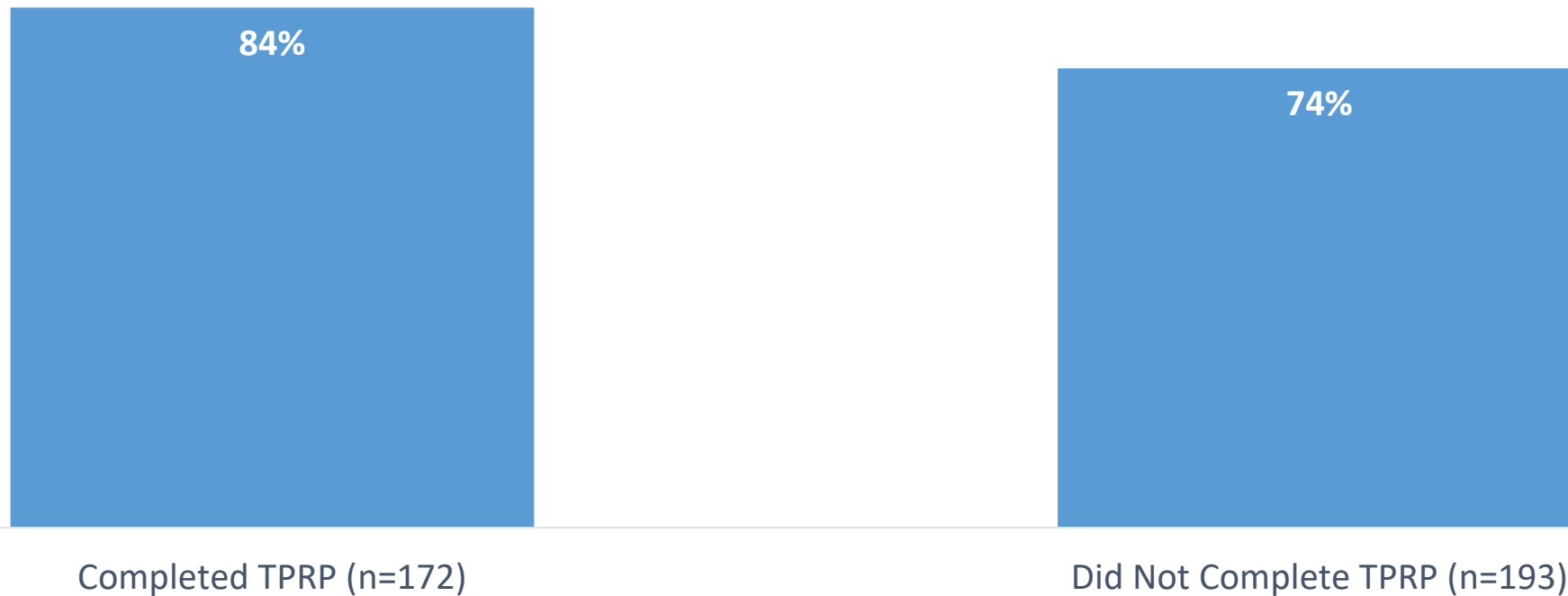
Exceptional Children's Course: Those who completed the course were 14% more likely to be retained.



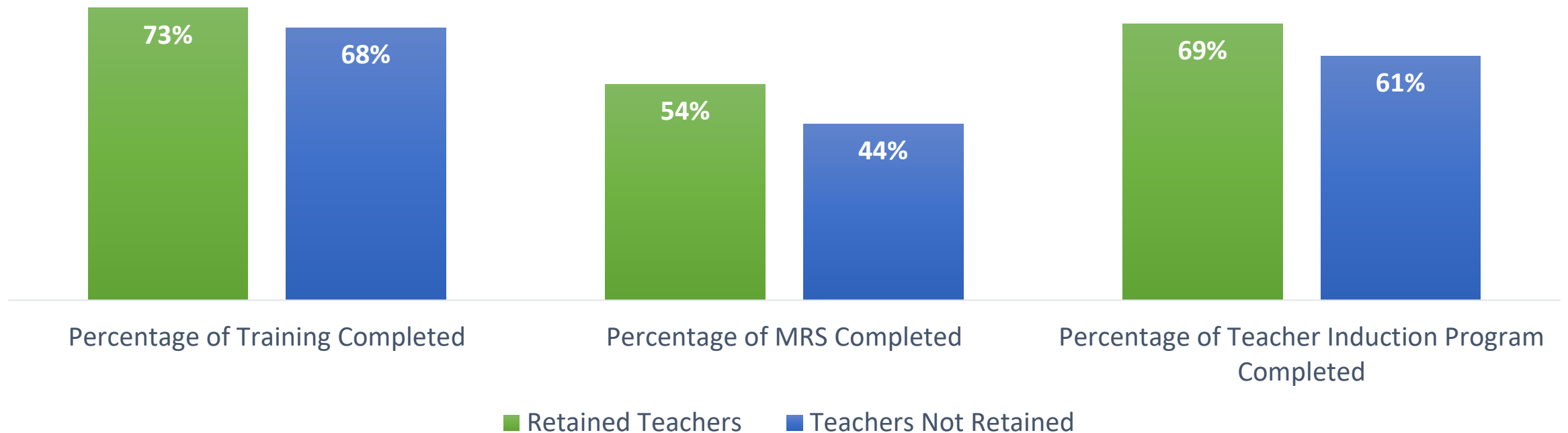
High-Need Schools:
Teachers in high-need schools were 2% less likely to be retained than teachers not in high-need schools.



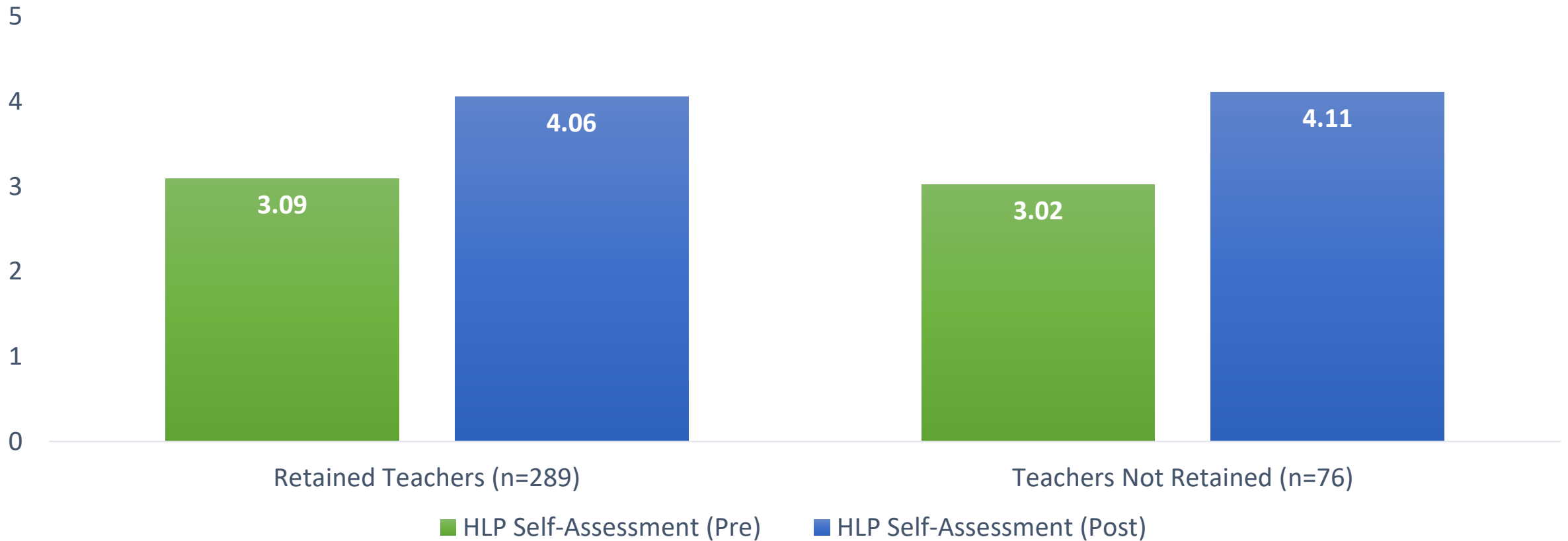
Program Completers:
Those who completed 75% or more of the Teacher
Induction Program were 10% more likely to be retained.



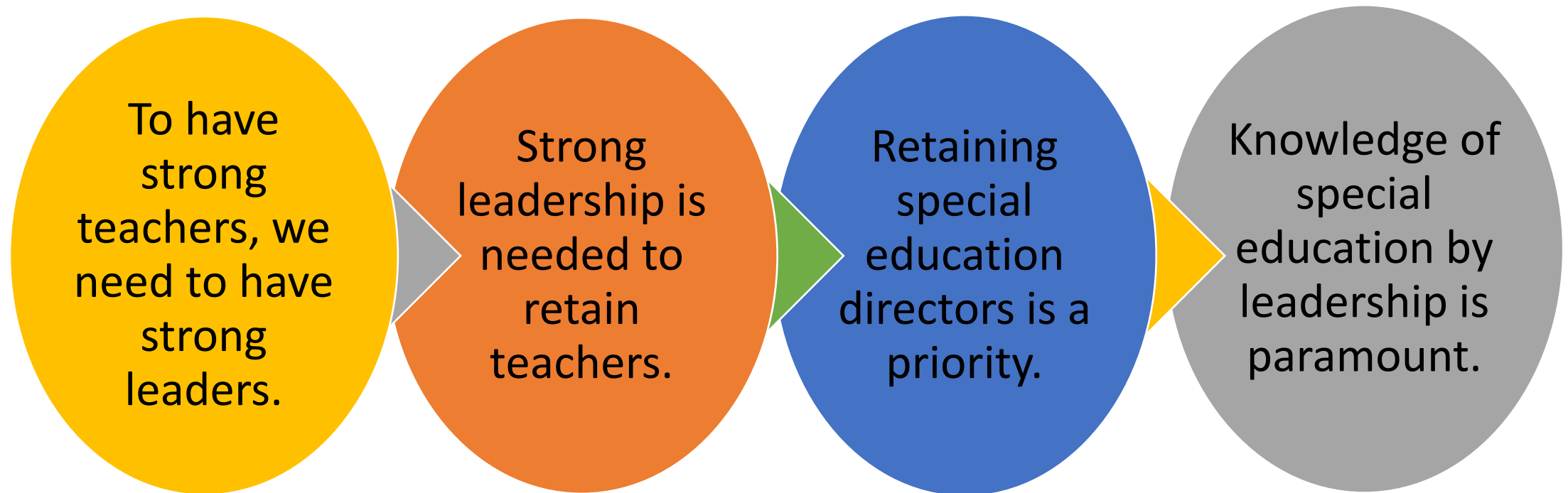
Completion of TPRP Training & MRS: Retained teachers more likely to complete Teacher Induction Program components.



HLP Self-Assessment: Little difference in pre/post scores on HLP Self-Assessment between those retained and not-retained.



To retain teachers, many factors must be considered.



Retaining Special Education Directors

Special Education Leadership Development Academy
(SELDA)

Special Education School Administrators Academy
(SESAA)



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Great Leaders Cultivate Great Teacher



**Great
Leaders**

STRONG SCHOOLS

Leaders become great, not because of
their power, but because of their
ability to empower others.

~John Maxwell

www.gauraw.com



Where We Started



- Two-day orientation for new Special Education Directors
- Monthly meeting organized by metro area directors of special education to discuss mutual concerns; state staff attended by invitation



Special Education Leadership Development Academy (SELDA)

- Over 20 years of supporting new Special Education Directors
- Supports directors with three or less years of experience
- Builds capacity for LEA's
- Has evolved over the years to what it currently is today
 - In-Person Sessions
 - Virtual Sessions
 - Pre-Conference Sessions



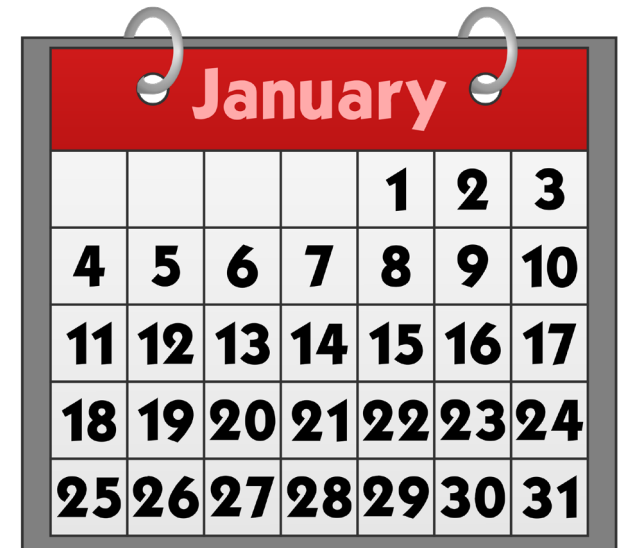
Special Education Leadership Development Academy (SELDA) (Cont'd)

- SELDA Sessions are held monthly beginning in July and ending in April.
- The July, October, and April sessions are two days sessions.
- Sessions are a hybrid model.



Planning SELDA

- In early May of each year, SELDA dates are selected and posted in the Email Blast as well on the SELDA website prior to the end of the school year.
- Dates are decided early for consistency and to align with upcoming conferences and other department professional learning.



SELDA Staff Activities

- Meet weekly to discuss logistics of upcoming sessions
- Meet with presenters from various units within the Department of Education
- Contact presenters at the beginning of the year with the proposed schedule
- Follow up with presenters the month prior to presentation
- Coordinate with Georgia Council of Administrators of Special Education Executive Director for preconference sessions and collaboration



SELDA Topics

- Topics are selected based on the upcoming due dates and reporting.
- The topics are presented by staff at the Georgia Department of Education and internal and external partners with the department.
- An outline of the year is done in May/June for the upcoming year.
- A list of topics can be found in the accompanying handout.
 - List is constantly changing to meet the needs of the participants



Directors' Support

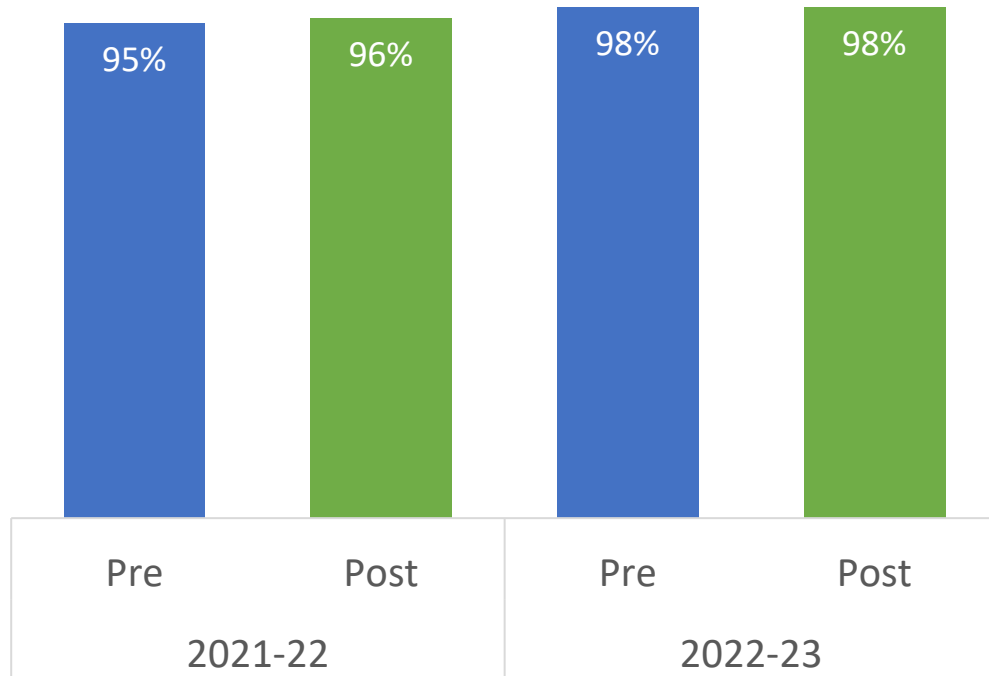
- Reminders sent out prior to meeting
- Presentations posted on the website prior to meetings
- Recordings posted shortly after meeting
- Registration links are provided at end of the previous school year
 - District liaisons
 - Georgia Learning Resource System (GLRS)
- Immediate response to questions and requests

SUPPORT

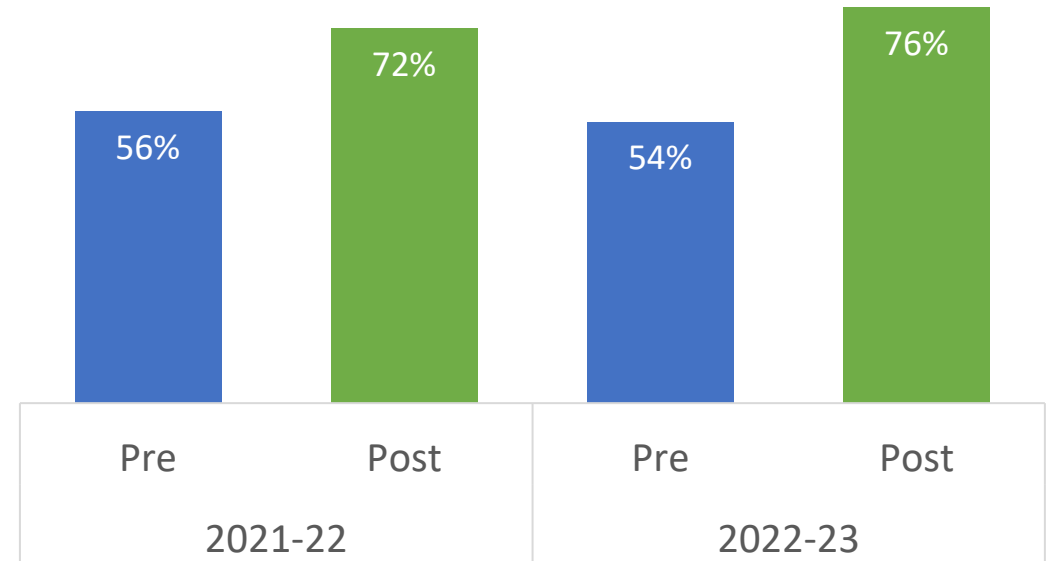


SELDA Training Results

SELDA Training Was High Quality and Useful



Pre-Post Training Results



Impact of SELDA Training and Coaching on Skills as a Directors of Special Education or Capacity to Support Directors of Special Education

Average



As a result of the coaching, my skills as a director of special education, or to support out district's director of special education, have.....



The SELDA training increased my skills as a director of special education, or my capacity to support our district's director of special education...



■ 2021-22

■ 2022-23



Impact of SELDA Training and Coaching on Plans to Continue as a Director of Special Education, or Current Role

Average



The coaching positively influenced my plans to continue serving as a director of special education, or to continue in my current...



The SELDA training influenced my plans to continue serving as a director of special education, or continue in my current...



■ 2021-22

■ 2022-23



From Mentors to Executive Coaches

- Mentors were peer directors
- Backgrounds
 - Special Education
 - General education
 - Administrative
- Collaborate with program and/or school-based administrators to ensure alignment of technical assistance with needs



Special Education Leadership Development (SELDA) Executive Coach



- Provide ongoing coaching and mentoring support to new directors
- Establish credibility and build trust
- Build supportive relationships
- Recommend methods, resources and high impact practices and information



SELDA Executive Coach

- Facilitate the development of sound improvement and transformation plans
- Ask questions to cause reflection
- Facilitate sharing of learning
- Document practices and progress



Impact of Executive Coaching (2021-2023)

Average



Proposed strategies and answers to my questions fit the specific needs of my district.



I am better able to interpret district-level special education data.



The feedback I received was helpful.



Communication was clear.



■ 2021-22 ■ 2022-23



Georgia Council of Administrators of Special Education (G-CASE)

- Georgia Council of Administrators of Special Education (G-CASE) is a partner of SELDA.
 - G-CASE provides a leadership session in August prior to the beginning of the Data and Cybersecurity Conference
 - Assigns a mentor from the Executive Board and Advisory Board to each new Special Education Director participating in SELDA



Georgia Council of Administrators of Special Education (G-CASE) (Cont'd)

- Georgia Council of Administrators of Special Education (G-CASE) is a partner of SELDA.
 - Sponsors the legal session prior to the beginning of the Fall Conference each November
 - Appreciation gift and recognition of SELDA participates at the Fall Conference
 - Spring Legal Conference meeting space prior to the beginning of the conference



Logistics: SELDA and Directors' Webinar

- Email sent month before with:
 - Presentation deadline
 - Requirements for accessibility
 - Template provided for presenters outside the agency
- Email reminder on deadline date
 - Order of presentation
 - Instructions for receiving virtual links, if applicable
- Final accessibility check week before
- Virtual links provided day before



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Targeted Supports and Communication to LEA's

- Directors' Webinar
- Weekly Email Blast
- Collaborative Communities
- District Liaisons



Directors' Webinar



- The Directors' Webinar is held the second Tuesday of each month.
- The Webinar is planned by the staff assigned by the State Special Education Director (which is the same as the staff that plans SELDA)



Directors' Webinar (Cont'd)

- The webinars support the implementation of IDEA and improving results for students with disabilities. The topics are pertinent to the work.
- Registration Links are ready in May of each year for registration.
- All webinars are recorded, and presentations posted for reference.



Weekly Email Blast

- Every Friday each LEA receives the E-Mail Blast from the State Special Education Director
- Highlights from LEA's as well reminders about department work
- Allows for streamlined communication from the State Special Education Director and the LEA's
- Submissions are received from internal and external stakeholder



Collaborative Communities

- Collaborative Communities are held monthly in each of the 18 GLRS Regions across the state. Each of the regions is required to have at least 7 meetings per year
- The District Liaison(DL) and the Georgia Learning Resource System(GLRS) Director collaboratively plan each of the meetings based on the information from the state as well as the specific focus of the GLRS



Collaborative Communities (Cont'd)



- The DL travels to the Collaborative Communities to support the LEA's
- Other GADOE staff also presents at the meetings depending on the specific needs



District Liaison

- A District Liaison (DL) is assigned to each LEA in the state.
- The DL communicates with the LEA so that information is streamlined from the state agency.
- The DL supports:
 - Collaborative Communities
 - Cross Functional Monitoring
 - Disproportionality/CCEIS Plans
 - Corrective Action Plans
 - Dispute Resolution
 - Timelines



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Special Education and School Based Administrators (SESSA)



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Based on Surveys...

Do teachers leave the profession because of their leaders and lack of support?

- U.S. Department of Education's National Teacher and Principal Survey

Survey indicated half the staff did not feel support.- Economic Policy Institute, May 2019

- The Georgia Department of Education: Op-ED by Superintendent Richard Woods, Georgia's Teachers Drop Out Survey, 2015
 - The survey responses made it clear that the school and district leadership make an immense impact on the teacher perception of attrition causes



Special Education and School Based Administrators (SESSA)

- What support is needed from administrators
- Gain knowledge of resources, processes and procedures
- Georgia's Systems of Continuous Improvement and ways GaDOE can lead school administrators through this process
- Learn how to ensure that teachers are implementing EBPs and HLPs with fidelity
- Explore special education data reports and the Data Analytics Tool.



Special Education School Administrators Academy (SESAA) (Cont'd)

- All sessions are recorded.
- 309 district/school administrators registered for FY23 SESAA Cohort 2.
- 1,813 school administrator participants have attended SESAA PL and UWG LivePL (Avatar Lab).
- Executive coaches made over 12,000 contacts with administrators since July 1, 2022.



SESSA Professional Learning Align with TPRP

- HLP # 14 Utilizing Cognitive and Metacognitive Strategies to Support Memory, Attention and Self-Regulation
- HLP # 7 & 16 Establishing a Supportive Learning Environment Utilizing Explicit Instructional Strategies
- Being the Instructional Leader for Special Education
- Specially Designed Instruction Explained for Administrators
- Co-Teaching



Special Education and School Based Administrators (SESAA)

- **Support** administrative journey
- **Survey** needs to customize opportunities
- **Serve** as a supportive coach and mentor
- **Serve** as a resource and research best practices

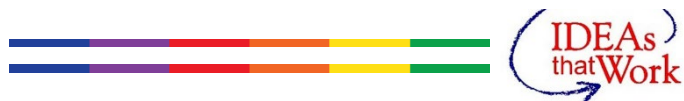
Coaching and Support



2022-2023

SPECIAL EDUCATION AND SCHOOL ADMINISTRATOR ACADEMY (SESAA)

DATE	WEBINAR	DATE	WEBINAR
July 27	Kickoff Special Education Leadership Support	Nov 2	State Defined Alternate Diploma and Students with SCD and Autism
Aug 10	Special Ed Law 101 Avatar Lab	Nov 9	ELL/SWD Dually Identified Students
Aug 11	Parental Rights, Complaints and Due Process	Dec 7	Special Education Determinations and Disproportionality
Aug 31	MTSS, SST, and Intensive Interventions	Jan 26	Master Scheduling Workshop
Sept 7	Special Education Areas of Eligibility	Feb 22	What it Means to be the LEA in IEP Meetings
Sept 14	Instructional Leadership for Special Education	Mar 8	School Admin Impact on the Academic Success of SWDs Part 1
Sept 21	Special Education Discipline and Positive, Proactive Approaches	Mar 22	Assistive Technology and Accessible Educational Materials
Sept 27	Avatar Lab – Classroom Management	Mar 29	School Admin Impact on the Academic Success of <u>SWDs</u> <u>Part 2</u>
Sept 30	Avatar Lab – Sp Ed Teacher Burnout	April 19	Understanding Student Record
Oct 20 & Oct 21	Co-Teaching Part 1 & 2 Avatar Lab – Co-Teacher Mediation		



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Executive Coaches

Weekly

- Update the Coaching Log to document support for SESAA participants.
- Collaborate with internal and external agencies to meet project requirements as set forth by our various projects.

Monthly

- Attend and report progress to Teacher/Provider State Implementation, SSIP/SDE, and SSIP: State Implementation Meetings.
- Facilitate Special Education School Administrator Academy-SESAA Mixed Reality Simulations.
- Professional Learning Sessions

Annually

- Collect and report data



Questions and Discussion



Contact Information

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- Annette Murphy, SELDA Executive Coach
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A graphic of a spotlight shining from the top left corner onto a yellow oval on a blue background.

Resource Spotlight

- **Georgia Special Education Leadership Development Academy Website**

The Agenda for each meeting is posted on this site as well as all presentations and handouts prior to the sessions. The presentations are available for all directors to access.

- [Special Education Leadership Development Academy](#)

- **Directors Webinar Webpage**

The presentations and handouts are posted on this site prior to the webinar. All recording of the webinar are also posted to the website and available for reference.

- [Special Education Directors' Webinar](#)



Resource Spotlight (Cont'd)

- **Weekly Email Blast**

The Email Blast is sent weekly to all Special Education Directors.

- [Weekly Email Blast](#)

- **Individuals with Disabilities Education Act (IDEA) website**

- Brings together IDEA information and resources from the Department and its grantees.

- <https://sites.ed.gov/idea/>



Resource Spotlight

- **CEEDAR Center University of Florida**
 - [The CEEDAR Center at the University of Florida | The CEEDAR Center \(ufl.edu\)](#)
- **AIR**
 - [Home | American Institutes for Research \(air.org\)](#)
- **IDEAS That Work**
 - For information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website includes resources, links, and other important information relevant to OSEP's research to practice efforts.
 - <https://osepideasthatwork.org/>



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