

Increasing the Supply of Highly Qualified Teachers from culturally and Linguistically Diverse Backgrounds

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America's racial profile is rapidly changing and minority children comprise a larger percentage of public school students. Unfortunately, as the number of African American and Hispanic students with disabilities increases, the number of minority special education teachers produced in our colleges and universities continues to decrease. The decline in the number of minority teachers has serious consequences for both minority and majority students. According to the American Association of Colleges for Teacher Education, "A quality education requires that all students be exposed to the variety of cultural perspectives that represent the nation at large. Such exposure can be accomplished only via a multiethnic teaching force in which racial and ethnic groups are included at a level of parity with their numbers in the population."

Project TRREE is a three-year, federally funded project conducted by the Kentucky Department of Education. The purpose of the project is to develop a systemic approach to increase the number of highly qualified special education teachers with a focus on recruitment of linguistically, culturally and ethnically diverse educators.

Taskforce members reviewed and discussed the latest in educational research. The webliography can be found on the Project TRREE website located at <http://edtech.tph.wku.edu/~trree/>. Participants then reorganized into groups of their choice to develop action plans for the three goal areas: recruitment, preparation and retention.

The action plans for all of the groups were designed by identifying the most promising ideas, the challenges and issues, and the emerging ideas for the goal area. The results of these small group discussions were shared in the large group and the ideas that emerged for each goal were prioritized.

Participants formed action groups to address the goal of greatest interest to them. Together, group members determined specific steps they could carry out to move work on this goal forward. The action groups are the following:

- Preparation
- Recruitment
- Retention

These action groups continued their work through Fall 2006 with the support of Project TRREE. The progress of the action groups is shared in this annual report and at conference sessions scheduled at AACTE, CEC, ACRES, NCREST and with groups across Kentucky. At these sessions, conference participants were invited to join the process of setting priorities for the investment of time, energy, and resources to move the agenda forward.

The Annual Report for 2006 will document the work completed through the end of 2007 by the Action Groups, which include the actions taken and the documents, questionnaires, pamphlets developed, and will be organized by the three goal areas.

Taskforce members from the following institutions have worked tirelessly for the benefit of this project. We are grateful for their efforts.

• WESTERN KY UNIVERSITY	• SOMERSET COMMUNITY COLLEGE
• NORTHERN KY UNIVERSITY	• MADISON COUNTY
• EASTERN KY UNIVERSITY	• HOPKINS COUNTY
• KENTUCKY STATE UNIVERSITY	• JEFFERSON COUNTY
• MURRAY STATE UNIVERSITY	• WARREN COUNTY
• GEORGETOWN COLLEGE	• STATE ADVISORY PANEL
• PIKEVILLE COLLEGE	• KENTUCKY DEPARTMENT OF EDUCATION
• SPALDING UNIVERSITY	• EDUCATION PROFESSIONAL STANDARDS BOARD

A growing shortage of well-qualified teachers threatens the quality of education in schools throughout the Commonwealth. To ease this shortage, educators must eliminate out-of-field teaching, find ways to place more teachers in hard-to-staff schools and high-demand subjects, and increase the retention rates of well-qualified teachers. The federal Elementary and Secondary Education Act of 2001 - which establishes the Teacher and Principal Training and Recruiting Fund to increase the number and quality of principals, assistant principals and teachers in schools - underscores the importance of focusing on recruitment and retention.

The national data on teacher supply and demand indicate that the shortage of teachers is particularly acute in inner-city and isolated rural schools, in fast-growing regions of the country, and in the fields of mathematics, science, bilingual education and special education. Project TRREE and the Taskforce were charged with developing systematic strategies and identifying structures that facilitate the task of recruiting, preparing and retaining special education teachers in Kentucky.

Recruitment Strategies

Public service announcements are playing in all network markets recruiting those interested in teaching as a career. Pamphlets and materials have been prepared and placed to recruit potential teachers. *One Child at A Time* (a DVD) and discussion materials have been distributed to all middle schools, high schools, community colleges and universities in the Commonwealth.

Financial incentives to entice prospective teachers are increasingly popular and include college scholarships and loan-forgiveness programs, signing bonuses, assistance with moving expenses and housing subsidies. While such incentives are often effective in the short term in some districts, it is not clear that they have the desired long-term benefit of keeping good teachers in the classroom, especially in hard-to-staff schools. What is more, isolated rural schools have not succeeded in luring veteran teachers, even by offering generous financial incentives. Moreover, a reliance on financial incentives runs the risk of putting poorer schools and districts at a significant disadvantage in the competition for good teachers unless Kentucky can help equalize poorer districts' potential to compete.

Another strategy with proven success is targeted recruitment among specific populations of potential teachers. Such an approach has been especially effective in bringing more minority teachers into the profession and in recruiting teachers who have the explicit interest, commitment and life experience to teach successfully in hard-to-staff schools in inner city and isolated rural areas.

Districts are succeeding in their efforts to recruit mid-career professionals in other fields to become teachers. For these more senior candidates, the most important incentive seems to be ease and rapidity of entry into the classroom. Consequently, efforts to attract mid-career professionals into teaching usually involve an alternative teacher preparation program that enables them to begin teaching after a brief initial training period, and to earn a full-time teacher's salary right away. Kentucky has several alternative certification programs. All of the aforementioned strategies are short term fixes to a long term problem. The Taskforce is systematically looking at the structures needed for a "grow your own" strategy. Currently, FEA programs are targeting high school students and the universities have structures to support students interested in teaching. Taskforce members saw a need for nurturing and supporting students interested in teaching during the middle school years when many begin to lose interest. This period is particularly critical for males. A Leadership Academy targeting this population is being planned for this summer.

The Importance of Retention

There is growing recognition that efforts to retain teachers already in the classroom are at least as important as efforts to recruit new teachers. Indeed, the attrition rate in the teaching profession is high, with some 50% of teachers leaving teaching in the first three years of their career. Many of the strategies employed to recruit teachers are also used to retain them. However, interviews with teachers who leave their jobs indicate that other approaches are necessary, and that considerations not addressed by teacher recruitment mechanisms must be raised in order to keep teachers in the field. As a reason for leaving the profession, many educators cite a stressful or unsupportive work environment, marked by:

- Student and parental apathy
- Discipline problems
- Inadequate physical facilities
- Lack of collegial support
- Unsupportive leadership
- Lack of decision-making authority

Another factor that contributes significantly to teacher turnover and attrition is the assignment of teachers to classes for which they lack adequate preparation. This includes assigning novice teachers to schools and classes in which low student performance, a wide diversity in student backgrounds and abilities, and an unsupportive environment would challenge even the most accomplished teachers.

Turnover in the teaching profession is consequently greater than that in many other professions, and its consequences are both numerous and grave. In hard-to-staff schools, which are more likely to experience higher rates of teacher turnover, it impairs establishment of faculty stability and the development of a solid nucleus of experienced teachers who are comfortable in the environment and who can mentor and assist newer teachers. Moreover, high teacher turnover is expensive and potentially costs states and districts more than it would to implement induction, mentoring and other strategies to retain teachers.

The bottom line is that unless the high rates of teacher movement and attrition are reduced, increasing recruitment efforts is like pouring water into an extremely leaky bucket.

The Growing Need for Teachers

In a 1998 report, The National Center for Education Statistics predicted that at least two million new public school teachers would be needed in the next 10 years. While some studies dispute this figure, there is no doubt that the United States is experiencing a steadily growing imbalance between the number of persons entering and staying in the teaching profession and the number of teachers needed in our classrooms. The American Association for Employment in Education reports that 2001 was the first in the organization's 25 years of research in which "no fields nationally were perceived as having a surplus of candidates." The same organization reports that of 47 teaching fields surveyed, 34 showed a pattern of increased demand from 1999 to 2001.

Even those who believe that projections of future teacher shortages have been overstated acknowledge problems with the distribution of teachers among subject areas and geographic regions. Subject areas including science, math, English as a second language, and special education are experiencing especially acute shortages. Staffing low-performing schools, schools in urban areas, and schools in rural areas is particularly difficult. In addition, the number of minority candidates entering the teaching profession has remained steady in recent years, while demand for minority teachers has increased.

Teacher turnover is a primary factor contributing to teacher shortages, citing a 2001 study by Richard Ingersoll, a report by the National Commission on Teaching and America's Future (NCTAF) calls teaching a "revolving door profession." NCTAF reports that on average schools are currently losing approximately the same number of teachers each year as they hire and that the rate of turnover in high-poverty schools outpaces that of any other sector.

The 2001 reauthorization of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001, adds to the challenge of staffing our schools by requiring that all teachers be "highly qualified" in the subject areas they teach by the end of the 2005-06 school year.

Addressing Teacher Shortages

Since the possibility of teacher shortages was first raised in the early 1980s, organizations and individuals concerned with providing the best possible education for our nation's children have been searching for ways to respond to this crisis. States have passed legislation and instituted policies aimed at attracting more new teachers and keeping experienced teachers in the classroom. Local school districts have employed creative strategies to recruit and keep good teachers. Non-profit organizations and institutes of higher education have launched innovative programs, many of them in partnership with schools and school districts, to increase the supply of qualified teachers. These efforts have intensified as the predictions of the 1980s have become the realities of the 1990s and of the new century.

Recruitment

Growing numbers of students in our nation's schools, together with a movement toward progressively smaller class sizes, mean that our need for teachers increases each year. At the same time, it is estimated that within the next five to seven years, 50 percent of the teachers currently in our classrooms will either retire or leave the profession. Replacements for these teachers will have to come from the ranks of new educators. Studies show that teaching colleges are capable of producing enough new graduates each year to adequately supply the nation's classrooms. NCTAF reports, in fact, that the number of new college graduates earning degrees in education actually increased by more than 50 percent from 1984 to 1999 and that the number of teachers actually entering the profession increased during the 1990s as well. Too few of those teachers, however, reach the classrooms where they are most needed, particularly those in urban and rural areas with large numbers of poor and minority students.

The Taskforce selected to adopt the following systematic approach. Successful district recruitment strategies involve the following:

- Develop a comprehensive recruitment plan
- Develop a strong marketing and outreach campaign
- Improve the hiring process
- Provide nontraditional routes into the profession
- Provide financial incentives

Develop a Comprehensive Recruitment Plan

When school districts are faced with a shortage of qualified teachers, they often respond with a haphazard array of strategies to make up for the shortfall. Marketing and recruitment experts note, however, that a district can be much more effective in its efforts by first developing a comprehensive plan. The following is a suggested plan for effective recruitment:

1. Gather a recruitment team
2. Assess needs
3. Examine existing culture
4. Clarify the mission
5. Identify the target audience
6. Involve the community
7. Collect data

Effective recruiters ask themselves how they are going to sell teaching as an attractive profession and their school district as the most attractive place to teach.

Develop a Strong Marketing and Outreach Campaign

Most school districts today no longer enjoy the luxury of having qualified applicants simply show up at their doors. Limited numbers of new teachers and intense competition among school districts for these applicants mean that districts now have to employ the same kinds of techniques used by private industry to develop and attract potential candidates. A strong, coordinated marketing and outreach campaign targeted to the pool of applicants a district is seeking can make the difference between success and failure in its recruiting efforts. The following is a suggested checklist for developing a strong marketing and outreach campaign:

Target High School and Community College Students

Recruiters are discovering that most students make career decisions before entering college. As a result, Kentucky is attempting to interest students in the teaching profession before they reach college age.

Establish Relationships with Teacher Education Programs

Teacher education programs at institutions of higher education have traditionally been the largest supplier of new teachers to the profession. Establishing partnerships with local colleges and universities can be a tremendously important means of finding and recruiting good teachers. Effective partnerships bring education students into a district's school buildings, allowing them to become familiar with its schools and to develop relationships with the people working in them. They also enable a district to identify promising new teachers.

In an effort to develop a comprehensive program for developing potential teachers from among middle and high school students, the Taskforce is piloting a Leadership Academy for middle school students and support the FEA initiative at the high school level. The Leadership Academy aims to interest middle school students in the education profession before they become "turned off" to the possibility of a career in teaching. Its goals are to make potentially successful students aware of the skills they need to complete college and pursue a teaching career, and to expand the pool of minority and male teachers available to the public schools of Kentucky. The Leadership Academy consists of a summer experience that provides students the opportunity to grow as learners. The curriculum includes self discovery, goal setting, and career exploration activities as well as teaching-like experiences.

The Teacher Cadet Program is an innovative program designed to attract talented young people to the teaching profession through a challenging introduction to teaching. The Program seeks to provide high school students insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools.

The Kentucky Department of Education continues support for talented education students through its MER Teaching Fellows program. The Teaching Fellows program provides financial support and professional enrichment opportunities to college students each year who, in return, commit to teach in Kentucky schools one year for every year they receive the fellowship.

Project a Positive, Creative Image

One of the reasons potential applicants reject teaching as a profession is the negative image teaching has acquired in recent years. Once regarded as a noble profession, teaching is now too often seen as a thankless career pursued only by those who have no other options. Advertising campaigns for teachers often unwittingly play into this stereotype.

Advertising will be most effective if it is positive and creative, both in the message it sends and the means by which it sends that message. Successful marketers consider where members of their target audience are, what media they use, and what messages appeal to them. They then use that knowledge to fashion a campaign.

Provide Referral Incentives

When searching for qualified applicants, a district's current staff can be its best scouts and salespeople. Districts in Kentucky, for example, could offer employees a \$100 finder's fee for every certified teacher they recommend who is eventually hired. Offering incentives to encourage referrals can be a simple, cost effective means of obtaining candidates. This can also be an easy way to boost staff members' morale, giving them ownership in the recruitment process and rewarding them for their efforts.

Improve the Hiring Process

Successfully attracting the interest of candidates in available positions can be useless if a system's hiring procedures are so long and cumbersome that it loses them to other districts in the end. Making the hiring process as convenient and swift as possible can increase a district's chances of having interested candidates actually apply for and accept the positions it needs to fill. Kentucky is facilitating this process through the following:

- Go online and streamline
- Facilitate teacher mobility through licensing reciprocity
- Licensing reciprocity agreements:
- Offer licensing for National Board Certified teachers

Preparation and Recruitment through Alternative Routes

Faced with difficulty in recruiting sufficient numbers of new teachers through traditional teacher education programs in institutions of higher education, Kentucky has begun to search for teachers in other places. One approach has been to "grow your own" teachers by encouraging and assisting paraprofessionals and uncertified teachers already working in classrooms to become licensed. Another approach has been to seek teachers among the ranks of such groups as mid-career professionals, offering those who are interested in transitioning to teaching alternate and often expedited means of achieving licensure. Yet another strategy has been to reinstate retired teachers.

The following criteria should be considered when evaluating alternative licensure programs:

- **Program entry requirements:**
 - Programs should use multiple tools to assess an applicant's skills and ability, including such criteria as test scores, experience working with children, and demonstrated commitment.
- **Type of preparation offered:**
 - The preparation process should extend beyond a four to eight week summer course.
 - If a summer program is being implemented, the curriculum should focus on issues of pedagogy and methodology as well as on process.
 - The preparation should be aligned to meet the needs of the state's job market.
- **Point of entry into classroom:**
 - Applicants should acquire adequate knowledge and skill before being placed in the classroom.
- **Support and professional development:**
 - Strong support mechanisms should be available for applicants coming in through the alternate route.
 - Alternative certification applicants should be assessed using valid protocols.

Kentucky colleges and universities appear to be preparing candidates in innovative ways without sacrificing the rigor of a traditional program.

Programs for Mid-Career Professionals and Others

In addition to developing paraprofessionals already in their classrooms, many school districts are looking to other pools of potential teachers. Mid-career professionals wanting to change careers and retiring military personnel are among those individuals most commonly targeted as potential teachers.

Some districts are looking to foreign countries, particularly for bilingual teachers.

Unlike paraprofessionals, individuals in this group of nontraditional candidates tend to already hold a bachelor's degree. They also tend to self-select and to be highly motivated to teach.

Programs to Reinstate Retired Teachers

Retired teachers are a natural pool of experienced, qualified educators. Among the greatest obstacles to bringing retired teachers back into the classroom is their reluctance to give up pension benefits by earning salaries above prescribed salary caps. Kentucky has passed legislation addressing this issue.

Retention Strategies

Recruiting high-quality teachers into our schools is only half the challenge. Almost a third of the nation's teachers leave the profession during their first three years of teaching. After five years, that percentage jumps to almost half. To make matters worse, drop-out rates are highest in the very subject areas where our schools are experiencing the most acute shortages, including science, math, and special education. Problems also exist in coaxing teachers to stay in hard-to-staff schools. If such schools can recruit teachers in the first place, they often stay only long enough to gain enough seniority and experience to move to a "better" school or school district. As a result, our low-performing schools, where highly experienced teachers are most especially needed, are usually staffed with those least experienced.

School districts are finding that keeping teachers in our classrooms requires giving them adequate preparation, support, leadership, and autonomy, as well as compensation that reflects their professional stature. Many are employing innovative strategies to meet these requirements.

Specific retention strategies:

- Prepare teachers adequately
- Nurture new teachers
- Improve the working environment
- Provide financial incentives

Prepare Teachers Adequately

One significant reason new teachers leave the classroom is that they were not adequately prepared to enter the profession in the first place. Recent research has found that good teacher preparation reduces attrition significantly among first-year teachers. NCTAF includes strong academic preparation, strong clinical practice, and grounding in modern learning technologies as among the essential elements of a quality teacher preparation program. Both academic preparation and clinical practice must include training that prepares teachers to deal with the special challenges they are likely to encounter in today's classrooms. As schools become progressively more ethnically and racially diverse, teaching candidates must thoroughly understand the cultures from which their students will come.

Pre-service programs must also adequately prepare new teachers to deal with the challenges endemic in low-performing schools, including behavioral and emotional problems. The National Council for Accreditation of Teacher Education (NCATE), a coalition of 33 specialty professional associations of teachers, teacher educators, content specialists, and local and state policy makers, sets standards for teacher education programs. These standards are designed to ensure that new teachers are prepared to meet the challenges they will encounter in today's classrooms. Both the U.S. Department of Education and the Council for Higher Education Accreditation recognize NCATE as an accrediting body for teacher preparation programs in colleges and universities. NEA is one of the five founding members of NCATE and strongly recommends that new teachers be prepared in NCATE accredited programs.

NCATE standards require that teaching candidates be taught not only content knowledge but the skills necessary to make learning accessible to all learners. These skills include the ability to consider the "school, family, and community contexts in which they work and the prior experience" of their students. Particularly useful to candidates' preparation in the view of many educators is clinical experience in a variety of classroom environments.

Include Cultural Competency in Teacher Education Programs

The students in Kentucky's schools comprise an increasingly diverse mix of races, cultures, and ethnic groups. It is widely believed that, ideally, the racial and ethnic composition of our nation's teaching force should reflect the racial and ethnic makeup of the children in our classrooms. While efforts to reach that goal have seen only limited success thus far, it is essential that all teachers develop awareness and sensitivity toward the varying cultural customs and mores of the students they teach.

NCATE standards require that teacher candidates "study and practice in a variety of settings that include diverse populations, students with exceptionalities, and students of different ages." They also require that preparation programs make good faith efforts toward increasing the diversity of their faculty and student populations so that candidates work with faculty and other candidates from a variety of ethnic, racial, gender, language, exceptionality, socioeconomic, and religious groups

Nurture New Teachers

Increasingly, educators are realizing that dropping new teachers into classrooms and expecting them to sink or swim leads far too many of them to drown. Consensus is developing that teacher education does not end when a new teacher is handed a teaching degree. As a result, induction programs and strong mentoring for new teachers are becoming more and more common in school districts.

Districts are also beginning to realize that new teachers are usually overwhelmed by the workload placed upon them during their first year in the classroom. Some school systems are looking for ways to make the demands on new teachers' time more manageable by providing them additional release and planning time or limiting their extracurricular responsibilities.

Establish a Formal Induction Program

Induction programs include such features as mentoring and orientation and professional development sessions. Some also include a formal assessment component.

Two Sets of Criteria for a Successful Induction Program

Modeling its criteria on successful induction programs in other professions, the **Southeast Center for Teaching Quality** concludes that an effective program should:

- Provide new teachers with specific expectations
- Familiarize them with organizational rituals
- Help them to apply the knowledge, skills, beliefs, and attitudes necessary to succeed at their jobs
- Provide them with ongoing guidance and assessment by a trained mentor
- Assist them in meeting licensure standards.

Ellen Moir and Janet Gless of California's **New Teacher Center** provide these guidelines for establishing an effective program:

1. **Program Vision:** Program leaders must aspire to more than retention; instead, they must seek to promote the highest quality of instruction possible. New teacher programs cannot be preparing teachers for mere survival in the complex and demanding world of today's schools. Instead, these programs must also have as part of their vision, a new image of the successful teacher whose leadership capacity is developed from the moment the teacher enters a classroom.
2. **Institutional Commitment and Support:** School districts and other educational organizations must make teacher learning a priority. Institutional commitment can be demonstrated by designing programs that ensure adequate time and resources for new teacher learning and mentor development; by establishing policies that protect new teachers during the critical stage of induction; and by making teacher development the centerpiece of educational reform across the district.

Provide Extensive Mentoring by Carefully Selected, Well-trained Mentors

Even among those school systems not currently having formal induction programs in place, most provide some kind of mentoring to new teachers. Good mentoring can provide new teachers with valuable support during their initial months or years in the classroom.

Task Force Activities

The Taskforce Implementation Committee for **Recruitment** has completed the following tasks. A copy of this committee's action plan can be found in Appendix A.

1. Created press release packet that includes letters, generic press release.
2. Secured Commissioner support for DVDs and PSAs.
3. Prepared Frequently Asked Questions.
4. Distributed DVDs.
5. Mailed follow up letter to co-op directors and local districts, reminding them to distribute videos, guidelines, and brochures.
6. Emailed potential IHE representatives and get commitment to ensure the video tape and brochures will be used for recruitment.
7. Sent contact names to WKU so they can mail videos and brochures.
8. Distributed videos, brochures and letters.
9. Developed list of transition to teaching grant contacts statewide.
10. Sent letters, brochures and videos to Work Force Development Centers to help target mid-career changes.
11. Mailed PSAs to TV stations, then follow-up to verify play dates.
12. Sent videos to high schools with greatest need for HQ special ed teachers for FEA clubs and career fairs.
13. Mailed Thank You letter to TV stations and others, for committing to play PSAs.

The Taskforce Implementation Committee for **Preparation** has begun the following tasks. A copy of this committee's action plan can be found in Appendix B.

1. Promote 2 + 2, Transition to Teaching Program, and other programs to increase the number of special education teachers.
2. Complete a white paper review of established models for career pathways for paraprofessionals.
3. Complete test taking preparation programs for PRAXIS I, PRAXIS II.
4. Develop advertisements, brochures, etc. for test prep modules.
5. Develop a white paper reflecting best practice with alternative assessment admissions criteria to reflect life experiences.

The Taskforce Implementation Committee for **Retention** has completed the following tasks. A copy of this committee's action plan can be found in Appendix C.

1. Gathered data from local districts:
 - Do they have a mentoring program AND/OR an organized system for supporting diversity in education (including program name, characteristics, and specific contact information).
2. Survey ALL educators with a special education certification.
3. Draft guidelines and recommendations for implementation in order to establish a differentiated mentoring induction program for special education teachers, incorporating guidelines for a support system regarding minority educators.
4. Develop Professional Development for school and district administrators that includes improving school climate related to special educator AND minority retention.
5. Deliver PD in partnership with teacher preparation programs for principals and educational administrators.
6. Promote the development and delivery of Professional Development for teachers in the following areas: inclusive settings, learning strategies, assistive technology, progress monitoring, moderate and severe needs, Read & Write Gold, peer interaction/cooperative groups, in conjunction with agencies and support groups within Kentucky.

Taskforce members will be completing the following tasks during this year:

1. Writing a white paper review of established models for career pathways for paraprofessionals.
2. Developing online Test taking preparation programs for PRAXIS I, PRAXIS II.
3. Designing and printing advertisements, brochures, etc. for test prep modules.
4. Researching and writing a white paper reflecting best practice with alternative assessment admissions criteria to reflect life experiences.
5. Drafting guidelines and recommendations for implementation in order to establish a differentiated mentoring induction program for special education teachers, incorporating guidelines for a support system regarding minority educators.
6. Field testing Professional Development modules for school and district administrators that includes improving school climate related to special educator AND minority retention.
7. Delivering PD in partnership with teacher preparation programs for principals and educational administrators.
8. Developing and delivering of Professional Development for teachers in the following areas: inclusive settings, learning strategies, assistive technology, progress monitoring, moderate and severe needs, Read & Write Gold, peer interaction/cooperative groups, in conjunction with agencies and support groups within Kentucky.
9. Submitting draft guidelines and research to KYCEC, KY CASE, KDE, CPSE, KSBA, KEA, SAPEC, LSAC, etc. for support.
10. Expanding the districts served by recruitment and retention efforts.
11. Holding a Leadership Academy for middle school students targeted as a "grow your own" approach.

Presentations were made at the following Conferences during 2006: Kentucky Council on Post-secondary Education Diversity Conference; Kentucky Council of Exceptional Children, American Council on Rural Special Education, National Council on Cultural Responsive Education, Bowles Center Conference on Diversity and Louisville Branch of the National Association for the Advancement of Colored People.

Project TRREE supported meetings in Bowling Green Independent Schools, Covington Schools, Hopkins County, Madison County and Warren County that assisted these districts in their efforts to diversify their teaching force. The Taskforce plans to continue these efforts and expand into other districts during the coming year.

Thoughts

The Taskforce is committed to making sure that no child in Kentucky is left behind because poverty or that their classes are being taught by teachers who did not major in the subject they are teaching. Institutions of higher education and school districts across the Commonwealth work need to work together to prepare highly qualified teachers and to develop successful strategies that both support new teachers and to keep veteran teachers in place.

Teaching touches the lives of all children from a variety of backgrounds, including those from families that exhibit a wide range of cultural and linguistic diversity. Teaching also touches the lives of children with varying ability levels, including those with disabilities. It is the profession in which we have a chance to provide opportunities that might otherwise be lost.

Sometimes, we have the opportunity to change the course of future events for many children who come to school with significant disadvantages, such as poverty, parental and societal neglect, as well as intellectual, social and physical disabilities. It is a profession, however, that loses thousands of dedicated members each year, putting those most vulnerable children and youth at risk of failing to realize opportunities afforded to them through quality education. The Taskforce is committed to stopping this loss.

Yet, because of the complexity of the issues embedded in recruiting, preparing and retaining high quality teachers, many find addressing these essential issues to be a daunting task. The Taskforce is grateful to the vision of the Kentucky Department of Education that has decided to attack this problem. Project TRREE serves to assist in planning, implementing and evaluating a high quality teacher recruitment, preparation and retention initiative that will keep the best teachers in the hardest to staff disciplines and teaching in the most challenging classrooms.

While good teachers are needed in all settings, there are particular fields of teaching and geographic areas in which it is more difficult to recruit and keep qualified professionals. For more than 25 years, the American Association for Employment in Education (AAEE) has consistently reported that the areas of greatest need in education-related disciplines nationwide include teachers and related service personnel in special education, mathematics and science (AAEE, 2003). While there are other areas of need in particular geographic areas of the country, these three teaching disciplines are especially difficult to staff in urban and rural schools.

As a result, administrators face a chronic shortage of licensed special educators, in addition to math and science teachers, in an era of increasing accountability for **all** teachers to be highly qualified and for **all** students to make adequate yearly progress. Yet, never was the effectiveness of a special education, math or science teacher more important than in today's educational arena.

What an exciting time to be a special educator in Kentucky! The issues challenge our collective visions of teaching and leadership and what it takes to lead in today's world of special education. Project TRREE is appreciative of the time effort and contributions made to the effort by the Taskforce members and the support of the Kentucky Department of Education. Please do not hesitate to contact any of the members with comments or requests. We pledge to serve you with professionalism and integrity and support the most important work there is...educating Kentucky's children.

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Appendix

A

Implementation Team Plan for the Recruitment of Special Education Teachers

Mission Statement:

Act. # 1	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Initiated	In Progress	Completed
A	Create press release packet that includes letters, generic press release, Gov/ commissioner, general need, product description, supporters, FAQs	Generic press release packet of letters/ announcements	Vincent Watkins	Submit drafts to KY DOE for approval	Gwen and DOE communications dept	By 9/30/05	Completed			
B	Send follow up letter to co-op directors and local districts, reminding them to distribute videos, guidelines, and brochures	Reminder letter to local districts to share materials with school counselors, also ask for orders for more materials	Marinell Kephart	Write letter, get approval, distribute to co-ops and local districts	C-op directors	By 6/25/2005	Completed			
C	Send email to potential IHE representatives and get commitment to ensure the video tape and brochures will be used for recruitment Send contact names to WKU so they can mail videos and brochures to IHE reps	Video/and guidelines, brochures, and press release packet, as appropriate	Stephen	Create email message to push to special ed faculty to request mass send out to freshman and sophomore students on campus		8/30/05 9/20/05	Completed			
D	Distribute videos, brochures and letters to KY Community Technical College System for 2-year programs at Community Colleges. Focus on 2+2 programs	Video/and guidelines, brochures, and press release packet, as appropriate	Terri Reynolds	Collect career counselor lists for all Community colleges	Terri Reynolds	10/1/2005	Completed			

Act. #2	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Initiated	In Progress	Completed
E	Develop list of transition to teaching grant contacts statewide	Contacts list	Stephen	Contact Pat Trotter to get names of all T to T grant administrators in state. Ask each to provide list of interested persons they have been in contact with.	Pat Trotter and Mike Hughes--GRECC coop) 270-745-3594	By 10/15/05	Completed			
F	Send letters, brochures and videos to Work Force Development Centers to help target mid-career changes.	Letters, brochures and videos	Marty	Obtain contact list from Renee and call each center to get permission to send materials	Renee	8/15/2005	Completed			
G	Send PSAs to TV stations, then follow-up to verify play dates	Include entire press packet	Vincent	Phone calls	DOE communication dept.	7/1/2005	Completed			
H	Send videos to high schools with greatest need for HQ special ed teachers for FEA clubs and career fairs.	Videos, guidelines and appropriate letters	Arlene and Marty	Get counselor list for neediest high schools	Ken Hockensmith	10/5/05	Completed			
I	Send Thank You letter to TV stations and others, for committing to play PSAs	Letter from Commissioner	Arlene and Marty	Get mailing list from Vincent	DOE communication dept.	7/15/2005 for PSAs	Turned over to Watkins Group			

Act. #3	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Initiated	In Progress	Completed
J	Reminding recipients of the video or DVD and it's use	Letters to schools, workforce and higher ed letters to MERs	Marty Natasha	Draft letter		9/20/2006				
K	U of L Program for ACT Prep	Program for TRREE	Natasha	Contact U of L - set date with Nedra	Nedra	11/30/2006				
L	Collaborate w/ KYCEC	High School Clubs	Arlene	Discuss TRREE w/ KYCEC Board	Marinell	11/30/2006				
M	Analyze National Incentives for Teacher Candidates	List of incentives being offered	Arlene	Websearch		11/30/2006				
N	Develop recruitment meetings in district	Meetings in districts	Michael Coleman							
O	CADET program	Cadets	Michael Coleman							
P	Leadership Academy	Camps	Michael Coleman							

Appendix B

Implementation Team Plan for the Preparation of Special Education Teachers

Focus Area: Preparation

Revised 11/17/06

Activity #	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Evidence of Impact	Initiated	In Progress	Completed
1	Develop and/or promote 2 + 2, Transition to Teaching Program, and other programs for special education teachers	Power point and white paper presentation(s) to promote programs for special education teachers - sent directly to schools and have trained individuals to led these presentations	Joyce Bell (Public) John Nelson (Private)	Work with individual IHE's to standardize the articulation agreements. -Develop the power point and white paper presentation. -Market information to administrators to determine need and interest. -Develop a survey instrument to determine if articulation agreements are being implemented consistently	John Nelson, Joyce Bell, Eve Proffitt	3/1/07		Increase in enrollment of para-professionals			
2	Establish career pathways for paraprofessionals	Develop incentive programs for para-educators to participate in 2+2 program	Joyce Bell	Analyze results from survey administered at the 2006-Para educator Academy to clearly understand what incentives paraprofessionals need to obtain a 4-year degree and teacher certification.	John Nelson, Eve Proffitt, Joyce Bell, Tony LoBianco, Barb Locker	8/1/06					
3	Complete test taking preparation programs for PRAXIS I, PRAXIS II	Use of KYEducators.org for the placement of prep materials on the website or as test prep modules. Use KY virtual University system for dissemination.	Eve Proffitt Wendell Cave	1. Complete modules 2. Pilot modules 3. Submit recommendations KY Dept. of Ed and EPSB 4. Develop video/CD of PRAXIS I & II Workshops emphasizing test taking skills for distribution to students scheduled to take PRAXIS exam	Eve Proffitt, Wendell Cave, Patricia Higgins, Betty Herron, The Learning House, AIKCU	1. 6/2007 2. 11/2007 3. 1/2007 4. 12/2006	Booklet Prepared and Disseminated to IHE's	Use by students of modules			

Implementation Team Plan for the Preparation of Special Education Teachers

Focus Area: **Preparation**

Revised 11/17/06

Activity #	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Evidence of Impact	Initiated	In Progress	Completed
4	Develop advertisements, brochures, etc. for test prep modules		Eve Proffitt Wendell Cave Betty Herron	Working with Association of Independent College and Universities (AIKCU) and the Learning House to put modules on portal for access	Eve Proffitt Betty Herron Wendell Cave	Jan 2007	Brochure to IHE's	Use of brochure by IHE			
5	Establish alternative assessment admissions criteria to reflect life experiences	Recommendation based on research and data to send to colleges, universities, CPE & EPSB to consider using rubrics and portfolios measures	Sunday Obi John Nelson Betty Herron	Draft public awareness program	Eve Proffitt Betty Herron	7/7/06					
6	(Preparation Team considers this to be a Recruitment initiative – therefore item will be moved or merged) Analysis of national incentives for teacher candidates	White Paper and Power Point presentation	Karen Frohoff (Public) John Nelson (Private)	Research national incentives for teachers. Develop paper for analysis and Power Point for Human Resource directors Present at statewide conferences, school professional development workshops, faculty meetings, etc.	Joyce Bell John Nelson	7/6/06	PowerPoint & White Paper	Increase in enrollment of para-professionals			

Appendix C

Implementation Team Plan for the Retention of Special Education Teachers

Retention Group						Revised 11-17-06					
Activity #	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Evidence of Impact	Initiated	In Progress	Completed
1	Gather data from local districts: - Do they have a mentoring program AND/OR an organized system for supporting diversity in education (including program name, characteristics, and specific contact information)	Data report with recommendations based on KY data.	Jill Griffiths Marinell Kephart via the Co-op Network	Survey Co-op directors to compile data on local school districts; communicate results to Retention Committee	Leadership Core Team Staff from KY Teacher Quality grant	3/9/06	Data Report	Data supports the policy for establishing a differentiated mentoring induction program for special education teachers as well as supporting the need to facilitate diversity within the teaching community			
2	Gather data on ALL educators with a special ed certification	Data report based on survey data as to the reason why the special educator left and what would be required for them to return.	Marlene White Nedra Atwell EPSB Rep	Development and distribution of survey and other data gathering tools and compile data; write report	Leadership Core Team Staff from KY Teacher Quality grant	5/30/06	Data Report	Data supports the policy for establishing differentiated mentoring induction program for special education teachers			
3	Develop draft guidelines and recommendations for implementation in order to establish a differentiated mentoring induction program for special education teachers, incorporating guidelines for a support system regarding minority educators.	Draft recommendations for best practices, and communicate existing local resources as per survey results.	Jill Griffiths Roy Meckler Veronica Radford Marlene White Retention Group partnering with existing local district resources as referenced in Activity #1 and #2	Review CEC Mentor Document, conduct web searches, Gather district guidelines, Survey/Interview Teachers, Review Harry Wong Induction materials, Review MSU Mentor Program Guidelines Development and distribution of survey and other data gathering tools and compile data; write report	Leadership Core Team Retention Group	11/30/06	Guidelines Document and data report	Policy becomes part of the EPSB legislative agenda, Mentoring Programs are available statewide, Teacher retention increases			

Implementation Team Plan for the Retention of Special Education Teachers

Retention Group							Revised 11-17-06				
Activity #	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeli ne	Criterion Measure	Evidence of Impact	Initiated	In Progress	Completed
4	Draft and submit policy to KYCEC, KY CASE, KDE, CPSE, KSBA, KEA, SAPEC, LSAC, etc. for legislative support.	Policy	Jill Griffiths - KY CASE Marinell Kephart- KYCEC, KSBA, LSAC Scott Teague- SAPEC	Support in legislation	Leadership Core Team	1/31/07	Policy, Records of Distribution, Records of Buy-In				
5	Policy is distributed to ESPB for inclusion in legislative agenda.	Policy	KY EPSB rep Johnnie Grissom	Submit for support for legislative action.	Leadership Core Team	3/31/07					

Implementation Team Plan for the Retention of Special Education Teachers

PD for School Administrators - Retention

Revised 11-17-06

Activity #	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Evidence of Impact	Initiated	In Progress	Completed
1	Develop Professional Development for school and district administrators that includes improving school climate related to special educator AND minority retention	PD modules	Jill Griffiths Marinell Kephart Nedra Atwell Marlene White	Design and deliver PD in collaboration with Special Education Cooperatives, IHEs, and other appropriate stakeholders using guidelines document from previous page	School Administrators, Teachers, Co-ops, and IHEs	9/30/07	Teacher Retention, PD Received	Teacher Retention according to annual data updates			
2	Deliver PD in partnership with teacher preparation programs for principals and educational administrators	PD modules									

Implementation Team Plan for the Retention of Special Education Teachers

PD for Special Education Teachers - Retention

Revised 11-17-06

Activity #	Strategy Statement	Product	Team Member Responsible	Process	Participants/ Consultants	Timeline	Criterion Measure	Evidence of Impact	Initiated	In Progress	Completed
1	Promote the development and delivery of Professional Development for teachers in the following areas: inclusive settings, learning strategies, assistive technology, progress monitoring, moderate and severe needs, Read & Write Gold, peer interaction/cooperative groups, in conjunction with agencies and support groups within Kentucky.	PD modules	Veronica Radford Roy Meckler	Promote the development and delivery of PD delivered by school district/coops IHEs	Sp Ed Teachers & other staff as appropriate that work with special education population	9/30/07	Participant Evaluations, Teacher Retention	Increased Teacher Retention, Diversity, and Improved school climate			