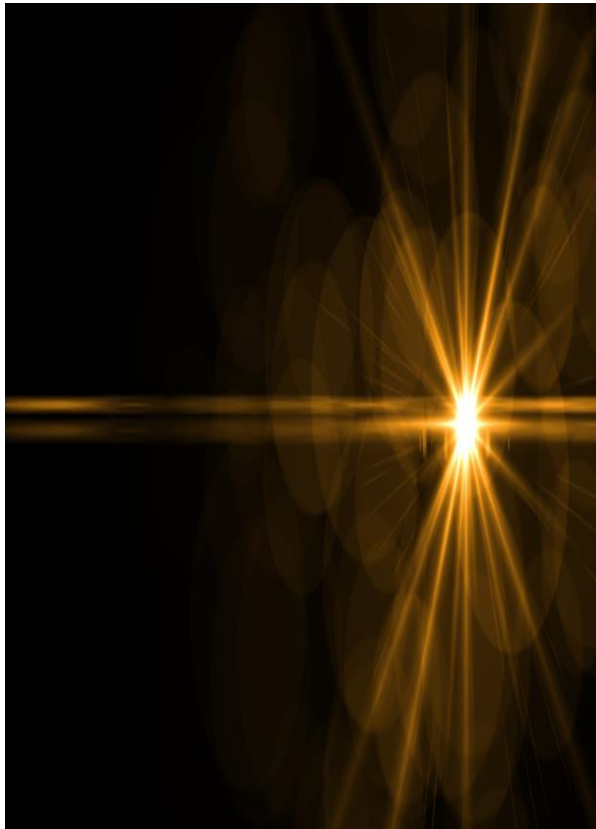


Shine Your Light

Georgia Council of Administrators of
Special Education

November 15, 2023



Office of Federal Programs - Mission

The mission of the Office of Federal Programs is to provide technical assistance, program monitoring, and resources to local educational agencies (LEA) to ensure that all children have an opportunity to obtain a high-quality education and to achieve proficiency on the state's high academic achievement standards.



Shaun Owen
Deputy Superintendent



John Wight
Associate Superintendent



Wina Low
State Director – Special
Education



Kathleen Yarbrough
State Director –
ESSA Programs





**Thank You,
G-CASE!**

Shine On!

Speed of Light

- Einstein's theory of special relativity tells us the speed of light is 186,000 miles per second.
- Speed of light is a constant independent of motion or source.
- Light is a million times faster than a bullet.







To Light the Way

**We'll Leave
the Light On.**



This little
light of mine,
I'm gonna let
it shine.



Shine On



- Your light is your legacy. Make it a bright one. – Unknown
- The world needs your light. -Unknown
- Let your brilliance shine and inspire others to do the same. - Unknown
- Let your light shine. - Unknown
- Light the way for others. - Unknown
- You are allowed to shine! - Unknown
- “When you let your light shine, you unconsciously give others permission to do the same.” – Nelson Mandela

Shine a Light on increased outcomes for students with disabilities



Teacher and Leader Retention



Special Education Leadership
Development Academy



Special Education School
Administrators Academy



Instructional
Supports



Shining a Light on Professional Learning and Continuous Improvement

- Specially Designed Instruction
- Transition
- General Supervision
- Speech/ Language
- Literacy
- Dyslexia
- Budget
- Data Reporting
- Discipline
- GAA 2.0 – Requesting Feedback
- FBA/BIP
- Vision and Hearing Updates



**LET YOUR LIGHT
SHINE SO BRIGHTLY
THAT OTHERS CAN SEE
THEIR WAY OUT OF
THE DARK.**

Working with the American Institutes of Research to develop high-quality modules.

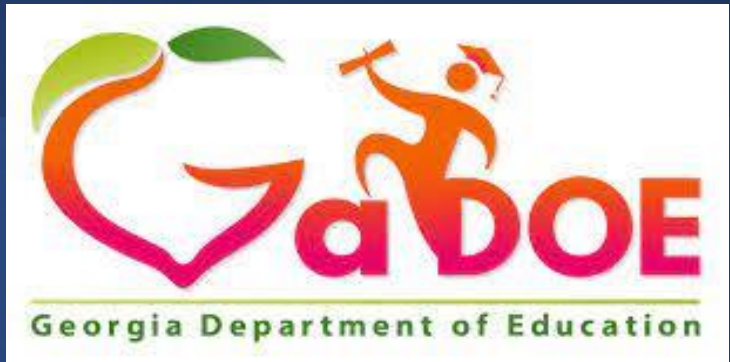
- Ready and on-demand resources
 - Transition
 - Prior Written Notice
 - Preschool Special Education
 - Present Levels of Performance
 - Specially Designed Instruction
 - Plus 2 more to be determined

As of November 13, 2023,
624 participants.

**Thank you
for
supporting
the Back
to Basics
Series**

Back to Basic	Location	Number of Participants
Behavior--8-23-2023	Athens- Region 5	30
Behavior – 9-13-2023	Cleveland- Region 3	62
Transition- 09-18-2023	West Central GLRS- Region 2	23
Behavior- 9/25/2023	Dublin- Region 13	25
Behavior - 9/27/2023	Warner Robins- Region 8	41
Transition- 10-5-2023	North Central GLRS- Region 2	47
IEP- 10-05-2023	Costal Plains RESA- Region 17	65
IEP- 10-19-2023	First District RESA- Regions 14 & 15	85
Transition- 10-20-2023	Southwest Georgia GLRS- Region 16	67
IEP- 10-23-2023	Northwest GLRS Lakeview Auditorium- Region 1	48
IEP- 11-8-2023	Pioneer RESA- Region 3	83
Transition- 11-9-2023	East Central GLRS- Region 13	48
IEP- 11-30-2023	Central Georgia- Region 8	
IEP- 12-5-2023	CSRA RESA- Region 10	
Transition- 12- 7-2023	GaDOE- 10 th Floor West Tower- Regions 4a&4b	
Transition- 1-10-2024	South Central GLRS	
Transition- 1-18-2024	Northeast GLRS- Region 5	

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



Teacher Retention: Georgia's Approach



NUMEROUS WEBINARS

COUNCIL FOR EXCEPTIONAL CHILDREN
OFFICE OF SPECIAL EDUCATION
PROGRAMS
CEEDAR
AMERICAN INSTITUTES OF RESEARCH
THOUGHT LEADERS



CONFERENCE PRESENTATIONS

OSEP LEADERSHIP CONFERENCE
CEEDAR CONVENING
EDUCATION COMMISSION OF
STATES

NATIONAL ASSOCIATION OF SPECIAL
EDUCATION STATE DIRECTORS



ARTICLES AND ARTICLES

COUNCIL OF CHIEF STATE
SCHOOL OFFICERS,
EDUCATION COMMISSION OF
STATES


Thank you,
GLRS!



GEORGIA LEARNING
RESOURCES SYSTEM

Today's Educator Workforce

- New teachers who are poorly supported or underprepared are more likely to leave the profession within the first five years.
- Students are more likely than ever before to be placed in classrooms with new teachers.
 - about one in five teachers in U.S. classrooms are in their first three years
 - many teachers are now entering through an alternative certification program.

Source: Learning Policy Institute (LPI) analysis of state-reported data sources (see Table 2) and Common Core of Data. National Center for Education Statistics. (2022). [Common Core of Data, nonfiscal data for SY 2021–22](#)  . All estimates were calculated by LPI using the state-level data files.



Induction as a Retention Strategy

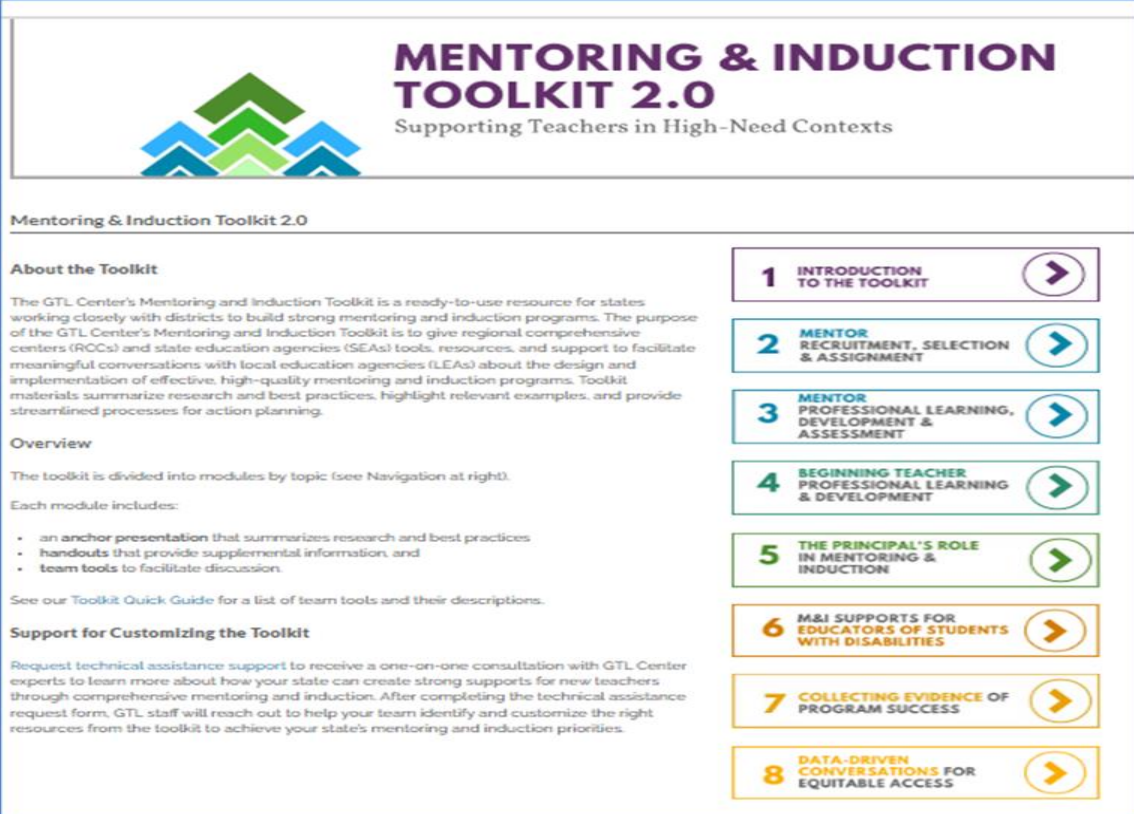
- The quality of induction for novice special educators is a **powerful predictor** of their intention to stay in their schools.¹
- Practitioners indicated strong **mentorship and induction** in early career as the **most effective method of improving teacher retention.**²

¹Billingsley, B., & Bettini, E. (2019). Special Education Teacher Attrition and Retention: A Review of the Literature. *Review of Educational Research*, 89(5), 697–744. <https://doi.org/10.3102/0034654319862495>

²Fowler, S. A., Coleman, M. R. B., & Bogdan, W. K. (2019). The State of the Special Education Profession Survey Report. *TEACHING Exceptional Children*, 52(1), 8–29. <https://doi.org/10.1177/0040059919875703>

High-Quality Mentoring and Induction Practices

- Rigorous mentor selection based on the qualities of an effective mentor
- Ongoing professional development and support for mentors
- Sanctioned time for mentor-teacher interactions
- Multiyear mentoring
- Intensive and specific guidance moving teaching practice forward
- Professional teaching standards and data-driven conversations
- Ongoing professional development for beginning teachers
- Clear roles and responsibilities for administrators
- Collaboration with all stakeholders



MENTORING & INDUCTION TOOLKIT 2.0
Supporting Teachers in High-Need Contexts

Mentoring & Induction Toolkit 2.0

About the Toolkit

The GTL Center's Mentoring and Induction Toolkit is a ready-to-use resource for states working closely with districts to build strong mentoring and induction programs. The purpose of the GTL Center's Mentoring and Induction Toolkit is to give regional comprehensive centers (RCCs) and state education agencies (SEAs) tools, resources, and support to facilitate meaningful conversations with local education agencies (LEAs) about the design and implementation of effective, high-quality mentoring and induction programs. Toolkit materials summarize research and best practices, highlight relevant examples, and provide streamlined processes for action planning.

Overview

The toolkit is divided into modules by topic (see Navigation at right). Each module includes:

- an anchor presentation that summarizes research and best practices
- handouts that provide supplemental information, and
- team tools to facilitate discussion.

See our Toolkit Quick Guide for a list of team tools and their descriptions.

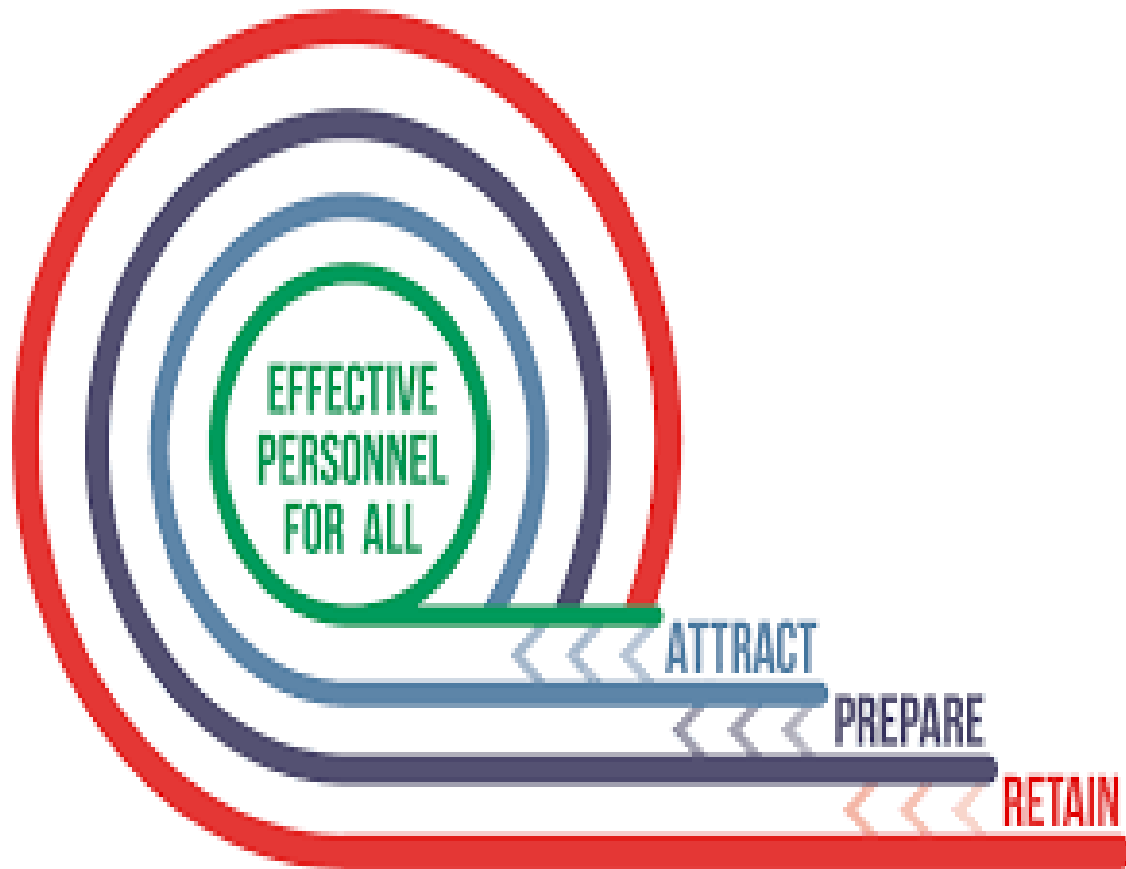
Support for Customizing the Toolkit

Request technical assistance support to receive a one-on-one consultation with GTL Center experts to learn more about how your state can create strong supports for new teachers through comprehensive mentoring and induction. After completing the technical assistance request form, GTL staff will reach out to help your team identify and customize the right resources from the toolkit to achieve your state's mentoring and induction priorities.

- 1 INTRODUCTION TO THE TOOLKIT
- 2 MENTOR RECRUITMENT, SELECTION & ASSIGNMENT
- 3 MENTOR PROFESSIONAL LEARNING, DEVELOPMENT & ASSESSMENT
- 4 BEGINNING TEACHER PROFESSIONAL LEARNING & DEVELOPMENT
- 5 THE PRINCIPAL'S ROLE IN MENTORING & INDUCTION
- 6 M&I SUPPORTS FOR EDUCATORS OF STUDENTS WITH DISABILITIES
- 7 COLLECTING EVIDENCE OF PROGRAM SUCCESS
- 8 DATA-DRIVEN CONVERSATIONS FOR EQUITABLE ACCESS

<https://gtlcenter.org/technical-assistance/toolkits/mi-toolkit>

Georgia Teacher/Provider Retention Program (TPRP)



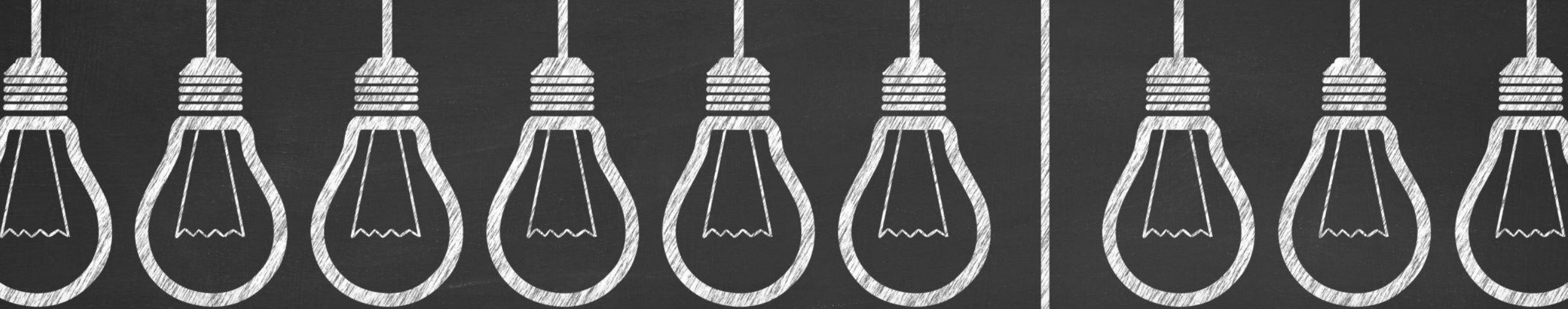
The purpose of this project is to improve the retention of special education teachers **and** early intervention providers in Georgia – Part B and C.

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

Special Education Teacher Retention Data

- In 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.
- Is it a teacher shortage or a retention crisis?

www.teachgeorgia.org



Retention is the New Recruitment!

How do we keep our teachers?

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 

Contact Information

Wina Low
Program Manager, Senior
Email: wlow@doe.k12.ga.us

Karen S. Suddeth, Ed.S.
Program Manager
Georgia's Tiered System of Supports for Students
Email: ksuddeth@doe.k12.ga.us

Andrea M. Catalano
Professional Learning Program Specialist
Georgia's Tiered System of Supports for Students
Email: acatalano@doe.k12.ga.us

Resources

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



AVATAR Lab

- 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 teachers and directors practice complex and difficult conversations with teachers and leaders.

The Georgia Teacher/Provider Retention Program (GA-TPRP) Part B (K-12)

1. Develop a pool of competent instructors/coaches (GLRS staff)

Train-the-trainer model, including



- Facilitator's guide
- Meeting agenda with recommended time allotments
- Slide presentation
- Professional learning activity handouts



Community of Practice

- Monthly CoPs to:
 - Targeted follow up support
 - Clarifications
 - Problem solving
 - Sharing successes



2. Provide new teachers professional development, mentoring, and coaching



Deliver training to new teachers

- Grounded in the high-leverage practices for students with disabilities
- Use high-leverage practices self-assessment



Practice-based opportunities

- Create lesson plans using the high-leverage practices
- Simulate practice with avatars



On-going Coaching

- Coaching guidance
 - HLP Observation & Coaching Tool; Model Induction Coaching Guidance
- Coaching logs



Georgia Learning Resources System



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



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



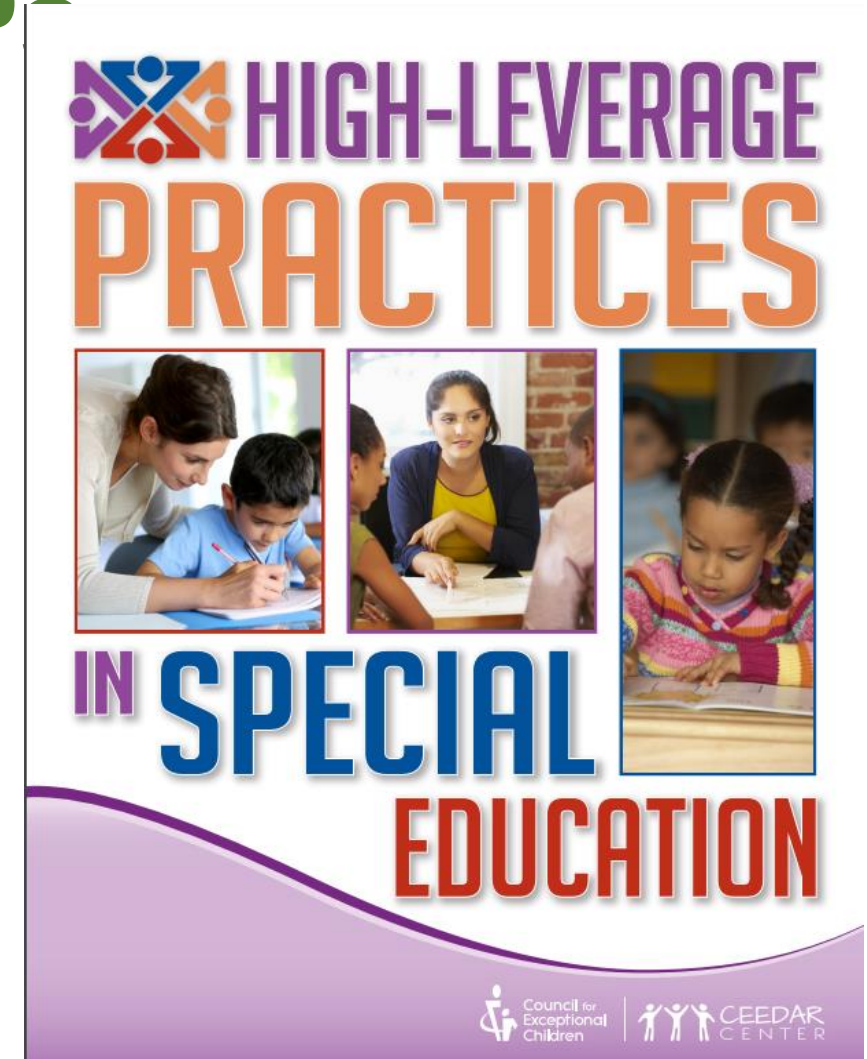
Center on GREAT TEACHERS & LEADERS

at American Institutes for Research



Induction Program is based on High Leverage Practices HLP

- 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

Strategic Coaching Plan



PREPARATION
FOR COACHES



DELIVERY OF
PROFESSIONAL
LEARNING

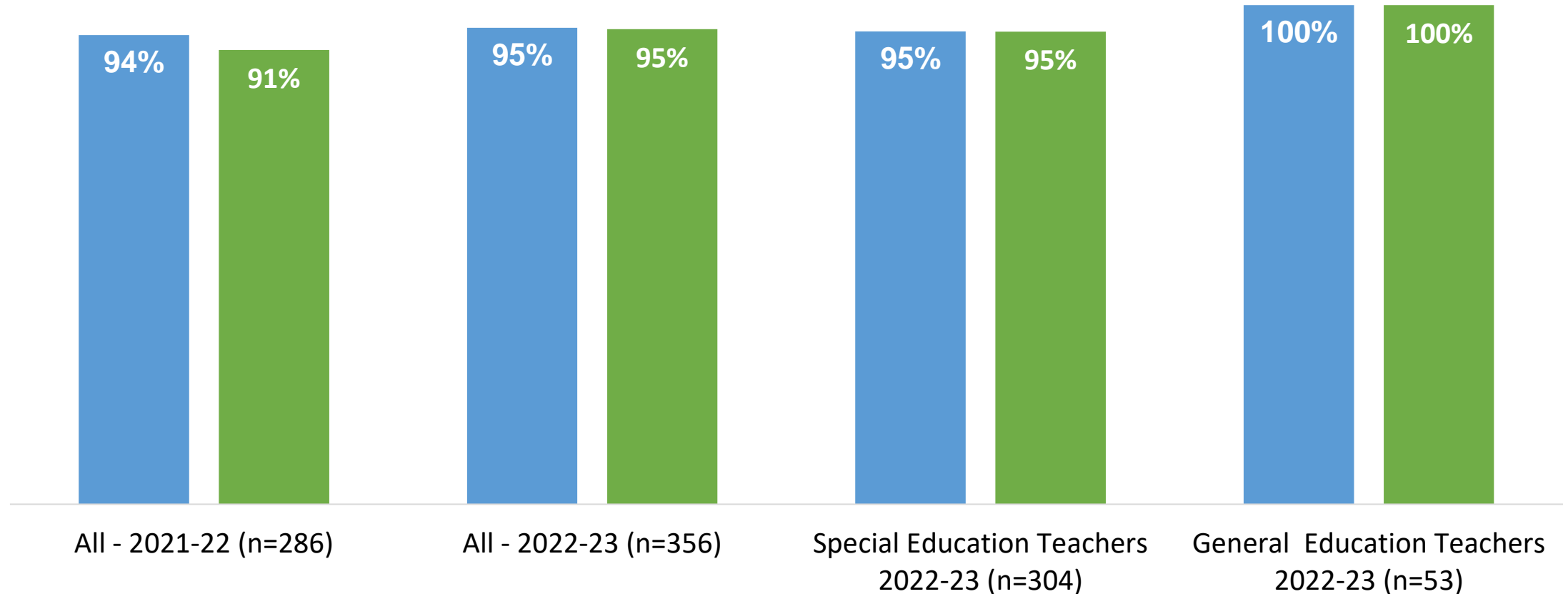


DELIVERY OF
COACHING

Goal 1 – Teacher Induction Activities

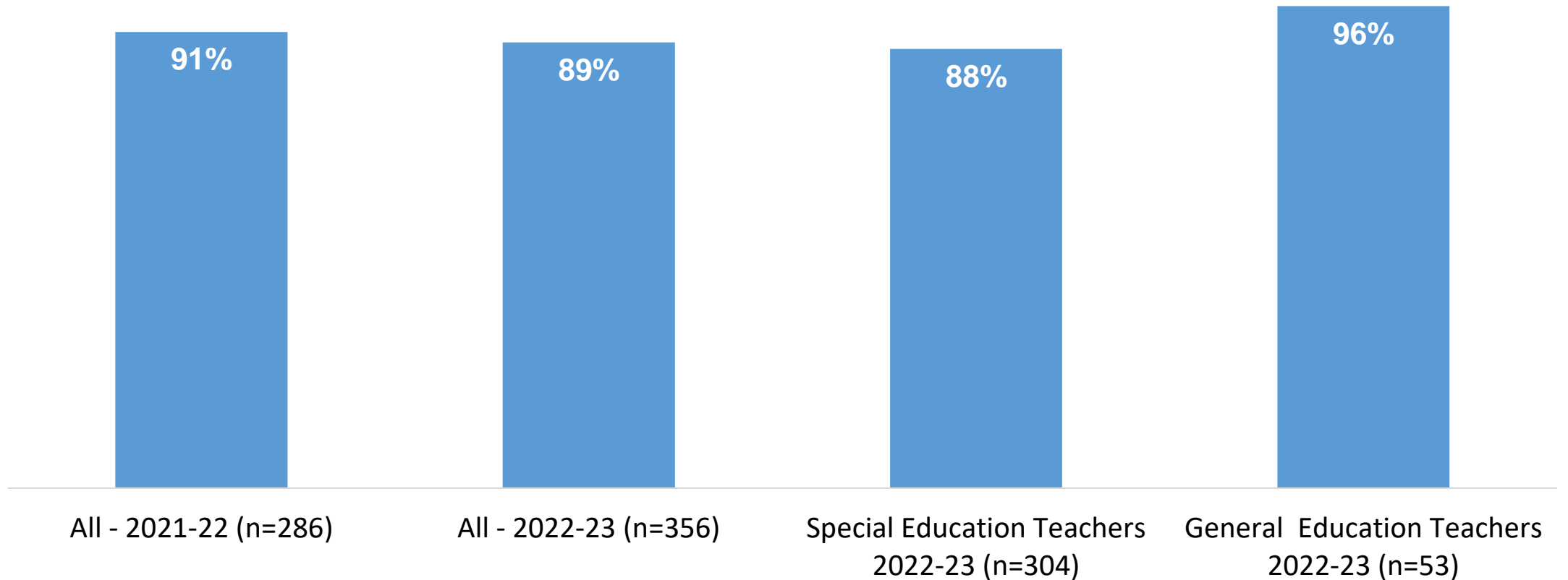
Annual Performance Report Results (2022-2023)

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

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

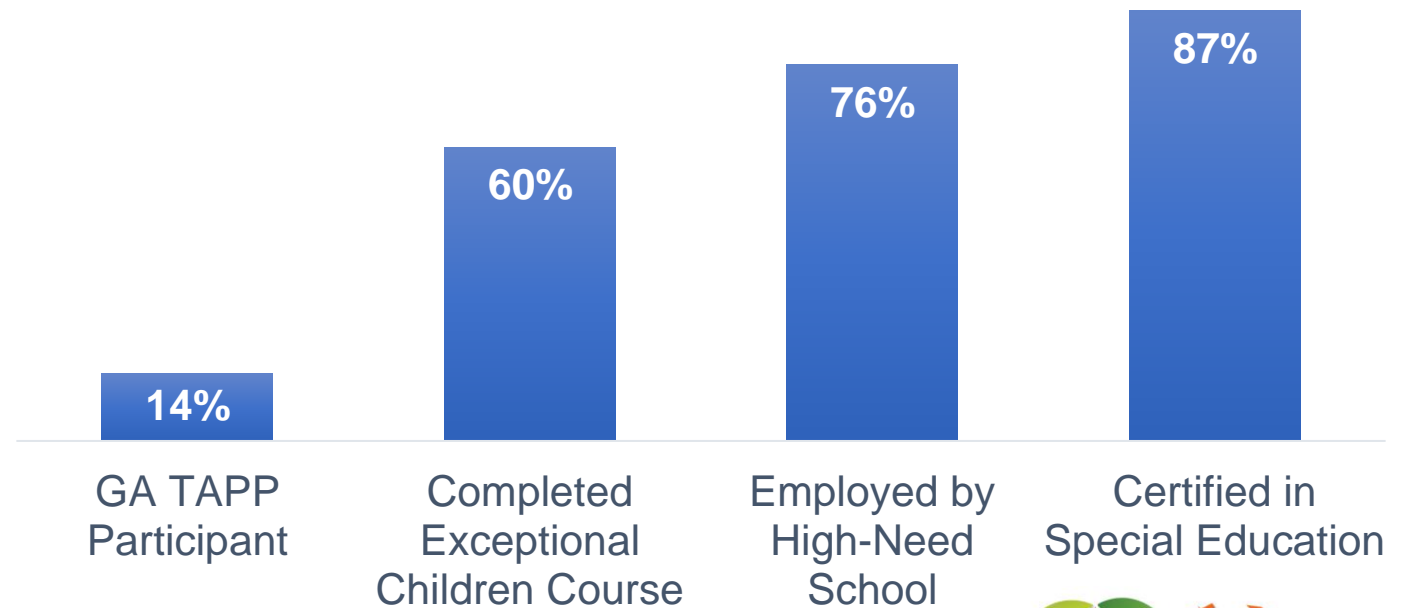


Characteristics of Retained Teachers

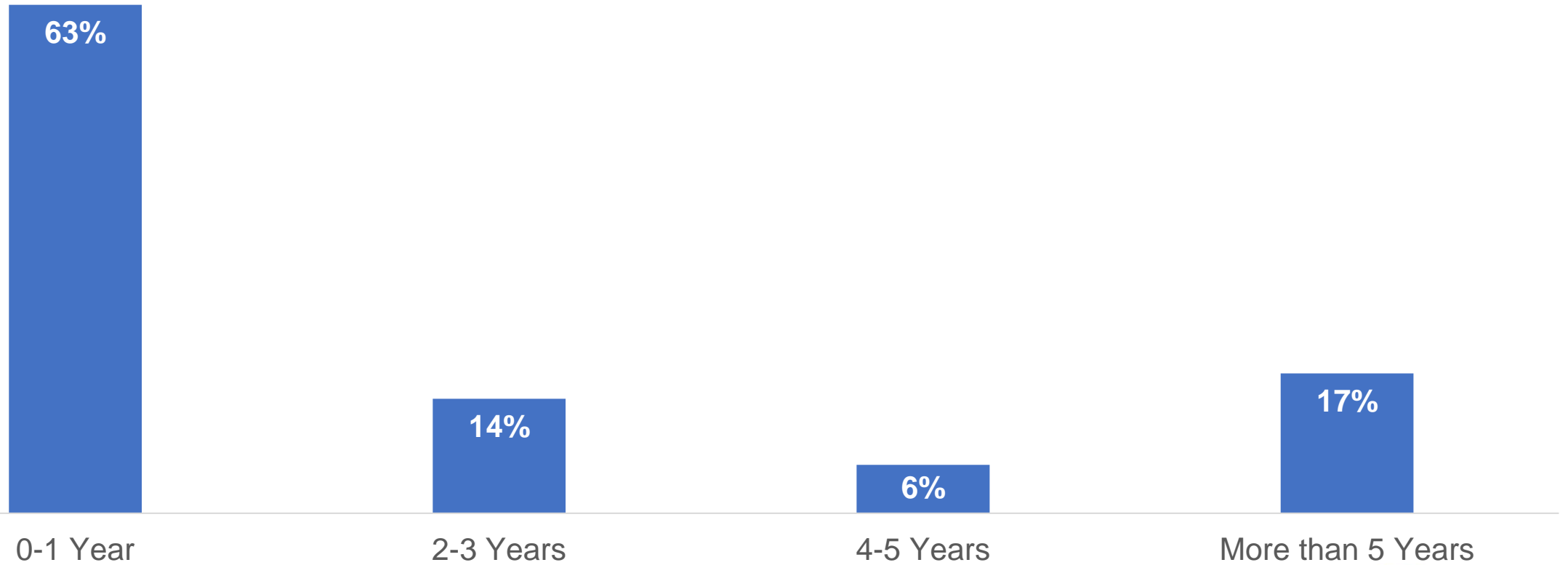
Characteristics of Retained Teachers

- 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

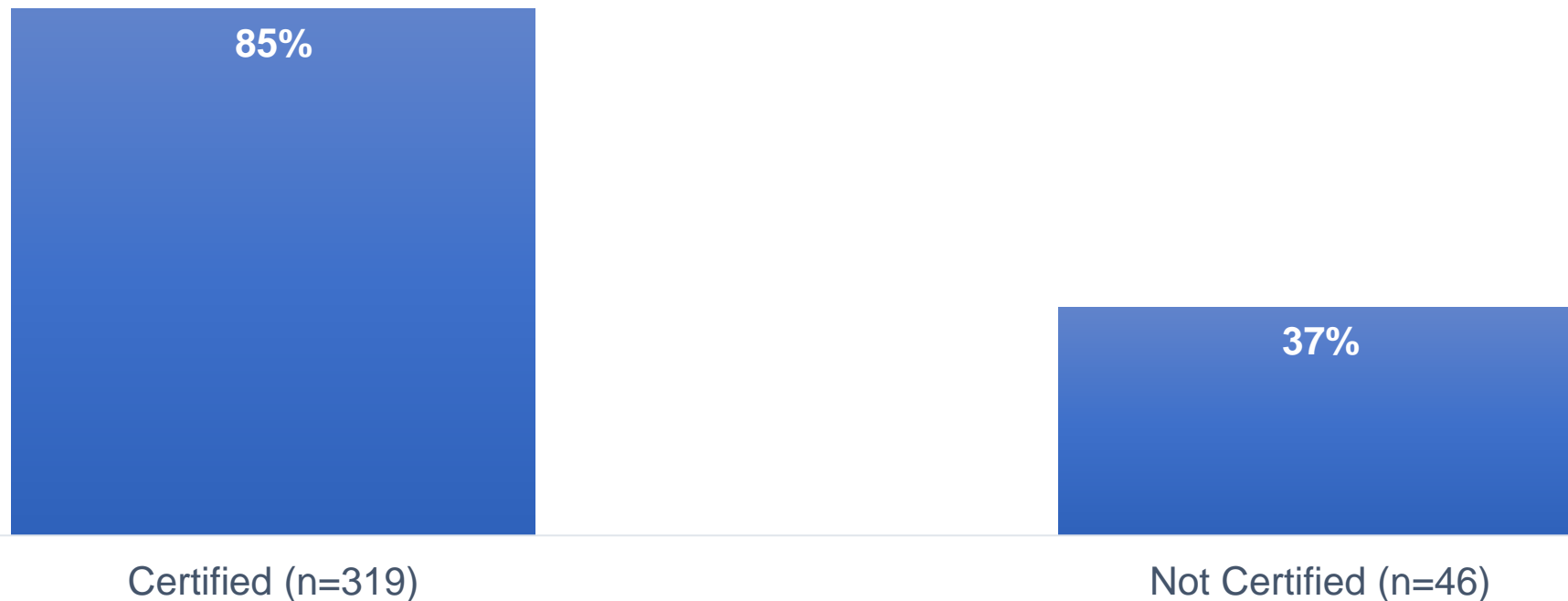


2021-2022 Retention Analyses

Percentage of participants retained by variable

** Indicates statistically significant differences*

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



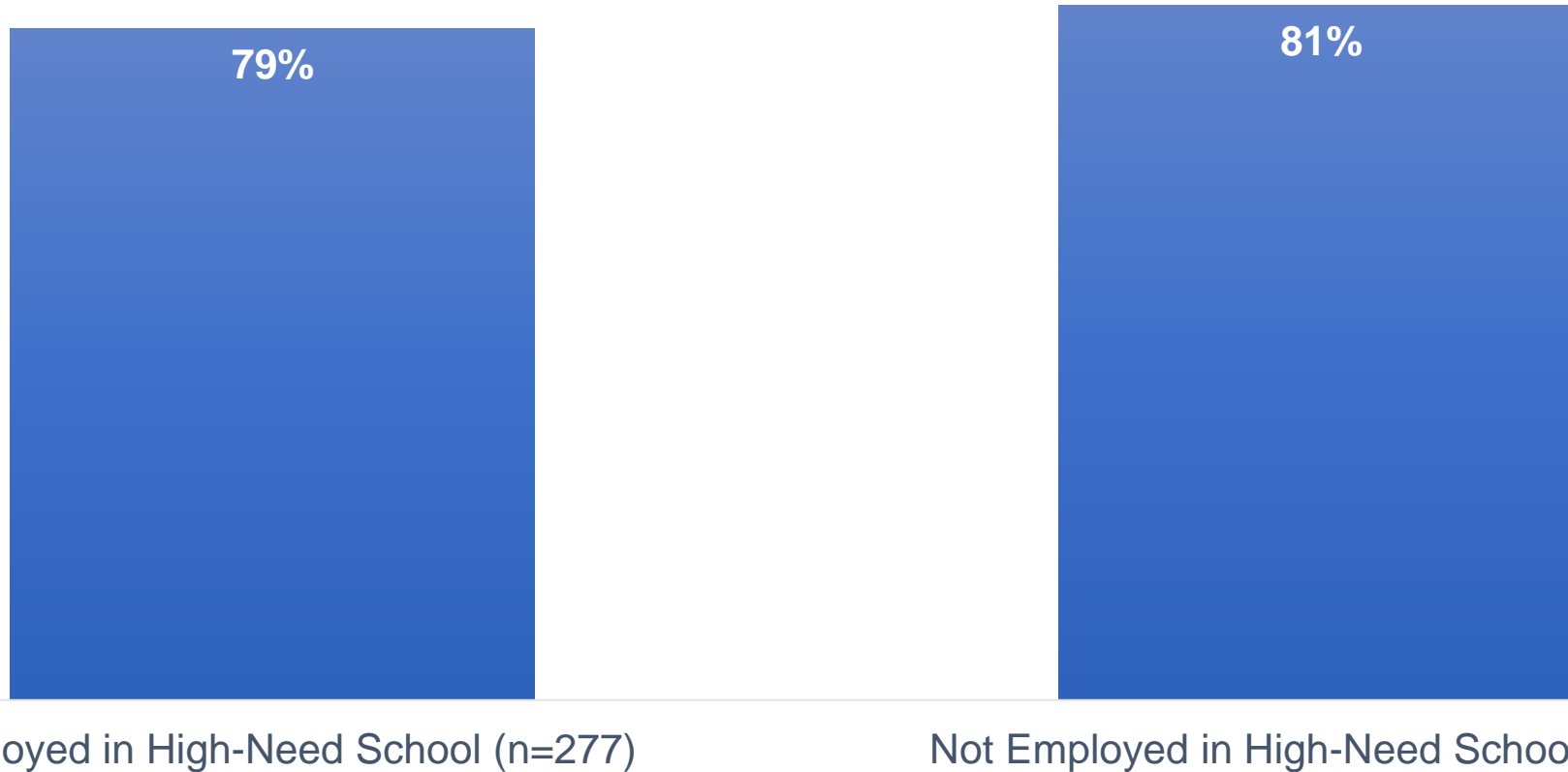
Exceptional Children's Course: Those who completed the course were 14% more likely to be retained.



Completed Exceptional Children's Course (n=210)

Did Not Complete Course (n=140)

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



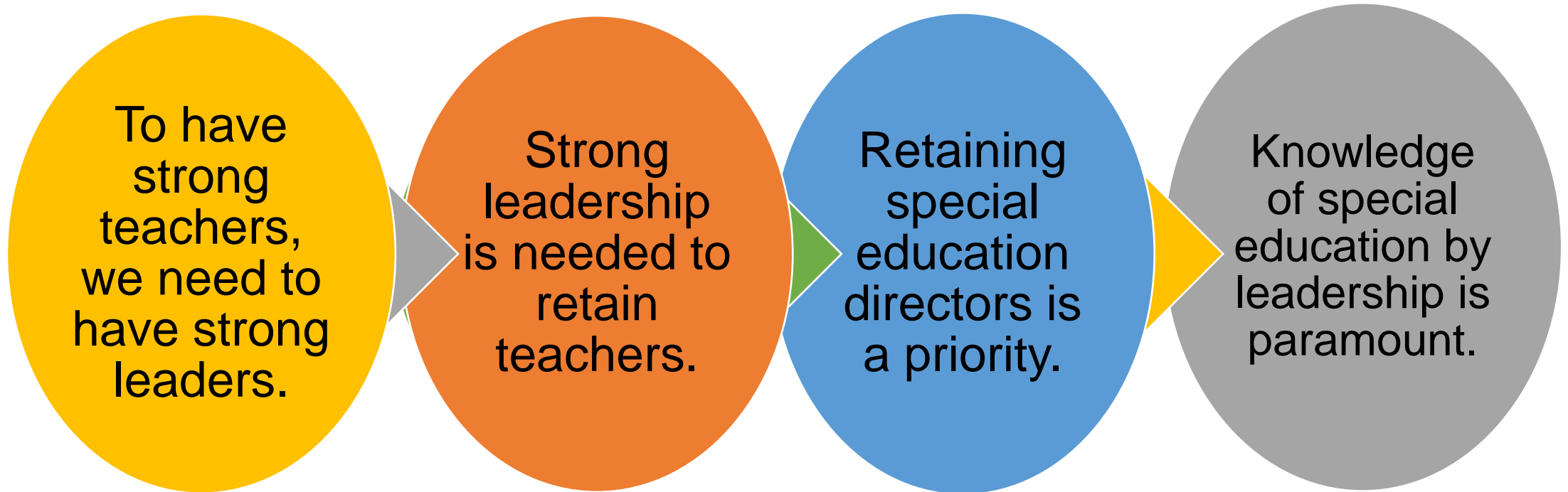
Employed in High-Need School (n=277)

Not Employed in High-Need School (n=86)

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

Special Education Leadership Development Academy (SELDA)



Over 20 years of supporting new Special Education Directors



Supports directors with three or less years of experience



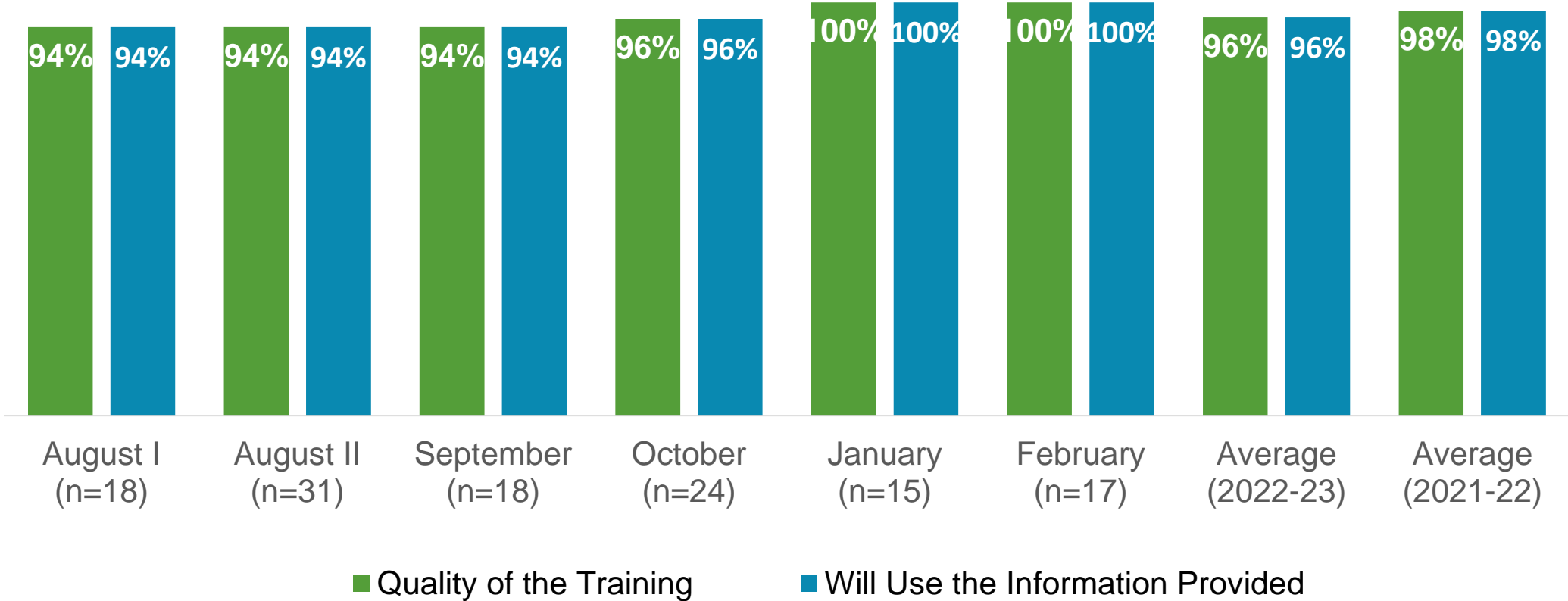
Builds capacity for LEAs



Has evolved over the years to what it currently is today

In-Person Sessions
Virtual Sessions
Pre-Conference Sessions

SELDA Training: Quality and usefulness ratings averaged 96% in 2022-2023.



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

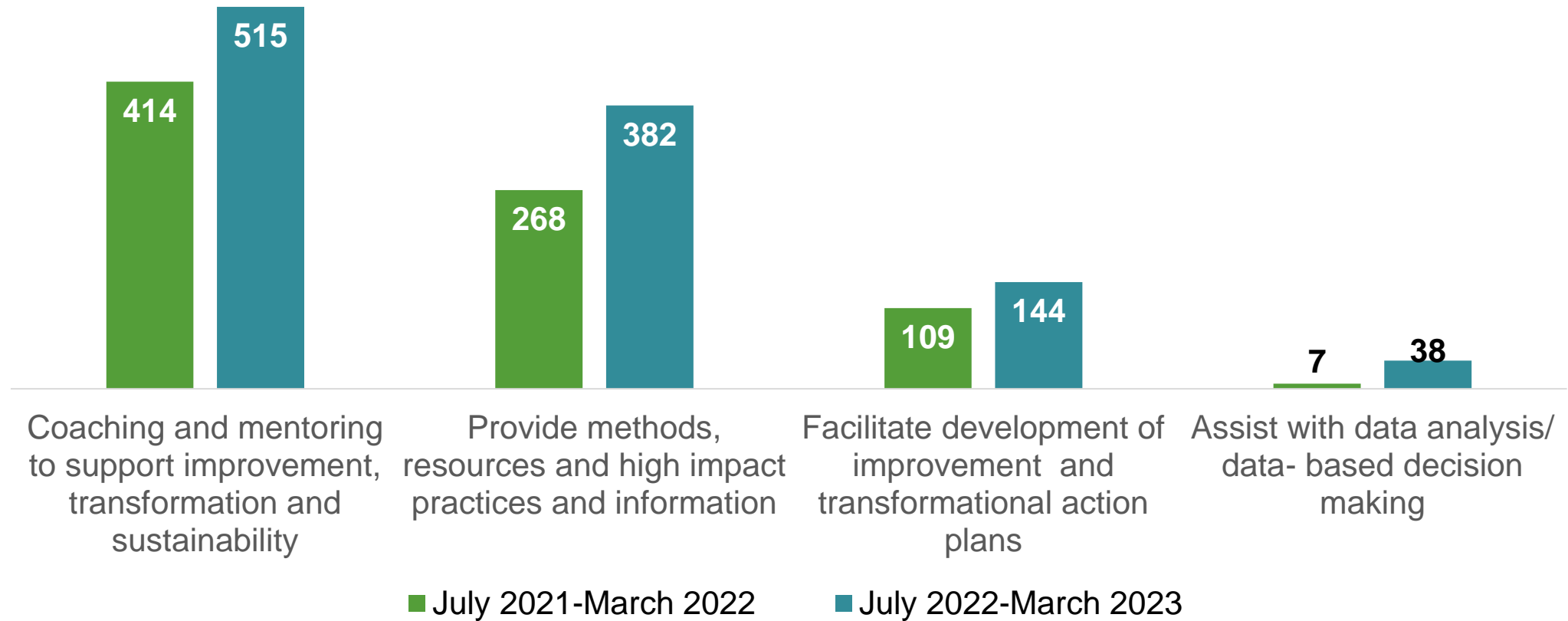
Special Education Leadership Development (SELDA) Executive Coach



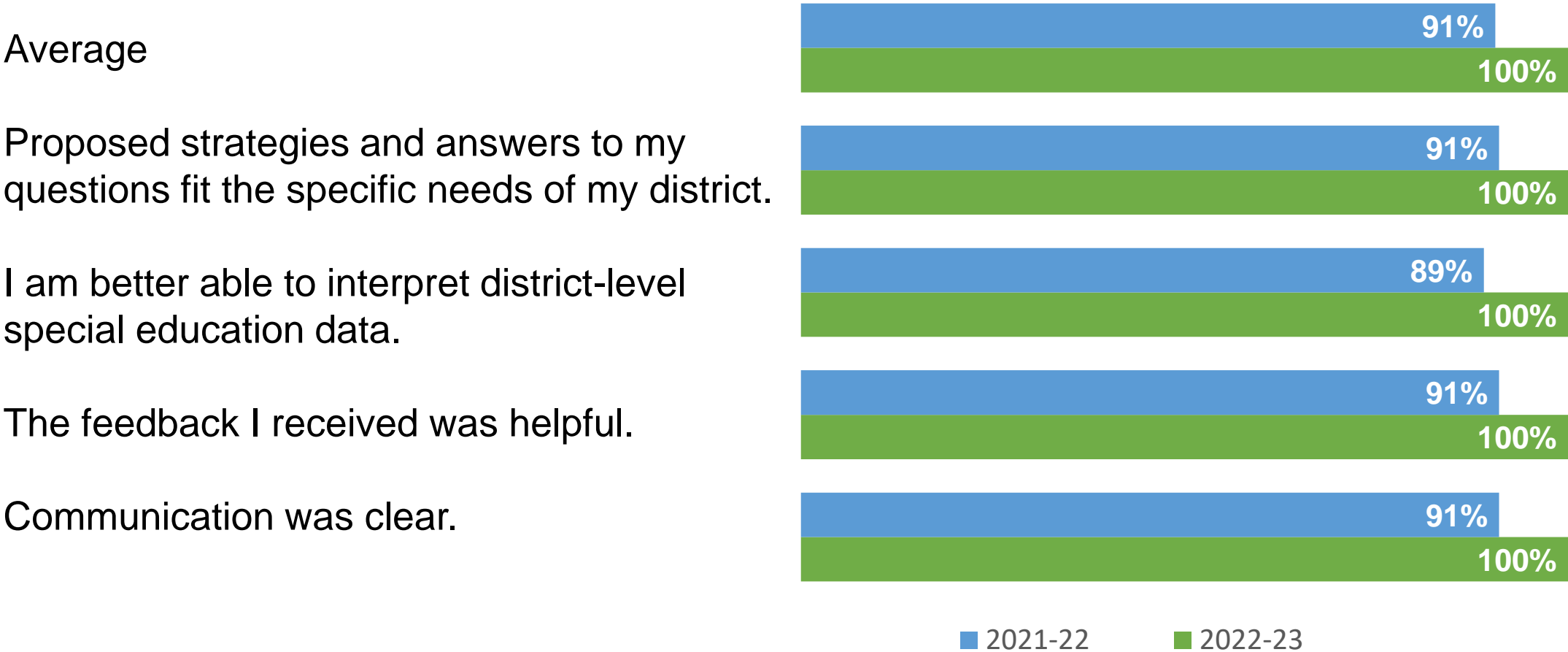
- Provide ongoing coaching and mentoring support to new directors
- Establish credibility and build trust
- Build supportive relationships
- Recommend methods, resources and high impact practices and information

Executive Coaching:

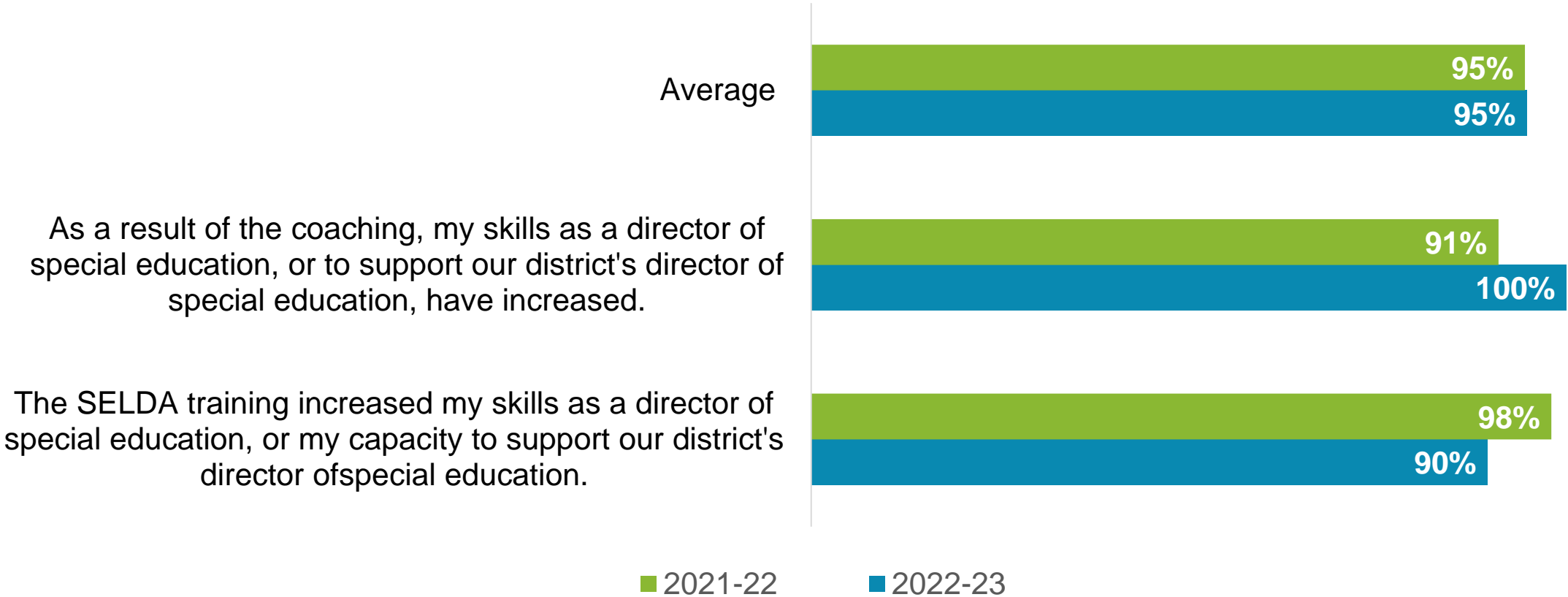
More coaching in 2022-2023, and greatest focus on coaching and mentoring supports.



Impact of Executive Coaching (2021-2023)

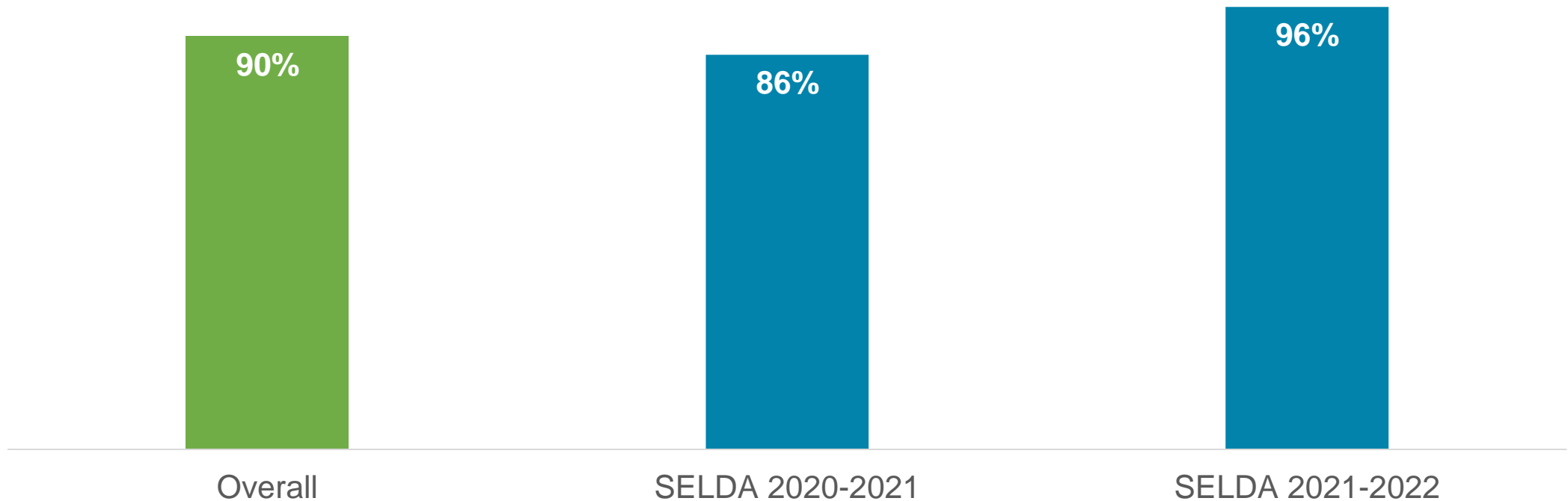


PPS: 95% of participating directors reported coaching & training increased their skills.



Retention of Goal 2 Participants: One and two years post-participation

SELDA & Coaching Special Education Directors/Coordinators in Retained in Position



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)

- 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.



Targeted Supports and Communication to LEAs

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



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.



District Liaison

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



Special Education Personnel Shortages

- Speech Language Associate
 - Professional Standards Commission is introducing the rule in December.
 - Education Preparation Programs will need to apply for approval.
 - Will possibly have students enrolled in late spring or summer 2024.
 - Will need clinical hours in a school setting.
 - Will work under supervision of an SLP.
- School Psychologists

Special Education and School Based Administrators (SESSA)

Special Education and the School Based Administrator's Academy

- The GaDOE developed a 19-part training series to assist school-based leaders in building their knowledge and skills around special education
 - Participants had the opportunity to attend the WGU MRS labs
 - The GaDOE provides an executive coach to support the implementation of the training content in participants' districts and schools.

Special Education and School Administrator Academy (SESAA)

- **253 Participants in Cohort 3:**
 - Principals- 54
 - Assistant Principals- 94
 - District Office Staff- 11
 - Special Education Directors-14
 - Special Education Coordinators- 23
 - Others- 57
- **UWGLive Avatar Labs for Administrators**
- **Executive Coaching** (Five coaches)
 - Individual & small group contacts = 3,075

Aug-Sept. 2023

Professional Learning:

- Six PL sessions
- Total attendance = 709
- Average attendance = 118
- Evaluation (out of possible 5):
 - Useful- 4.9
 - High Quality- 4.7
 - Relevant- 4.8

Special Education School Administrators Academy (SESAA)

- 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 building administrators since July 1, 2022.

An elderly woman with short white hair and glasses is looking down at a laptop screen. She is wearing a grey sweater. The background is a blurred office or classroom setting with various items on the wall.

Mixed-Reality Simulation Training for Administrators

- Faculty at UWG developed three MRS sessions to use for training and coaching new directors of special education and other school, district, and regional administrators. The sessions focus on the role of school leaders in retaining special education teachers.
 - Co-Teaching Collaborative Meeting Mediation
 - Special Education Leadership Support
 - Family Conference- Addressing Concerns with IEP

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

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		

A graphic of a spotlight shining from the top left corner onto a yellow oval on the slide.

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](#)

- **Weekly Email Blast**

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

- [Weekly Email Blast](#)

- **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' Webinars

Resource Spotlight

- **CEEDAR Center University of Florida**
 - [The CEEDAR Center at the University of Florida | The CEEDAR Center \(ufl.edu\)](https://www.ceedarcenter.org/)
- **AIR**
 - [Home | American Institutes for Research \(air.org\)](https://www.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/>



Shine Your Light

- “Your light is not meant to be hidden. It’s meant to illuminate the path for others.” – Unknown
- “Shine your light so bright that others can’t help but be drawn to it.” – Unknown
- “In a world full of darkness, be the beacon of light.” – Unknown
- “Don’t be afraid to show the world who you truly are. Your light is your superpower.” – Unknown
- “Your light has the power to ignite a thousand others. Never underestimate its impact.” – Unknown

Shining Bright



Thank you for all you do!

- Special Education Directors are:
 - Committed
 - Respected
 - Caring
 - Devoted
 - Passionate
 - Influential
 - Dedicated



I am
thankful
for each
of you!



Join me in honoring our new directors



Special Thanks to G-CASE, Belinda Tiller, Lynn Holland,
Elise James and Annette Murphy



shine

Y₄ O₁ U₁ R₁

Light



Contact Information

- Wina Low, State Director
 - wlow@doe.k12.ga.us

