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
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
Thank you for supporting the Back to Basics Series.

As of November 13, 2023, 624 participants.

<table>
<thead>
<tr>
<th>Back to Basic</th>
<th>Location</th>
<th>Number of Participants</th>
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<tbody>
<tr>
<td>Behavior--8-23-2023</td>
<td>Athens- Region 5</td>
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<td>Behavior – 9-13-2023</td>
<td>Cleveland- Region 3</td>
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<td>Transition- 09-18-2023</td>
<td>West Central GLRS- Region 2</td>
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<tr>
<td>Behavior- 9/25/2023</td>
<td>Dublin- Region 13</td>
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<td>Behavior - 9/27/2023</td>
<td>Warner Robins- Region 8</td>
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<tr>
<td>Transition- 10-5-2023</td>
<td>North Central GLRS- Region 2</td>
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<tr>
<td>IEP- 10-05-2023</td>
<td>Costal Plains RESA- Region 17</td>
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<td>IEP- 10-19-2023</td>
<td>First District RESA- Regions 14 &amp; 15</td>
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<tr>
<td>Transition- 10-20-2023</td>
<td>Southwest Georgia GLRS- Region 16</td>
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<td>IEP- 10-23-2023</td>
<td>Northwest GLRS Lakeview Auditorium-Region 1</td>
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<td>Pioneer RESA- Region 3</td>
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<td>CSRA RESA- Region 10</td>
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<td>Transition- 12-7-2023</td>
<td>GaDOE- 10th Floor West Tower- Regions 4a&amp;4b</td>
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<tr>
<td>Transition- 1-10-2024</td>
<td>South Central GLRS</td>
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<tr>
<td>Transition- 1-18-2024</td>
<td>Northeast GLRS- Region 5</td>
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</table>
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!
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


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

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 (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
- OA HLP Webinar Series
- Inclusive Leadership Resources
- Additional HLP Resources

Application
- HLPs & edTPA
- Resources for Induction and Beyond
- HLPs in MTSS/GTSS
- 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
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
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
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

- All - 2021-22 (n=286): 94%
- All - 2022-23 (n=356): 95%
- Special Education Teachers 2022-23 (n=304): 95%
- General Education Teachers 2022-23 (n=53): 100%

- 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

- All - 2021-22 (n=286): 91%
- All - 2022-23 (n=356): 89%
- Special Education Teachers 2022-23 (n=304): 88%
- General Education Teachers 2022-23 (n=53): 96%
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

- **GA TAPP Participant**: 14%
- **Completed Exceptional Children Course**: 60%
- **Employed by High-Need School**: 76%
- **Certified in Special Education**: 87%
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.
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): 79%
- Not Employed in High-Need School (n=86): 81%
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.

- To have strong teachers, we need to have strong leaders.
- Strong leadership is needed to retain teachers.
- Retaining special education directors is a priority.
- Knowledge of special education by leadership is paramount.
Retaining Special Education Directors

Special Education Leadership Development Academy (SELDA)
Special Education School Administrators Academy (SESAA)
Special Education Leadership Development Academy (SELDIA)

- 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.

<table>
<thead>
<tr>
<th>Month</th>
<th>Quality of the Training</th>
<th>Will Use the Information Provided</th>
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<tbody>
<tr>
<td>August I (n=18)</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>August II (n=31)</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>September (n=18)</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>October (n=24)</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>January (n=15)</td>
<td>100%</td>
<td>100%</td>
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<td>February (n=17)</td>
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<td>Average (2022-23)</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Average (2021-22)</td>
<td>98%</td>
<td>98%</td>
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</table>
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…
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…

92%
93%

86%
100%

98%
85%

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.

- Coaching and mentoring to support improvement, transformation and sustainability:
  - July 2021-March 2022: 414
  - July 2022-March 2023: 515

- Provide methods, resources and high impact practices and information:
  - July 2022-March 2023: 268

- Facilitate development of improvement and transformational action plans:
  - July 2022-March 2023: 109

- Assist with data analysis/data-based decision making:
  - July 2022-March 2023: 38
Impact of Executive Coaching (2021-2023)

Average

- 91% (2021-22)
- 100% (2022-23)

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

- 91% (2021-22)
- 100% (2022-23)

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

- 89% (2021-22)
- 100% (2022-23)

The feedback I received was helpful.

- 91% (2021-22)
- 100% (2022-23)

Communication was clear.

- 91% (2021-22)
- 100% (2022-23)
PPS: 95% of participating directors reported coaching & training increased their skills.

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

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

<table>
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<tr>
<th></th>
<th>2021-22</th>
<th>2022-23</th>
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<tbody>
<tr>
<td>Average</td>
<td>95%</td>
<td>95%</td>
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<td></td>
<td>91%</td>
<td>100%</td>
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<tr>
<td></td>
<td>98%</td>
<td>90%</td>
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</table>
Retention of Goal 2 Participants: One and two years post-participation

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

- Overall: 90%
- SELDA 2020-2021: 86%
- SELDA 2021-2022: 96%
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:
  o Principals- 54
  o Assistant Principals- 94
  o District Office Staff- 11
  o Special Education Directors-14
  o Special Education Coordinators- 23
  o 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.
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)

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

• 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/
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

SELDA

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