



Providing Highly Capable Teachers for All Classrooms

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Assumptions About Relevance of Highly Capable Teachers



- Most essential ingredient for student success.
- THE factor most closely related to student indicators in your APR.
- Hard to define, but unmistakable when present- we know it when we see it!



Issues of Quantity and Quality

- Not enough of them.
- Those we have are not all fully qualified or competent.
- Barriers to 'becoming one'.
- Challenges to 'staying one'.
- No comprehensive plan to find them, train them, nurture and develop them.



What does a comprehensive plan look like?

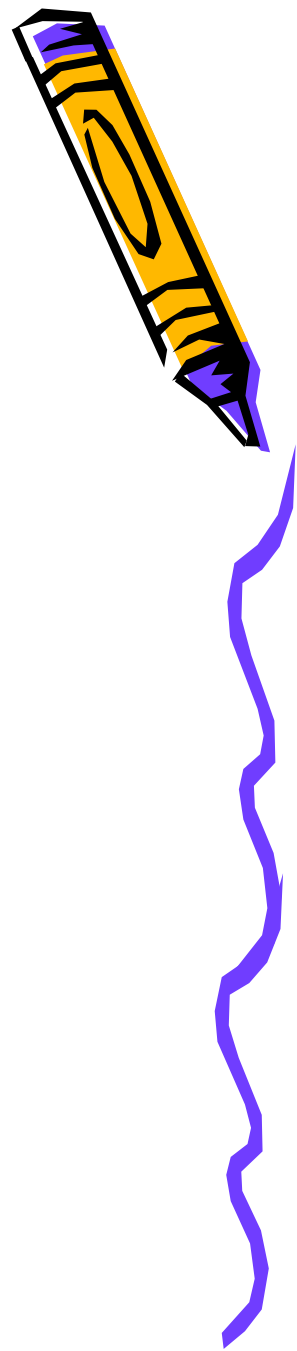


- You know who you have and who you need.
- You have identified necessary resources.
- You have created a plan with **ESSENTIAL** partners for recruiting, preparing and retaining.
- You have committed necessary time, money and personnel.
- You have established quality control measures to make sure it is working!



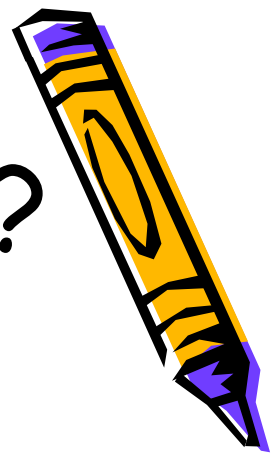
What data do you need?

- Who is in the pipeline?
- Who is coming into the classroom?
- Where are they coming from?
- How many are leaving?
- Where are they going?
- How long are they staying?
- Why are they leaving?
- What will keep them there?



What resources do you need?

- Flexible, accessible and relevant preparation programs.
- Marketing campaign to influence perceptions of what a special educator is.
- Targeted financial aid and stipends for high need areas.
- \$\$\$, time, staff and relationships to work together.



What relationships do you need?



- LEA/IHE partnerships.
- Community ownership at local level.
- State, Part C, LEAs and IHEs working toward same goal.
- DOE data, program approval, teacher quality and Special Education staff communicating with one another.
- Federal and state resources (\$\$\$ and staff) working together on one common goal -



What goal?



There is ONLY one...

...increasing local capacity to
provide highly capable
personnel for ALL students.



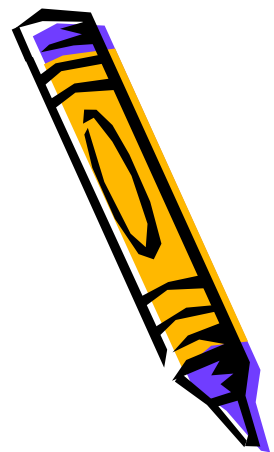
How will you know your goal has been met?

- All classrooms are appropriately staffed.
- All student outcomes are improving.
- Community members are engaged and supportive.
- IHE enrollment is increasing.
- No specific locales or disability areas are disproportionately in need.



How can the Personnel Center assist you?

- Personnel data management plans
- IHE/LEA prep program partnerships
- Special education career awareness campaigns
- Attracting, hiring, developing and nurturing new and experienced personnel.



Contact us

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