



Recruiting and Retaining Effective Special Education Personnel

Special Education Advisory Panel
March 29, 2022

Introductions

Julie Lenza and Kimberly Rice

ESS Recruitment and Retention
Specialists



Session Outcomes

Develop an understanding of the current special educator workforce landscape in Arizona.

Increase awareness of initiatives that support special educator recruitment and retention.

Discuss and provide feedback about content shared.

The Arizona Context

6th largest state by geographic region

Serve 1.2 million children in 650 Local Education Agencies (LEAs)



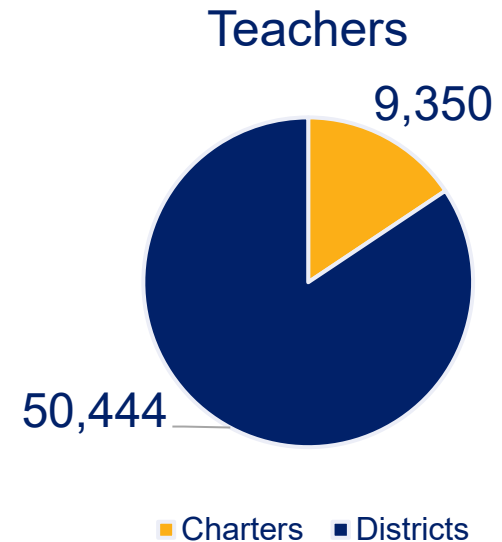
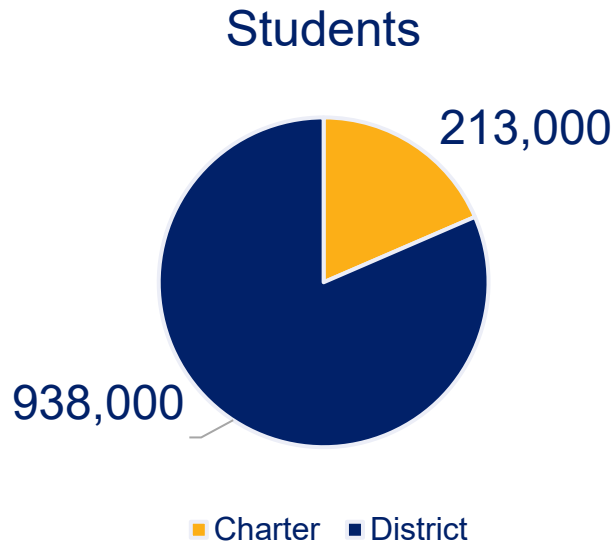
Largest Native American population—(331,000) among 21 federally recognized tribes

Maricopa County is the 4th largest county by population in the nation—62% of Arizona population

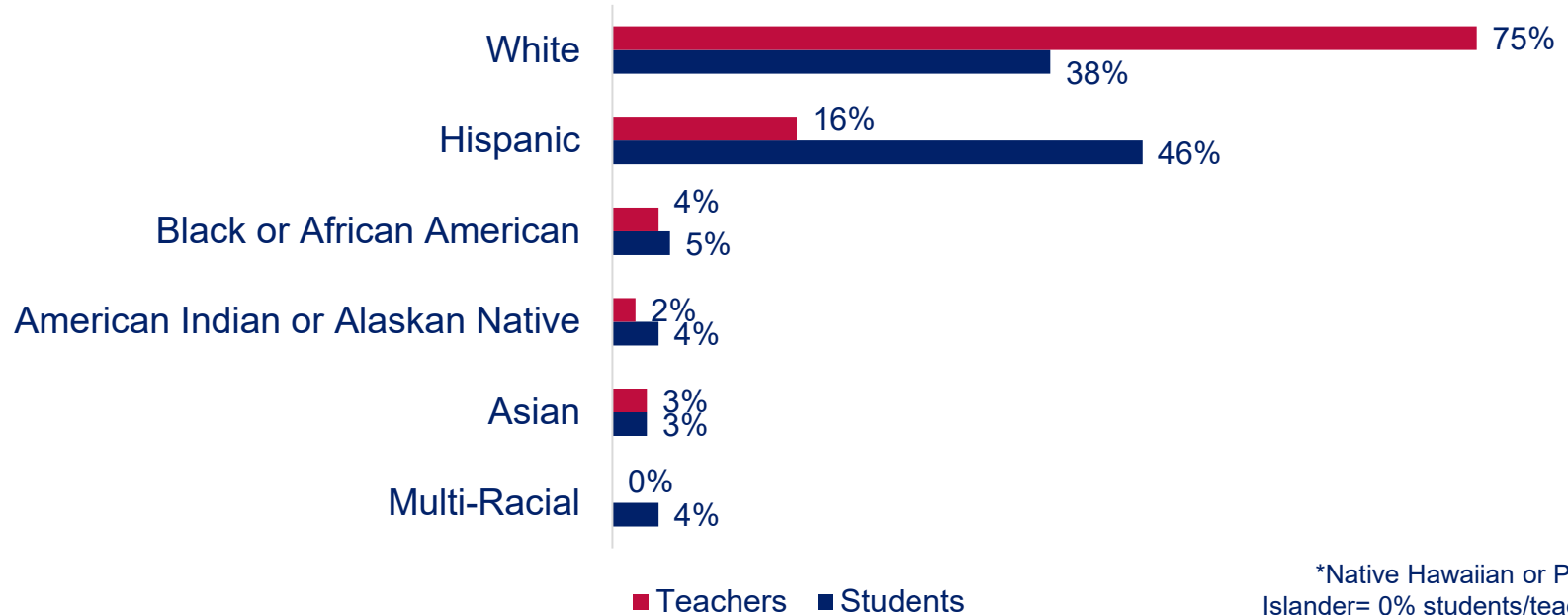
LEAs in Arizona

250 Districts

400 Charters



Workforce and Student Diversity in Arizona



*Native Hawaiian or Pacific
Islander= 0% students/teachers

Current Workforce Data

58,293

active teachers

34,661

inactive certified teachers

3,180

teachers working without
certification

1,059

substitute teachers filling full time
positions

44%

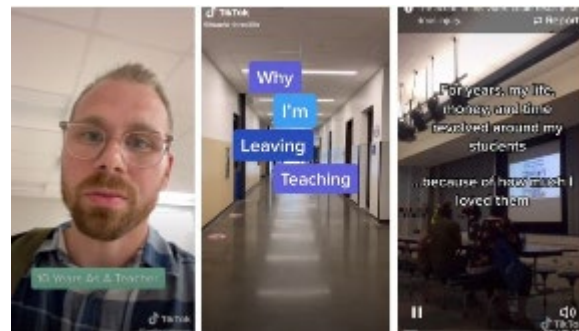
of teachers leave within first 3
years

1 in 20
classrooms impacted

What We Know

- 49 states and DC report special educator shortages
- 2 years of tumultuous working environments
- “The Great Resignation”
- Teachers continue to retire
- 46th in teacher pay*

Other Industries Value Educator Skill Sets

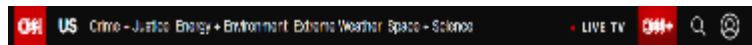


35 Businesses Hiring Teachers

By Indeed Editorial Team
July 23, 2021



What We Are Hearing

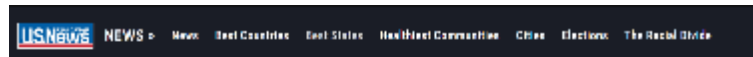


Teachers are leaving and few people want to join the field. Experts are sounding the alarm

Teacher Shortages Will Linger When the Pandemic Wanes

RECRUITMENT & RETENTION

Governor Substitutes at Elementary School Amid Chronic Staff Shortages



Home / News / Best States / Teacher Shortages

Amid Scrambles for Teachers, Some Fear Worse Shortages Ahead

U.S. school administrators dealing with pandemic-driven teacher shortages are getting creative to keep their classrooms staffed.

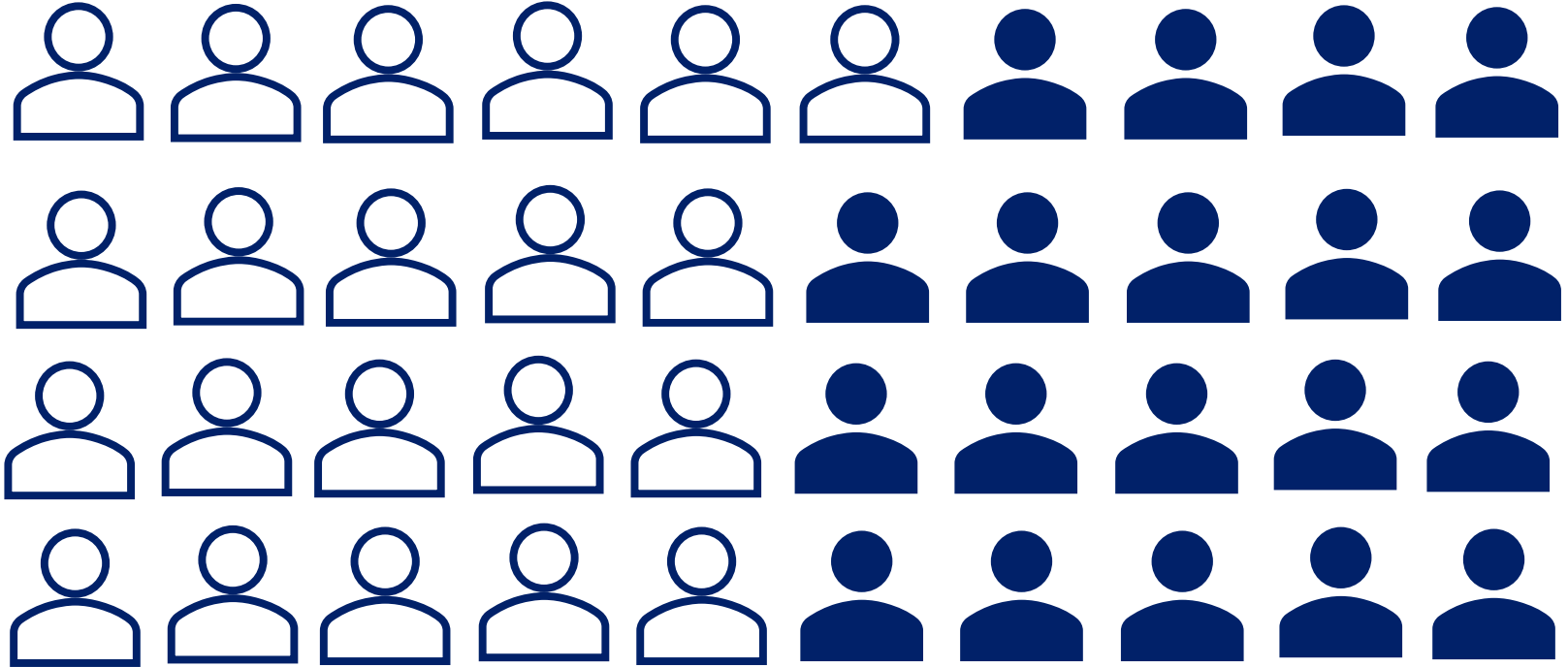
Arizona teacher shortage getting worse with COVID-19

Historical Perspective



Arizona has struggled to staff classrooms and school sites with the certified staff whom students require.

15,500 certified special educators in Arizona.
Over half are not working in schools.



Nationally, 5.4% of all educational service positions are open.

More than double the rate (2.6%) from the year before.



U.S. BUREAU OF LABOR STATISTICS

Another Perspective



National Council
on Teacher Quality

[Policy Areas](#)

[Our Tools + Resources](#)

[Newsroom](#)

[About](#)

[< See all posts](#)

Are teachers quitting?

[Kate Walsh](#) February 24, 2022



Perhaps they are.

Perhaps they're not.

ESS Recruitment and Retention Data

October 1 Data Collection

Fully certified

Not fully certified

Teacher Attrition Survey

Recruitment and Retention



October 1 Data Collection



ARIZONA DEPARTMENT
OF EDUCATION

SY 2021-2022 Students & Families Educators Administrators



Home / Exceptional Student Services / Annual SPED Data Collection

Annual SPED Data Collection

The Annual SPED Data Collection is an annual federal data reporting requirement, mandated under IDEA 2004 Section 618 and the State Performance Plan/Annual Performance Report (SPP/APR).

Important Dates

► Tools & Resources

► Training Videos

► FAQ

Annual Data Collection

AzEDS SPED Reporting

October 1 Data Collection

Discipline Data Collection

DM Toolkit

Subscribe to DM Alerts

ESS Data Management Home Page

ADE ESS Teacher Attrition Survey



Teacher Attrition Survey Section A—Special Education Directors

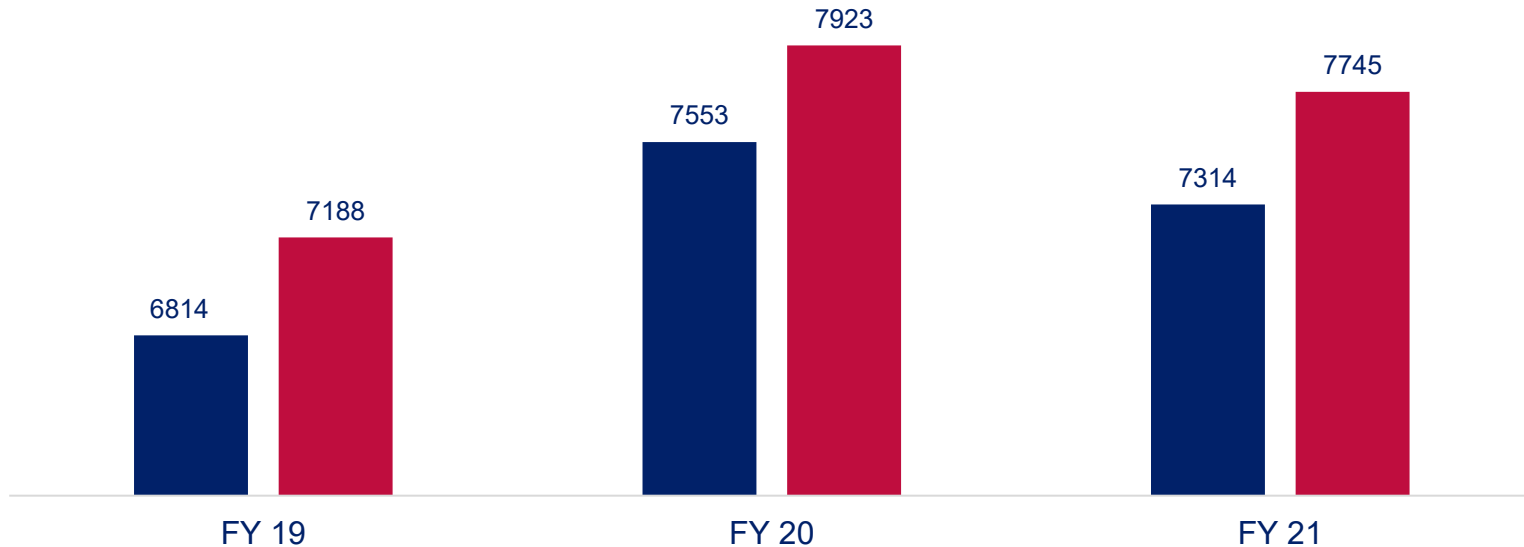
	Question:	Answer:
Q1	How many years has the special education director been in his or her current position?	
Q2	How many total years of experience as a special education director does the director have? Include the number of years in previous and current positions.	
Q3	Is the special education director employed by the PEA or a contract agency? Select one.	<input type="checkbox"/> Employed by the PEA <input type="checkbox"/> Employed by a contract agency
Q4	Does the special education director have an administrative certificate? Select all that apply.	<input type="checkbox"/> Supervisor <input type="checkbox"/> Principal <input type="checkbox"/> Superintendent <input type="checkbox"/> Director of Special Education <input type="checkbox"/> The special education director does not have an administrative certificate.

Section 1 : Special Education Teachers



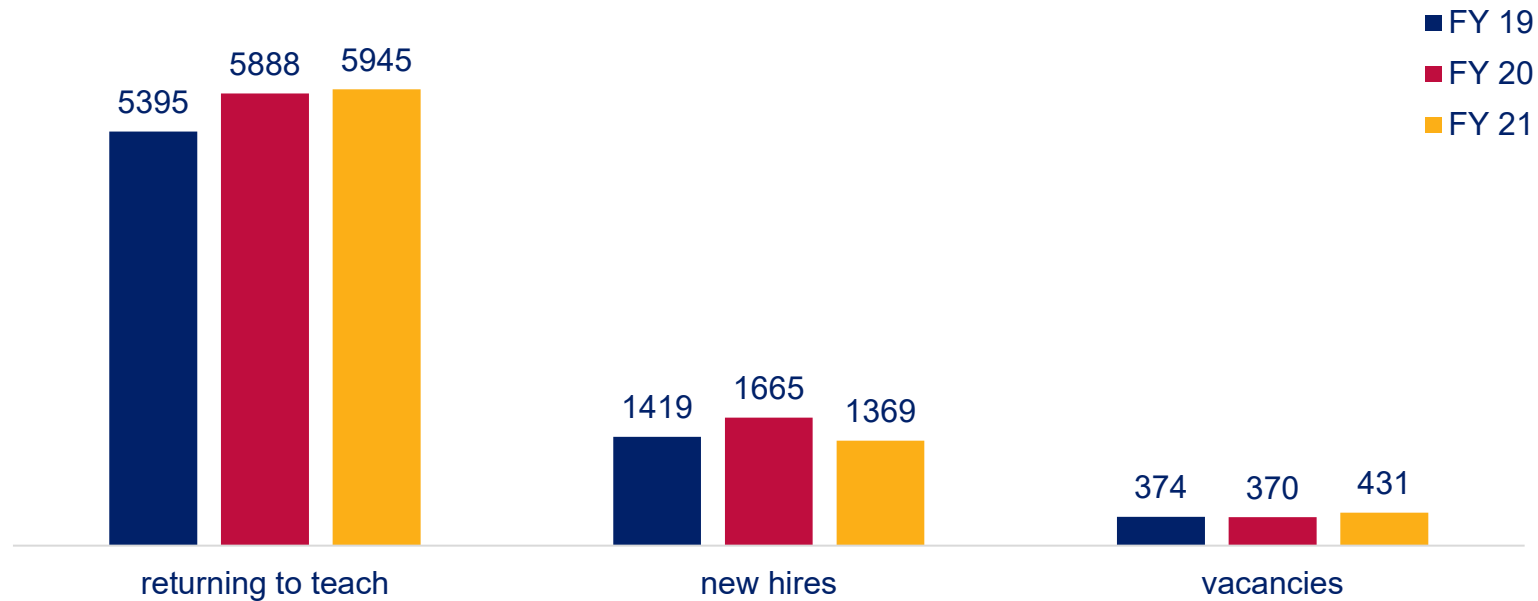
Special Education Teacher Staffing

■ Working in Schools ■ Positions Needed



*FY21 = 267 contracted teachers reported

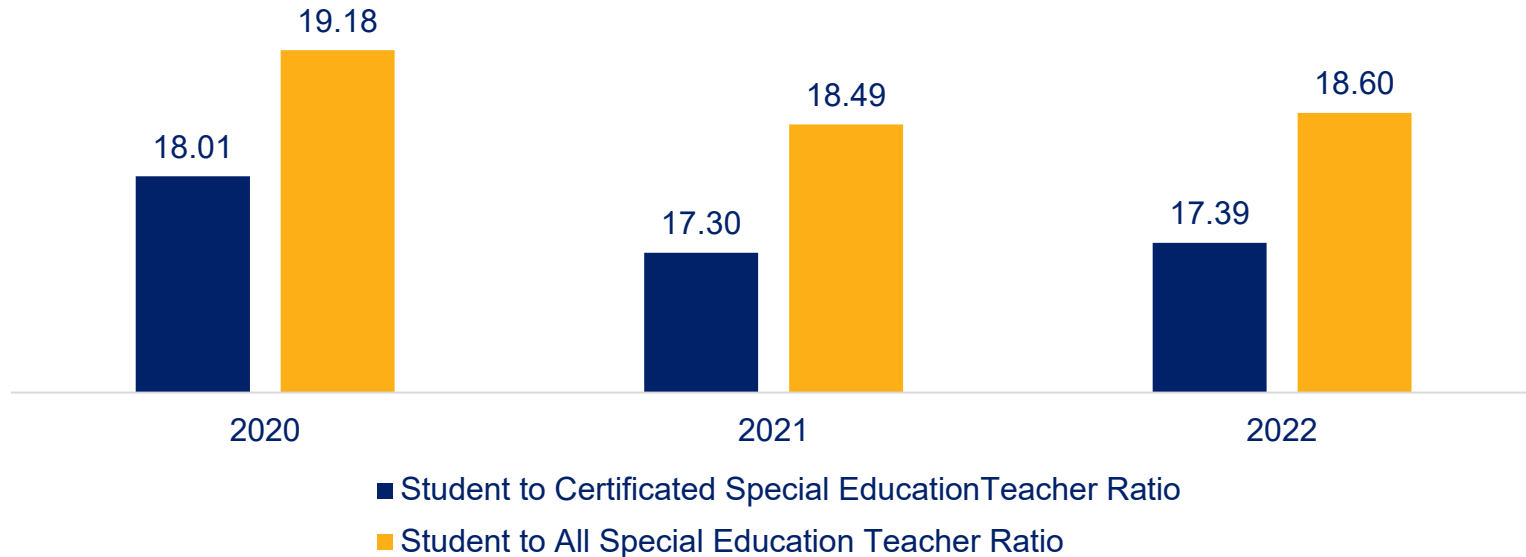
Special Education Teachers in Arizona



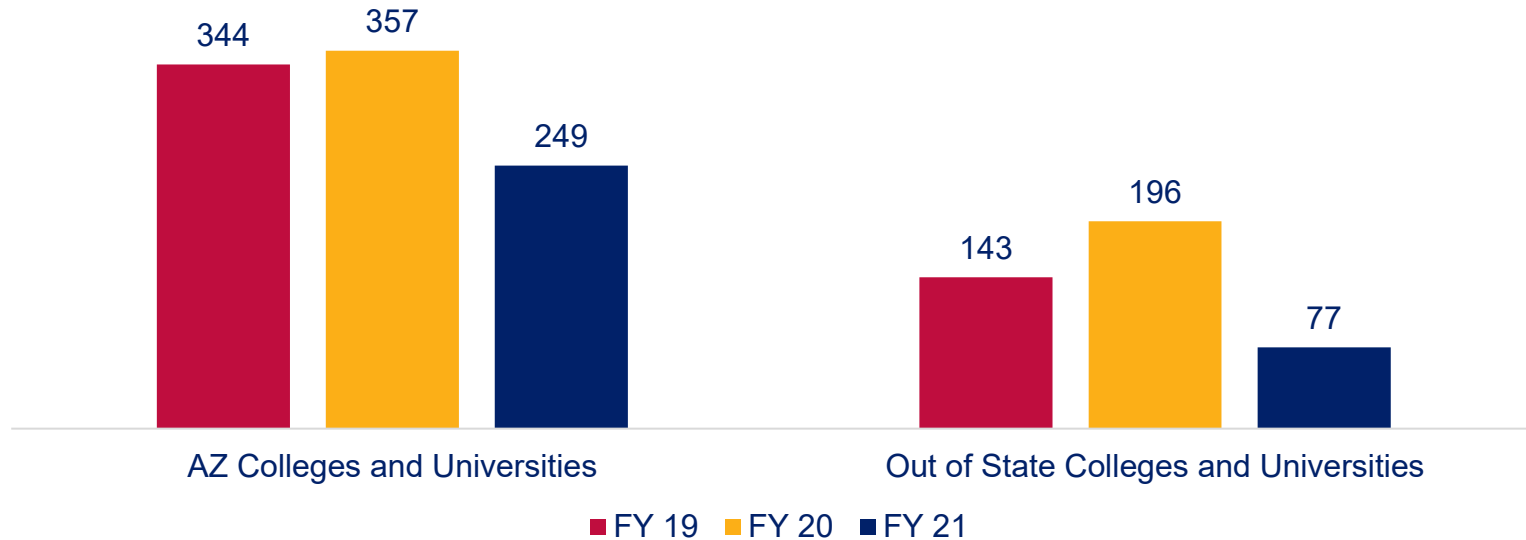
October 1 Data Collection – Special Education Teachers

SPED Teachers – Totals	2020	2021	2022
Ages 3 – 5	753	633	652
Ages 6 – 21	7470	7738	7732
Fully Certified 3 – 21	7721	7830	7840
Not Fully Certified 3 – 21	502	541	545
Ages 3 – 21	8223	8371	8385

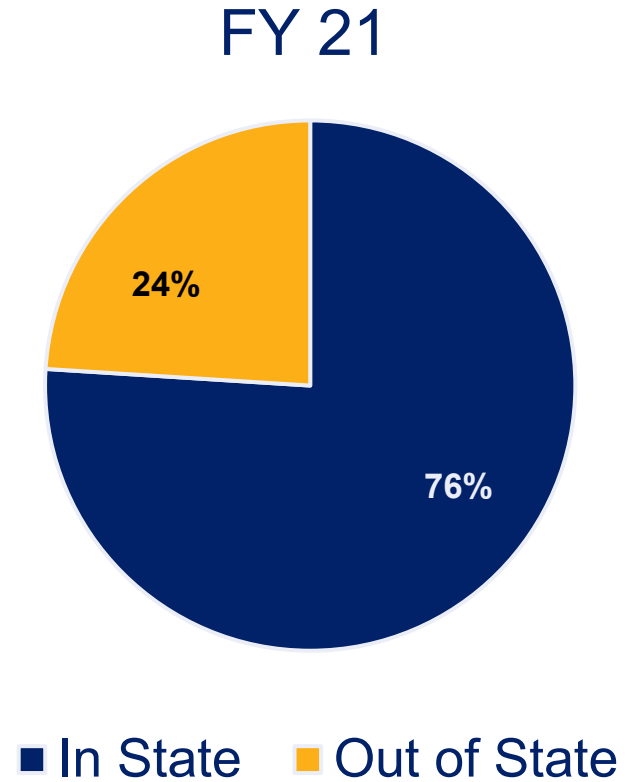
Student to Special Education Teacher Ratio



Special Education Teacher New Hires—Recent Graduates



New Special Education Teachers





Research shows that urban districts can, on average, spend more than \$20,000 on each new hire, including school and district expenses related to separation, recruitment, hiring, and training.



Attract	Prepare	Retain
<ul style="list-style-type: none">• Alternative Routes to Certification• Changing Public Perception• Funding and Loan Forgiveness• Grow Your Own Programs	<ul style="list-style-type: none">• Micro-credentials• Practice-Based Opportunities• Residencies• Simulations	<ul style="list-style-type: none">• Enhancing Professional Leadership• Induction and Mentorship• Ongoing Professional Learning• Professional Empowerment• Supportive Workplace Environments

Office of Special Education Programs

Recruitment and Retention Strategies

Job Fair



ARIZONA DEPARTMENT OF
EDUCATION

ARIZONA EDUCATION JOB FAIR



FEBRUARY 26, 2022
8A-3P

DISTRICTS & CHARTERS NOW HIRING:

PARAPROFessionALS

TEACHERS

SUPPORT STAFF

ADMINSTRATORS

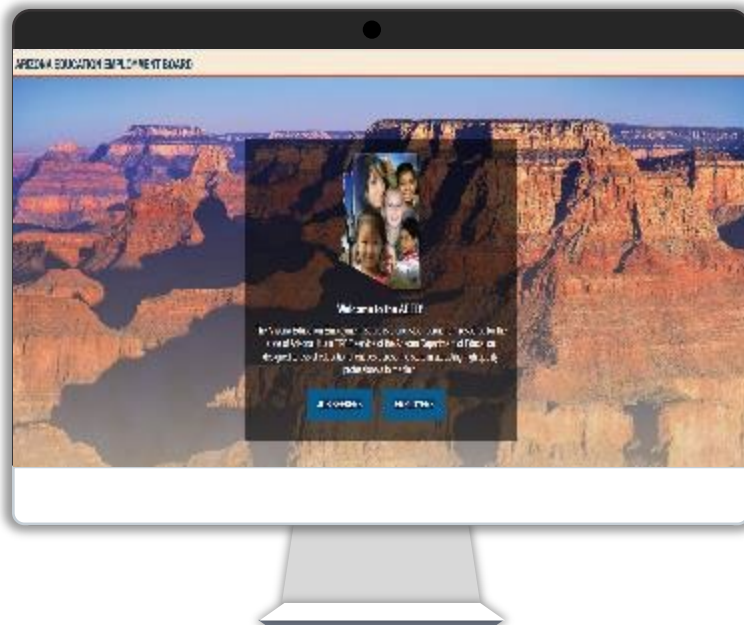
RELATED SERVICE
PROVIDERS

CLASSIFIED STAFF

Renaissance Phoenix Glendale Hotel & Conference Center
9495 W Coyotes Blvd, Glendale, AZ 85305

Registration coming soon- www.azed.gov/teach

Arizona Education Employment Board



Education Career Fairs Calendar



<http://bit.ly/edcareerfairs>

Recruitment at Conferences





Grow-Your-Own GETSET

General Education to Special
Education Teacher (GETSET)
Tuition Assistance



Grow-Your-Own SETTA

Special Education Teacher
Tuition Assistance (SETTA)



Grow-Your-Own Guidance

A guidance document for school districts and charter organizations to develop a “Grow-Your-Own” program to expand their workforce is on the way!

ADE—Career and Technical Education



**EDUCATORS
RISING**

ARIZONA

- Increase brand recognition
- Tailor agency recruitment efforts
- Target only those who meet requirements as potential candidates
- Highlight opportunities and benefits
- Increase national presence
- Assess our impact and cost benefit in real time



Digital Marketing



Digital Ads

Digital Ads will drive traffic to open positions on the Arizona Education Employment Board.



Section 2 : Retention of Special Education Teachers





Attracting Personnel GROW YOUR OWN (GYO)

Description

Grow your own (GYO) is an approach to developing a pipeline of educator candidates to meet specific workforce needs (Cushing, 2019).

Overview

Communities are increasingly experiencing educator shortages, and GYO programs exist to meet the unique needs of local communities by recruiting and preparing community members to address critical shortages. Considering that 60% of personnel work within 20 miles of where they attended high school, location is becoming increasingly predictive of where personnel begin their careers. GYO programs seek to eliminate any barriers that may prevent local candidates from entering or remaining in the field (Krieg, Theobald, & Goldhaber, 2016; Reininger, 2016).

GYO programs are distinguished from other pipelines by who they target and how. GYO programs focus on **recruitment of high school students, career changers, paraprofessionals, non-teaching-school faculty, and community members** (Espinoza, Saunders, Kini, & Darling-Hammond, 2018). Districts and institutions of higher education (IHEs) **leverage close partnerships** to reduce obstacles that have historically kept these candidates from entering the profession.

GYO programs historically have found success in implementing the following elements:

- Offering **financial aid** (i.e., loan forgiveness and scholarships) to candidates completing GYO programs (PESB, 2016).
- Conducting **targeted communication efforts** to specific populations, including outreach in high schools (Texas Comprehensive Center, 2018).
- Establishing systems for candidates to receive **continuous coaching and mentoring** from entrance into the GYO program through early service (Texas Comprehensive Center, 2018; Carver-Thomas, 2018). Offering ongoing coaching and mentoring not only is important for attracting candidates of color into GYO programs but is **essential for retaining personnel of color** once they exit the program (OSEP Summit Attract Panel, 2020).

Research Findings

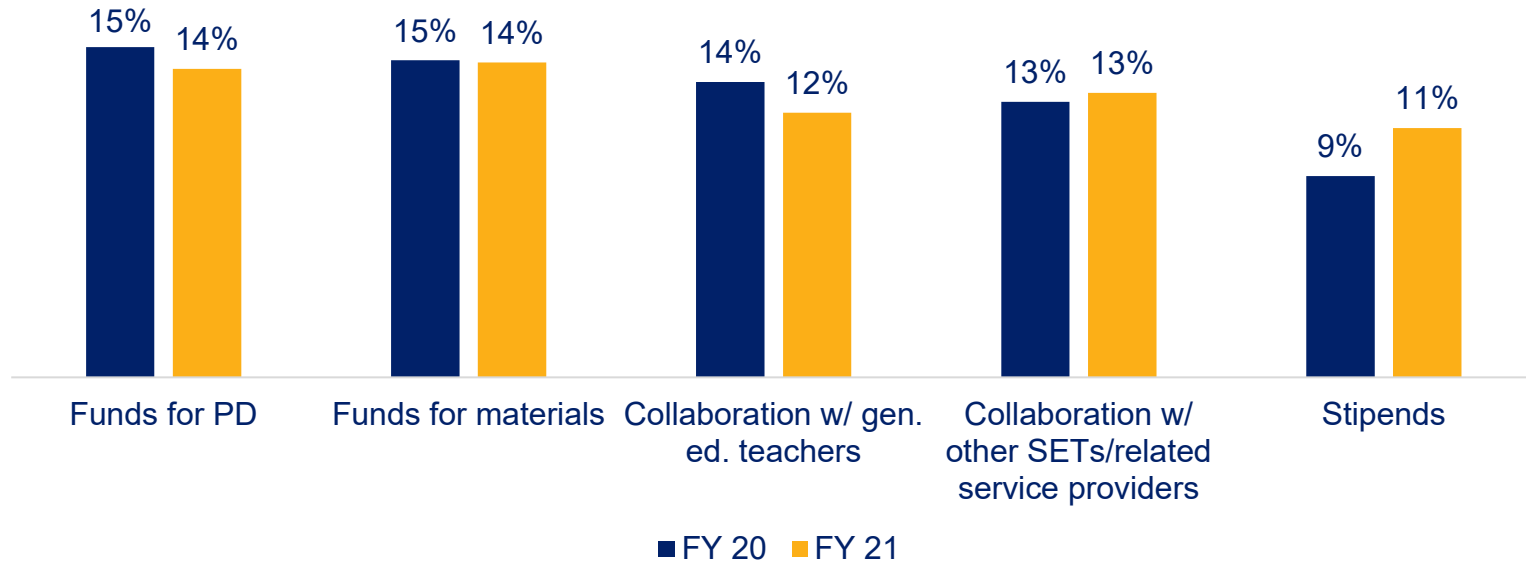
Extensive research on GYO programs has found the following:

- There are strong connections between GYO programs and effectively addressing shortages in **high-need areas and subjects**, such as in **rural schools** and in **special education** (Jessen, Fairman, Fallona, & Johnson, 2020; PESB, 2016).
- By **reducing financial barriers and leveraging partnerships** with institutions that historically serve students of color, GYO programs have found success recruiting and retaining **diverse teachers** in the schools hardest to staff (Podolsky, Kini, Bishop, & Darling-Hammond, 2016; Dai, Sindelar, Denslow, Dewey, & Rosenberg, 2007).
 - For example, for its GYO program, Mississippi partnered with community colleges, where students of color make up more than 40% of the enrollment (Ma & Baum, 2016).
- GYO programs are most effective at **targeting specific populations** to enter **certain subject areas** when they consider the nuanced reasons these populations may be attracted to education, the **supports they need** to complete a program successfully, and the **culture of partnering institutions** (Texas Comprehensive Center, 2018).
- Programs that focus on recruiting candidates at the **high school level** may be **more effective than programs targeting adults** (Texas Comprehensive Center, 2018).
- GYO programs are **especially successful** in **rural districts**, which historically struggle to recruit teachers from outside their communities (Carver-Thomas, 2018; Texas Comprehensive Center, 2018).

OSEP Retention Resources

<https://osepideasthatwork.org/attract-prepare-retain-effective-personnel-all>

Top Reported Retention Strategies





Teach Camp 2.0

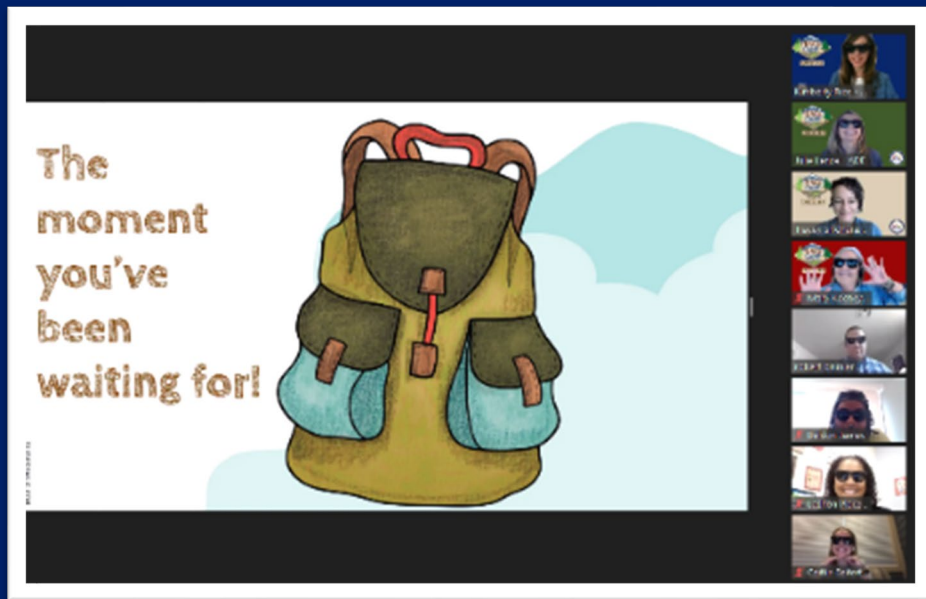


Kickoff: 3-Day Virtual Event, July 7–9

Theme: **Survive and Thrive**

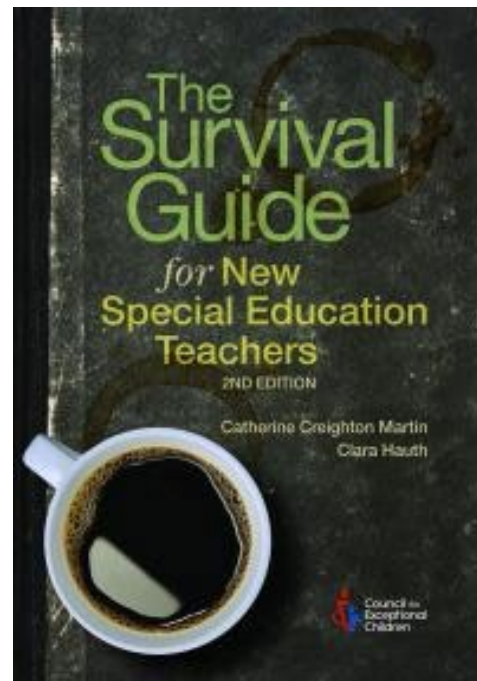
- Learn about ADE/ESS supports
- CEC membership
- *Survival Guide for New Special Education Teachers*
- Network with peers
- Teacher self-care

Year-Long Support and Fun!



- Backpacks in the mail!
- Digital Backpack
- Newsletters
- After-school webinars with national speakers
- End-of-year session

In partnership with
CEC
AzCEC
AzCASE



Camper Comments!



“Where should I start? I gained a wealth of knowledge and resources which have provided motivation and excitement to implement. Love the mindfulness, IEP, sessions!”

“Heart moving stories from multiple speakers and helpful tools for implementing lessons and creating an efficient classroom.”

“These tech resources are amazing! Thank you!!”

“Real-life stories that the speakers told and the technology and tools that were given, they are going to help make teaching and life easier.”



ARIZONA *SMORE SWEET CEC INFO*

Understanding YOUR CEC

Kim Peaslee, President AZCEC
kpeaslee@gmail.com

Carrie Brandon, President AZCASE
CBrandon@uesd.org



The best thing... “the resources and reassurance that I can do this!”



Spring 2022 At A Glance

5-Week Online Courses

January 10 - February 11

ESE 501 Exceptional Children in General Programs:

Inclusive Teaching & Learning

Laurie Dietz M.Ed
Class #10560

ESE 502 Behavioral Management in Special Education:

Differentiating Emotional Disabilities & behavioral disorders

Sang Hee Kim, M.Ed
Class #9432

ESE 502 Behavioral Management in Special Education

Trauma Informed Practices

Sang Hee Kim
Class #9858

February 22 - April 1

ESE 503 Diagnosis & Assessment of Exceptional Children:

Inclusion Part 2 Severe & Multiple Disabilities

Leila Williams, Ph.D
Class #9433

ESE 503 Diagnosis & Assessment of Exception Children:

Psycho-Educational Assessment & Interpretation for Special Education Administration

Philip Debons, Psy.D.
Class #9648

ESE 504 Methods & Materials in Special Education:

Research-Based Math

April 4 - May 6

ESE 501 Exceptional Children in General Programs:

Inclusion in Early Childhood

Rachel Cohen M.Ed.
Class #9646

ESE 506 Administration and Supervision of Special Education:

Disability Law

Janine Cawthorne, Ed.D
Class #9708

ESE 506 Administration and Supervision of Special Education:

Introduction to Special Education Administration

Maria Berecin-Rascon, Ed.D.
Class #9860

Professional Learning Opportunities

ADE Upcoming Events

www.azed.gov

ESS Blog

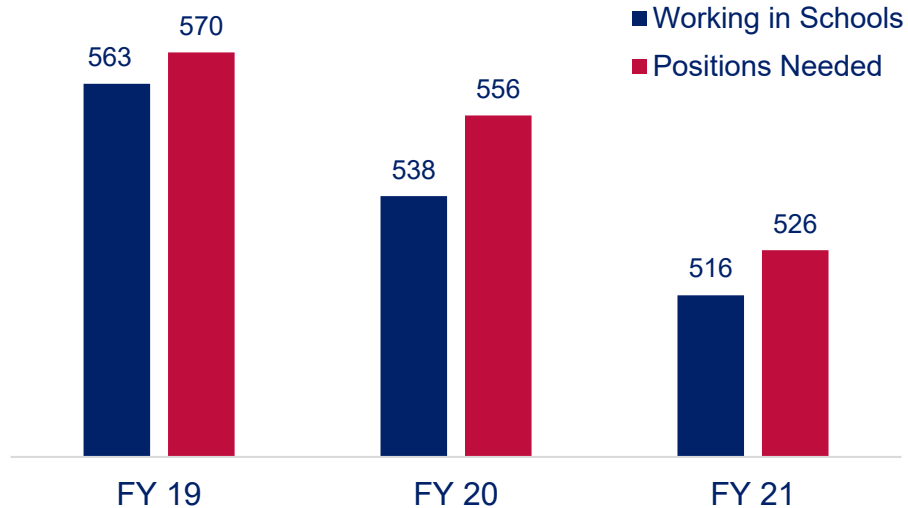
www.azed.gov/blog/specialeducation



Section 3: Related Service Providers



Occupational Therapists Staffing



ARIZONA DEPARTMENT OF EDUCATION

Why Work in Arizona's Schools?



Great Benefits, Great Work/Life Balance, While Making a Great Impact

- ▶ School calendar and school hours
- ▶ Paid holidays and fall/winter/spring/summer breaks
- ▶ Teletherapy options
- ▶ State retirement benefits
- ▶ Many districts offer separate pay scales for related service providers and salary addendums for educational level and board certification
- ▶ Affordable medical, dental, and vision plans
- ▶ Professional development opportunities
- ▶ Professional autonomy and opportunities for collaboration

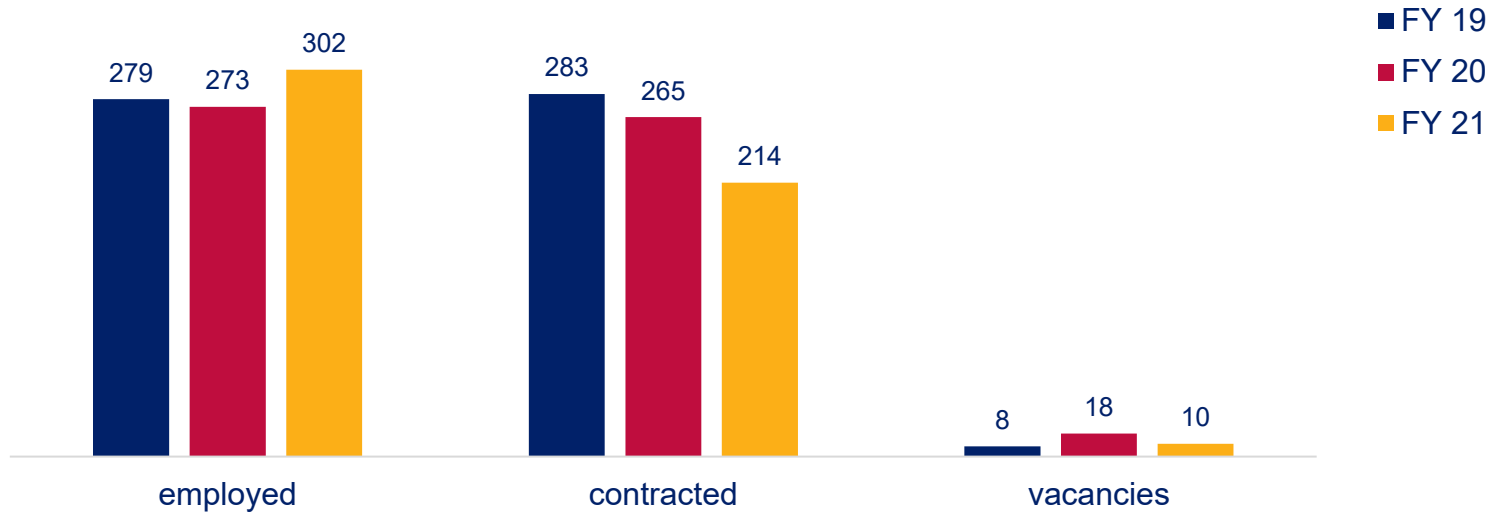
FIND YOUR PERFECT JOB TODAY!
Hiring OTs now!



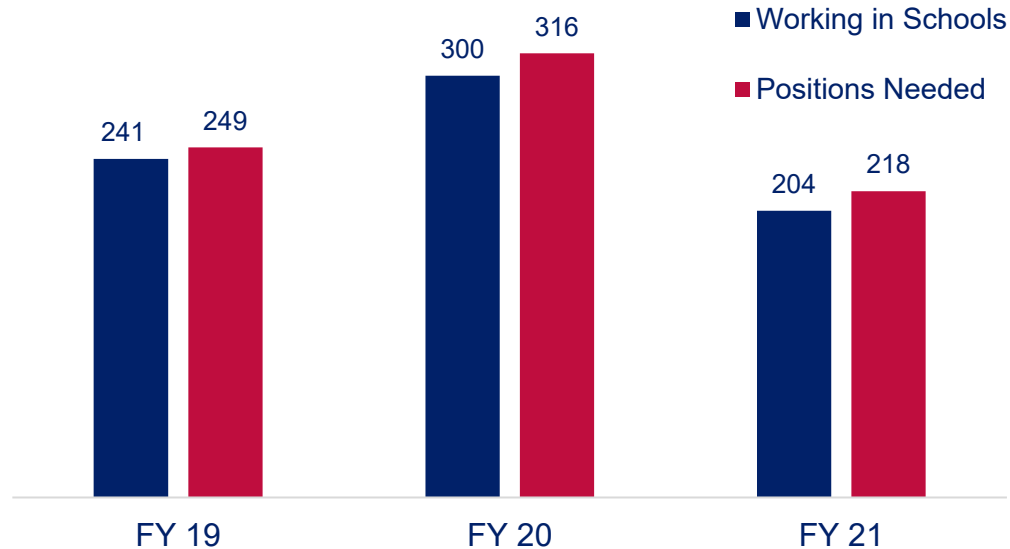
 **Learn more about OT/PT best practices in Arizona schools.**

Contact
the ESS Recruitment and Retention inbox at ESSRandR@azed.gov if you have questions.

Occupational Therapists in Schools



Physical Therapist Staffing



**ARIZONA DEPARTMENT OF EDUCATION**

Why Work in Arizona's Schools?



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- ▶ State retirement benefits

FIND YOUR PERFECT JOB TODAY!
Hiring Physical Therapists and PTAs now!

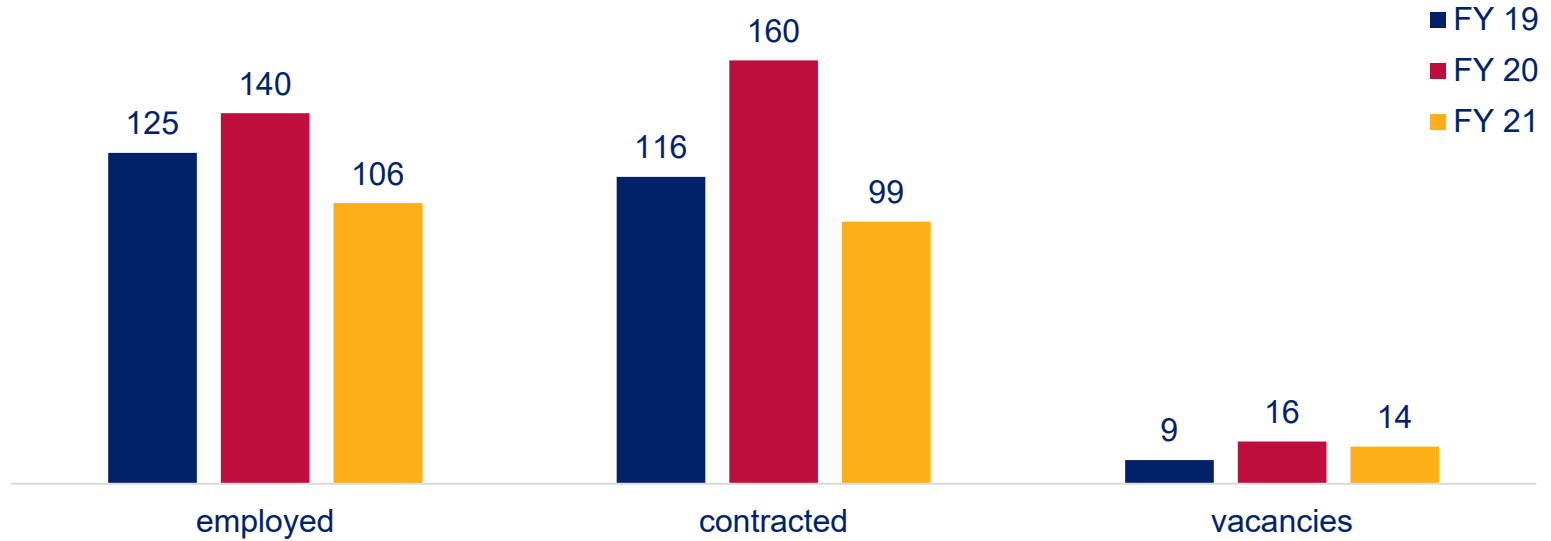




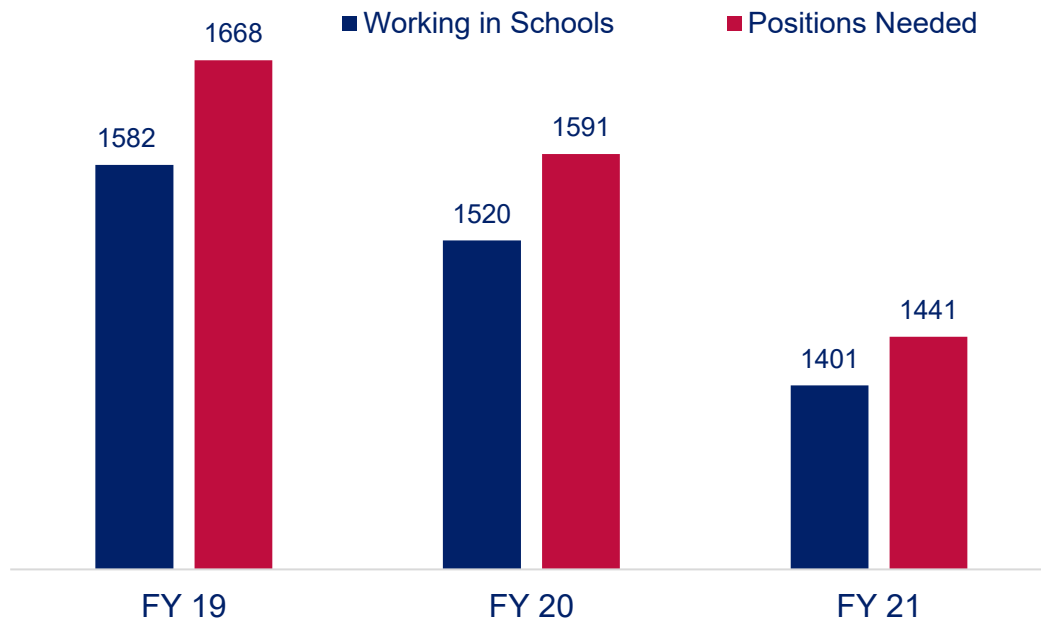
Physical Therapy Services in Arizona's Schools: Guidelines for Best Practice

Contact
ESS Recruitment and Retention at ESSRandR@azed.gov

Physical Therapists in Schools



Speech-Language Pathologists Staffing



ARIZONA DEPARTMENT OF EDUCATION **Why Work in Arizona's Schools?**



Great Benefits, Great Work/Life Balance, While Making a Great Impact

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- ▶ State retirement benefits

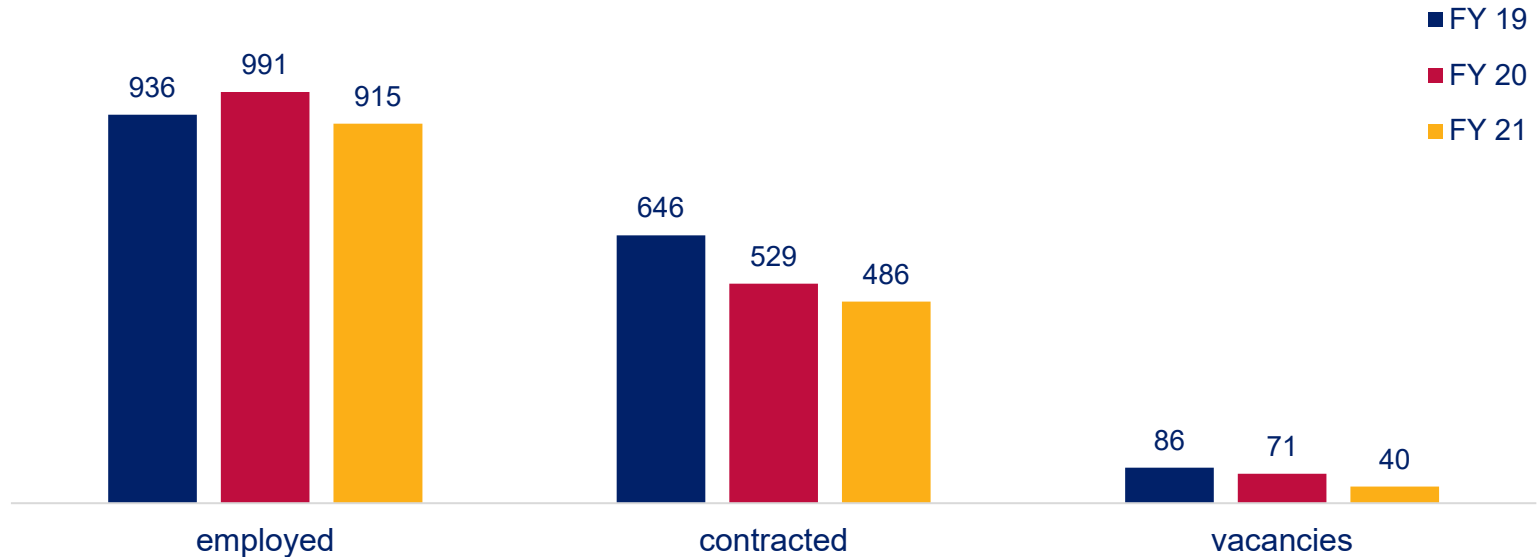
FIND YOUR PERFECT JOB TODAY!
Hiring speech-language pathologists now!



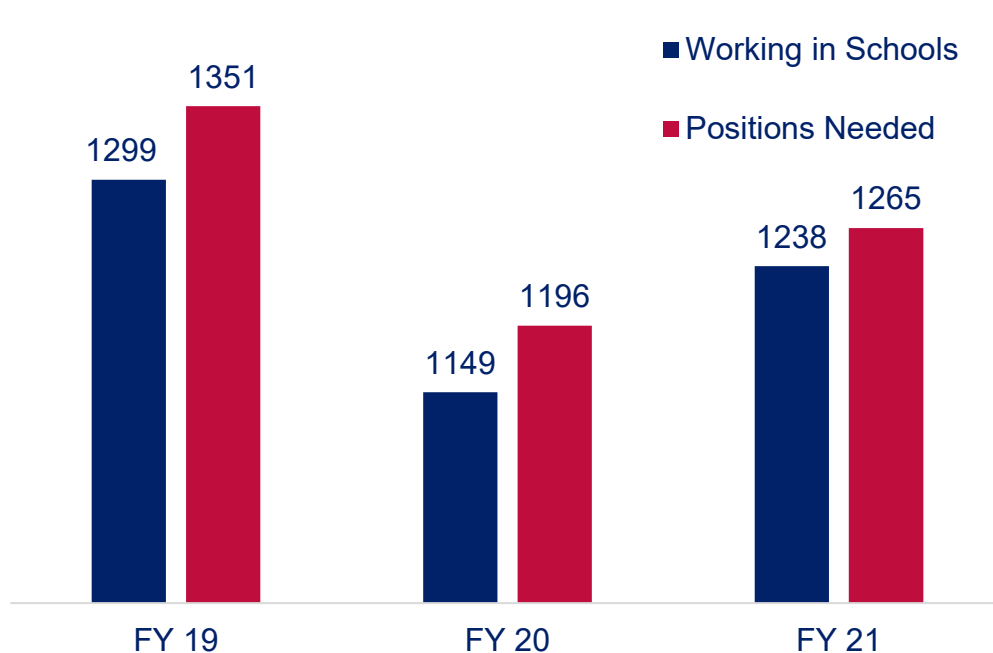
 **Speech-Language Services in Arizona's Schools: Guidelines for Best Practice**

Contact
the ESS Recruitment and Retention inbox at: ESSRandR@azed.gov
If you have questions.

Speech-Language Pathologists in Schools



School Psychologists Staffing



SCHOOL PSYCHOLOGISTS

Survive and Thrive with Help from ESS

Exceptional student services (ESS) advances equity and excellence for students with disabilities by helping professionals grow through professional learning, technical, and technical assistance.

Professional Learning Opportunities

Stay up to date with the latest professional learning opportunities offered by ESS and other sections of the Arizona Department of Education.

- ▶ ADE Upcoming Featured Events
- ▶ ESS Blog
- ▶ SELECT Classes
- ▶ Arizona SEL Course
- ▶ Move On When Reading

Resources

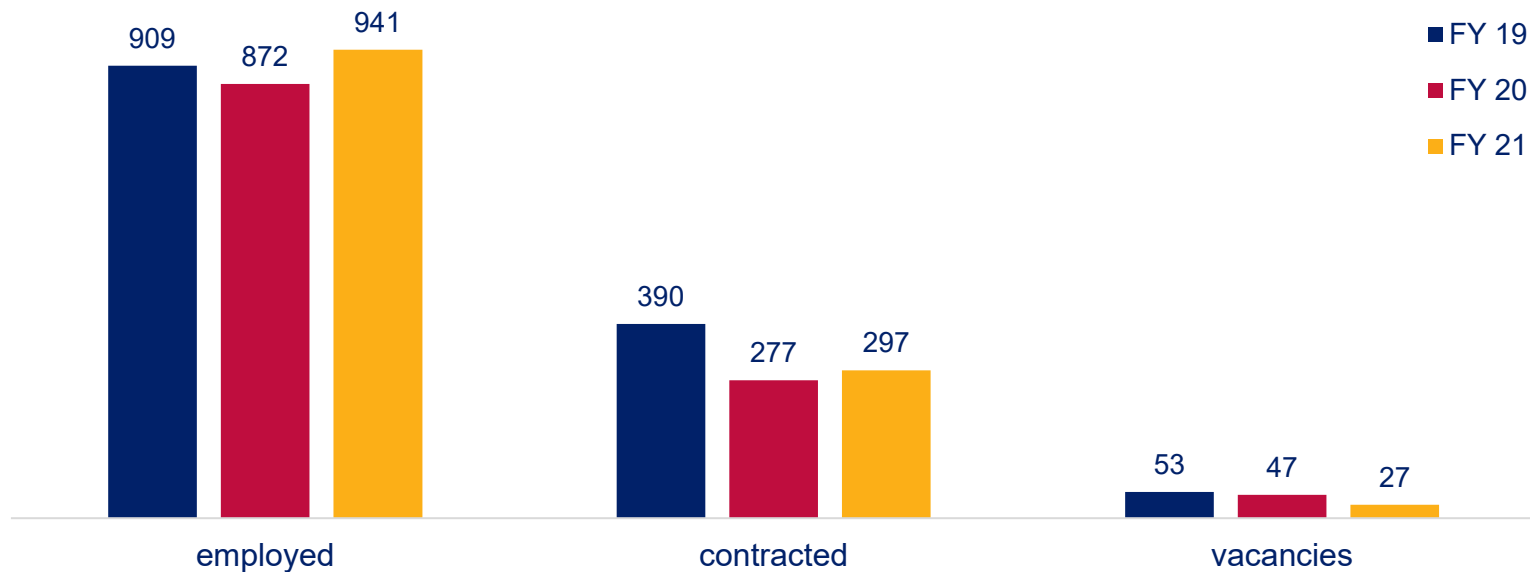
Check out these sites for other helpful resources.

- ▶ ESS Webpage
- ▶ ESS Program Support and Monitoring Webpage
 - 2021-2022 Guide Steps
 - AZ-TAS Documents
- ▶ SEL and Mental Health Resource Guide
- ▶ Dyslexia Webpage
- ▶ My Future AZ

Sign up for the ESS school psychologist email list to stay informed about professional learning opportunities and other information relevant to school psychologists.

<https://bit.ly/7NylUk>

School Psychologists in Schools



Social Workers

2020	2021	2022
254	298	315

Counselors/ Rehabilitation Counselors

2020	2021	2022
524	647	729

October 1 Data Collection

October 1 Data Collection—Other Changes

Increase over the last three years

School Psychologists

Occupational Therapists

Medical and Nursing Service Staff

Social Workers

Counselors and Rehabilitation Counselors

Other Changes

Decrease over the last three years

Interpreters

PE/Recreation and Therapeutic Recreation Specialists

Related Service Recruitment and Retention

Targeted professional development opportunities for school-based related service providers

Collaboration with ADE/ESS Early Childhood Special Education for Preschool Recruitment and Retention

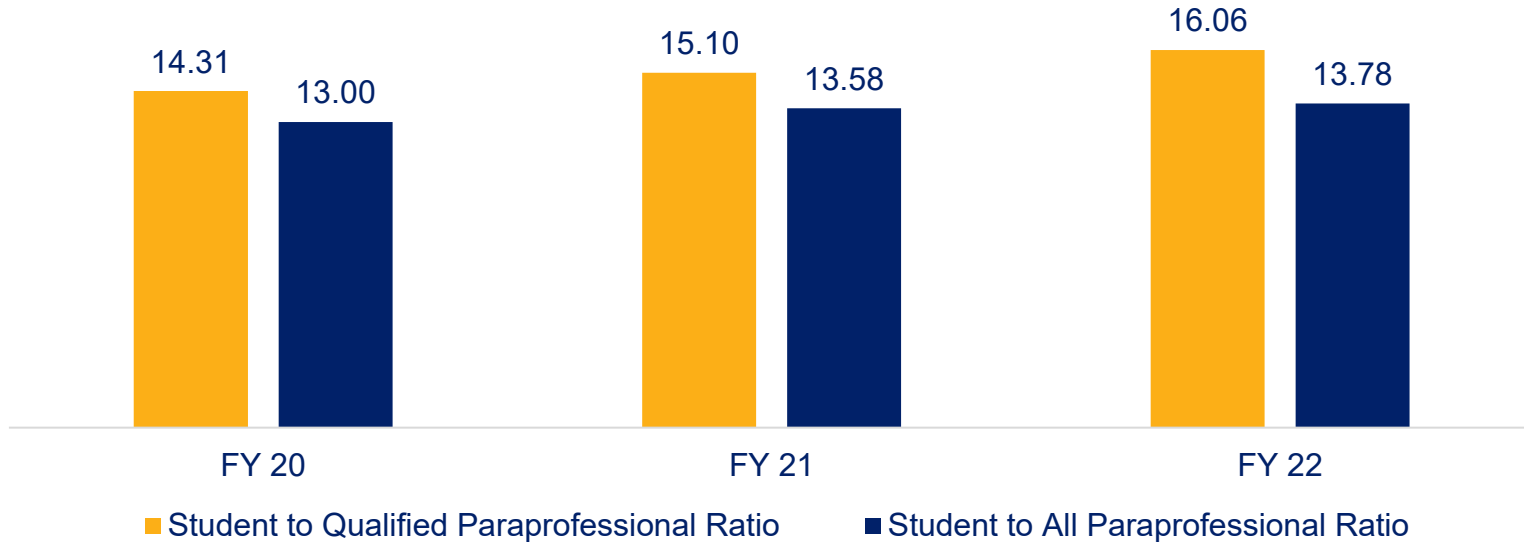
Retention Booths at Conferences

Communication and Quarterly Meetings

Partnerships with Colleges and Universities

Related Service Providers Strand at IDEA

Oct 1—Paraprofessional to Student Ratios



October 1 Data Collection—Paraprofessionals

Paraprofessionals - Totals	2020	2021	2022
Ages 3-5	1355	1043	1060
Ages 6-21	10042	9620	9522
Qualified 3-21	10351	9592	9080
Not Qualified 3-21	1046	1071	1502
Ages 3-21	11397	10663	10582

*Additional paraprofessional information is requested on the Teacher Attrition Survey FY22.

Section 4 : Early Childhood Special Educators



*New this year on the Teacher Attrition Survey

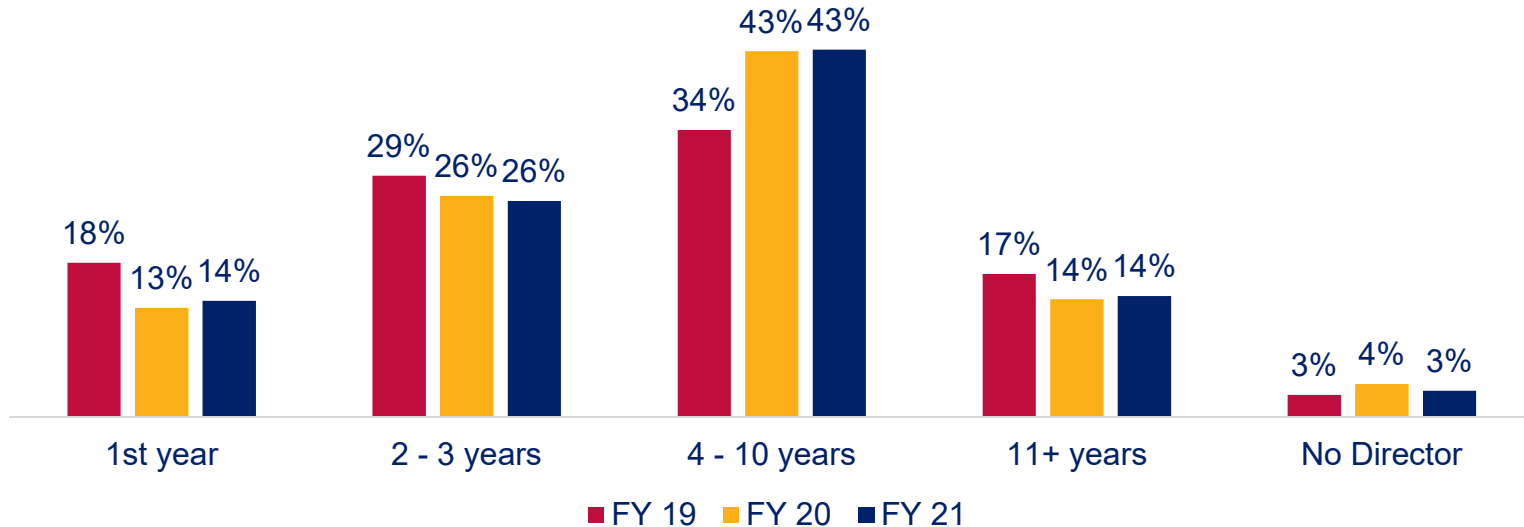
Early Childhood R&R Workgroup



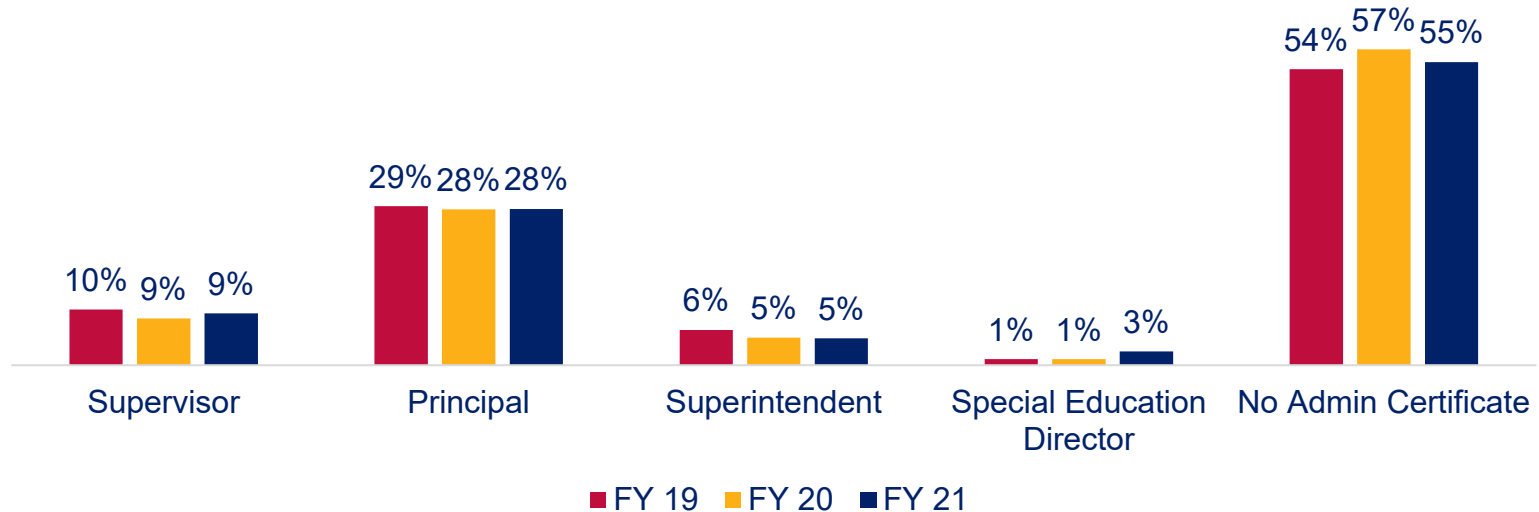
Section 5 : Special Education Directors



Special Education Director Years of Experience



Special Education Administrator Certification



ADE/ESS Support for Directors

Special Education New Director
Symposium (SENDS)

Special Education Director Check-Ins

IDEA Conference

Partnership with the Arizona Council for
Administrators of Special Education
(AZCASE)

Assigned Program Support and
Monitoring Specialist

Section 6 : Resources



Dear Colleague Letter



THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

December 16, 2021

Dear Colleagues:

As schools work hard to provide safe, in-person learning and address the social, emotional, mental health, and academic impact of COVID-19, we have heard directly from chief State school officers, superintendents, educators, and families about the harmful impacts of shortages of educators and other school staff. These impacts include difficulty providing student transportation, interrupted access to meals and critical services such as mental health services, larger class sizes, a greater number of students being taught by substitute teachers and teachers who are not certified in the area assigned to teach, and, in the most extreme cases, disruptive school closures.¹ Preexisting teacher shortages in critical areas such as special education; bilingual education; science, technology, engineering, and math; and career and technical education have been further exacerbated by COVID-19—directly impeding student access to educational opportunity. According to a recent Ed Week Research Center survey,² one in four district leaders and principals are reporting severe staffing shortages; and according to a recent survey conducted by the National Association of Secondary School Principals, 68 percent of principals surveyed are concerned about teacher shortages and report it has been more difficult to hire qualified teachers since COVID-19.³ History has shown that shortages disproportionately impact students of color, students from low-income backgrounds, students with disabilities, and often rural communities.⁴

Press Release



[Administration](#) [Priorities](#) [COVID Plan](#)

BRIEFING ROOM

FACT SHEET: How The American Rescue Plan Is Keeping America's Schools Open Safely, Combating Learning Loss, And Addressing Student Mental Health

MARCH 11, 2022 • STATEMENTS AND RELEASES

Strategies For Hiring and Retaining Qualified and Effective Educators

Increase educator and staff compensation

Build and maintain a cadre of high-quality substitute teachers

Support educator and staff well-being, including improved working conditions

Make investments in the educator pipeline

100%

edWeb.net

A Professional Learning Network

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CEEDAR CENTER

Charge community picture

Community/Tools

Blog

Discussion Forum

Resource Library

Webinar Archives

Assignments

Shared Calendar

Post & Comment

Blog/Info

Website

Administrator's Tool Box

[Admin User Guide](#)
[Tools / Plugins / Graphics / Member Communities / Resource / Tools / Plugins](#)

Arizona Coalition for Educator Preparation and Practice (ACEPP)

Community Info

[Arizona Coalition for Educator Preparation and Practice \(ACEPP\)](#)
[Community Info](#)
[Resources](#)
[Calendar](#)
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CEEDAR Educator Shortages Toolkit



Professional Learning Resources



PROGRESS Center

<http://bit.ly/38mEMqE>

CEEDAR/CEC

High Leverage Practices

<https://highleveragepractices.org/>



IRIS Center

<https://iris.peabody.vanderbilt.edu/resources/pd-providers/>

Subscribe to the Newsletter

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ADE EDUCATOR RECRUITMENT & RETENTION NEWSLETTER



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We L♥VE our AZ Educators

Some positive news!

Even though the last few years have been difficult, state universities ASU, UA, NAU, and private university GCU, have all seen enrollment increases in education majors. According to [this article from AZ Family](#), NAU saw the highest increase- up 80% in fall 2021.

We can't wait to welcome these new educators to the profession!



Survey

Please take a moment to
[provide feedback on this
survey.](#)

Thank you!

Additional Questions or Comments?

[Special Education Public Comment Form](#)

ESS Recruitment and Retention Inbox

ESSRandR@azed.gov



CONTACT US!

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Exceptional Student Services
Recruitment and Retention
Specialists

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