

Critical Issues in Special Education

Teacher Supply and Demand:

Overview

Bonnie S. Billingsley, *Virginia Polytechnic Institute and State University*
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The shortage of fully certified special education teachers, which has been described as severe, chronic, and pervasive, threatens the quality of educational services that students with disabilities receive. Over the last decade, researchers have investigated the magnitude of the special education teacher shortage problem and factors that contribute to the imbalance between supply and demand.

This special issue includes research syntheses that critically evaluate the complex range of factors that contribute to teacher shortages in special education. These syntheses present a review of what is known about the supply and demand problem, provide a research base to help inform efforts to address the shortage problem, and suggest research questions needing study.

The Current Policy Context

While there has been a shortage of fully certified special education teachers in the United States for at least two decades, it is only recently that this shortage has received significant attention from policymakers at the national level. This has occurred at least in part as a result of the mandate in the act known as No Child Left Behind (NCLB; U.S. Department of Education, 2002) that all content area teachers in Title I schools be "highly qualified" by the 2005–2006 school year. This mandate was built upon a recently developed consensus among policymakers and researchers that highly qualified teachers significantly increase student achievement (Darling-Hammond & Youngs, 2002; Sanders & Horn, 1998; Wilson, Floden, & Ferrini-Mundy, 2002). For example, Sanders and Horn found that the quality of the teacher contributes more to student achievement than any other factor, including student background, class size, or class composition. Although the NCLB mandate does not apply to most special education teachers, it is widely assumed that the imminent reauthorization of the Individuals with Disabilities Education Act (IDEA) will in-

clude a "highly qualified" mandate that mirrors the intent of NCLB.

NCLB and a related mandate in IDEA have tremendous potential for finally ending the shortage of special education teachers. Indeed, the U.S. Congress is working to align Title II of the Higher Education Act with NCLB, so that states will receive the financial support to address the teacher shortage in the form of loan forgiveness for candidates who plan to teach in shortage areas. If significant funds are available for prospective teachers, this support will likely attract increasing numbers of teachers into special education and other shortage areas.

Although a mandate for highly qualified teachers and related legislation has the potential for increasing the number of certified special education teachers, it also has the potential for exacerbating the teacher shortage. For example, if the content area requirement in NCLB is applied to secondary-level special education teachers, these teachers will be required to hold certification in both special education and the content area they teach (e.g., mathematics, which is also an area of teacher shortages). Although such a mandate would provide increasing assurance that all special education teachers are highly qualified to teach content area subjects, it could also make the shortage of special education teachers worse, unless powerful policy initiatives are enacted to counteract this outcome.

A policy initiative from NCLB has begun to emerge in some states (e.g., Florida, Texas) to address the "highly qualified" mandate, as state-level officials have become aware of the difficulties inherent in ensuring that all teachers are highly qualified (and thus fully certified) by 2005–2006. These states have begun to offer alternative routes to certification that remove certain requirements or lower standards for certification. The most extreme of these alternatives is the route that is included in NCLB and promoted by advocates of deregulation of teacher certification (Paige, 2002; Walsh, 2001). This option allows anyone holding a bachelor's degree to take a test of content and/or pedagogical knowledge and become certi-

Critical Issues In Special Education

James E. Ysseldyke, Martha L. Thurlow



Critical Issues In Special Education:

Critical Issues in Special Education Audrey McCray Sorrells, Herbert J. Rieth, Paul T. Sindelar, 2004 This book represents the contributions of prominent researchers teacher educators policy makers teachers and parents on current and emerging issues facing the field of special education and their critical thinking on how to ensure that students with disabilities receive free appropriate education in the least restrictive environment The authors present divergent perspectives on the issues and concerns including a the emergence of more constructivistic instruction approaches that focus increasingly on higher order thinking b new organization structures for administering schools c standards based reform and the use of high stakes testing for evaluating students d the changing population and the increasingly diverse demographics of the students served in the public schools e the onset of the information age and the increasingly visible role of technology in the schools and the workplace f concerns about student discipline and violence in schools g the continuing shortage of qualified and certified special education teachers and h trends in higher education focused on the reform of teacher education such as changing standards for knowledge and skills preparing teachers for changing roles as mentors and changes in the teacher education process that may have precipitated or influenced issues in the field For special education providers such as parents and teachers and for anyone interested in the field of special education Critical Issues in Special Education James E.

Ysseldyke, Martha L. Thurlow, 2000 *Critical Issues in Special Education* is an analysis of important conceptual and practical issues that face special education professionals The text is organized in a three part structure Part One illustrates the background and status of special education through current analysis of fundamental guiding practices Part Two focuses on key practices in special education services with the latest information on assessment instruction early intervention transition and school reform Part Three provides an analysis of social political legal and economic activity reflected in special education practice Education For All Terese C. Jimenez, Victoria L. Graf, 2008-02-04 Education for All offers an important resource

for educators and parents who teach and support the more than 6 5 million students with disabilities The book includes contributions from some of the most respected special and general education professionals including Mary Falvey Diane Haager Robert Rueda and Janette Klingner They address the important overarching issues in the field and focus on topics that are relevant to students no matter what their individual disability Topics include Working collaboratively with families as partners Including students with disabilities in general education settings Providing appropriate instructional practices for struggling learners Reducing the disproportionate representation of minorities in special education programs Establishing early intervention in K 12 settings Implementing special education law for the benefit of all children and families **Critical**

Issues in Training Special Education Teachers Laurie U. deBettencourt, 2014-01-21 First Published in 2005 This is Volume 12 in the Exceptionality series with the focus of Critical Issues in Training Special Education Teachers This title features guest editor Laurie U deBettencourt The articles in this issue of Exceptionality discuss several issues relevant to

special education teacher training the meaning of highly qualified teachers especially in the area of special education the comparison of traditionally and alternatively trained special education teachers and the reflections of alternatively trained first year special educators In addition this issue provides a reflection of the past 20 years of preparing special education teachers as alternatives to traditional teacher preparation develop **Key Issues in Special Educational Needs and Inclusion** Alan Hodkinson,2015-09-26 Understanding and engaging critically with the field of special educational needs and disability SEND is a difficult task However the new edition of this bestselling book continues to help students contextualize SEND in relation to historical ideological and political developments as well as support them in developing a critical understanding of the complexities associated with inclusion Completely up to date with recent legislation such as the SEND Code of Practice 2014 there are case studies reflections and activities which will help students question practice they have seen and experienced Covering the 0 25 age range this book is suitable for all those working with children and young people across education health and social work **Handbook of Research on Critical Issues in Special Education for School Rehabilitation Practices** Singh, Ajay,Yeh, Chia Jung,Blanchard, Sheresa,Anunciação, Luis,2021-04-23 Rehabilitation professionals working with students with disabilities and the families of those students face unique challenges in providing inclusive services to special education student populations There needs to be a focus on adaptive teaching methods that provide quality experience for students with varying disabilities to promote student success and inclusivity Critical issues within these practices span autism diverse students gifted education learning disabilities behavioral and emotional disorders and more With having many different types of students with vastly different situations it is important for rehabilitation professionals to understand the best practices and learning systems for special education students who have a wide range of needs and challenges The Handbook of Research on Critical Issues in Special Education for School Rehabilitation Practices focuses on the issues and challenges rehabilitation professionals face in special education and how they can provide inclusive and effective services to diverse student populations This book highlights topics such as culturally responsive teacher preparation artificial intelligence in the classroom universal design inclusive development and school rehabilitation and explores the effects these newfound practices in education have on various types of students with disabilities This book is essential for special education teachers administrators counselors practitioners researchers academicians and students interested in the new methods theories and solutions for the best practices in inclusive and effective special education

Critical Issues in Special Education for School Rehabilitation Practices Ajay Singh,Chia Jung Yeh,Sheresa Blanchard,Luis Anunciacao,2021-02 *Critical Issues in Training Special Education Teachers* Laurie U. deBettencourt,2014-01-21 First Published in 2005 This is Volume 12 in the Exceptionality series with the focus of Critical Issues in Training Special Education Teachers This title features guest editor Laurie U deBettencourt The articles in this issue of Exceptionality discuss several issues relevant to special education teacher training the meaning of highly qualified teachers especially in the area of

special education the comparison of traditionally and alternatively trained special education teachers and the reflections of alternatively trained first year special educators In addition this issue provides a reflection of the past 20 years of preparing special education teachers as alternatives to traditional teacher preparation develop *Critical Issues in Training Special Education Teachers* Laurie U. deBettencourt, 2005-01 This study follows the aesthetic of the sublime from Burke and Kant through Wordsworth and the Shelleys into Thackeray Dickens Eliot and Hardy Exploring the continuities between the romantic and Victorian periods that have so often been rather read as differences the book demonstrate that the sublime mode enables the transition from a paradigm of overwhelming power exemplified by the body of the king to the pervasive power of surveillance utilized by the rising middle classes While the domestic woman connected with the rise of the middle class is normally seen as beautiful the book contends that the moral authority given to this icon of depth and interiority is actually sublime The binary of the beautiful and the sublime seeks to contain the sublimity of womanhood by insisting on sublimity s masculine character This is the book s most important claim rather than exemplifying masculine strength the sublime marks the transition to a system of power gendered as feminine and yet masks that transition because it fears the power it ostensibly accords to the feminine This aesthetic is both an inheritance the Victorians receive from their romantic predecessors and more importantly a broad historical phenomenon that questions the artificial boundaries between romantic and Victorian

21st Century Education: A Reference Handbook Thomas L Good, 2008-10-02 Via 100 entries or mini chapters the SAGE 21st Century Reference Series volumes on Education will highlight the most important topics issues questions and debates any student obtaining a degree in the field of education ought to have mastered for effectiveness in the 21st Century

Critical Issues in Preparing Effective Early Childhood Special Education Teachers for the 21 Century Classroom Festus E. Obiakor, Alicja Rieger, Anthony F. Rotatori, 2015-09-01 The purpose of this book is to provide a forum for an interdisciplinary scholarly dialogue with regard to preparing teachers for early childhood special education In addition it is aimed at examining and making available relevant and most recent scholarship to practitioners and at addressing critical issues and perspectives around preparing effective educators for the 21 century classroom and the future This book intends to illuminate a complex and challenging task of preparing effective educators through the lenses of several educational disciplines including but not limited to teacher education general education special education early childhood education and urban education The information in this work will focus on several educational disciplines that have the most immediate implications for teacher preparation and practice The overall educational knowledge base will be enhanced due to the educational interdisciplinary approach This has additional implications for teacher education special education educational leadership curriculum and instruction educational policy and urban education to name a few The multidimensional nature of the book gives it the freedom to highlight multiple and diverse voices while at the same time providing a forum for different and sometimes divergent methodologies philosophies and ideologies

Contemporary Issues In Special Educational

Needs: Considering The Whole Child Armstrong, David, Squires, Garry, 2012-05-01 This book presents a stimulating and up to date overview of the context of education in SEN and suggests how educators can address special needs most effectively by keeping in mind an image of the development of the whole child The editors have assembled an impressive range of thought provoking contributions to the ongoing debate on the actual the possible and the ideal responses that our education system makes or could make to the needs of its most vulnerable students Tony Cline Educational Psychology Group University College London UK This book provides readers with a fresh often incisive approach to many perennial issues in education These include but are not limited to socio political agendas in inclusion labelling learners self esteem and the delicate balance between different specialists within school systems that must be achieved in the best interest of the child with or without special educational needs and disabilities Although written for a UK readership the editors have ensured that the content of most chapters transcends national and systems boundaries with a healthy balance between psychological educational theory and its real world application in contexts that may not be instantly responsive to the child s changing needs Dr Victor Martinelli University of Malta Malta This book provides a welcome overview and commentary on current complex issues and problems affecting all those with an interest in children and young people with special educational needs Ranging as it does from matters surrounding individuals such as labelling therapeutic work and self esteem to wider political historical and socio cultural influences it provides the reader with a challenging informed and critical set of perspectives Its strength is the manner in which it tackles complex issues providing thought provoking views for those well versed in the world of special educational needs but also ensuring clear comprehensive background information for novice readers of this topic This book is an excellent compilation of relevant contemporary pieces thoughtfully woven together by highly skilled well placed editors Jane Leadbetter University of Birmingham UK This thought provoking and accessible book provides an overview of key issues in the education of children with Special Educational Needs and Disabilities Written by highly experienced practitioners and educationalists the book explores a range of approaches for working with this diverse group of learners and invites you to consider your possible responses The book begins with an historical overview of Special Educational Needs and Disabilities and a critical guide to current policy The contributors then expertly explore and summarise many of the fascinating topics which arise in practice and scholarly research in this area including Ethical and practical implications of labelling children and young people with forms of special educational needs or disability The role of special schools particularly in light of enduring debates about inclusion exclusion What increased student participation student voice and other facets of a democratic classroom mean for students with Special Educational Needs and Disabilities The contributions psychology can make to developing and enriching educational practice Understanding behaviour in relation to children and young people with Special Educational Needs and Disabilities Case studies are used to illustrate these discussions and the book includes suggested protocols for good practice throughout Throughout the book the reader is

asked to reflect on the issues presented and come to their own decisions about what represents good practice in their setting The journey concludes with a look at a possible ideal school or educational setting for children with Special Educational Needs and Disabilities Contemporary Issues in Special Educational Needs is an invaluable guide for trainee and qualified teachers learning support staff SENCO s local authority officers educational consultants and educational psychologists

Handbook of Special Education Research, Volume II Christopher J. Lemons, Sarah R. Powell, Kathleen Lynne Lane, Terese C. Aceves, 2022-04-24 Divided into two volumes the Handbook of Special Education Research provides a comprehensive overview of critical issues in special education research Volume II addresses research based practices offering a deep dive into tiered systems of support and advances in interventions and assessments as well as socially emotionally culturally and linguistically relevant practices Each chapter features considerations for future research and implications for fostering continuous improvement and innovation Essential reading for researchers and students of special education this handbook brings together diverse and complementary perspectives to help move the field forward *Key Issues in Special Educational Needs, Disability and Inclusion* Alan Hodkinson, 2019-08-31 This third edition continues to guide students through the challenging field of special educational needs and disability Contextualising SEND in relation to historical ideological and political developments this book offers essential support to students as they develop a critical and up to date understanding of the practical challenges and opportunities concerning inclusion New edition features include Up to date legislation such as the SEND Code of Practice Material surrounding social emotional and mental health New practical case studies reflections and activities Revised chapter summaries More on the future of SEND **Legal Issues in Special Education** Kevin Brady, Charles Russo, Cynthia Dieterich, Allan Osborne, Jr, 2019-10-28 Legal Issues in Special Education provides teachers and school administrators with a clearly written well organized and understandable guide from the perspective of the practitioner without formal legal training Even though over 50 percent of students with disabilities are now educated in general education classes most teachers are not required to complete coursework in special education law and can unwittingly expose themselves and their schools to liability for violating the rights of students with disabilities This practitioner s guide explicitly addresses the major issues and legal complexities educators inevitably face when dealing with special education legal and policy issues Using case based learning to synthesize important legal concepts and principles from leading special education legal cases this text guides educators administrators and parents alike toward a thorough understanding of and the ability to navigate many of the current and pressing legal concerns in special education *Current Issues and Trends in Special Education* Festus E. Obiakor, Jeffrey P. Bakken, Anthony F. Rotatori, 2010-02-05 The field of special education constantly changes as a result of legislation instructional formats and the research investigations Addressing the issues and trends in special education this title covers research technology and teacher preparation Current Trends and Legal Issues in Special Education David F. Bateman, Mitchell L. Yell, 2019-04-25 Building and

supporting effective special education programs School leaders and special educators are expected to be experts on all levels and types of special education law and services types of disability and aspects of academic and functional programming With the increasing demands of the job and the ever changing legal and educational climate many administrators and teachers are overwhelmed and few feel adequately prepared to meet the demands Trends and Legal Issues in Special Education helps you build and support timely legally sound and effective special education services and programs Readers will find the most up to date information on how to effectively implement special education programs processes and procedures examination of a wide variety of issues from developing and implementing individual education programs IEPs that confer a free appropriate public education Section 504 least restrictive environment LRE and successfully collaborating with parents to issues regarding accountability staffing bullying early childhood special education multi tiered systems of support MTSS evidence based practices transition discipline and the school to prison pipeline extensive references and resources Written as a comprehensive reference for all who work with students with disabilities this book offers the most up to date research and field tested strategies from a range of experts that special education professionals can confidently and immediately apply

Enduring Issues In Special Education Barbara Bateman, John W. Lloyd, Melody Tankersley, 2015-02-20 Enduring Issues in Special Education is aimed at any course in the undergraduate or graduate special education curriculum that is wholly or partly devoted to a critical examination of current issues in special education The book organizes 28 chapters into seven sections using familiar structuring principles what who where how when why and whither Each section begins with an introduction that provides historical legal and theoretical background information and organizing commentary for the chapters that follow The book s objective in addition to informing readers about the issues is to develop critical thinking skills in the context of special education Key features include the following Dialectic Format Each of the 28 chapters presents compelling reasons for addressing the issue at hand and specific ways to do so Because each issue is written from different perspectives and focuses on a variety of aspects readers are encouraged to weigh the arguments seek additional information and come up with synthesized positions of their own Organizing Framework The book s seven sections have been arranged according to a scheme that is the essence of most investigative reporting and provides a coherent easy to understand framework for readers Expertise All chapters are written by leading scholars who are highly regarded experts in their fields and conclude with suggested readings and discussion questions for additional study Contemplating Dis/Ability in Schools and Society David J. Connor, 2018-07-15 This book chronicles the professional life of a career long inclusive educator in New York City through eight different stages in special and general education Developing a new approach to research as part of qualitative methodology David J Connor merges the academic genre of autoethnography with memoir to create a narrative that engages the reader through stories of personal experiences within the professional world that politicized him as an educator After each chapter s narrative a systematic analytic commentary follows that focuses on teaching and learning in

schools and universities the influence of educational laws specific models of disability and how influence educators and educational researchers and educational structures and systems including their impact on social political and cultural experiences of people with disabilities This autoethnographic memoir documents over three decades the relationship between special and general education the growth of the inclusion movement and the challenge of special education as a discrete academic field As part of a national group of critical special educators Connor describes the growth of counter theory through the inception and subsequent growth of DSE as a viable academic field and the importance of rethinking human differences in new ways **Resources in Education** ,1992-08

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