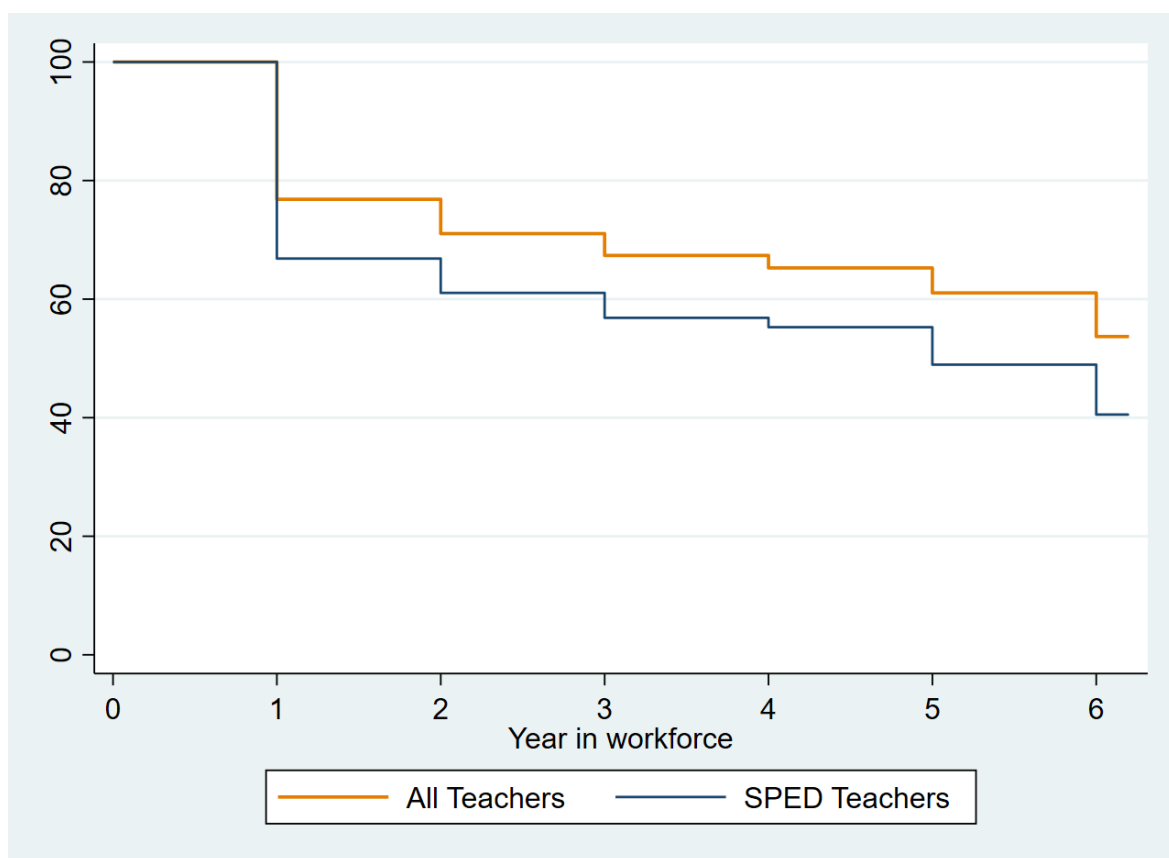


8. Dual-licensure in special education is associated with differential teacher mobility patterns.



In this paper in *Exceptional Children*, we used data on the more than 1,300 graduates of special education TEPs in the TELC data to provide a descriptive portrait of specific measures of special education teacher preparation and their relationships with workforce entry and early-career retention. While rates of workforce entry and retention for these special education candidates are high, we document considerably lower rates of entry into and retention in special education teaching positions for candidates who hold a dual endorsement in special education and another subject. As a result, and as shown in the figure below, less than half of graduates of special education TEPs are teaching in special education classrooms six years after graduation. These patterns have potential implications for the state’s new dual-endorsement requirement and for dual licensure programs more broadly.

Special Education Teacher Preparation and Workforce Entry and Retention, First 5 Years



Theobald, R. J., Goldhaber, D. D., Naito, N., & Stein, M. L. (2021). The Special Education Teacher Pipeline: Teacher Preparation, Workforce Entry, and Retention. *Exceptional Children*. <https://doi.org/10.1177/00144029211010162>