



Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center

National Call for States to Request CEEDAR Intensive Technical Assistance

Questions & Answers

1. Who submits the application to become a cooperating state?

The Chief State School Officer or designee is responsible for submitting the application. Evidence of commitment from selected state department leads, Deans at Institutes of Higher Education (IHE), and as appropriate, Local Education Agencies (LEA) Superintendents will create a competitive state application.

2. Is this only for special education school teachers and IHE teacher educators?

No, CEEDAR is designed to support more effective teacher and leader education for general and special educators and building and district leaders. Many students with special needs receive most of their instruction from general education teachers, which points to the need for effective preparation of general and special education teachers. Leaders who can support their efforts are the key to empowering students with disabilities to develop skills to be college and career ready.

3. We already have a number of initiatives concerning common core, teacher and leader effectiveness, and students with disabilities. How is the CEEDAR different?

CEEDAR will complement these other efforts and help states leverage their resources for greater effect. In addition, the CEEDAR Center is different from most other initiatives because the Center:

- *Offers a comprehensive approach to systemic reform by building statewide capacity to reform, align, and improve systems to prepare, certify and license, and support teachers and leaders using evidence regarding the sciences of teaching and leading; research regarding*



effective professional preparation; and proven strategies for building capacity and engaging in systems change.

- *Targets support of IHE faculty to integrate evidence-based approaches in their programs, establishing a strong foundation of effective teachers and leaders.*

4. How are the IHEs selected?

We suggest that the SEA consider IHEs:

- *that have existing partnerships with the SEA*
- *that have strong partnerships with their LEA cooperating schools*
- *whose leadership and faculty have demonstrated commitment to education reform efforts*
- *that have the capacity to engage in meaningful reform efforts*
- *that may have engaged in similar efforts (e.g. SPDG, 325T grants, State Personnel Development Grants, etc.)*
- *that are representative of the state, i.e. research one institutions, regional universities, public and private institutions, and those representing diverse geographical areas and diverse populations*

5. Our state has numerous alternative routes to teacher and principal certification. Can those programs be involved in this effort?

Yes.

6. How much funding will states be provided?

States will receive up to \$200,000 over two years. Specifics of the use of these resources will be outlined in the MOU.

7. How can the CEEDAR sub-grant award be used?

The SEA must use the funds to support the CEEDAR partnership and is encouraged to leverage existing capacity and resources to create efficiencies and avoid duplication of efforts. Specifically, CEEDAR suggests a portion of these funds be used to support the participation of the IHEs. For example, CEEDAR funds may support travel for IHE participants to attend meetings with the SEA, and the funds could be used to “buy out” an instructor’s course



to enable the faculty member to coordinate the university's reform efforts. Again, specifics of how the funds will be used will be detailed in the MOU.

8. Is my state required to have adopted the Common Core State Standards in order to apply to participate in this initiative?

A state must have adopted college and career readiness standards, equivalent to the Common Core State Standards.

The SEA should provide documentation that the state has adopted or is working towards ESEA approved standards to ensure all students are college and career ready.

9. Does this agreement commit the State or IHEs to produce and implement specific curricula?

This work will not require a particular curriculum within preparation programs. CEEDAR offers tools and resources to assess the degree to which evidence-based practices are taught and applied within preparation programs; however, a specific curriculum is not required. Participating states are expected to ensure policies that support IHE use of evidence based practice and that IHEs are including evidence-based practice in their curriculum and instructional approach.

10. Is there a timeline (start and end dates, milestones, etc.) for this project? What happens if the State or IHE does not meet the expectations?

The cycle of assistance for the Year 2 cohort in CEEDAR is four years. The expectations within the MOU are articulated, as also specified within the stipend agreement with the state. A technical assistance "blueprint" will provide specific action steps determined by the State stakeholder leadership teams. The CEEDAR state facilitator will be in continual communication with the SEA and the respective IHE point of contacts to determine progress on the TA blueprint activities and accompanying expenditures.

11.

Exactly how will the state efforts and partnership with CEEDAR be evaluated?

Evaluation of the impact of CEEDAR will be assessed through:

- outcome-based assessments of student achievement*
- other assessment measures used to document student growth*
- classroom observation protocols*
- preparation program revisions and/or revised syllabi*



CEEDAR will work collaboratively with the state leadership team to determine the measures that are available and appropriate for data-based system monitoring statewide. Target measures are likely to vary somewhat across individual intensive states and will include the extent to which the leadership teams and Center activities have contributed to the reform by influencing teaching practices, and in turn, the learning outcomes of students with disabilities.

12. What about principals? Can they be involved?

Yes! Principals and other school leaders must be involved. The CEEDAR Center technical assistance will work to prepare and support leaders so that evidenced-based practices are used to promote the instructional and organizational improvements that support effective instruction for students with disabilities.

13. How will attending the webinar(s) help me improve my application?

Information provided in these webinars will clarify the process and expectations of the application process - likely resulting in competitive state applications. The webinars are being held on Friday, May 23, 2014 at 11:00 a.m. (E.D.T.) and Friday, June 27, 2014 at 11:00 a.m. (E.D.T.). The webinars will be archived at cedar.org.

14. How does a state submit an application to receive intensive technical assistance from CEEDAR?

The application and submission process of CEEDAR's intensive technical assistance is located here: [cedar application](#)

15. Will I receive technical assistance until the grant ends in 2017?

Yes, once a state has been selected, CEEDAR Center staff will continue to support the state throughout the length of the project. It is expected, however, that the level of support will decrease as capacity for ongoing improvement is built within the participating SEAs, LEAs, and IHEs.