

CEDAR CENTER

IMPROVING AND LEADING WITH DISABILITIES



MORE INFORMATION

NATIONAL PARTNERSHIPS

STATE PARTNER PROCESS

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IHE PARTNERSHIPS



Disclaimer

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IMPROVING TEACHING FOR STUDENTS WITH DISABILITIES



2015	2016	TARGETED
AZ	CO	HI
MI	KY	ME
MO	MS	MN
OR	NV	WI
TN	RI	WV

2013	2014
CA	GA
CT	MT
FL	NH
IL	OH
SD	UT

National Partnerships

Partnerships with the Council of State Chief School Officers, the Council for Exceptional Children, and the American Association of Colleges of Teacher Education have yielded nationally recognized and widely used guides in high-leverage practices, principal preparation for the success of students with disabilities, and practice-based opportunities in teacher and leader preparation.

Within-State Partnerships

20 states in intensive targeted assistance and one in targeted have formed state leadership teams comprised of state education agency (SEA) leaders, institutions of higher education (IHE) faculty and leaders, and local education agency (LEA) leaders to revise policy and preparation.

- o RI collaboration between CEEDAR, NCII, RI SEA, and LEAs guides goals and content of educator preparation programs.
- o UT's SEA, IHEs, Utah Parent Center, and LEAs collaborate to develop a statewide vision for improving mathematics education for all learners; this vision is directing CEEDAR goals.
- o CEEDAR SLTs and teams from the NTEP have worked to align and inform policy and preparation efforts in CT, TN, GA, NH, and CA.

California

CA revised standards for multiple subject areas, the standards that primarily address elementary education teachers, to include content about UDL, MTSS, EBPs, and differentiated instruction.

South Dakota

SD has completed a review of its existing special education endorsement policy and made recommendations that will strengthen pre-service and in-service training opportunities.

Kentucky

KY is in process of updating program approval standards to focus on evidence-based practices and high-leverage practices within a multi-tiered systems of support framework.

Illinois

IL revised their Common Core of Standards for Special Educators and endorsement-specific standard sets to strengthen high-quality preparation for teachers of students with disabilities within the current endorsement structure.

Cross-State Partnerships

Four cross-state convenings involving up to 25 intensive and targeted states have encouraged cross-state collaboration, and 85% of states report sharing information with another state.

- o GA and KY shared preparation approaches at a KY state leadership team (SLT) meeting.
- o GA participated in a webinar with OH to learn more about the Ohio Deans' Compact for Inclusive Education.
- o CT's SLT is holding a convening for 300 people in late September: MA, RI, and NH faculty will attend.
- o SD has produced four modules and made them public for others.

Connecticut

CT developed a fieldwork guide to assist professionals within educator preparation programs and local education agencies who are involved in teacher preparation to develop a common vocabulary and an informed method of planning fieldwork experiences for teacher candidates.

Oregon

OR institutions of higher education are working with the OR Professors of Educational Administration to develop modules focused on leadership preparation for inclusion. These modules will be integrated into leadership preparation programs.

KEY AREAS

PARTNERSHIPS

Partnerships are essential for developing a national and state vision for how teachers and leaders should be educated to serve students with disabilities and teacher and leader preparation policies necessary to support such a vision. As such, CEEDAR staff have worked nationally, cross state, and within state to develop partnerships. These partnerships have yielded many benefits.

POLICY

To improve preparation, states have focused on developing new standards for general education and special education teachers and school administrators, redesigning licensure structures, redesigning program approval policies, and redesigning policies supporting alternative routes. Several NTEP/CEEDAR states have focused on developing data management systems. A small number of states have addressed teacher assessments.

TEACHER & LEADER PREPARATION

States are undertaking varied initiatives to improve teacher and leader preparation programs. Institutions of higher education (IHEs) preparation programs are working across departments, including general education, special education, and leadership. In many states, IHEs are revising coursework to embed evidence-based practices and high-leverage practices. Some states and IHEs are creating tools and professional development materials, such as field experience guides or content modules, to assist faculty in reforming coursework across the entire state. Others are scaling up reform efforts by bringing on additional IHEs to revise coursework and field experiences.

ALIGNMENT

Alignment is essential to developing targeted and focused CEEDAR efforts in states. Alignment of efforts allows states to prioritize goals and dedicate resources.

Florida

FL has undertaken comprehensive preparation reform at two large state universities. Faculty in general education, special education, and educational leadership are engaged in program revisions to embed Universal Design for Learning practices in curriculum and field experiences and instructional and collaborative skills needed to implement multi-tiered systems of support instruction.

Georgia

GA's institutions of higher education have revised more than 400 syllabi in general education, special education, and leadership departments to embed evidence-based practices across multiple content areas. They have worked across institutions to develop a module and mentoring system to assist with scaling up preparation reform efforts. They are now bringing on six new universities.

Tennessee

TN's three institutions of higher education are revising coursework and field experiences to prepare general and special education teacher candidates to implement high-leverage practices in an MTSS framework.

Utah

UT has aligned efforts of CEEDAR, the National Center for Systemic Improvement, and the Network for Transforming Educator Preparation to ensure that the State Systemic Improvement Plan, the state equity plan, and CEEDAR blueprint prepare all educators to work within a multi-tiered systems of support framework and implement evidence-based strategies for improving all students' performance on state standards in mathematics.

Colorado

CO is connecting stakeholders involved with the Structured Literacy Project with faculty. Feedback from these interactions and professional learning events are being used to guide the work in CO.

Georgia

GA aligned CEEDAR, Network for Transforming Teacher Preparation, the State Systemic Improvement Plan, and the state equity plan to increase use of evidence-based practices, increase capacity for implementing practice, improve teacher and leader effectiveness, and utilize P-20 partnerships.

Mississippi

MS is revising program approval policies to ensure that general education teachers, special education teachers, and leaders are ready to implement inclusive practices. They are also exploring a tiered licensure system that ensures that all teachers develop the skills and expertise needed to educate students effectively in inclusive schools.

Michigan

MI has aligned CEEDAR preparation reform efforts with key initiatives, including the governor's plan for improving literacy, statewide implementation of multi-tiered systems of support (MTSS) in literacy, statewide implementation of MTSS in literacy and behavior, and preparation reforms to improve teachers' abilities to use high-leverage practices generated by a consortium of Michigan faculty.