



COLLABORATION FOR EFFECTIVE EDUCATOR DEVELOPMENT, ACCOUNTABILITY, AND REFORM CENTER (CEEDAR CENTER)

The **CEEDAR Center** is a national technical assistance center dedicated to support states in their efforts to develop teachers and leaders who can successfully prepare students with disabilities to achieve college and career ready standards. The CEEDAR Center is a five-year cooperative agreement awarded to the University of Florida by the U.S. Department of Education, Office of Special Education Programs. The CEEDAR Center officially began its work on January 1, 2013.

Mission

The CEEDAR Center is designed to help states, Institutions of Higher Education (IHEs), and Local Education Agencies (LEAs) create aligned professional learning systems that provide teachers and leaders effective opportunities to learn [O(TL)²] how to improve core and specialized instruction in inclusive settings that enable students with disabilities to achieve college and career ready standards.

Overarching Goals

To fulfill this mission, CEEDAR Center staff, in collaboration with their partners, will engage 20 states in intensive technical assistance that focuses on four overarching goals:

- **Reform teacher and leader preparation and induction** to incorporate evidence-based strategies for educating students with disabilities, effective adult learner pedagogy, and effective strategies for promoting organizational change.
- **Refine personnel evaluation systems** for the purpose of revising preparation programs and induction supports in local schools to determine if leaders and teachers are serving students with disabilities effectively in inclusive and intervention environments.
- **Revise licensing standards** to align with reforms in teacher and leader preparation designed to improve the education of students with disabilities in inclusive environments.
- **Foster an aligned and coherent professional learning system** by working with stakeholders in SEAs, IHEs, alternative preparers of teachers and leaders, and LEAs to leverage existing capacity and resources to create efficiencies, avoid duplication of effort, scale up evidence-based practices, and ensure that licensing standards, preparation programs, and personnel evaluation systems are aligned.





Technical Assistance Strategies

The CEEDAR Center provides high-quality, responsive technical assistance (TA) through five key strategies:

- **Knowledge Building** to create an evidence-based foundation for developing outstanding leaders and teachers for students with disabilities. Knowledge building will focus on (a) evidence-based practices for improving outcomes of students with disabilities, (b) evidence-based practices for preparing teachers and leaders, and (c) the evidence-based practices that administrators in SEAs, IHEs, and LEAs need to know to implement and sustain effective organization supports for teaching and learning.
- **Knowledge Translation** gathered through knowledge building strategies will be made accessible to TA participants through a combination of resources, including innovation configurations, video models, interactive online tools, high-quality online resources, and the CEEDAR Center website.
- **Leadership Capacity Development** by helping states develop teams of key stakeholders and assisting those teams in accessing knowledge generated through the Center and applying it effectively to improve their teacher and leader preparation programs and licensure policies.
- **Learning Opportunities** that provide TA participants with models of effective practice and organizational change strategies and opportunities for discourse to contextualize practices and to integrate feedback and revision into the implementation efforts.
- **Networked Improvement Communities (NICs)** that facilitate the deliberate connection of state teams, IHE/LEA teams, CEEDAR TA providers, and consultants. The NIC will enable teams to discuss topics, access materials, obtain implementation suggestions, and ask participants for advice about addressing challenges.

CEEDAR Center Leadership

University of Florida

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CEEDAR Theory of Action

