

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

## ***National Call for States to Request CEEDAR Intensive Technical Assistance***

The ***Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center*** seeks state partners, including state departments of education and teacher and leadership preparation programs, to enhance the preparation of teachers and leaders to better support students with disabilities in achieving college and career ready standards.

The purpose of this national call is to inform state educational agencies (SEAs) and institutions of higher education (IHEs) of the opportunity to receive intensive technical assistance (TA) from the CEEDAR Center. The intensive TA will be designed to meet the specific needs of each state.

### **CEEDAR CENTER**

The CEEDAR Center is a new national center funded by the U.S. Department of Education, Office of Special Education Programs (OSEP), under a cooperative agreement to the University of Florida. The Center is being funded for five years, from 2013 through 2017.

The CEEDAR Center is designed to help states, IHEs, and LEAs create aligned professional learning systems that provide teachers and leaders effective opportunities to learn (OTL2) how to implement core and specialized instruction that enables students with disabilities to achieve college and career ready standards in inclusive educational settings.

### **CEEDAR INTENSIVE TECHNICAL ASSISTANCE**

To achieve its mission, CEEDAR intensive TA supports will build the capacity of partner SEAs, and their respective IHE teacher and leader preparation programs, to reform, restructure, and improve their statewide systems for teacher and leader preparation, licensure, and evaluation.

CEEDAR's intensive supports will be integrated into existing statewide reform initiatives, detailed in signed memoranda of understanding (MOUs) with each SEA and IHE partner, and approved by OSEP. In each state selected for intensive TA, the CEEDAR Center will:

- ***Support state leadership teams*** in conducting a needs assessment and developing intensive TA blueprints for reviewing and reforming their teacher and leader preparation systems, and specifically, teacher and leader licensure standards.
- ***Offer TA supports***, both in person and at a distance, on how to design and implement evidence-based professional learning systems (i.e., systems that support teachers across the career continuum) that can better prepare teachers and leaders to effectively educate all students with disabilities in kindergarten through 12<sup>th</sup> grade. And,
- ***Support states and IHEs in their use of K-12 student outcome data*** to reform and continuously improve their teacher and leader preparation programs.

The CEEDAR Center will select five states to receive intensive TA -- per year -- during Years 1, 2, 3, and 4 of its 5-year operation. Each of the 20 states, once selected, will continue to receive CEEDAR intensive TA supports until December 2017.

The CEEDAR Center will make sub-grant awards of up to \$200,000 per state. Sub-grants are intended to support the CEEDAR partnership, leverage CEEDAR intensive TA supports, and extend teacher and leader preparation reform statewide. The purpose and scope of a sub-grant will be negotiated and detailed in MOUs that the Center signs with each SEA and IHE partner.

## **CEEDAR TARGET AUDIENCES**

Specific target audiences who can receive CEEDAR intensive TA supports include—

- SEA officials and other state policymakers and educators
- College of education deans and other IHE officials and administrators
- LEAs willing to work with SEA and IHE partners

## **CEEDAR INTENSIVE TA BENEFITS**

The CEEDAR Center will support collaboration on teacher and leader preparation reform among each of its state partners. The goal of such collaboration will be to enhance the preparation of teachers and leaders in using evidence-based practices to support students with disabilities in achieving college and career ready standards. Activities completed with the SEA, IHE, and LEA partners in each intensive state include the following:

- **Assess the context for reform.** The CEEDAR Center will assist its state partners in identifying the most pressing statewide needs related to teacher and leader preparation reform and then to design a customized intensive TA blueprint to meet these reform needs. Intensive TA supports will be developed in consultation with the state leadership team including appropriate SEA, IHE, and LEA officials. Specifically, CEEDAR will provide:
  - Support in the formation of the state leadership team
  - A structured needs assessment process
  - A systematic approach to developing the TA blueprint
- **Integrate the evidence base.** The CEEDAR Center will offer customized intensive TA supports to each state partner. In accordance with each state's blueprint, intensive TA supports will feature strategies to integrate evidence-based practices effectively into content instruction and field placements for teacher and leader candidates in teacher and leader preparation programs. The CEEDAR Center will work to build the capacity of its partners to extend the widespread use of these evidence-based practices to improve the delivery of special education programs and services in K-12 schools throughout the state. Specific CEEDAR TA supports include:
  - Professional learning modules
  - Document review
  - Topical resources including webinars and expert blogs
- **Create sustainable systems.** The CEEDAR Center will assist the SEA and leadership team in reviewing, revising, and implementing policies, collaborative structures, data

systems, and fiscal and human infrastructures in order to promote an evidence-based approach to teacher and leader preparation and support academic and social growth for students with disabilities. In particular, the CEEDAR TA supports include:

- Tools and facilitation guidance to review licensure and certification standards
- Guidance by summarizing emerging research and practice
- Access to national experts and professional learning modules for district and IHE faculty use.

## **APPLICATION PROCESS**

The state chief school officer or designee completes an online application available at the CEEDAR website, [CEEDAR.org](http://CEEDAR.org).

The application requires that the SEA:

- Identify and demonstrate the commitment of at least three IHEs and three potential LEAs to partner with the SEA;
- Provide a brief description of the state's goals and needs for teacher and leader preparation reform;
- Provide the names, titles and contact information of persons representing the SEA, LEA, and IHEs who will be on the leadership team responsible for implementing the grant requirements;
- Identify a project lead at the SEA and each IHE and LEA to serve as primary point of contact;
- Identify IHE faculty from the selected teacher and leadership preparation programs (inclusive of both general and special education preparation programs, if not already merged) who will be responsible for the implementation of this partnership at their institution; and
- Describe current state initiatives to reform statewide systems for teacher and leader preparation (e.g., ESEA waivers, Race to the Top awards, Annual Performance Reports, 325T grants, State Personnel Development Grants, etc.) and how CEEDAR intensive TA supports would complement those initiatives.

## **SELECTION OF COOPERATING STATES TO RECEIVE CEEDAR INTENSIVE TA**

A team of CEEDAR Center staff and select national experts will conduct a review of state applications and the supporting evidence. The reviews will be conducted using a state selection rubric assessing the state's, as well as its IHE and LEA partners', commitment to the work and demonstrated need. CEEDAR staff will conduct follow up phone conferences with state leads and IHEs as needed to obtain any additional information. Once a state is selected, CEEDAR staff will work collaboratively with state leads to develop a Memorandum of Understanding.

The CEEDAR Center will use the following criteria to evaluate applications and select partnering states:

- **Leadership.** The application described the leadership roles and commitment of SEA, IHEs, and potential LEAs that are proposed for the CEEDAR partnership, including the process for establishing and maintaining collaboration and ongoing communication among these partners (e.g., partnership meetings, public announcements of partnership initiatives, and electronic or other existing communication systems among partner organizations within the state).
- **Program Alignment / Integration.** The application provided a thorough description of how the state will align educator certification and licensure requirements to support its teacher and leader preparation reform agenda, including the roles of the state offices and agencies which set licensure and certification standards, IHEs that prepare teachers and leaders, and, LEAs that employ teachers and leaders to educate K-12 students with disabilities.
- **Data Systems and Formative Evaluation.** The application provided a description of existing systems and future plans to collect statewide data on the impact of improved teacher and leader preparation on the capacity of teachers and leaders to implement evidence-based practices and improve outcomes for K-12 students with disabilities.

#### **TIMELINE FOR SELECTING CEEDAR INTENSIVE TA STATES**

- May 6, 2014 National Call
- May 23 & June 27, 2014 Informational Webinars  
  
A webinar will provide additional information about the benefits of the TA to SEAs, IHEs, and potential LEAs and the application process. The first webinar will provide a short overview of CEEDAR, Intensive TA services, and :
  - Friday, May 23, 2014 at 11:00 a.m. (E.D.T.)
  - Friday, June 27, 2014 at 11:00 a.m. (E.D.T.)
- August 1, 2014 Application Deadline
- August 1 – September 1, 2014 Review of applications; selection of states
- September 8 – September 19, 2014 Notification of state selection and beginning of Intensive Technical Assistance

Instructions for joining the webinars can be found on the Center’s website: [cedar.org](http://cedar.org)

For additional information regarding the national call, please see the “Questions and Answers” document available at [cedar.org](http://cedar.org).

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