



# CEEDAR-IRIS CROSS STATE CONVENING

JUNE 22-24, 2016  
Reston, VA



**@cedarcenter**  
**cedar.org**

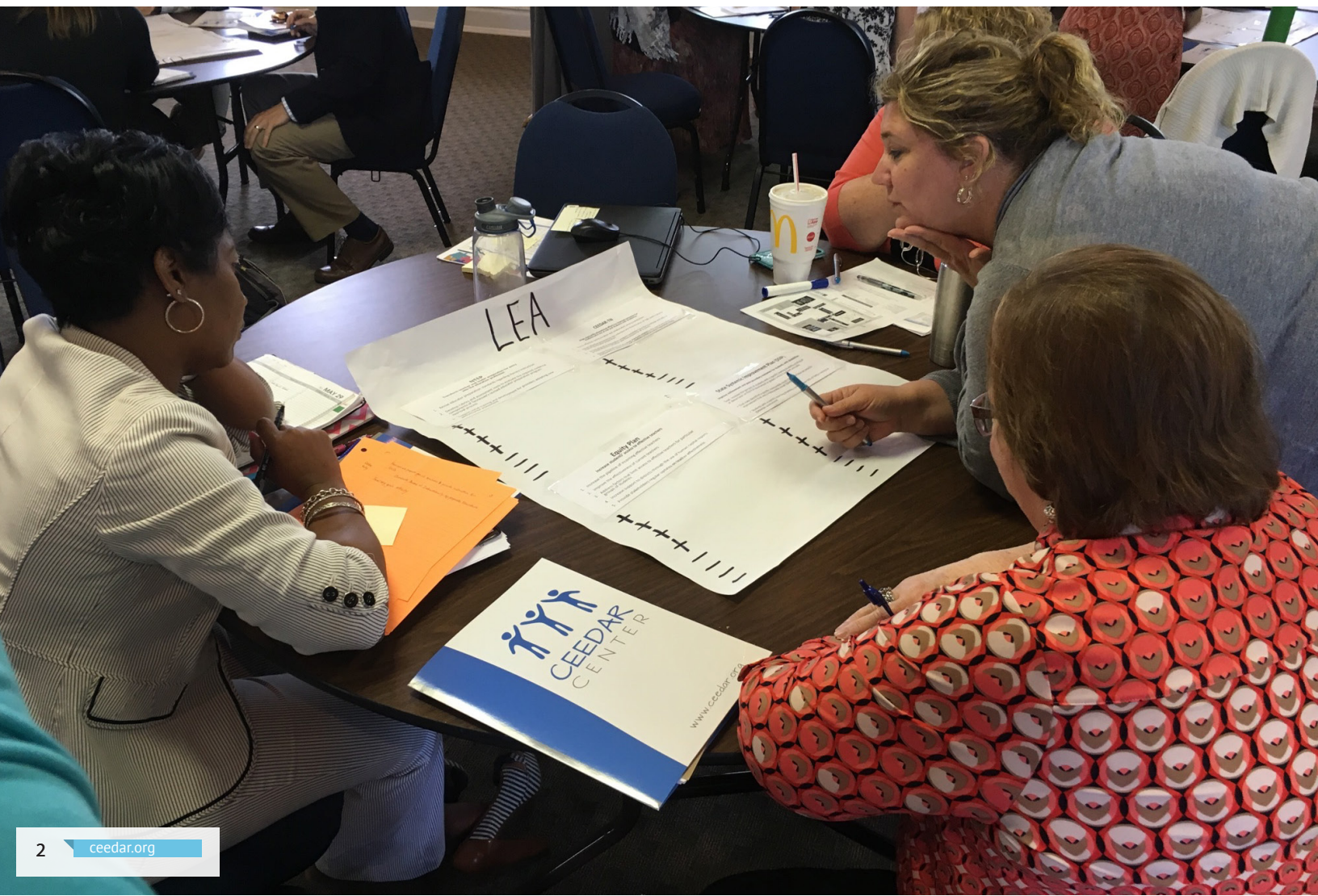


**@theIRIScenter**  
**iriscenter.com**



## OUR MISSION

*To create aligned professional learning systems that provide effective opportunities for teachers to master core and specialized instruction in inclusive settings—and for leaders to establish the conditions in schools that sustain high-quality instruction—to enable students with disabilities to achieve college- and career-ready standards.*





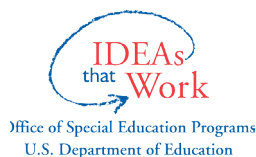
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A	Workbook
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*This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A120003. Bonnie Jones and David Guardino serve as the project officers. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.*

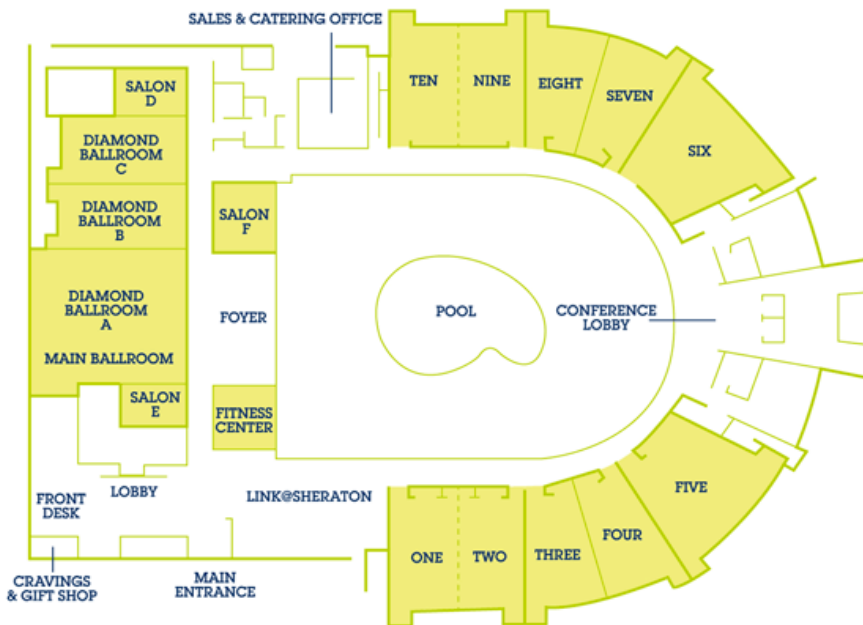


*The IRIS Center Peabody College Vanderbilt University Nashville, TN 37203 [iris@vanderbilt.edu](mailto:iris@vanderbilt.edu). The IRIS Center is funded through a cooperative agreement with the U.S. Department of Education, Office of Special Education Programs (OSEP) Grant #H325E120002. The contents of this Website do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Sarah Allen.*

# MAP



Sheraton Reston Hotel  
11810 Sunrise Valley Drive  
Reston, VA 20191



The primary meeting space for the CEDAR-IRIS Cross State Convening is in the Diamond Ballroom. Diamond A, B, and C will be combined to make one large ballroom.



Breakout session rooms are listed on the schedule and are held in the numbered rooms ONE through EIGHT.





## GENERAL ISSUE

Contact Meg Kamman



(352)246-7123



[mkamman@coe.ufl.edu](mailto:mkamman@coe.ufl.edu)

## TECHNICAL ISSUE

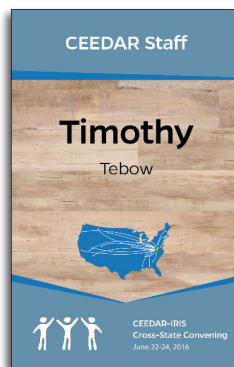
Contact Matt Seitz



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OR FIND SOMONE WITH A  
“CEEDAR STAFF” BADGE!

## ONLINE RESOURCES



You can access materials from the CEEDAR-IRIS Cross State Convening on your CEEDAR Networked Improvement Community (NIC) home page.

# QUICK AGENDA

## DAY 1: JUNE 22, 2016

Time	Session
3:00-3:10	Welcome: Meeting Overview and Logistics
3:10-4:30	Opening Session: What Does It Take for Teacher and Leader Candidates and Novices to Learn and Be Effective? High-Leverage Practices (HLPs) and Evidence-Based Practices (EBPs) in Action
4:30-5:30	State Team Time
5:30-6:00	Transition
6:00-7:30	Networking Social With State Poster Sessions

## DAY 2: JUNE 23, 2016

Time	Session
7:00-8:15	Breakfast
7:30-8:30	Early Bird Session: Preparation for Dual Licensure
8:30-8:50	Welcome and Opening Remarks
8:50-9:50	Panel: Conceptualizing and Operationalizing High-Leverage Practices And Evidence-Based Practices Within a Multi-Tiered System of Supports Framework
9:50-10:00	Transition
10:00-11:00	Breakout Sessions
11:00-11:10	Transition
11:10-12:00	Concurrent Panel Sessions: <ul style="list-style-type: none"><li>• Designing Practice Opportunities to Support Learning of Students With Disabilities Across General and Special Education</li><li>• Competencies and Standards for Principal Leadership</li></ul>
12:00-1:45	Lunch Session: Programmatic Review and Enhancement
1:45-2:05	IRIS Resources Overview and Connecting the Dots
2:05-2:15	Transition
2:15-3:15	Breakout Sessions
3:15-3:30	Transition
3:30-4:30	State Team Time and Partners Meeting
4:30-4:45	Transition



## DAY 3: JUNE 24, 2016

Time	Session
7:00-8:00	Breakfast
8:00-8:15	Welcome
8:15-9:15	Panel: Aligning Efforts to Improve Capacity: Strategies for Scale-Up and Documenting Impact
9:15-10:00	Keynote Speaker: Sue Swenson
10:00-10:15	Transition
10:15-11:15	Breakout Sessions
11:15-11:45	Transition and Grab-and-Go Lunch
11:45-1:15	Cohort Lunch and Conversations
1:15-1:30	Transition
1:30-2:30	State Team Working Session/Consultations
2:30-2:45	Transition
2:45-3:00	Recent Graduate Perspective: Colin Smith
3:00-3:15	Closing

**“I AM NOT A TEACHER, BUT  
AN AWAKENER.”**  
**-ROBERT FROST**

# Collaborate

[*kuh-lab-uh-reyt*]

*verb*

To work jointly  
on an activity,  
especially  
to produce or  
**create** something.

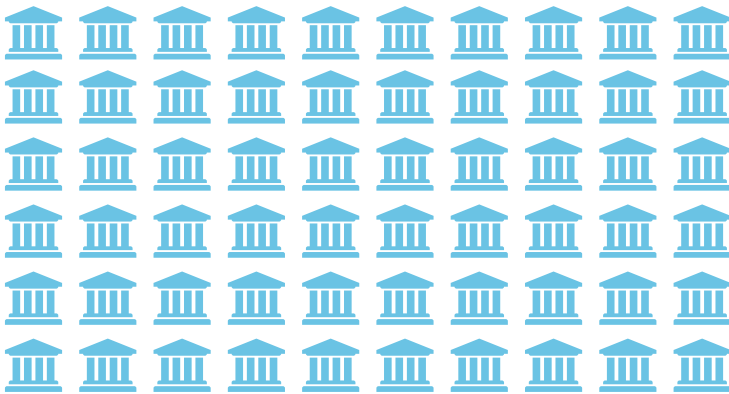


# COLLABORATORS

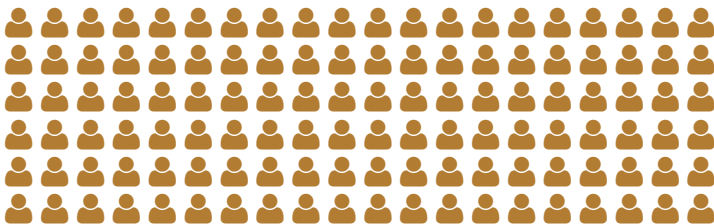
20 PARTNERING STATES



MORE THAN 65 PARTNERING IHEs

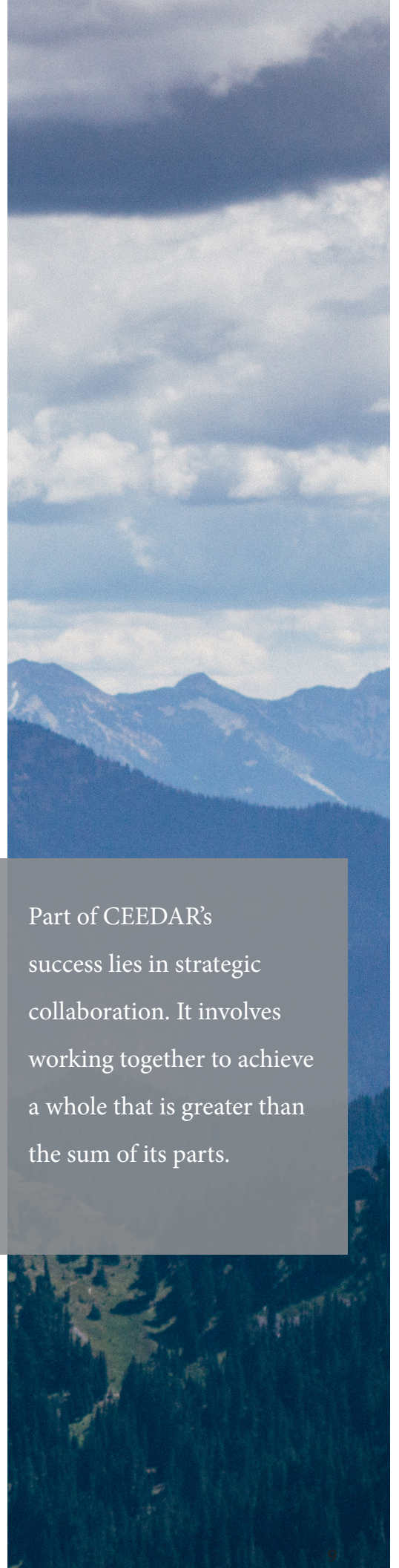


HUNDREDS OF INDIVIDUAL PARTNERS



MOVING FORWARD TOGETHER ▶▶▶

Part of CEEDAR's success lies in strategic collaboration. It involves working together to achieve a whole that is greater than the sum of its parts.



## 3:00-3:10 Welcome

**Diamond Ballroom**

Meg Kamman  
Erica McCray  
Naomi Tyler

## 3:10-4:30 Opening Session

**Diamond Ballroom**

What Does It Take for Teacher and Leader Candidates and Novices to Learn and Be Effective? High-Leverage Practices (HLPs) and Evidence-Based Practices (EBPs) in Action

*Mary Brownell, CEEDAR Center Director*

*Julie Cohen, Assistant Professor and Co-Principal Investigator of Grants from the Spencer Foundation, National Science Foundation, and Carnegie Corporation of New York*

## 4:30-5:30 State Team Time

### Room 1

Connecticut, Utah,  
Arizona

### Room 2

Florida, Michigan,  
New Hampshire

### Room 3

Colorado, Georgia

### Room 4

Missouri, Oregon

### Room 5

California, Ohio,  
Tennessee

### Room 6

Kentucky, Nevada,  
South Dakota

### Room 7

Illinois, Montana,  
Mississippi

## 5:30-6:30 Break and Set-Up for Poster Session

## 6:00-7:30 Networking Social With Poster Sessions

**Diamond Ballroom**

## Special Thanks to Our Sponsors for the Networking Poster Session



We would like to thank our sponsors for graciously providing appetizers and drinks for the Networking Poster Session. No federal monies were used to fund this session.

## 7:00-8:15 Breakfast

**Diamond Ballroom Foyer**

Breakfast tickets will be provided to participants who are staying at the Sheraton or Westin to be redeemed for breakfast at the foyer adjacent to the Sheraton Diamond Ballroom. Participants not staying in either hotel have the option to purchase breakfast at the Sheraton.

## 7:30-8:30 Early Bird Panel Session

**Diamond Ballroom**

Preparation for Dual Licensure

Randy DePry  
Shireen Pavri  
Brian Barber  
Paul Sindelar\*  
James McLeskey\*

## 8:30-8:50 Opening Remarks

**Diamond Ballroom**

Meg Kamman  
Erica McCray  
Deb Smith

## 8:50-9:50 Panel Discussion

Conceptualizing and Operationalizing High-Leverage Practices And Evidence-Based Practices Within a Multi-Tiered System of Supports Framework

Teri Marx  
Dia Jackson  
Rebecca Zumeta-Edmonds  
Deb Zeigler  
Lynn Holdheide\*

## 9:50-10:00 Transition

## 10:00-11:00 Breakout Sessions

### Room 1

Evidence-Based Practices and High-Leverage Practices: Connecticut Example

*Suzanne Robinson, Sally Drew, Laura Jacobson, Louis Spear-Swerling, Cheryl Dickinson*

### Room 5

Evidence-Based Practices and High-Leverage Practices: Florida Example

*Stacie Whinnery, James McLeskey*

### Room 2

Evidence-Based Practices and High-Leverage Practices: California Example

*Paul Sindelar, Andrea Zetlin*

### Room 6

MTSS and State Program Approval

*Susan Jones, Tie Hodack*

### Diamond Ballroom

Collaboration for MTSS Across General Education, Special Education, and Educational Leadership

*Paul Beare, Colleen Torgersen*

## 11:00-11:10 Transition

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## 11:10-12:00 Concurrent Sessions

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### Diamond Ballroom

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Designing Practice Opportunities to Support Learning of Students With Disabilities Across General and Special Education

*Larry Maheady, Laura Straus, Erica McCray\**

### Room 5

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Competencies and Standards for Principal Leadership

*David Hendrie, Marc Shelton, Meg Kamman\*, James McLeskey\**

## 12:00-1:45 Lunch Session

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Programmatic Review and Enhancement

### Diamond Ballroom

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Rod Lucero  
Joyce Many  
Rebecca Watts  
Meg Kamman\*

## 1:45-2:05 IRIS Resources and Connecting the Dots

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### Diamond Ballroom

---

Naomi Tyler  
Deb Smith

## 2:05-2:15 Transition

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## 2:15-3:15 Breakout Sessions

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### Room 1

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Teacher Performance Assessment

*Nathan Estel  
Nate Thomas  
Kate Zimmer*

### Room 2

---

Program Approval and Certification Processes

*Stacy Jones Bock  
Deb Ziegler*

### Room 5

---

Innovative Clinical Practice

*Lynn Holdheide  
Amber Benedict*

### Room 6

---

Clinical Practice: Guidance on Thoughtful Construction of Fieldwork Experience

*Georgette Nemr  
Suzanne Robinson*

### Room 7

---

Partner Highlight: CAEP's Clinical Preparation Requirements

*Elizabeth Vilky*

### Diamond Ballroom

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Preparation Program Reform for MTSS

*Laurie Daily  
Trent Atkins*

### 3:15-3:30 Transition

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### 3:30-4:30 State Team Time

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#### **Room 1**

Connecticut, Utah,  
Arizona

#### **Room 2**

Florida, Michigan,  
New Hampshire

#### **Room 5**

California, Ohio,  
Tennessee

#### **Room 6**

Kentucky, Nevada,  
South Dakota

#### **Room 7**

Illinois, Montana,  
Mississippi

#### **Diamond Ballroom**

Colorado, Georgia,  
Missouri, Oregon

### 3:30-4:30 Partners Meeting

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**Salon F**

Mary Brownell\*

### 4:30-4:45 Transition

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### 4:45-5:15 Washington Update

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Jane West, Education Policy Consultant

**Diamond Ballroom**

Mary Brownell\*

### 5:15-5:30 Wrap-Up Followed by Networking Dinners

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**Diamond Ballroom**

Please enjoy your networking dinners.

## 7:00-8:00 Breakfast

**Diamond Ballroom**

Breakfast tickets will be provided to participants who are staying at the Sheraton or Westin to be redeemed for breakfast at the foyer adjacent to the Sheraton Diamond Ballroom. Participants not staying in either hotel have the option to purchase breakfast at the Sheraton.

## 8:00-8:15 Welcome

**Diamond Ballroom**

Meg Kamman  
Erica McCray

## 8:15-9:15 Panel Discussion

**Diamond Ballroom**

Aligning Efforts to Improve Capacity: Strategies for Scale-Up and Documenting Impact

Krisin Reedy  
Caryn Ward  
Lynn Holdheide  
Erica McCray\*

## 9:15-10:00 Keynote Session

**Diamond Ballroom**

Sue Swenson, Acting Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education

Paul Sindelar\*

## 10:00-10:15 Transition

## 10:15-11:15 Breakout Sessions

### Room 1

Principal Policy and Preparation

*Sarah Silverman*  
*David DeMatthews*  
*Barbara Pazey*

### Room 2

State Examples of Leveraging Resources and Initiatives and Communicating Across Stakeholder Groups: Georgia and New Hampshire Examples

*Karen Wyler*  
*Tim Dove*  
*Karen Soule*

### Room 6

Consideration and Documentation to Support Statewide Scale-Up

*Paul Sindelar*  
*Andrea Zetlin*

### Room 5

The Wicked Problem of Measuring the Impact of Teacher Preparation: Increasing Rigor in Documenting Preparation Practices

*Larry Maheady*  
*Kristen Sayeski*

### Room 4

State Examples of Leveraging Resources and Initiatives and Communicating Across Stakeholder Groups: Ohio and Montana Examples

*Rebecca Watts*  
*Laura Straus*

### Diamond Ballroom

Scaling up EBP and HLP Implementation: From One to All

*Paula Lancaster*  
*Catherine Wigent*

# DAY 3 AGENDA

JUNE 24

11:15-11:45 Grab-and-Go Lunch Pick-Up

**Diamond Ballroom**

11:45-1:15 Cohort Lunch and Conversations

**2013 Cohort**

Scale-Up

*Lynn Holdheide\**

**2015 Cohort**

Developing and Refining Goals

*Judi Littman\**

**2014 Cohort**

Implementation, Scale-Up, and Planning

*Teri Marx\**

**2016 Cohort**

Beginning With the End in Mind

*Linda Blanton\**

1:15-1:30 Transition

1:30-2:30 State Team Time

**Diamond Ballroom**

**Room 1**

Connecticut, Utah,  
Arizona

**Room 2**

Florida, New  
Hampshire, Michigan

**Room 5**

California, Ohio,  
Tennessee

**Room 6**

Kentucky, South  
Dakota, Nevada

**Room 7**

Illinois, Montana,  
Mississippi

**Diamond Ballroom**

Colorado, Georgia,  
Missouri, Oregon

2:30-2:45 Transition

2:45-3:00 Recent Graduate Perspective

**Diamond Ballroom**

Colin Smith

Meg Kamman\*

3:00-3:15 Closing

**Diamond Ballroom**

Mary Brownell



Thank you for attending the  
CEEDAR-IRIS Cross State Convening



# POSTER SESSION

Poster	Presenters	Title
1	Jeni Huber, Cory Hansen, Kathleen Puckett, Jennifer Gresko, Beth Hoffman, Maria Nahmias	Preparing Teachers and Leaders to Improve Outcomes for Students With Disabilities: The CEEDAR/Arizona Approach.
2	Brian Barber	Cedar Partnership Between the Ohio Department of Education, the Ohio Dean's Compact, Kent State University, University Of Dayton, and the University Of Cincinnati.
3	Mary E. Little, Cynthia Hutchinson	Inclusive Pre-Service Education.
4	Jimmy Adams, Ben Boggs	KY Educator Preparation Accountability System.
5	Andy Stremmel	Leadership Transformation Through Collaborative Partnerships.
6	Andrea Zetlin, Sabrina Mims-Cox	CEEDAR Innovations and Collaboration in the Charter College of Education at CSULA: Moving Toward Institutionalization.
7	Kate Zimmer, Pamela Wetherington	Creating a Professional Induction Plan: Lessons Learned.
8	Rae Ann Ray, Stella Brown	Uniquely Oregon.
9	Estee Aiken, Laura Straus	We Are All Teachers: Shared Professional Development.
10	Georgette Nemr, Sally Drew, Laura Jacobson, Louise Spear-Swerling, Cheryl Dickinson, Ashley Oldham, Eileen Gonzalez	Transforming Teacher Prep Through EBP.
11	Celia Gregory	On Deck: Preparing the Next Generation of Teachers.
12	Natalie Cobb, Nikki Gutierrez, Stacy Keith, Sue Ellen McCalley	CEEDAR partnership with Avila University.
13	Colleen Torgerson, Paul Beare	CEEDAR Support for Exemplary Teachers/Leaders.
14	Amy Lingo, John Finch, Ginevra Courtade, Laurie Henry, Kera Ackerman, Lu Young, Christy Petroze	A Statewide Blueprint to Improve Educator Effectiveness for All Learners.
15	Connie Bowman, Joni Baldwin	Empowering Teachers for a Dual License Program.
16	Naomi Tyler, Sue Robb	Online Resources From the IRIS Center.
17	Karen Soule, Laura Wasielewski	Preparing and Partnering for Learner-Responsive Educators and Leaders.
18	Faye Gibson, Wendy Sawtell	Colorado State Leadership Team: Technical Assistance Blueprint Development in the 2016 Cohort.
19	Sheryl Cowart Moss	Laws, Standards, and Regulations Are Not Enough: The Case for Active Involvement From School Leaders in the Creation of Inclusive Learning Environments.
20	Nicole Nickens, Lisa Robbins	CEEDAR Partnership with University of Central Missouri.
21	Katie Vincent, Courtney Vanderstek	The Neighborhood Treasure Hunt.
22	Lauren Bechtol	Overview of Collaboration on State Vision, Blueprint Goals, and Progress: Teacher and Leader Preparation Reform.
23	Lynn Larsen, Letty Rojas	Vision + Collaboration = Teacher Prep Reform!



# POSTER SESSION



Poster	Presenters	Title
24	Tina Dimmitt-Salinas, Madi Phillips, Rob Muller, Stacey Bock, Linda Haring, Kimberly Their, Adam Kennedy	Special Education Licensure Endorsement Design.
25	Joanne Winkelman, Catherine Wigent	Top Ten in Ten.
26	Andy Stremmel, Jennifer Kampmann	ECE Inclusive B-8 Program.
27	Shireen Pavri, Shelley Xu	Teacher Preparation for Urban Schools: A Dual Licensure Program in California.
28	Joyce E. Many, Carla Tanguay, Sheryl Moss, Tracy McKinney	Engaging Faculty in Program Reform With CEEDAR Support: Georgia State University's Approach.
29	Amy Lingo, Kevin Stull	Kentucky CEEDAR Effort Mission, Vision, and Goals.
30	Christy Leighty, Margery Tanner	Missouri SLT / CEEDAR Partnership.
31	Kathleen Cook, Laurie Daily	Online On-Demand PD.
32	Susan Courey, Josie Arce	Trials, Tribulations, and Tenacity.
33	Tammy Cox, Susan Hladky	Overview of Missouri Baptist University / CEEDAR Partnership.
34	Stacie Whinnery, Jennifer Mesa	Using UDL Integration to Increase Collaboration in Teacher Education to Improve Outcomes for Diverse Learners.
35	Susan Bailey-Anderson, Jayne Downy, Dan Lee, Trent Atkins, Cathy Ziebarth, Estee Aiken, Mary Susan Fishbaugh, Laura Straus	Montana CEEDAR Initiative.
36	Kim Paulsen, David Cihak, Jennifer Nelson, Tie Hodack, Susan Jones	Partnering in Tennessee: Ensuring All Teachers and Leaders Are Prepared to Support All Learners Through RTI2.
37	Sheryl Rushton, Dan Pyle	Building Partnerships and Aligning Efforts.
38	Karen Wyler	Overview of Georgia CEEDAR Project.
39	Sarah Solari Colombini, William Hatrick	California, Here We Come!
40	Linda Turner, Laurie Daily, Kathleen Cook, Cheryl Wold, Andy Stremmel, Jennifer Kampmann, David DeJong	Overview of CEEDAR partnership with South Dakota.
41	Nick Husbye, April Register	Overview of University of Missouri—St. Louis / CEEDAR Partnership.

# SESSION DESCRIPTIONS

## Day 1

3:10-4:30	What Does It Take for Teacher and Leader Candidates and Novices to Learn and Be Effective? High-Leverage Practices (HLPs) and Evidence-Based Practices (EBPs) in Action	We present information about high-leverage practices (HLPs) and evidence-based practices (EBPs) and their use in a practice-based approach to educator preparation. We also discuss frameworks, structures, and policies that preparation providers and state professionals can use to select HLPs and EPBs and support the enactment of practice-based educator preparation approaches within a MTSS framework.
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## Day 2

3:10-4:30	What Does It Take for Teacher and Leader Candidates and Novices to Learn and Be Effective? High-Leverage Practices (HLPs) and Evidence-Based Practices (EBPs) in Action	We present information about high-leverage practices (HLPs) and evidence-based practices (EBPs) and their use in a practice-based approach to educator preparation. We also discuss frameworks, structures, and policies that preparation providers and state professionals can use to select HLPs and EPBs and support the enactment of practice-based educator preparation approaches within a MTSS framework.
7:30-8:20	Preparation for Dual Licensure	In this panel session, presenters will share faculty experiences from three states. Presenters will discuss aspects of program design, implementation, outcomes, and sustainability. Additionally, time will be allotted for questions.
8:50 - 9:50	Conceptualizing and Operationalizing High-Leverage Practices And Evidence-Based Practices Within a Multi-Tiered System of Supports Framework	This session offers MTSS as a framework to operationalize the use of HLPs and EBPs. Panelists will discuss the need for a more flexible and nuanced approach to identifying practices that allow and promote better decision making about instruction, educational interventions, and strategies within and across the tiers.
10:00-11:00	Collaboration for MTSS Across General Education, Special Education, and Educational Leadership	Led by a dean and a professor of special education, this session focuses on building collaborative relationships among special and general educators and leadership faculty. Strategies for reducing silos among education departments and including school district personnel in relevant ways will be discussed.
10:00-11:00	Evidence-Based Practices and High-Leverage Practices: Florida Example	This breakout session will provide a description of how general and special education faculty at the University of West Florida worked collaboratively to integrate UDL across their dual certification program in coursework and field experiences. Strengths and challenges of the approach used will be discussed.
10:00-11:00	Evidence-Based Practices and High-Leverage Practices: California Example	In this session, presenters will offer strategies for analyzing courses to identify high-leverage practices that are or could be addressed. Participants will learn about tools for course review as well as signature assignments appropriate for determining candidates' understanding of HLPs.
10:00-11:00	Evidence-Based Practices and High-Leverage Practices: Connecticut Example Teacher Preparation Reform Focused on EBP in Literacy and Culturally Responsive Instruction: Meeting the Needs of Children in CT Schools	Presenters will discuss (a) how they addressed the balance between EBPs and other program requirements, (b) having difficult discussions about streamlining programs, and (c) what is new and exciting relative to literacy EBPs in tiered systems and culturally responsive contexts.
10:00-11:00	MTSS and State Program Approval	In this session, representatives from the Tennessee Department of Education will share how the SEA is working with LEAs to implement RTI2. The TN-CEEDAR team is working to ensure that educator preparation providers are effectively equipping teachers and leaders to meet the needs of all Tennessee students.



11:10-12:00	Designing Practice Opportunities to Support Learning of Students With Disabilities Across General and Special Education	The panelists will share their experiences with structuring and implementing meaningful preparation and practice opportunities for teacher candidates. Presentations will emphasize meaningful field experiences and the role they play in ensuring that pre-service teachers enter the field ready to meet the needs of all learners.
11:10-12:00	Competencies and Standards for Principal Leadership	This panel will focus on the effective preparation of principals. Nationally, standards and competencies are currently being revised. This session will provide an overview of several national efforts and an overview of how changes impact necessary reform efforts at leadership education programs.
12:00 -1:45	Programmatic Review and Enhancement	This panel will provide national, state, and university perspectives on programmatic review and enhancement. Considerations will be discussed, including the national framework requiring a broader view of commonalities, the state complexities of laws and accreditation, and a university strategy for using data and engaging faculty.
2:15-3:15	Clinical Practice: Guidance on Thoughtful Construction of Fieldwork Experience	Presenters will discuss the development of a guidance document to assist EPP faculty and LEA partners in creating meaningful and carefully scaffolded fieldwork (pre-student teaching) experiences throughout a teacher preparation sequence. Participants will examine the recommendations, evidence-based strategies, and tools designed by the Connecticut-CEEDAR IHE work team.
2:15-3:15	Innovative Clinical Practice: Integrating Quality Practice-Based Opportunities Within Campus-Based Coursework and Field Experiences	This breakout session is designed to provide guidance to teacher educators, SEAs, and/or local districts to engage in deliberate reflection and planning related to creating the infrastructure to fully integrate effective, practice-based opportunities—inclusive of the essential features—for candidates throughout campus-based coursework and field experiences.
2:15-3:15	Partner Highlight: CAEP's Clinical Preparation Requirements	CAEP's recently revised educator preparation standards provide guidance to programs seeking accreditation. More generally, the standards can be a measure for program reform. The presenter will discuss Standard 2 (field experience), share strategies for partnering to improve clinical preparation, and provide an opportunity for questions.
2:15-3:15	Preparation Program Reform for MTSS	Department chairs of general and special education preparation programs will facilitate discussions about how to ensure teacher and leader candidates are knowledgeable about and able to implement MTSS. They will share how they have enriched partnerships with LEAs, enhanced clinical experiences, and formed collaborative professional development opportunities.
2:15-3:15	Program Approval and Certification Process	This session focuses on national and state perspectives related to program approval and certification reform. Participants will discuss strategies to ensure that program approval and certification policies reinforce high-quality preparation for teachers and leaders in supporting students with disabilities.
2:15-3:15	Teacher Performance Assessment	In this session, we will provide an overview of national efforts at providing performance assessment for teachers, how one state adopted and implemented edTPA statewide, and how one university incorporated edTPA in curriculum and for use in informing program revision.

# SESSION DESCRIPTIONS

## Day 3

8:15-9:15	Aligning Efforts to Improve Capacity: Strategies for Scale-Up and Documenting Impact	In this session, panelists representing national technical assistance (TA) centers will share strategies for planning and implementing scale-up efforts. Additionally, panelists will discuss strategies for leveraging TA across centers and using implementation science as a framework to facilitate change.
10:15 -11:15	Consideration and Documentation to Support Statewide Scale-Up	In this session, presenters will discuss strategies for identifying and securing participation from key stakeholders as well as developing a communication plan for engagement. Additionally, presenters will share efforts to document the reform efforts—and planning for scale-up—in California.
10:15 -11:15	The Wicked Problem of Measuring the Impact of Teacher Preparation: Increasing Rigor in Documenting Preparation Practices	In this session, participants will discuss some of the complexities of educator preparation research. Presenters will share information about the IRIS Impact Studies as an approach to evaluating the impact of teacher preparation initiatives.
10:15 -11:15	Principal Policy and Preparation	Principal policy and preparation is currently in the midst of change. In this session, participants will review the broad perspective from the National Governors' Association, the current NELP standards and focus on clinical internship experiences, and alignment with CEC leadership standards to help inform the field.
10:15 -11:15	Scaling Up EBP and HLP Implementation: From One to All	In this session, presenters will discuss efforts to leverage EBPs as part of their CEEDAR goals and HLPs from the Teaching Works Michigan Program Network to bolster early literacy in Michigan. Participants will be engaged in discussion to make connections among the panel, the session, and their own contexts.
10:15 -11:15	State Examples of Leveraging Resources and Initiatives and Communicating Across Stakeholder Groups (Georgia and New Hampshire)	In this session, presenters from Georgia and New Hampshire will offer their experiences in coordinating multiple statewide initiatives. Presenters will share successes and challenges and engage participants in discussions about their experiences in leveraging and learning for scale-up.
10:15 -11:15	State Examples of Leveraging Resources and Initiatives and Communicating Across Stakeholder Groups (Ohio and Montana)	In this session, CEEDAR state leadership team members from Ohio and Montana will share examples of how they have leveraged resources and initiatives and worked to communicate across stakeholders. Participants will be engaged in discussion and through a multi-media platform.

# PARTICIPANT LIST



State	Affiliation	Name	Email
Arizona	ASU: Leadership Faculty	Cory Hansen	cory.hansen@asu.edu
	ASU: Special Education	Kathleen Puckett	kathleen.puckett@asu.edu
	SEA: Program Specialist	Jeni Huber	jennifer.huber@azed.gov
	SEA: Program Approval	Beth Driscoll	beth.driscoll@azed.gov
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# State Updates





# State Update: California

## Successes

Approval of new standards for general education teachers pending.

Creation of dual and merged programs and institutional initiatives that involved strong leadership. Cross-departmental collaboration.

Increased partnerships with LEAs to enhance clinical experiences and facilitate licensure.

## How We Did It

Participation in state task force, recommendations on licensure models.

Cross-departmental collaboration, online resources, course revisions and additions.

Inclusion of LEAs in State Leadership Team. Intense collaborative planning (year-long internships; focus on what LEAs need).

## Challenges

Going to scale, number of training institutions and programs.

Maintaining the momentum and continuing the work, both across the state and within each institution.

Implementing new standards and meeting increased requirements of general educators: "the trunk."

## Strategies for Tackling

Incorporate collaborative IHE meetings in state conferences. Include deans in the plans; obtain their support. Engage State University System.

Investigate other opportunities for funding. Increase the number of faculty involved. Obtain commitment from deans.

Cross-departmental planning involvement of LEAs. Continue communication with CTC.

## Lessons Learned

Getting P-12 partners involved from the beginning to keep student needs and school realities in the forefront.

Importance of a clear vision and common understandings of key concepts.

Importance of having key stakeholders involved from the beginning, on both the state leadership team and campus teams. Administrative support is essential.

Cross-departmental faculty collaboration results in enriched experiences for candidates





# State Update: Connecticut

## Successes

Development of new Educator Preparation Data System and new assessments/metrics.

Link reform for Program Approval System with data and accountability.

Drafted guidance document for EPPs and LEAs on pre-student teaching clinical experiences with EBPs.

Initiated planning final scale-up activities for 2017, including a statewide/regional conference for sharing best practices/EBPs used by EPPs.

Two CEEDAR institutions will be piloting and collecting impact data in the 2016-17 academic year based on revised curricula that infused EBP into training.

## How We Did It

Partner with CSDE Performance Office on development of State Longitudinal Data System.

Our key stakeholder group—Educator Preparation Advisory Council—developed six guiding principles; from these, we linked to NTEP and CEEDAR work.

CEEDAR team leads with LEA district leaders have been meeting throughout the past year to develop concept and draft of document to be used as part of scale-up activities.

Identified date, keynotes, and focus of presentations not only from CEEDAR faculty workgroups, but also from other faculty in-state and district partners.

With revised curricula including targeted EBP training/outcomes, EPPs will now implement new coursework and measure impact on candidates and indirectly K-12 students.

## Challenges

Developing/disseminating statewide communications about CEEDAR work and successes.

Adjusting timelines and blueprints with changes in institutional contexts and structures as well as changing faculty to keep the work moving.

Keep momentum at EPPs and among faculty to continue to analyze and evaluate curricula and clinical experience to ensure focus on EBPs.

## Strategies for Tackling

Developing statewide newsletter under the Ed Prep Transformation umbrella and including CEEDAR updates and plan for Fall 2017 scale-up conference.

Ongoing check-ins with faculty workgroups, team leads, and deans of education.

Reassuring faculty of larger goal and gaining support from administration that this improved curricula linked with program approval standards.

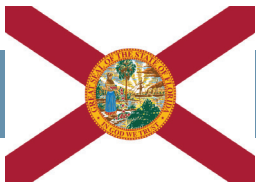
## Lessons Learned

Ongoing technical assistance conversations and support for faculty workgroups, including high-quality professional development, is critical. We are now also focusing our faculty workgroups on district partnerships and coordination of high-quality, practice-based experiences.

Keep view of the larger outcome—K-12 student learning and the candidates/future teachers who will teach them. What does it mean to be "learner ready Day 1"?

The lines of HLP and EBP standards are critical to this conversation.





# State Update: Florida

## Successes

SLT has put forward a recommendation for the redesign of educator certification for Exceptional Student Education (ESE) teachers, provided input to revise the ESE K-12 Florida Educator Certification Assessment, and developed a UDL toolkit.

Integration of UDL concepts across general education and special education courses in the teacher preparation programs at University of West Florida (UWF).

A pilot model pre-service program at the University of Central Florida (UCF) that better aligns ESE and general education programs to meet high standards of preparedness for all teachers to support SWDs within an MTSS framework.

## How We Did It

SLT includes representation from multiple bureaus of FDOE and state projects such as the SPDG and FDLRS. SLT regularly discusses opportunities to connect with other initiatives and is in the process of creating a state initiative map.

A collaborative faculty-led process was used for the curriculum mapping and enhancement process, utilizing the CEDAR UDL innovation configuration (IC) as a framework. The UDL committee created buy-in across faculty through PD.

Extensive collaboration between general education and special education faculty has resulted in course and program revisions in which content has been infused within existing program requirements without increasing program hours.

## Challenges

Scaling up Florida's work and sharing lessons learned with colleagues across the state.

## Strategies for Tackling

Sharing updates at the IHE Summer Institute and other events, webinars, and conference calls and inclusion on a related website.

## Lessons Learned

Having the right stakeholders present is critical for success.

Creating a culture of collaboration and trust is essential for supporting continual program improvement efforts.





# State Update: Illinois

## Successes

Analyzed current structure and generated recommendations for special education licensure endorsements.

Reviewed Illinois Professional Teaching Standards, CEC standards, and current IL special education teacher standards to create recommendations for revision.

## How We Did It

Leveraged the expertise and institutional knowledge of SLT members to create a summary of historical and current endorsement practices in Illinois. Engaged in a facilitated process to identify and prioritize pros, cons, and considerations of endorsement approaches.

Formed a standards subcommittee to review alignment of standards and reported analysis to the SLT.

## Challenges

The scope and complexity of this work was beyond the limits of monthly SLT meeting capacity.

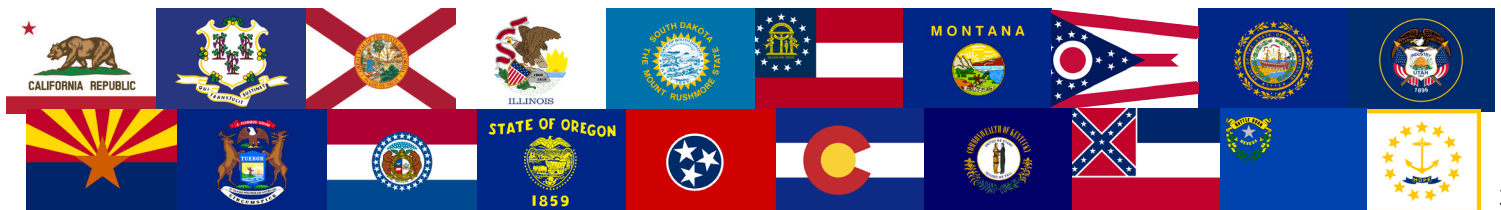
## Strategies for Tackling

The SLT created subcommittees for standards review and drafting endorsement recommendations. Homework tasks were assigned to all SLT members to inform the work of the subcommittees. Rounds of feedback between the subcommittees and the larger SLT were established.

## Lessons Learned

Small-group subcommittees create a more streamlined and efficient process for such complex work.

Leverage the expertise and institutional memory of your team members.





# State Update: South Dakota

## Successes

Leadership Summit collaborating with partner LEAs.

Professional development in partnership with LEAs, culturally responsive teaching, mentor programs, online modules on Features of Effective Instruction.

Determined competencies to be addressed in all educator preparation programs.

Review of courses to ensure EBP.

## How We Did It

Personal outreach, renowned speakers and IHE and state collaboration.

Cross IHE collaboration and inclusion of LEAs.

SSC drafted competencies; SLT reviewed and agreed. Integrated into courses at each IHE.

Use of ICs, cross-departmental collaboration.

## Challenges

Going to scale, number of training institutions.

Sustaining the two-way communication between IHEs and the state.

Sustaining an annual Leadership Summit.

Continuing to build partnerships with LEAs to enhance PD and field placements.

## Strategies for Tackling

Integrate CEEDAR model of collaboration within current practices (e.g., state conferences).

Commission for Teaching & Learning included IHEs, DOE, and K-12.

Investigate funding opportunities (e.g., ESSA) and from other stakeholders (e.g., Associated School Boards, Superintendents Association.)

Continue shared PD (IHE and LEA) and offer PD and assistance.

## Lessons Learned

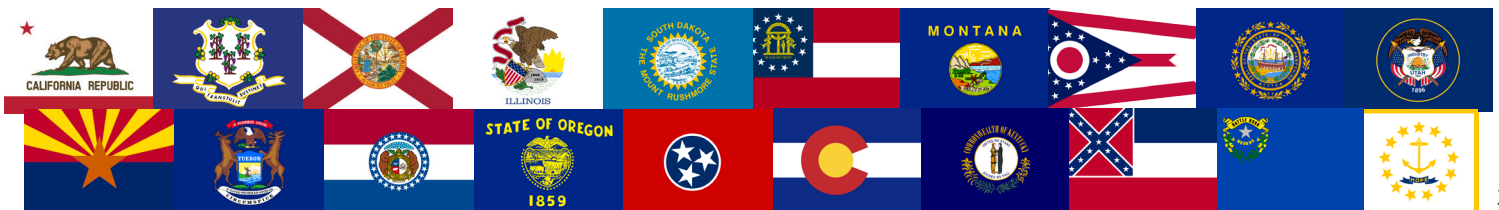
Frequent communication between the state and IHEs results in increased opportunities for collaboration.

Face-to-face meetings provided opportunities for professional and personal relationships to develop.

The context and priorities of each IHE must be respected and aligned to the goals of the state as well as the IHE.

Discussions must be driven by a commitment to meet the needs of all children and a focus on evidence-based practices.

It is essential that special and general educators and university and PK-12 faculty and school leaders are accountable for the improved performance of all students.





# State Update: Georgia

## Successes

## How We Did It

Active participation of the whole state leadership team.

Formed four different committees and assigned people to different activities.

Progress in blueprint goals in each committee.

Planning group, in-person, and virtual meetings.

Use of innovation configuration (IC) in teacher and leadership preparation course syllabi.

Provided IC training at all the participating institutes of higher education (IHEs)—faculty engagement.

A common place for sharing information and resources and distributing products.

Created a web page under the Georgia Department of Education (DOE) and documents for use across the state.

Strong administrative support from state agencies and IHEs.

Involved key personnel from the Georgia DOE and the Georgia Professional Standards Commission (PSC) and the deans from IHEs.

Created and piloted Personal Induction Plan (PIP) for use in transition from education preparation program (EPP) to classroom in support of new tiered certification.

Used already developed resources and tailored to EPP, piloted with several students across universities.

## Challenges

## Strategies for Tackling

Disseminating the Georgia-CEEDAR major products within the state and across all stakeholders.

Brainstormed possible conferences within the state and participated in those conferences.

Involving the faculty members across the participating IHEs to use the ICs in their syllabi.

Deans' engagement.

## Lessons Learned

Get P-20 partners involved from the beginning because it helps to focus on the needs and happenings in the schools. Overall leveraging existing structures.

Gradually transferred the leadership roles in facilitation from CEEDAR to EPP, DOE, and PSC.







# State Update: Montana

## Successes

## How We Did It

Created state vision and mission.	Met regularly as a state steering committee and gained stakeholder consensus.
Developed aligned blueprint goals.	Met regularly as a state steering committee and gained stakeholder consensus.
Partners are regularly working toward blueprint tasks and activities and meeting milestones on time.	Regularly review the blueprint and individually meet with the CEEDAR TA team to review the status of upcoming blueprint milestones.

## Challenges

## Strategies for Tackling

Diverse stakeholder groups bring unique sets of needs, requirements, and challenges to any statewide initiative.	Engage multiple stakeholders at various steps and stages in the process. Do not be hesitant to revisit goals that have been accomplished to provide additional guidance.
Inserting CEEDAR goals into existing processes and procedures.	Understand the existing work and reach out to those who are leading those initiatives to facilitate a partnership.

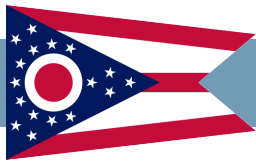
## Lessons Learned

Goals may require extended timelines.

Do not underestimate the importance of the process as well as the outcome.

Communication and collaboration with multiple stakeholders and program and project membership and staff is critical to a comprehensive approach to reform.





# State Update: Ohio

## Successes

Extended the work of the Ohio Deans Compact on Exceptional Children, funding eight new incentive grants to expand creation of dual licensure programs in early childhood/intervention specialist, middle childhood/intervention specialist, leadership, and sensory impairments.

Planned and convened sessions at the quarterly Compact meetings to address expressed needs of incentive grantees.

The Deans Compact supported a CEEDAR-sponsored meeting with incentive grantees and P-12 partners focused on clinical experiences in dual licensure programs.

## How We Did It

Developed and issued an RFA, assigned applications to reviewers, managed the overall award process through the University of Dayton Research Institute.

Featured speakers (i.e., Jen Goeke, Montclair State; Celia Oyler, Teachers College, Columbia) with expertise in secondary special education and inclusive education.

Extended invitations and provided meeting space, lodging, meals to attendees for a 2-day session with Larry Maheady, Buffalo State.

## Challenges

Existing licensure structures that impede Compact-supported teacher preparation restructuring/redesign

Sustaining and continuing to develop personnel preparation programs that more effectively meet the instructional needs of all students, including those at risk of educational failure.

## Strategies for Tackling

Added a Policy Committee to the Compact that includes representatives from ODE, Ohio Department of Higher Education, and P-12 leadership.

The Deans Compact awarded Simultaneous Renewal grants in February 2016 to develop and sustain partnerships between IHEs, school districts, and other relevant partners beyond the life of the grant.

## Lessons Learned

Ensure that the state education agency (i.e., ODE) and the state agency for higher education (i.e., Ohio Department of Higher education) are actively involved in setting the direction and providing leadership in implementing the work.





# State Update: New Hampshire

## Successes

## How We Did It

Broadly representative state leadership team.

Ensured key players were at the table from the beginning: multiple departments of DOE, PK-12 reps from all regions, State Board of Education, Professional Standards Board, unions, and other NH educational agencies.

Align/coordinate NH initiatives as one big movement (not disconnected efforts).

Members on multiple teams (CEEDAR, NTEP, IHE Network); using existing teams and structures to avoid duplication of efforts; communicating to broader groups of educators (e.g., NH education summit); showing alignment with graphics.

Support of commissioner.

Alignment with broader NH vision for education and updates on work being done by CEEDAR and aligned initiatives (graphic and crosswalk demonstrated alignment and supported discussion of priorities).

NH leadership of efforts.

Shared ownership across agencies, including DOE, IHEs, and others; SLT co-led by DOE and IHE reps.

## Challenges

## Strategies for Tackling

Level of commitment of SLT members who are not from DOE or IHE.

Small group work during meetings to foster more participation (all voices heard); moving toward goal work groups (surveying interests).

Resources.

Use time efficiently; align efforts/workgroups across initiatives.

Establishing common definitions and assumptions.

Continue working (gain momentum over time as groups move into implementation phase), updating alignment graphic with additional common definitions as established.

Development of a strategic guidance coalition.

How to message with clarity, consistency, and frequency still needs attention.

## Lessons Learned

Streamline efforts by leveraging existing initiatives and entities/professional networks (see successes), identifying appropriate intersections of goals, work, and policy considerations.

Include “at the table” those with institutional historical knowledge, those directly involved as practitioners, and those with positional authority to make changes in structure and/or policy.

Routines are critical for successfully planning, reviewing/modifying, and implementing reform.





# State Update: Utah

## Successes

Assembled a State Leadership Team (SLT) that consists of various stakeholders (e.g., State Office of Education, three Educator Preparation Programs, positive deviants in local districts, parents)

Created an aligned vision and blueprint that reflects statewide goals related to strengthening educator preparation in mathematics within MTSS.

## How We Did It

Identified key stakeholders using SSIP and held frequent in-person and virtual meetings to engage in open and honest dialogue about statewide strengths and needs.

Examined statewide data and established alignment to existing plans (SSIP, Equity) and initiatives (NTEP).

## Challenges

Competing demands from individuals involved.

Demonstrating alignment between initiatives without duplicating the work going on across the state.

## Strategies for Tackling

Assigned objective and task leads to serve as communication liaisons for the blueprint.

Incorporate “initiatives glossary” into blueprint to explicitly demonstrate alignment efforts.

## Lessons Learned

Virtual meetings are productive venues for supporting small-group collaboration and discussion within the SLT.

Blueprints are not created overnight





# State Update: Arizona

## Successes

Nearly completed blueprint.  
 Built a collaborative team among core IHEs, ADE, and CEEDAR.  
 Engaged all IHEs in AZ to participate on the SLT.

## How We Did It

Monthly meetings of SSC and regular meetings of SLT.  
 Monthly meetings of SSC, with opportunities to meet face-to-face at ADE for those who are available to meet.  
 Contacts made by ADE to encourage greater participation and individual meetings held to discuss CEEDAR goals.

## Challenges

Moving forward in a timely way with the activities and tasks outlined in the blueprint.

## Strategies for Tackling

Ongoing meetings of SSC and SLT.

## Lessons Learned

Getting ADE leadership to take greater ownership for the CEEDAR work has ensured widespread support/communication both within ADE (e.g., between Exceptional Student Services and other units) and between ADE and the IHEs in AZ.





# State Update: Michigan

## Successes

- Created a state vision.
- Created blueprint goals that are aligned with state initiatives.
- Explored the implementation of MTSS with IHEs and affiliated LEAs.

## How We Did It

- Gained stakeholder consensus.
- Worked collaboratively with various offices with the Department of Education.
- Brought the IHEs and LEAs together for team planning time.

## Challenges

- Sorting through all the initiatives and determining specific goals for the grant.
- Finding time for all the parties to share updates from the state and IHE levels.
- Addressing deep philosophical differences in relation to the teaching of reading.

## Strategies for Tackling

- Worked collaboratively with the state leads and directors of the MDE offices.
- Had to plan far ahead to find consensus on meeting dates.
- Brought in Tim Shanahan to share research and facilitate discussion on this topic.

## Getting-Started Advice

Work closely with fellow Department of Education colleagues to model collaboration within the Department.

Choose IHEs that are willing to take on the challenges and put in the time to make substantive changes within the institutions.

Do not point fingers as to what is wrong in the state or IHE systems, but focus on how the team can make positive changes to meet the blueprint goals.





# State Update: Missouri

## Successes

Partnership between MO CEEDAR core planning team and MO MTSS.

Partnership with MO CASE to fund stakeholder participation in various conferences.

Large MO CEEDAR presence at CEC 2016.

MO CEEDAR strand at MO ACTE Fall Conference—innovative models for clinical experiences.

Collaboration between MO CEEDAR & MO TEP on changes in clinical practice standards.

## How We Did It

Initial information sharing. Core planning team member attends monthly meetings.

Collaboration with conference planners. Capitalized on CEEDAR network of experts and resources.

Core Planning Team.

Worked closely with conference planners to plan sessions. Capitalized on our CEEDAR network of experts and resources.

Core Planning Team.

## Challenges

Balancing involvement and voice in multiple policy initiatives across the state.

Ensuring that the members of the SLT stay engaged and aware of CEEDAR activities.

Ensuring that EPP work is centered on programmatic changes as opposed to stand alone courses.

## Strategies for Tackling

None so far. Would love suggestions from other CEEDAR partners

Follow-up emails to all SLT members. Specific tasks for members as a way to promote meaningful engagement.

Providing EPPs with sample scope and sequences from other programs that have undertaken entire program revisions.

## Lessons Learned

Capitalizing on existing forums for dissemination (i.e., state conferences).

Importance of the MTSS Workgroup collaboration in relation to forthcoming state MTSS website.

Importance of having weekly core planning team meetings to keep momentum.



## Successes

Learning to work within and across the six independent governance structures of MOU partners.

Adopting an inclusive framework and focus for CEEDAR work, founded in equity, including general and special education teaching and administration.

Creating two statewide implementation and practice teams (teacher and administrator) to carry inclusive work forward in strands.

Connecting the program work to policy levers.

Achieving broad representation of IHEs and other stakeholders on each team.

With CEEDAR, representatives of IHE general and special education teacher preparation programs, and other stakeholders, co-creating a list of six high-leverage practices (HLPs) for use in general and special education teacher preparation.

Conducting initial follow-up surveys of IHE and LEA faculties regarding the HLPs.

Continuing development of CEEDAR-related initiatives by individual IHEs. Examples include engaging in program analysis and alignment and supplementing existing coursework with new materials.

## How We Did It

Identifying critical elements within the MOU and individual communications with partners.

Incorporating the priorities from targeted assistance into the State Leadership Team (SLT) and Oregon Department of Education (ODE) visioning process.

SLT and ODE participation in visioning process.

Presenting to Teacher Standards and Practices Commission (TSPC) an Oregon Administrative Rule (OAR) developed to allow experimental pilot programs in order to incorporate best-practice content into licensure programs and articulate a clear expectation that administrative candidates are prepared to address issues related to students with disabilities in their practice.

Identifying and inviting key stakeholders and faculty to participate and collaboratively identifying meeting times and venues.

Providing CEEDAR material and content for discussion, analysis, revision, and review in virtual and onsite meetings. This process continues.

Partners and CEEDAR collaborated in distribution and collection.

Stressing individualized CEEDAR and ODE support for IHEs in meetings and communications while simultaneously providing collective resources and planning time.

## Challenges

Continually improving timely communication, collaboration, and interaction with partners, SLT, and clinical practice teams.

Maintaining momentum and direction through multi-agency staff and governance changes.

Connecting the program work to policy levers.

## Strategies for Tackling

Incorporating feedback from all partners.

Participating in regular calls with CEEDAR state consultants.

Beginning the update of state policies identified in the CEEDAR Interactive Policy Map.

## What We Need

Communication tools, practices, and implementation strategies from “nimble” organizations, including business and government, in order to achieve timely and interactive communications within State requirements.







# State Update: Tennessee

## Successes

Established SLT to include multiple SEA unit representation; three EPPs with special, general, and leadership education; and multiple LEA representation.

Held targeted and first intensive SLT meetings.

Developed goals to align with statewide Response to Instruction and Intervention framework implementation.

## How We Did It

Co-leads at SEA, along with EPP leads, were diligent about ensuring appropriate membership.

All participants received regular communication about/in between meetings.

Developed initially at targeted meeting and revised over several virtual meetings, finalized at May 2016 in-person meeting.

## Challenges

Finding meeting times.

Numerous initiatives (possibility of fatigue).

Short time frame for CEEDAR TA.

## Strategies for Tackling

Created calendar for entire year.

Spend time discussing overlap, including broad representation.

Plan from the beginning for beyond the project.

## Getting-Started Advice

Get several dates on the calendar as soon as work starts.

Communicate regularly with all team members.

Revisit ongoing initiatives for alignment and ensure common understanding.





# State Update: Colorado

## Successes

Comprehensive representation on the Colorado State Leadership Team (CSLT) from the Colorado Department of Education (CDE), University of Northern Colorado, Metropolitan State University, and University of Colorado at Colorado Springs.

The CSLT completed development of their Technical Assistance Blueprint in June 2016 and has begun detailed planning for implementation, including the formation of several subcommittees.

## How We Did It

SLT co-chairs have worked to ensure that there is representation from multiple offices at CDE. Deans have been integrally involved in all CSLT efforts.

Volunteers formed a blueprint subcommittee and took full responsibility for drafting blueprint content. The full CSLT provided thoughtful feedback on the drafts during monthly virtual meetings.

## Challenges

Creating a TA blueprint with ambitious goals that can be accomplished in the remaining time of the CEEDAR grant.

## Strategies for Tackling

The CSLT has centered blueprint conversations on the guiding principle of impact versus effort.

## What We Need

Support from CEEDAR for TA blueprint tasks requiring a national perspective and research

To continue our excellent progress!

More time—a CEEDAR recompet!





# State Update: Kentucky

## Successes

- Transitioned from targeted to intensive TA.
- Gained consensus for KY CEEDAR vision and mission.
- Conducted two State Leadership Team meetings.
- Began initial blueprint development, including draft goals.

## How We Did It

- Supported by CEEDAR targeted and intensive TA providers.
- Completed during two SLT meetings.
- One onsite and one remote.
- Drafted during two SLT meetings and convened a Blueprint Writing Team.

## Challenges

- Finding a common time to meet.
- Identifying leadership faculty from one IHE.

## Strategies for Tackling

- Attempting to schedule meetings through March 2017.
- TBD Fall 2016.

## What We Need

Time to work with team.





# State Update: Mississippi

## Successes

## How We Did It

Established a State Leadership Team (SLT).	Worked collaboratively with the CEDDAR Center.
Conducted one SLT meeting.	Created Core Planning Team to organize meeting.
Created targeted blueprint goals.	Worked collaboratively.
Drafted Revised Tiered Licensure System and submitted draft from review.	Worked collaboratively with the CEDDAR Center
Conducted several virtual SLT meetings.	Core Planning Team

## Challenges

## Strategies for Tackling

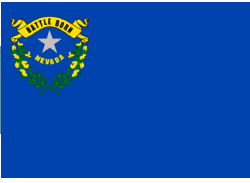
Change in key state personnel.	None yet.
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## What We Need

Assistance with getting the leadership faculty on board.

Plan to move forward with reform efforts.





# State Update: Nevada

## Successes

## How We Did It

Building collaborative teamwork among the IHEs.

Holding regular meetings with NDE and CEEDAR staff.

## Challenges

## Strategies for Tackling

Making sure that IHEs fully understand the value of the CEEDAR work.

Continuing ongoing meetings, especially the need to hold face-to-face meetings, which are difficult in NV.

How to situate stipend funds given that NDE cannot take and disperse the funds.

Working with IHEs to find solutions.

## Lessons Learned

Important to have one-on-one meetings with deans who are new and unclear about work that is collaborative with other IHEs and the NDE.



# **Appendix**

## Participant Workbook

# Workbook: Day 1

## 3:10-4:30 Opening Session

What Does It Take for Teacher and Leader Candidates and Novices to Learn and Be Effective? High-Leverage Practices (HLPs) and Evidence-Based Practices (EBPs) in Action

*Mary Brownell, CEEDAR Center Director*

*Julie Cohen, Assistant Professor and Co-Principal investigator of grants from the Spencer Foundation, National Science Foundation, and Carnegie Corporation of New York*

Notes

Important points

Take-aways for my  
home department or  
program

Take-aways for  
CEEDAR SLT

# Workbook: Day 1



4:30-5:30 State Team Time

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Notes

My action items

Action items for  
others (IHE/EPP,  
SLT, etc.)



# Workbook: Day 2

## 7:30-8:20 Early Bird Panel Session

Preparation for Dual Licensure

Randy DePry  
Shireen Pavri  
Brian Barber  
Paul Sindelar\*  
James McLeskey\*

Notes

Important points

Take-aways for my  
home department or  
program

Take-aways for  
CEEDAR SLT



## 8:50-9:50 Panel Discussion

Conceptualizing and Operationalizing High-Leverage Practices And Evidence-Based Practices Within a Multi-Tiered System of Supports Framework

Teri Marx  
Dia Jackson  
Rebecca Zumeta-Edmonds  
Deb Zeigler  
Lynn Holdheide\*

Notes

Important points

Take-aways for my home department or program

Take-aways for CEEDAR SLT

# Workbook: Day 2

## 10:00-11:00 Breakout Sessions

### Room 1

Evidence-Based Practices and High-Leverage Practices:  
Connecticut Example  
*Suzanne Robinson, Sally Drew, Laura Jacobson, Louis Spear-Swerling, Cheryl Dickinson*

### Room 5

Evidence-Based Practices and High-Leverage Practices: Florida  
Example  
*Stacie Whinnery and James McLeskey*

### Room 2

Evidence-Based Practices and High-Leverage Practices:  
California Example  
*Paul Sindelar and Andrea Zetlin*

### Room 6

MTSS and State Program Approval  
*Susan Jones and Tie Hodack*

### Diamond Ballroom

Collaboration for MTSS Across General Education, Special  
Education, and Educational Leadership  
*Paul Beare and Colleen Torgersen*

### Notes

### Important points

### Take-aways for my home department or program

### Take-aways for CEEDAR SLT



## 11:10-12:00 Concurrent Sessions

### Diamond Ballroom

Designing Practice Opportunities to Support Learning of Students With Disabilities Across General and Special Education

*Larry Maheady, Laura Straus, Erica McCray\**

### Room 5

Competencies and Standards for Principal Leadership

*David Hendrie, Marc Shelton, Meg Kamman\*, James McLeskey\**

Notes

Important points

Take-aways for my home department or program

Take-aways for CEEDAR SLT

# Workbook: Day 2

12:00-1:45 Lunch Session

**Diamond Ballroom**

Programmatic Review and Enhancement

Rod Lucero  
Joyce Many  
Rebecca Watts  
Meg Kamman\*

Notes

Important points

Take-aways for my  
home department or  
program

Take-aways for  
CEEDAR SLT



1:45-2:05 IRIS Resources and Connecting the Dots

**Diamond Ballroom**

Naomi Tyler  
Deb Smith

Notes

Important points

Take-aways for my  
home department or  
program

Take-aways for  
CEEDAR SLT

# Workbook: Day 2

## 2:15-3:15 Breakout Sessions

### Room 1

Teacher performance assessment.  
*Nathan Estel, Nate Thomas, Kate Zimmer*

### Room 2

Program approval and certification processes.  
*Stacy Jones Bock, Deb Ziegler*

### Room 5

Innovative clinical practice.  
*Lynn Holdheide, Amber Benedict*

### Room 6

Clinical practice: guidance on thoughtful construction of fieldwork experience.  
*Georgette Nemr, Suzanne Robinson*

### Room 7

Partner highlight: CAEP's clinical preparation requirements.  
*Elizabeth Vilky*

### Diamond Ballroom

Preparation program reform for MTSS.  
*Laurie Daily, Trent Atkins*

#### Notes

#### Important points

#### Take-aways for my home department or program

#### Take-aways for CEEDAR SLT

# Workbook: Day 2



3:30-4:30 State Team Time

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Notes

My action items

Action items for  
others (IHE/EPP,  
SLT, etc.)



# Workbook: Day 2

## 4:45-5:15 Washington Update

Jane West, Education Policy Consultant

Mary Brownell\*

Notes

Important points

Take-aways for my  
home department or  
program

Take-aways for  
CEEDAR SLT



8:15-9:15 Panel Discussion

**Diamond Ballroom**

Aligning Efforts to Improve Capacity: Strategies for Scale-Up and Documenting Impact

Krisin Reedy  
Caryn Ward  
Lynn Holdheide  
Erica McCray \*

Notes

Important points

Take-aways for my home department or program

Take-aways for CEEDAR SLT

# Workbook: Day 3

9:15-10:00 Keynote Session

**Diamond Ballroom**

Sue Swenson, Acting Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education

Paul Sindelar\*

Notes

Important points

Take-aways for my  
home department or  
program



## 10:15-11:15 Breakout Sessions

### Room 1

Principal Policy and Preparation  
*Sarah Silverman, David DeMatthews, Barbara Pazey*

### Room 5

The Wicked Problem of Measuring the Impact of Teacher Preparation  
*Larry Maheady, Kristen Sayeski*

### Room 2

State Examples of Leveraging Resources and Initiatives and Communicating Across Stakeholder Groups: Georgia and New Hampshire Examples  
*Karen Wylar, Tim Dove, Karen Soule*

### Room 6

Consideration and Documentation to Support Statewide Scale-Up  
*Paul Sindelar, Andrea Zetlin*

### Diamond Ballroom

Scaling up EBP and HLP Implementation: From One to All  
*Paula Lancaster, Catherine Wigent*

### Room 4

State Examples of Leveraging Resources and Initiatives and Communicating Across Stakeholder Groups: Ohio and Montana Examples  
*Rebecca Watts, Laura Straus*

### Notes

### Important points

### Take-aways for my home department or program

### Take-aways for CEEDAR SLT

# Workbook: Day 3

11:45-1:15 Cohort Lunch and Conversations

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Notes

Important points

Take-aways for my  
home department or  
program

Take-aways for  
CEEDAR SLT

# Workbook: Day 3



1:30-2:30 State Team Time / Partners Meeting

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Notes

My action items

Action items for others (IHE/EPP, SLT, etc.)

# Workbook: Day 3

2:45-3:00 Recent Graduate Perspective

Colin Smith

Meg Kamman\*

Notes

Important points

Take-aways for my home department or program

Take-aways for CEEDAR SLT

# Workbook: Day 3



3:00-3:15 Closing

Mary Brownell

Notes

Important points

Take-aways for my  
home department or  
program

Take-aways for  
CEEDAR SLT











**Thank you for attending the  
CEEDAR-IRIS Cross State Convening**



This entire workbook is  
downloadable on the NIC.  
Visit [cedar.org/nic](http://cedar.org/nic)

#### **THANK YOU FOR ATTENDING**

The CEEDAR Center is a collaborative effort. We are thankful for all of our partners' hard work and dedication to making a difference in the education of every student.