Using the HLP-informed CEC Standards to Inform Teacher Education Program Reform

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Building an Effective Educator Strand

College-wide reform initiative purposes

- **To align all programs and majors for inclusive practices and principled innovation**

- **Common program learning objectives across majors**
  - **introduced, reinforced, mastered**
- **To increase flexibility for students pathways and interest areas**

TAGs
Topical Action Groups

Within the Division of Teacher Preparation, Topical Action Groups create the conditions where expertise can be spread with faculty/staff working in teams to collectively improve outcomes for students, faculty and staff.

Design: This TAG focuses on the design and launch of high-quality undergraduate and graduate pathways with specializations to prepare for the Next Education Workforce.

Staffing and Scheduling: This TAG focuses on the recruitment of faculty associates/academic associates, design of staffing models and scheduling recommendations to academic operations.

Continuous Improvement: This TAG focuses on the design of continuous improvement using networked improvement science.

Faculty Development: This TAG focuses on the creation, development and deployment of continued professional learning for full-time and part-time faculty/staff.

Student Experience: This TAG focuses on the development and deployment of supports that enhance the likelihood of academic success and retention of students enrolled in teacher preparation programs.

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Mission and Goals

Aligned with college mission and goals

1. Provide meaningful and challenging learning experiences within safe, inclusive learning environments
2. Provide specially designed, evidence-based instruction to students with disabilities that maximize student success
3. Promote collaboration and follow ethical principles and professional practice standards.

Context of ASU EPPs

Campus based programs

Rural programs outside of Maricopa in Yuma County (southwest) and Gila Valley (east)

- learning in isolation
- limited collaboration
- limited opportunities
- not equitable

COVID & new opportunities with ZOOM and ASU sync

- more global connections
- collaboration with faculty across all geographic areas
- opened up possibilities for all students

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Vision for Reform
Special Education Program Area

Build the special education faculty community focusing on:

- **Collaboration**: across divisions and rank
- **Assessment:** continuous improvement focus
- **Emotional/social behavior:** because of COVID
- **Instruction:** the "why" of teacher development

Process

SPED team representatives from each TAG, met weekly to work on redesign

New CEC standards and HLPs: looked for possibilities in current syllabi

Identified courses for redesign--- challenges and negotiations with core course content and format changes: online, sync, f2f

Professional Development

"The Deep Dive"-

Engaged consultants from CEC standards development workgroup for the deep dive.

We had 4 zoom meetings:

    EEPs across the state and the CEEDAR team

    ASU faculty

    SPED faculty (2)

        Working meeting: looked for HLP and standards alignments.

        Framework of standards and HLPs assigned to each course

Our Approach for Program Design

Using a process suggested by McLaughlin and Berlinghof:

- **Faculty understanding of the 2020 CEC Initial K-12 Standards.**

- **Build out crosswalks to align CEC, HLP, AZ and ASU Standards.**

- **Map the program to identify sequences, gaps and redundancies.**

  - **Where content is covered**

  - **How candidates are assessed within courses**

Examples

CEC HLP Crosswalk

SPE courses Aligned to CEC standards

SPE Course and Standards matrix

Crosswalk

Our first grid to examine courses in this crosswalk

CEC Standard Component	High Leverage Practice
1. Candidates practice within ethical guidelines and legal policies and procedures.	
1. Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.	HLP 3: Collaborate with families to support student learning and secure needed services.
1. Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices.	

HLP/ CEC Standards Crosswalk

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

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Common Assignment/Assessments:

- 317: Socio-cultural case study (looking in - applying out) w/ ELP standards
- 411: training [portfolio] Guide
- 321: administer (test - score - analyze & IEP goals) Recommendation Summary & report
- 323: Case study (Planning the BIP) DATA → chart → Report summary
- 423: para training ~~AT/IT~~ Task analysis / Prompting AT/IT inclusive instructional plan
- 430: Research paper MOCK IEP (?) • parent interview (?)
- 424: inclusive training plan IEP [student plan accommodations]
- 478: PA process

Topics:

- 423: functional living and transition, Dysbria Systematic explicit Direct, Prompting-fading, Modification, DATA, AT AAC devices, intensive needs (motor skills), para support task analysis (IEP)
- 424: High-incidence - Dyslexia-LD, - Content methods, - accommodations, • DATA, RTI, inclusive supports, Resource room, Co-teaching, • UDL, (IEP), IT transition Plan
- 323: FBA, BIP, reinforcement, Classroom mang. Preference assessment, suicide, AT UDL

Interprofessional topics:

- 411: History of SPED, 13 categories, ethics, Laws, policies, procedures, IDEA, ESL 6-12, (IEP), AT Foundational
- 317: ELP standards, CLDEL, advocacy language, "Personal philosophy", "Change who getting fired" CEC ethics #1, EML strategies, transition - life span, idea, family desires, Individual desires
- 430: research paper, CEC ethics (R) 1-5, • families, • collaboration
- 478: ethics (M) instructional practices
- 321: 1/3 categories, assessments (classroom & IDU), eligibility data, ELP standards, IEP goals, measures Data, PLAAFP, application of transition assess., • ethics (FERPA, parent), • norm-criterion-CBM, • progress monitoring

Summer Work

- Faculty teams assigned to each syllabus

  - included explicit language of the aligned standards.

- Identified a manageable number of common assessments by

  course and for the program.

- Developed rubrics for scoring key program assessments.

- Presented syllabi and course outlines for internal reviews.

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HLPs in Action

Assignment Example:
Each PLC (Professional Learning Community) group is assigned a HLP. In groups, students learn more about HLPs by exploring the High-Leverage Practices in Special Education Publication. Students will explain their HLPs and discuss the importance of them in the whole group discussion.

Assignment Example two:

Student-teachers reflect on HLPs they are currently using as well as interview mentors about their use of HLPs.

Student 'cheat sheet'

What Next?

- Build out courses in LMS (Canvas) using identified course coordinators and instructional designers (templates)

- Identify program assessments for assessment system
  - SONIA, ASPIRE

- Summarize data for external program reviews (ADE program approval)

Plans for Launching

- Fall 2022-- first iteration of redesigned programs

- Lead instructors monitor program implementation and student feedback

- Use data to inform decisions.
  - Action/improvement plans for students
  - Refinements in curriculum and assessments

Plans for Launching

Continued

- Redesign launch training

- Collaboration with Instructional Designers

- Anchor (or lead) or instructors identified

course content and assessments technology