



**INTEGRATING CULTURALLY RESPONSIVE AND HIGH-LEVERAGE  
PRACTICES: REIMAGINING LEARNING OPPORTUNITIES FOR  
INTERSECTIONALITY MARGINALIZED STUDENTS**

# PRESENTERS

- Erica McCray, Co-Director, CEEDAR Center, University of Florida
- Toni Franklin, Associate Professor, Columbus State University
- Rebekka Jez, Assistant Professor, University of San Diego
- Selma Powell, Director Special Education Teacher Education Program, University of Washington
- Mary Brownell, Director, CEEDAR Center, University of Florida



# Today

- Overview of CEEDAR and its goals
- Efforts of the Culturally Responsive Education (CRE) Topical Action Group in achieving CEEDAR goals
- Strand of work focused on High Leverage Practices (HLPs) and CRE



# CEEDAR'S Winning Aspiration

Every student with a disability has an equitable opportunity to achieve.



# Our Mission

To support students with disabilities (SWDs) in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices (EBPs) within multi-tiered systems of support (MTSS).



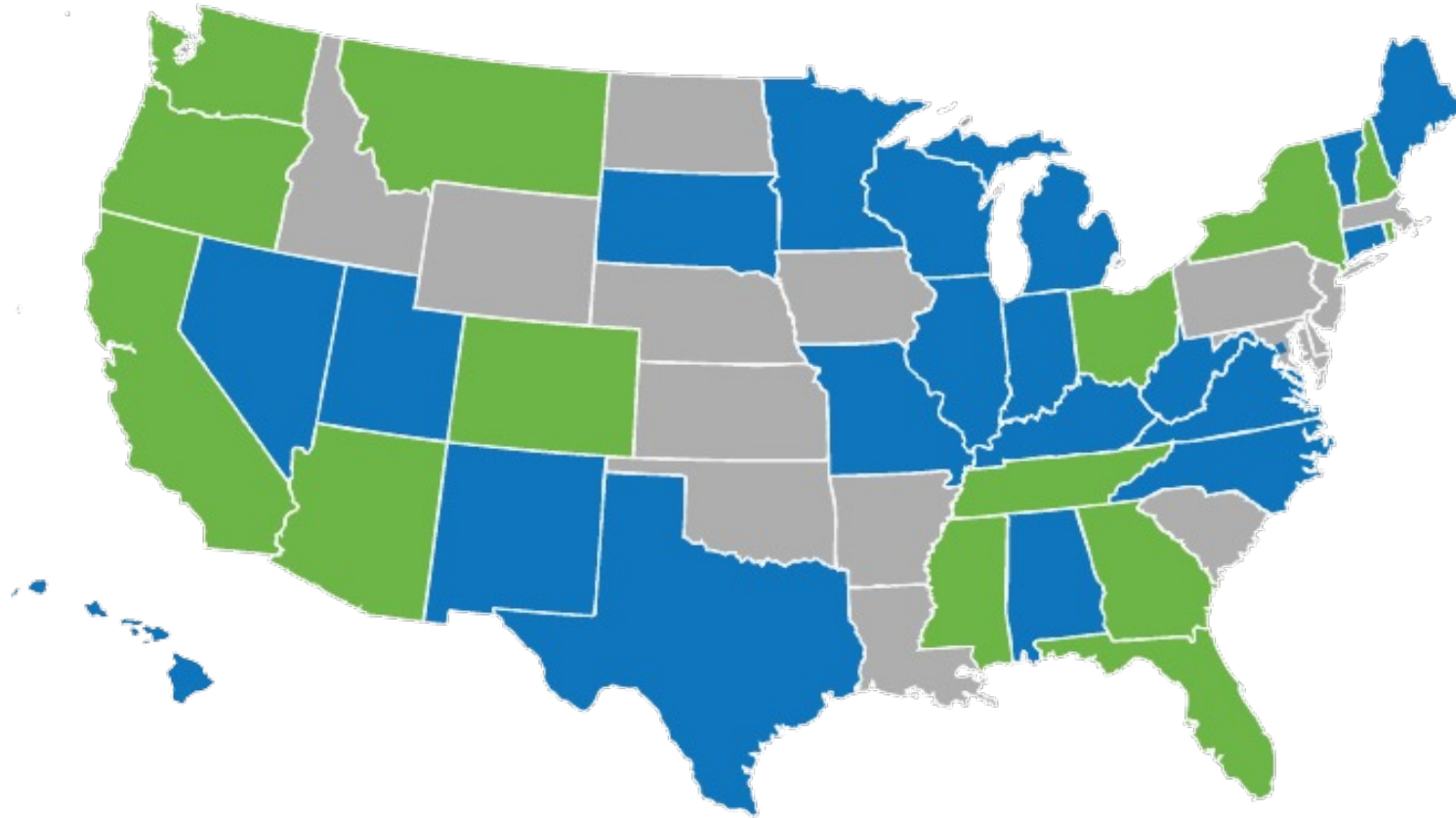


TO ACHIEVE CEEDAR'S MISSION

**Equity**



# States With Equity Focus





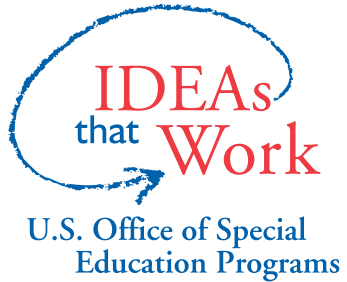
# Slides about the TAG from Erica



# Q & A



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