

Kentucky KEEP: Partnering to Implement High Leverage Practices Systemwide



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Session Outcomes

Participants will:

have knowledge of strategies for developing successful collaborative partnerships statewide (e.g., identifying clear goals, building trust, developing consensus across stakeholder).

identify ways in which partnerships between key stakeholders (e.g., state education agencies, IHEs, school districts) can create system wide change.

understand challenges of developing statewide partnerships to influence change, focusing on what they can learn from our successes and obstacles.



A photograph of a smiling female teacher with long blonde hair, wearing a grey sweater over a white collared shirt, sitting on the floor and clapping her hands. She is surrounded by several young students of diverse backgrounds, who are also sitting on the floor and clapping. They are in a library or classroom setting with bookshelves filled with books in the background. The entire image has a blue tint. Two white rectangular boxes with black borders are overlaid on the image, containing the words 'EVERY' and 'STUDENT' respectively. At the bottom, there is a logo consisting of three stylized human figures with arms raised, followed by the text 'CEDAR CENTER'.

EVERY

STUDENT



CEDAR
CENTER

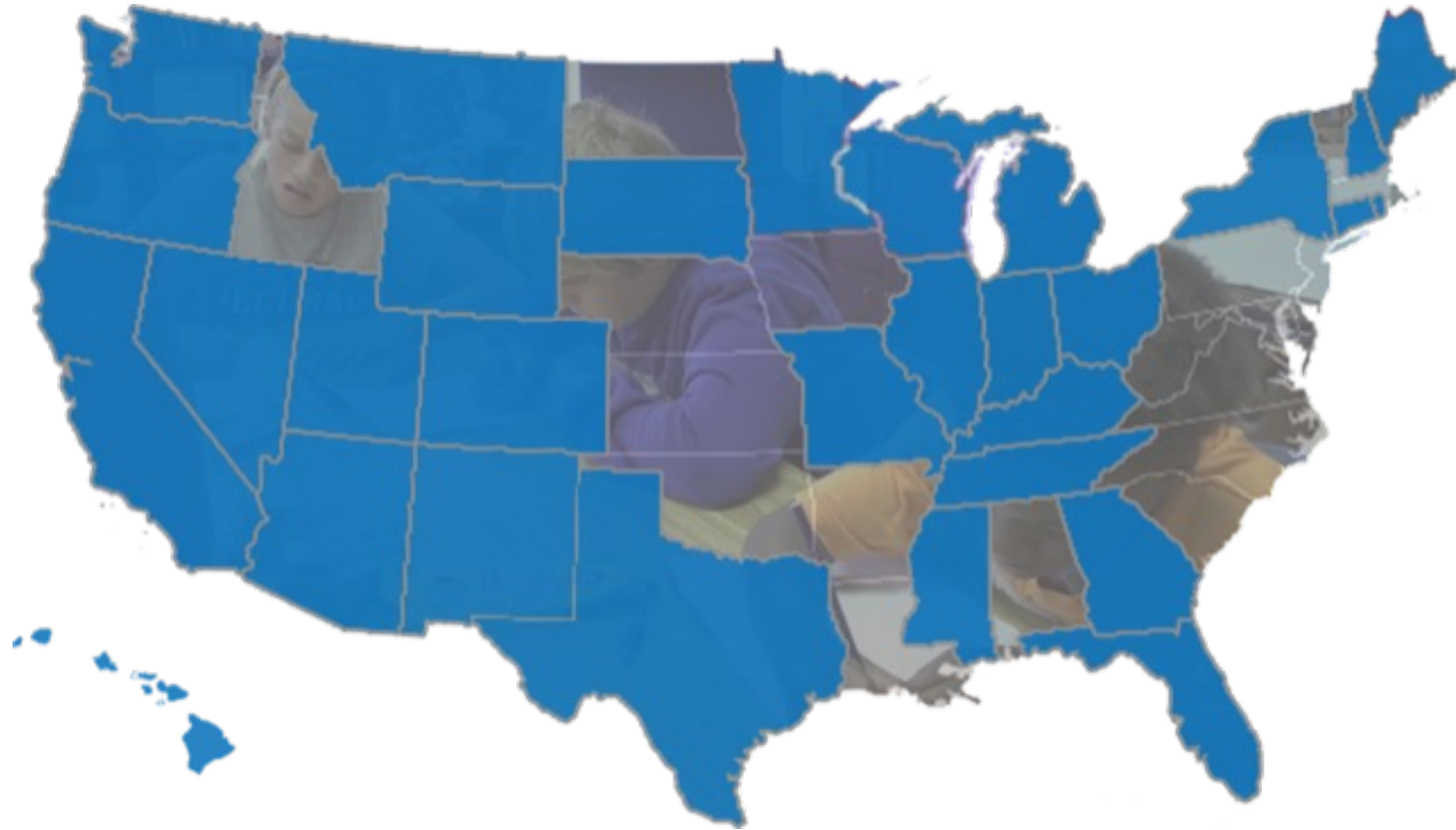
CEEDAR Center

Funded by OSEP initially for five years, and in 2018 for another 5 years

Led by University of Florida, in partnership with AIR and CCSSO

Technical assistance to 25 states and universities

State Map



Our Mission Statement

To create ***aligned*** professional learning systems that provide teachers and leaders effective ***opportunities to learn*** how to improve and support core and specialized instruction in inclusive settings that enable students with disabilities to achieve college and career readiness standards



CEEDAR Goals

Goal 1: Improve SEA (In collaboration with IHEs and LEAs that operate teacher and leader preparation programs) capacity to review and strengthen certification/ licensure standards and requirements.

Goal 2: Improve SEA capacity to adopt and implement rigorous program approval standards

Goal 3: Increase IHE capacity to embed practices and frameworks that are supported by evidence and aligned to state requirements into preparation programs

Goal 4: Increase SEA and IHE capacity to use multiple data sources to inform continuous program improvement

Goal 5: Increase SEA capacity to align and implement statewide plans to include certification/ licensure and program reform to improve outcomes for students with disabilities

Systemic Change is the
Goal!!

State Leadership Team:

State Department Leaders and Staff

College of Education Leadership and Faculty

District Leadership

Blueprint: The Foundation for Action

Kentucky CEEDAR BLUEPRINT

Date of last update: December 13, 2018

VISION: Every learner taught by effective teachers and every district and school led by effective leaders to ensure excellence and equity.

MISSION: To empower current and future teachers and leaders through intentional partnerships and experiences to implement and sustain evidence-based practices in multi-tiered supportive environments to ensure opportunities in excellence and equity for all learners.



Goal [1]		Policy Lever Areas	Areas of Emphasis
Disseminate the work of KEEP to key stakeholder groups/entities		<input type="checkbox"/> Educator preparation reform <input type="checkbox"/> Certification/licensure <input type="checkbox"/> Preparation program evaluation, approval, and/or review (including data systems) ⁴	<input type="checkbox"/> Data collection and use <input checked="" type="checkbox"/> Alignment <input type="checkbox"/> Equity and access
Connections to State Plans and Initiatives (e.g., State Systemic Improvement Plan, ESSA state plan, etc.)	Outcomes <i>Long-term: Changes in condition</i> (e.g., reformed policies and programs)	Data Source(s) <i>How will we measure this outcome?</i>	Progress Monitoring <i>When/how frequently will we collect data on this outcome?</i>
SPDG CAEP INTASC CEEDAR <i>Addresses CAEP Standard 1: Content and Pedagogical Knowledge (Component 1.1)</i>	1. Connect districts to IHEs	Meeting minutes	District liaison survey
	2. Develop a common purpose & message		
	\		
Considerations for Sustainability and Scale-Up			

Disclaimer

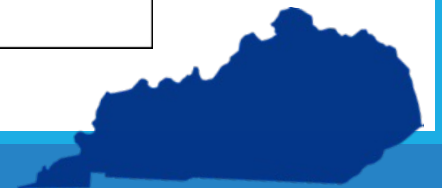
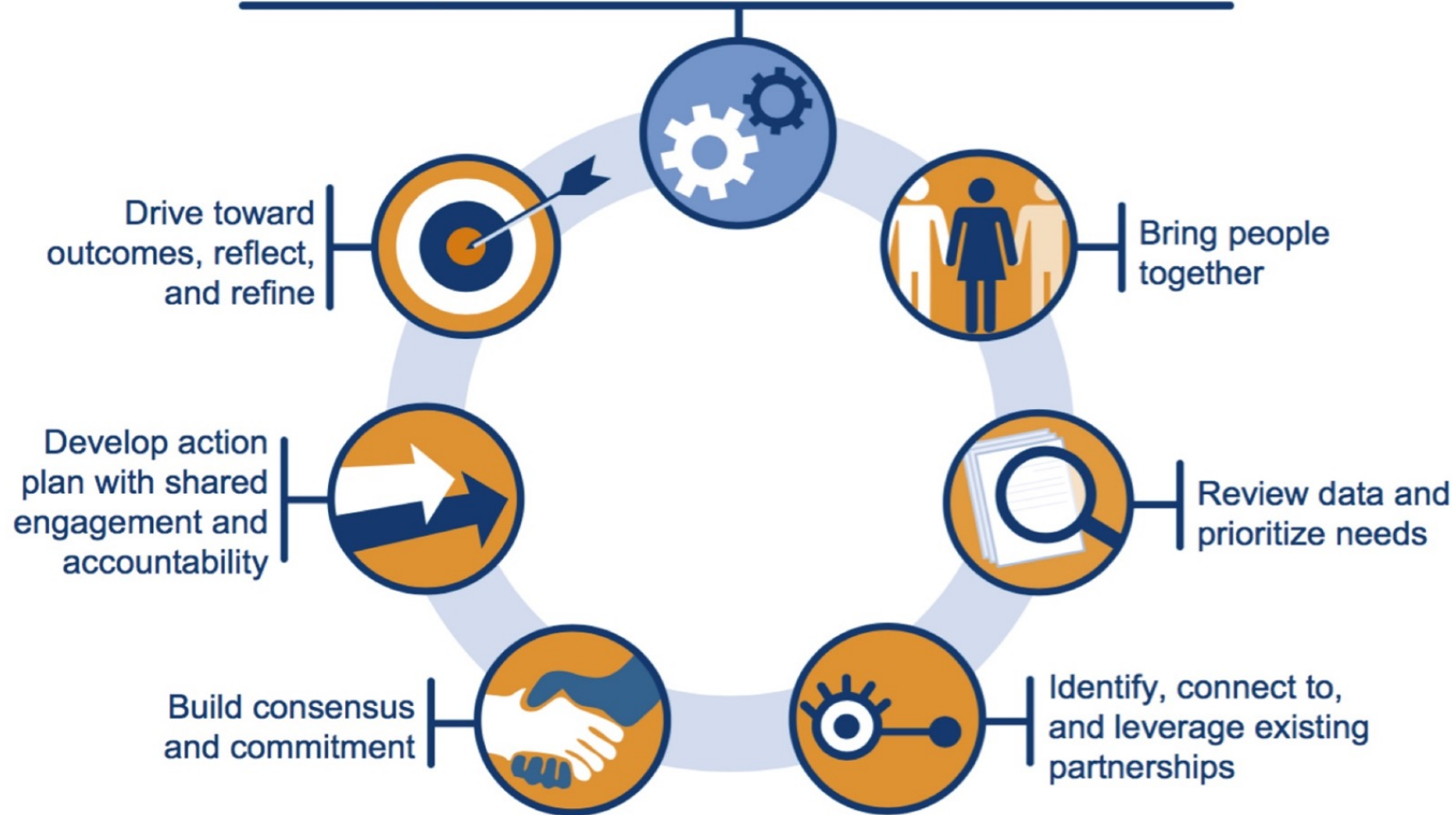
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Kentucky CEEDAR: An Effort to Reform

- 1) Assessing what teachers should know and be able to do
- 2) Shared investment and ownership
- 3) Learner ready and well-equipped teachers



How state partners work with CEEDAR to do this work:



If we:



Convene the right partners

Coalesce various initiatives around a shared focus

Agree upon the use of HLPs across IHEs and LEAs

Leverage improvement science practices to ensure a continuous improvement approach

Communicate in purposeful ways to advocate for all learners



Our partners will:



LEAs

- Partner with IHEs to move the work into current practice
- Engage as authentic partners with IHEs to provide high quality field experiences

Other agencies

- Share the urgency, vision, and mission of the work in a coherent, efficient way

Policymakers

- Support a policy agenda that furthers the work
- Develop a positive impression of the work and increased trust



Develop	an inclusive education mindset, advocating for the learning of all students
Graduate	with emerging/ developing skills to implement HLPs
Enter	the profession with confidence in their ability to meet the needs of all students

Pre-
service
teachers



Develop	an inclusive education mindset, advocating for the learning of all students
Participate	in high quality professional learning around implementation of HLPs
Experience	an enhanced sense of efficacy in their ability to meet the needs of all students

In-service
teachers
and
leaders



Experience	high quality teaching and learning and receive personalized and effective support and intervention
Overcome	barriers that have previously impeded their ability to achieve, closing the achievement gaps
Exit	schools ready for college, career, and life

All P-12
learners





KENTUCKY KEEP

VISION

Every learner taught by effective teachers and every district and school led by effective leaders to ensure excellence and equity.

MISSION

To empower current and future teachers and leaders through intentional partnerships and experiences to implement and sustain evidence-based practices in multi-tiered supportive environments to ensure opportunities in excellence and equity for all learners.



High Leverage Practices in Special Education (HLPs)

What are HLPs?

“A set of practices that are fundamental to support...student learning, and that can be taught, learned and implemented by those entering the profession.”

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, 96(5), 878-903.

What were Criteria for HLP Development?

- ❖ Focus directly on instructional practice.
- ❖ Occur with high frequency in teaching.
- ❖ Research based and known to foster student engagement and learning.
- ❖ Broadly applicable and usable in any content area or approach to teaching.
- ❖ Skillful execution is fundamental to effective teaching.

What are the HLPs for Special Education?

Collaboration

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

Assessment

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

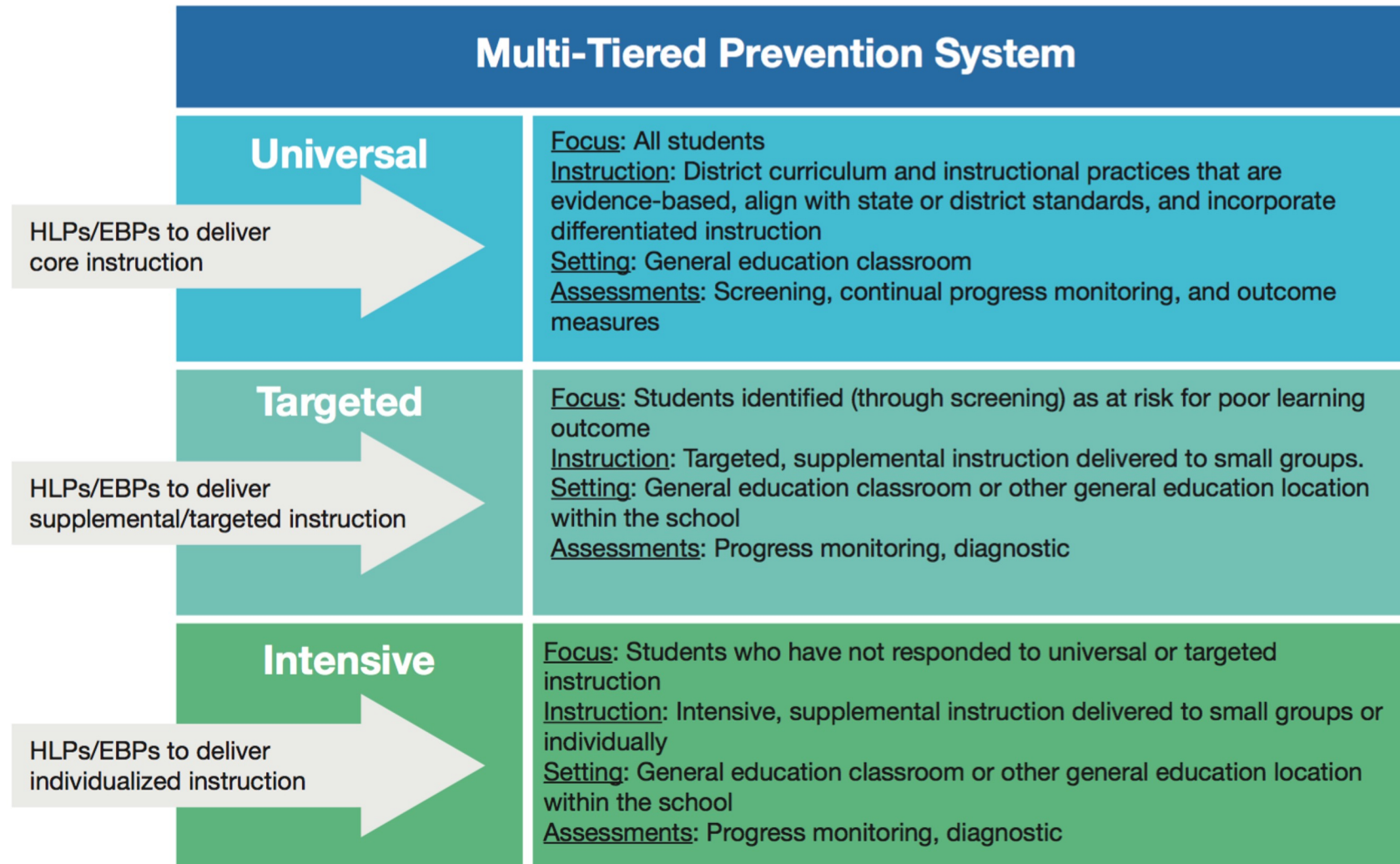
Social/Emotional/Behavioral

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

Integrated into a MTSS model



Consensus in Direction

- 1 Disseminate the work of KEEP to key stakeholder groups/entities
- 2 IHEs and partners (i.e., KDE, co-ops, LEAs) will prepare effective *[pre-service and in-service]* teachers and leaders to implement and sustain evidence-based practices in multi-tiered supportive environments
- 3 Provide access to resources and technical support necessary to support all educators across partnerships
- 4 Build Kentucky's capacity to efficiently and effectively implement and sustain KEEP's mission



Building Capacity: Scaling the work State-Wide

DISSEMINATE THE
WORK OF KEEP TO
KEY STAKEHOLDER
GROUPS/ENTITIES.



Guiding Questions





Reimagine Educator Preparation in Kentucky

All Together for
Every Student

152 attendees

23 pre-service teachers

19 IHEs represented

6 school districts represented

20 sessions

3 panels



Focus Strands

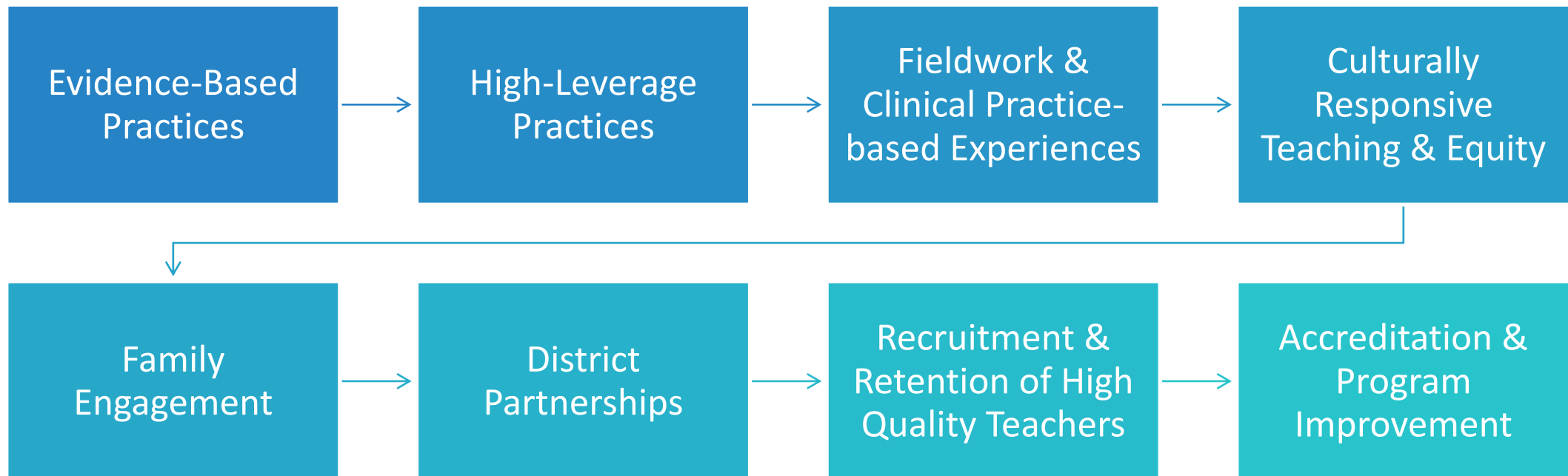


Table 1. *Mean and standard deviations of perceived knowledge and importance of variables in reimagining teacher education in Kentucky.*

Variable	Knowledge		Importance	
	<i>M</i>	SD	<i>M</i>	SD
Evidence-Based Practice	3.89	.91	4.43	.77
High-Leverage Practice	3.68	.98	4.44	.82
Fieldwork and practice-based clinical experience	3.68	.93	4.65	.53
Culturally responsive teaching and equity	3.43	.81	4.60	.61
Family Engagement	3.13	1.00	4.23	.72
District partnerships with teacher preparation	3.72	.86	4.60	.58
Recruitment and retention of high-quality teachers	3.19	.88	4.73	.49
Accreditation and program improvement	3.23	.99	4.12	.94

Note. Extremely (5); very (4); moderately (3); slightly (2); not at all (1)



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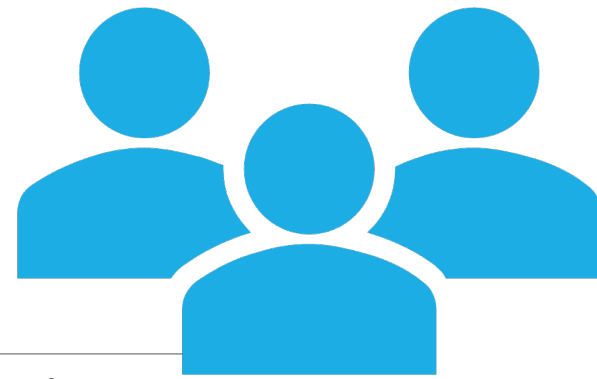


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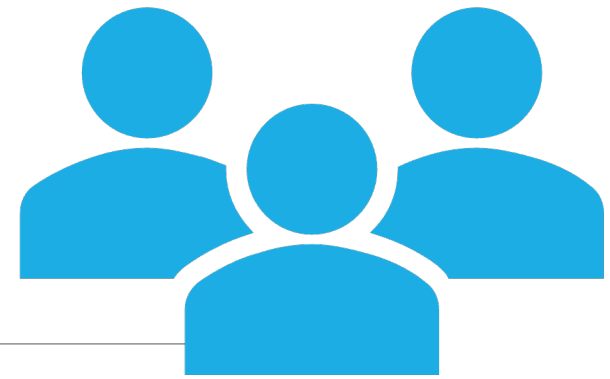
Increase Knowledge Base

Leveraging Existing Entities: IHE Special Education Consortium

- Mechanism for developing a statewide vision about effective teaching and supporting unified action for improving preservice and K-12 teachers' practice opportunities.
- Provides continued funding.
- Promotes partnerships across IHEs, partnership districts, and key education stakeholders.
- Provides professional development for EPP faculty.
- Disseminates stakeholder information to EPPs.



Increase Knowledge Base

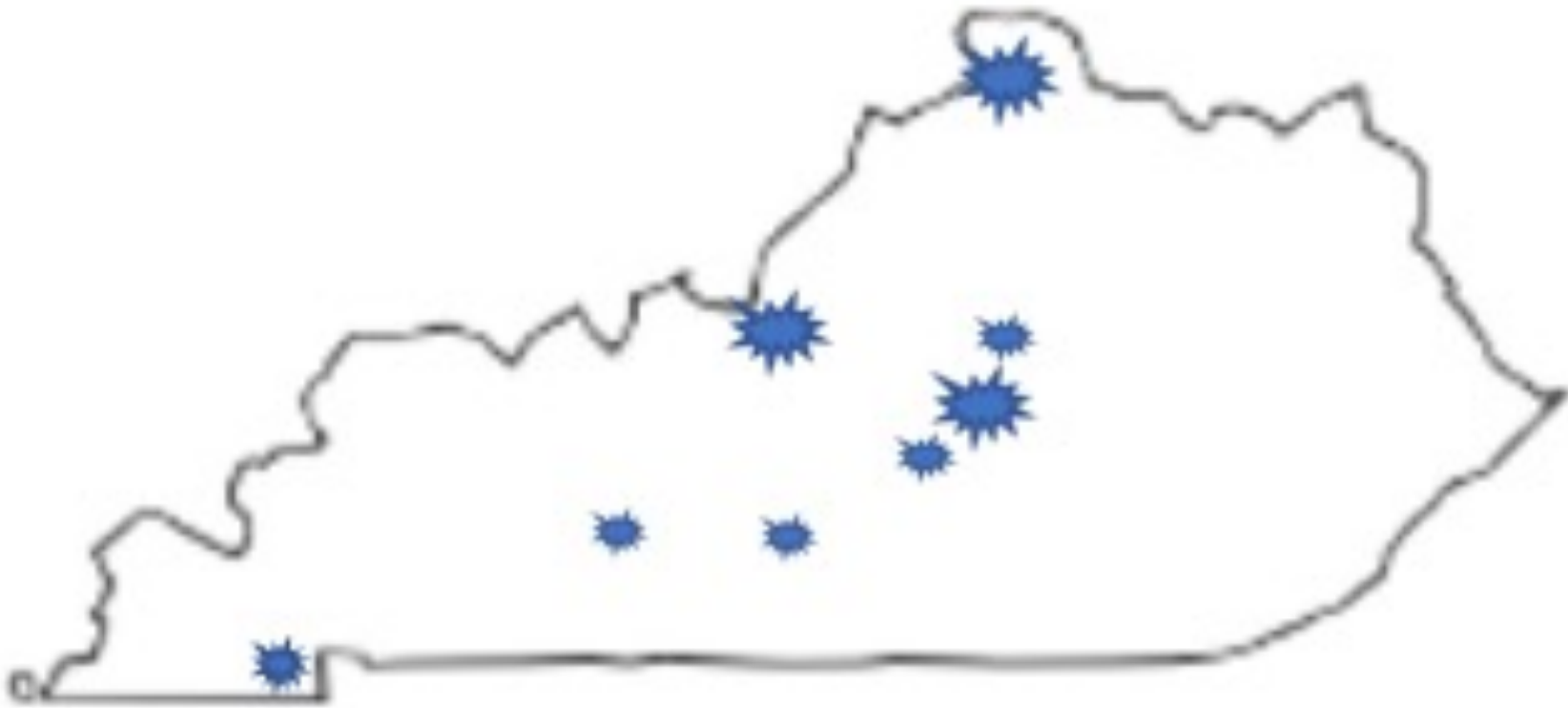


Leveraging Existing Entities: KACTE: K-KEEP Research Group

- Promotes the projects and research initiatives of the KEEP state leadership team.
- Supports research on deliberate clinical practice opportunities to identify exemplary clinical practice pedagogies that can be replicated state and nationwide.
- Focus: How can we develop more effective learning opportunities for our preservice teachers?
 - Proposal process: 5 new IHEs



Engage State-Wide



Murray State University	Enhance Culturally Responsive Teaching through practice based opportunities & increase understanding of HLP & EBP through aligning curricula
Western Kentucky University	Enhance clinical partnerships through PDs on HLP
Campbellsville University	Enhance HLP & EBP through practice based opportunities, observation guides, lesson studies, video analysis, and tutoring
Asbury University	Enhance Culturally Responsive Teaching through practice based opportunities in rural and urban districts
Georgetown College	Enhance HLP & EBP through video observation



Next Steps

KEEPING THE MOMENTUM



Challenges lead to Lessons Learned

SEA reorganization

- An opportunity for re-engagement
- Embed the work into existing initiatives

Scaling the work

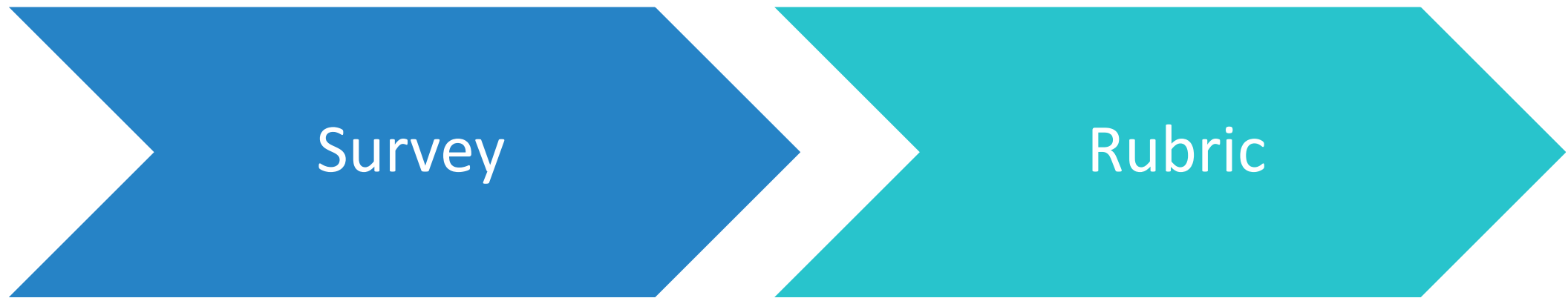
- Time constraints
- Engaging all IHEs
- Consistent message

IHE Specific

- Collaboration between general education and special education faculty
- Engaging partner LEAs



Convey A Consistent Message



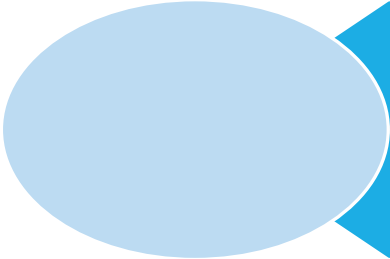
- Input from stakeholders on critical HLPs to target

- Critical features needed in program approval



Establish A Practice

2nd Annual KEEP
Summit:

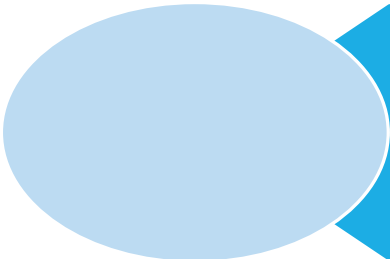


Identify issues, barriers, and potential solutions regarding educational equity and access for struggling learners

High Leverage
Practices as a Path to
Equity and Access for
Learners



Share strategies to promote evidence-based and high-leverage practices that benefit learners in every classroom



Strengthen P12 and Higher Ed partnerships to improve teacher recruitment and retention



U of L Next steps

1. Provide professional development to LEA partner teachers to develop a model of support for literacy methods. **Focus on identifying HLPs in literacy and Special Education HLPs that can bridge the model and various perspectives.**
2. Collect data on in-service teachers beliefs about the development of literacy thinking in pre-service teachers.
3. Make **data-driven and informed decisions about potential changes in our program to support the LEARNING** of elementary and special education majors as they come to understand how to teach literacy processes and practices to their future students.



UK Next Steps

	Tasks
LEA leadership	Provide written guidance for cooperating teachers Focus PLCs on specific topics (i.e., HLP)
SEA leadership	Review clinical placement requirements (i.e., externships)
University of Kentucky	Intentional engagement with partners Providing professional development support at PLCs Career Pathways support (e.g., Educators Rising, CTE)
Community College	Engage in conversation regarding HLP Review articulation agreement





Questions?

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