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.
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.

<table>
<thead>
<tr>
<th>Goal [1]</th>
<th>Policy Lever Areas</th>
<th>Areas of Emphasis</th>
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</thead>
</table>
| Disseminate the work of KEEP to key stakeholder groups/entities | __ Educator preparation reform  
__ Certification/licensure  
__ Preparation program evaluation, approval, and/or review (including data systems) | __ Data collection and use  
__ Alignment  
__ Equity and access |

<table>
<thead>
<tr>
<th>Connections to State Plans and Initiatives (e.g., State Systemic Improvement Plan, ESSA state plan, etc.)</th>
<th>Outcomes (Long-term: Changes in condition (e.g., reformed policies and programs))</th>
<th>Data Source(s)</th>
<th>Progress Monitoring When/how frequently will we collect data on this outcome?</th>
</tr>
</thead>
</table>
| SPDG  
CAEP  
INTASC  
CEEDAR  
Addresses CAEP Standard 1: Content and Pedagogical Knowledge (Component 1.1) | 1. Connect districts to IHEs  
2. Develop a common purpose & message | Meeting minutes  
\ | District liaison survey |
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:

- Drive toward outcomes, reflect, and refine
- Bring people together
- Develop action plan with shared engagement and accountability
- Review data and prioritize needs
- Build consensus and commitment
- Identify, connect to, and leverage existing partnerships
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
<table>
<thead>
<tr>
<th><strong>Pre-service teachers</strong></th>
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<tbody>
<tr>
<td><strong>Develop</strong></td>
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<tr>
<td>an inclusive education mindset, advocating for the learning of all students</td>
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<tr>
<td><strong>Graduate</strong></td>
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<td>with emerging/ developing skills to implement HLPs</td>
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<td><strong>Enter</strong></td>
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<td>the profession with confidence in their ability to meet the needs of all students</td>
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<td>Develop</td>
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<tr>
<td>Participate</td>
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<td>Experience</td>
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All P-12 learners

<table>
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<tr>
<th>Experience</th>
<th>high quality teaching and learning and receive personalized and effective support and intervention</th>
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<tr>
<td>Overcome</td>
<td>barriers that have previously impeded their ability to achieve, closing the achievement gaps</td>
</tr>
<tr>
<td>Exit</td>
<td>schools ready for college, career, and life</td>
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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."


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.
### Multi-Tiered Prevention System

#### Universal
- **Focus:** All students
- **Instruction:** District curriculum and instructional practices that are evidence-based, align with state or district standards, and incorporate differentiated instruction
- **Setting:** General education classroom
- **Assessments:** Screening, continual progress monitoring, and outcome measures

#### Targeted
- **Focus:** Students identified (through screening) as at risk for poor learning outcome
- **Instruction:** Targeted, supplemental instruction delivered to small groups.
- **Setting:** General education classroom or other general education location within the school
- **Assessments:** Progress monitoring, diagnostic

#### Intensive
- **Focus:** Students who have not responded to universal or targeted instruction
- **Instruction:** Intensive, supplemental instruction delivered to small groups or individually
- **Setting:** General education classroom or other general education location within the school
- **Assessments:** Progress monitoring, diagnostic

- **HLPs/EBPs to deliver core instruction**
- **HLPs/EBPs to deliver supplemental/targeted instruction**
- **HLPs/EBPs to deliver individualized instruction**
Consensus in Direction

- Disseminate the work of KEEP to key stakeholder groups/entities
- 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
- Provide access to resources and technical support necessary to support all educators across partnerships
- 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

- How do we determine what faculty know?
- How do we get LEA partner buy in?
- How do we get SEA buy in?
- How do we get IHE partner buy in?
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

- Evidence-Based Practices
- High-Leverage Practices
- Fieldwork & Clinical Practice-based Experiences
- Culturally Responsive Teaching & Equity
- Family Engagement
- District Partnerships
- Recruitment & Retention of High Quality Teachers
- Accreditation & Program Improvement
Table 1. Mean and standard deviations of perceived knowledge and importance of variables in reimagining teacher education in Kentucky.

<table>
<thead>
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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
<table>
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<tr>
<th>University</th>
<th>Initiative</th>
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<td>Murray State University</td>
<td>Enhance Culturally Responsive Teaching through practice based opportunities &amp; increase understanding of HLP &amp; EBP through aligning curricula</td>
</tr>
<tr>
<td>Western Kentucky University</td>
<td>Enhance clinical partnerships through PDs on HLP</td>
</tr>
<tr>
<td>Campbellsville University</td>
<td>Enhance HLP &amp; EBP through practice based opportunities, observation guides, lesson studies, video analysis, and tutoring</td>
</tr>
<tr>
<td>Asbury University</td>
<td>Enhance Culturally Responsive Teaching through practice based opportunities in rural and urban districts</td>
</tr>
<tr>
<td>Georgetown College</td>
<td>Enhance HLP &amp; EBP through video observation</td>
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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

Survey

- Input from stakeholders on critical HLPs to target

Rubric

- 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

| Task | 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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