Walking the walk: Collaboration across special, general, and leadership education at Georgia State University

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University of Florida
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Georgia State University

U.S. Department of Education, H325A120003
Today

We will discuss…

✧ The Georgia-CEEDAR partnership
✧ GSU context
✧ GSU reform process
✧ Results
✧ Next Steps
CEEDAR’s Mission

✧ 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.
Georgia-CEEDAR Partnership

✧ Intensive in 2014

✧ Department of Education
✧ Professional Standards Commission
✧ Georgia State University
✧ Columbus State University
✧ Kennesaw State University
Georgia Goals

- Certification
- Teacher and Leader Preparation Reform
- Preparation Program Evaluation
- Alignment
Teacher and Leader Preparation Reform

- The Georgia SLT will establish and nurture multi-system collaboration for teacher and leader preparation.
  - Objective 1: Increase use of effective/evidence-based practices for multi-tiered systems of support (MTSS).
  - Objective 2: Create a system for knowledge, dispositions, and practices for co-teaching.
  - Objective 3: Develop a plan for scale up and sustainability of DOE, PSC, LEA collaboration for teacher and leader development.
Georgia State University

A structured process:

- Determining needs
- Faculty retreat
- Innovation Configuration training
- Syllabi review
- Program area analysis
- Engage in revision
Who Will Carry Out the Work?

- CEEDAR representatives
- Associate Dean
- Assessment and Accreditation Committee
- Faculty
Identifying Needs:

✧ Using relevant data
✧ Aligning with our university/college mission
✧ State and national accreditation
How can existing college/university structures (e.g. Assessment & Accreditation Committee) begin the conversation?

<table>
<thead>
<tr>
<th>Identification of KEY AREAS of Interest</th>
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</thead>
<tbody>
<tr>
<td>✷ Classroom Management &amp; Community Building</td>
</tr>
<tr>
<td>✷ Culturally Responsive Pedagogy</td>
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<tr>
<td>✷ Technology</td>
</tr>
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<td>✷ Assessment</td>
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<tr>
<td>✷ Reading/Academic Language</td>
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<tr>
<td>✷ Universal Design for Learning</td>
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<thead>
<tr>
<th>Alignment to Modules</th>
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<tbody>
<tr>
<td>✷ Align KEY AREAS of interest with CEEDAR modules</td>
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<tr>
<td>✷ Access resources</td>
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</table>
How to Engage Faculty?

Preparing Teachers to Meet the Needs of All Learners: Where are We and Where Do We Go From Here
GSU Professional Education Faculty Retreat
April 29, 2016

✧ Day long retreat for all faculty working in initial teacher and leader education programs
✧ Key Stakeholders
  – District representatives from area school systems
  – Representatives from state agencies and the university system
✧ Breakout sessions led by teacher education faculty from across programs
✧ Speakers included P-12 principal and teacher candidate
What does THAT conversation look like?

- Program areas discussed strengths and needs
- Participation in breakout sessions
- Sharing of information in program areas
- Each program area identified 2 Key areas for 2016-2017
How do you follow up on THAT conversation?

- Summer work focusing on syllabi analysis using the Networked Improvement Community.
- Programs completed needs analysis for 2 KEY AREAS

### Step 1 ▸ Step 2 ▸ Step 3: Add activities

#### ACTIVITY TYPES
You may check more than one

- Reading
- Lecture/Presentation
- Modeling/Demonstration
- Discussion
- Quiz
- Test
- Action Research
- Peer-Coaching
- Project/Activity
- Case Study
- Lesson Plan Study/Development
- Portfolios
- Podcasts
- Simulation
- Other

#### FIELD EXPERIENCES
You may check more than one

- Observation
- Tutoring
- Small Group Field Experience
- Large Group Field Experience
- Other Field Experience
How do you support the work?

- CEEDAR training in Innovation Configurations with Program Leads
- Assistance with Syllabi Analysis
- Unit-Level Support during 2016-2017
CEEDAR Training

✧ Led by CEEDAR representatives
  – Meg Kamman and Erica McCray

✧ Attended by
  – 17 program representatives
  – Unit Assessment Coordinator
  – Associate Dean
  – GSU CEEDAR Representatives

INNOVATION CONFIGURATIONS
Syllabi Analysis

- Faculty representative conducted syllabi analysis independently.
- Support provided by dean’s office as needed.
- Representative responsible for sharing results of syllabi analysis with program faculty in fall.
- Resources from NIC and IRIS to be shared with faculty in programs.
Unit Level Support: 2016-2017

✧ Fall Semester Opening Forum
  – Faculty learning from syllabi analysis
✧ Assessment and Accreditation Committee review the results of the syllabi analysis
  – Determine possible unit-level needs.
✧ Monthly professional development forums
  – Focus on additional professional development and resources for the KEY AREAS.
**Educational Leadership**

- Paper: *Principal Leadership: Moving Toward Inclusive and High-Achieving Schools for Students with Disabilities*

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### LEVEL 3 ✓ Educational Leadership » 1.0 INSTRUCTIONAL LEADERSHIP

#### Feedback Opportunities

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<td>Other</td>
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#### Field Experience

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<td>Small group</td>
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### Feedback Opportunities

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Where are we now?

- Educational Policy Studies
- Early Childhood & Elementary Education
- Middle & Secondary Education
- Special Education
- Health & Physical Education
- Art Education
- Music Education
- World Language Teacher Education
- CORE
- Perimeter EDUC Courses
Where are we headed?

✧ Documenting changes
✧ Sharing our work with others
✧ Maintaining Momentum
✧ Developing a formalized mentoring program for our state
Questions
Disclaimer

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