



## **Cross-Institution Collaboration Focused on Educator Preparation and Effective Instruction**

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**[www.ceedar.org](http://www.ceedar.org)**

# Disclaimer

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# CEEDAR

Center for **E**ffective **E**ducator  
**D**evelopment, **A**ccountability, and  
**R**eform

✧ OSEP funded 2012-2017

✧ 20 states

# CEEDAR Center

[www.ceedar.org](http://www.ceedar.org)

Mission:

*To improve core and specialized instruction in inclusive settings to improve achievement of students with disabilities*

# Goals

1. Reform educator preparation
2. Revise licensing standards
3. Foster an aligned professional learning system
4. COLLABORATE!!

# Reading K-5 CEM

[Link to Reading CEM](#)

Videos & Handouts

Slides with notes

Features of Effective Instruction

MTSS

Instruction at Tier 1, 2 and 3

Data-based decision making

# **Cross-Institution Collaboration Focused on Educator Preparation and Effective Instruction**

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# CEEDAR Grant-South Dakota

Broad SD Goal: Increase the ability of teachers and teacher candidates to [successfully/inclusively] address the needs of all learners through education, assessment, and accountability.

Specific Target: Increased literacy rates for students with disabilities in grades 4-12



# Augustana University

- 1 of 4 IHEs involved in the CEEDAR Grant work
- (Only Private University)
- Primary focus on in-service professional development
- Initial work

# Collaborative Approach

- Expanded partnerships



- Expanding partnership with Learner's Edge

# Design Plan and Process

- CEEDAR Statewide Planning Meeting
- First steps
- New focus-Features of Effective Instruction

# Four Online, On-Demand, FREE Workshops for K-12 Teachers in South Dakota

Continuing Workshops  
Available:

July 1, 2016  
through  
June 30, 2017



## SUMMER 2016

The four workshop areas will focus on various Features of Effective Instruction to support literacy development in inclusive classrooms:

- Explicit and Systematic Instruction with Modeling
- Scaffolding Instruction
- Multiple Opportunities to Practice and Respond
- Immediate and Corrective Feedback

Each workshop is 3.75 hours.

Complete all four workshops  
and earn one CEU.

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# Seeing the workshops

- [Main page](#)
- [Accessing the workshops](#)

# Data on Participation:

## 49 completers as of 3/31

### By Course

- SD101-Explicit and Systematic Instruction with Modeling (47)
- SD102 Scaffolding Instruction (36)
- SD103 Multiple Opportunities to Practice and Respond (38)
- SD104 Immediate Corrective Feedback (36)

### By number of workshops

Number of workshops completed	Number of students
All 4 workshops	32
3	5
2	1
1	12

# More info on completers

- Majority from SD – About 90%; Of those
  - 66% from Southeast region of the state
  - 33% from all across the state
- Other places represented-About 10%
  - Texas
  - Nebraska
  - New York
  - Washington DC

# Assessment

Pre and post assessment (10 MC questions)

- Completed analysis mid-year
- Will complete end of year analysis

2 open ended questions on the final assessment

- What were the most important ideas that you learned from the workshop? (Quotes)
- How might you apply what you learned in your particular context? (Quotes)



# Lessons Learned

- Marketing
- Delivery
- Assessment data collected
- Determining impact

# IMPROVING INSTRUCTION, ACCESSIBILITY, AND OUTCOMES MULTI-TIER SYSTEM OF SUPPORTS (MTSS) UNIVERSAL DESIGN FOR LEARNING (UDL) DIFFERENTIATED INSTRUCTION (DI)

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Division of Special Education and Counseling  
Annual Meeting of the Council for Exceptional Children  
Boston, MA  
April, 2017

# Professional Development Module

## Objectives:

- ▣ Give instructors of candidates in teacher and administration preparation programs the opportunity to develop the knowledge and skills necessary to equip candidates with the practice of providing multi-tier instruction and interventions matched to students' needs.
- ▣ Provide comprehensive PD in terms of three chapters: Multi-Tier System of Supports (MTSS), Universal Design for Learning (UDL), Differentiated Instruction (DI). Each chapter features:
  - principles and framework
  - tips and strategies
  - case studies and activities.

# Professional Development Module (cont)

- ▣ All materials and resources in each of the 3 chapters are included for the dual purpose of:
  - (1) instructor professional development
  - (2) effective preparation of teacher and administration candidates in the skills needed to instruct and support all preK - HS students including:
    - ▣ students with disabilities
    - ▣ students who are English learners
    - ▣ advanced students



# MTSS – UDL – DI Overview

- ▣ **MTSS** provides a system and process for teams of general education teachers, special education teachers, parents, administrators and service providers to work together to address the needs of and personalize learning for all students so they can learn effectively, regardless of differences in ability.
- ▣ **UDL** is a set of principles for curriculum development that give all individuals equal opportunities to learn. “UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution; but rather flexible approaches that can be customized and adjusted for individual needs (National Center on Universal Design for Learning).”
- ▣ **DI** and assessment is a framework for effective teaching that involves providing diverse students with different avenues to learning (often in the same classroom) in terms of:
  - acquiring content, processing and constructing ideas
  - developing teaching materials and assessment measures

# Multi-Tier Systems of Support (MTSS) Chapter

- ▣ MTSS Pre-Assessment
- ▣ Introduction
- ▣ MTSS Definition, Components, and Benefits
- ▣ Comparison of MTSS and RtI
- ▣ Example of Implementation
- ▣ Behavioral Tiered Support
- ▣ For Administrators
- ▣ Post-Assessment Measure
- ▣ Videos and Additional Resources

# Multi-Tier Systems of Support (MTSS) Chapter (cont.)

## Critical Features of the MTSS Framework

- ▣ Universal screening
- ▣ Data-based decision-making and problem-solving
- ▣ Continuous progress monitoring
- ▣ Continuum of evidence-based interventions
  - A core curriculum is provided for all students
  - A modification of this core is arranged for students who are identified as non-responsive
  - A specialized and intensive curriculum for students with intensive needs
- ▣ Focus on successful student outcomes

# Universal Design for Learning (UDL) Chapter

- ▣ Pre-Assessment
- ▣ What is UDL?
- ▣ Three Fundamental Principles of UDL
  - Multiple Means of Representation
  - Multiple Means of Action and Expression
  - Multiple Means of Engagement
- ▣ Guidelines for UDL Implementation
- ▣ Activities
  - Compare and Contrast Model UDL Lesson Plans
  - Analyze one of your own lesson plans using the UDL self-assessment tool
- ▣ Videos and Additional Resources
- ▣ For Administrators
- ▣ Post-Assessment



# Universal Design for Learning (UDL)

## What, How and Why

- ▣ UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn.
- ▣ “UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution; but rather flexible approaches that can be customized and adjusted for individual needs.” – *National Center on Universal Design for Learning*
- ▣ "The term UDL means a scientifically valid framework for guiding educational practice that: Provides flexibility in the ways students are engaged (engagement), information is presented (recognition), and in the ways students respond or demonstrate knowledge and skills (action and expression), and..." -UDL: Theory and Practice, 2014

# Differentiated Instruction (DI)

## Chapter

- ▣ DI Self-Assessment
- ▣ Overview of DI
- ▣ Principles of DI
- ▣ Ways to Differentiate
  - Content
  - Process
  - Product
  - Affect
  - Learning Environment
- ▣ Misconceptions about DI
- ▣ DI in practice – Tips and Strategies
- ▣ Videos and Activities
  - Critique sample lesson plan

# Differentiated Instruction (DI)

## Chapter (cont.)

Four general principles of Differentiated Instruction (C. A. Tomlinson, 1999):

*In differentiated classrooms, teachers...*

- ▣ *Create and sustain a responsive learning environment*, providing the foundation for long-term learning and positive connections to take place among students and adults.
- ▣ *Have clarity about the learning goals*, sharing, with students, what they should know, understand, and be able to do as a result of their learning.
- ▣ *Continuously assess student learning*, using information about what students already know, understand, and are able to do to make ongoing instructional decisions.
- ▣ *Establish flexible student groups and respectful tasks*, providing rigorous and engaging instruction matched to student needs.

# MTSS Module Link

[Link to the MTSS Module](#)

# CEEDAR

## Resources/Tools

- ✧ Archived Webinars
- ✧ Innovation Configurations (IC)
- ✧ Reports & Briefs
- ✧ Course Enhancement Modules (CEM)
- ✧ Newsletter
- ✧ Conference Presentations
- ✧ Policy Tools



# Closer Look: CEMS

- Disciplinary Literacy
- Classroom & Behavior Management
- Universal Design for Learning
- EBP for Students with Severe Disabilities
- Inclusive Education
- MTSS for Mathematics
- **EB Reading Instruction K-5**
- School Leadership for SWD

# Links to Modules

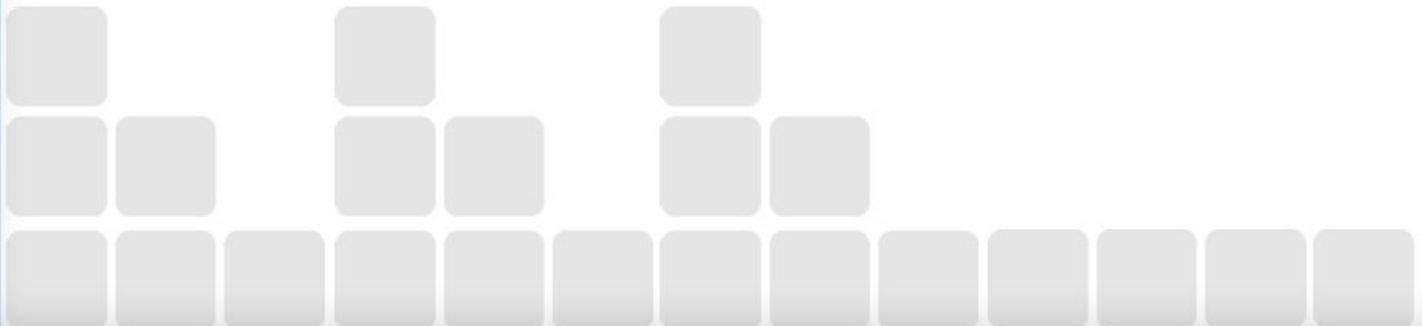
MTSS:

[MTSS Module](#)

Effective Instruction:

[Learners Edge](#)

CEEDAR: [www.ceedar.org](http://www.ceedar.org)



# Thank you!

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