"I LOVE IT WHEN A PLAN COMES TOGETHER": LEVERAGING PROGRAM REVIEW TO IMPROVE TEACHING FOR ALL STUDENTS
PRESENTERS

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• Tim Watkins, EdD, Delta State University
• Debbie Burson, PhD, Mississippi Department of Education
TODAY

• CEEDAR’s engagement in Mississippi

• Description of how one university is embedding Culturally Responsive Practices in Programs

• Collaboration with the SEA to influence state policy
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
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).
CEEDAR 2.0: WINNING ASPIRATION

Every student with a disability has an equitable opportunity to achieve.
CEEDAR CENTER
PRIORITY AREAS FOR SUSTAINABILITY AND SCALE UP

Focus Areas
- Standards, Licensure, and Program Accreditation
- Preparation Program Reform
- Preparation Program Evaluation
- General Education
- Special Education
- Leadership
MISSISSIPPI

**MS VISION**
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.

**MS Mission**
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community.
MISSISSIPPI STATE BOARD OF EDUCATION

STRATEGIC PLAN GOALS

1. All Students Proficient and Showing Growth in All Assessed Areas

2. Every Student Graduates from High School and is Ready for College and Career

3. Every Child Has Access to a High-Quality Early Childhood Program

4. Every School Has Effective Teachers and Leaders

5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. Every School and District is Rated “C” or Higher
MS CEE DAR: TEACHING, LEADING AND SOLUTIONS GROUP (TLSG)

- Four focus areas:
  - Policy
  - Inclusive Practices and Pedagogy
  - Communication & Data
  - Recruitment & Retention
INCLUSIVE PREP AND PRACTICE OBJECTIVE

Increase the knowledge and skills of all pre- and in-service teachers and leaders for inclusive education focusing on: (a) Universal Design for Learning; (b) culturally and linguistically relevant education; and (c) High-Leverage and Evidence-Based Practices with a special emphasis on math.
DELTA STATE BLUEPRINT

Objective:
Embed Culturally Responsive Practices within teacher preparation coursework

<table>
<thead>
<tr>
<th>Definition of Success</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Data Source</th>
<th>Progress Monitoring</th>
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</thead>
<tbody>
<tr>
<td>We will have successfully achieved this objective when...</td>
<td>What artifacts, deliverables, or products will we produce?</td>
<td>Short-term: Changes in awareness and knowledge</td>
<td>How will we measure this outcome?</td>
<td>When/how frequently will we collect data on this outcome?</td>
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<tr>
<td>Culturally responsive practices are embedded in teacher prep programs</td>
<td>IC reports, revised syllabi, revised program</td>
<td>1. Increased faculty knowledge of CRP.</td>
<td>Documentation from PD, faculty survey</td>
<td>After PD session and survey after series of PD</td>
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<td>2. Revised syllabi that reflect CRP.</td>
<td>Revised syllabi</td>
<td>Spring 2020</td>
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<td>3. Faculty implementing CRP in coursework.</td>
<td>Faculty Activity reports Teacher candidate focus group, beginning and end survey</td>
<td>After one year of implementation, Spring 2021 at earliest.</td>
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<td>Task 1: Develop a plan for Professional Development (PD) for faculty</td>
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<td>Task 2: Engage in training on how to use the online IC system</td>
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<td>Task 3: Put coursework into IC. Identifying strengths and needs</td>
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<td>Task 4: Revise coursework for implementation</td>
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<td>Task 5: Implement CRP in teacher prep courses</td>
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POLICY OBJECTIVE

• Ensure Policy Structures reflects ongoing professional growth to support and promote success of ALL learners.
Vision → Strategy → Execute
POLICY FOCUS - PROGRAM REVIEW

• New program review policy
  • Includes use of Culturally Responsive Practices
  • Includes opportunities for practice with diverse student populations
MS PROGRAM REVIEW

• Describe how the program’s design is grounded in a clearly articulated theory of teaching and learning that is research- and evidence-based and that the program’s theoretical foundations are reflected in the scope and sequence of the curriculum to ensure candidate’s ability to meet licensure requirements.

Culturally Responsive Teaching (CRT)

• Describe how the program prepares candidates with the critical concepts, principles, practices, and technological skills necessary to meet all licensure requirements.

• Supporting evidence shall include CRT highlighted in syllabi
ALIGNMENT

SEA → EPP
CEEDAR RESOURCES

Part 1: Overview and Background
Downloads
Overview & Background PowerPoint
Facilitation Guide
Culturally Relevant Education – Terms
Part 1 Handouts
Arroyo 1980
Part 1 References

Part 2: CRE in the Content Areas
Downloads
Content Areas PowerPoint
Facilitation Guide
Content Areas References
Part 2 Handouts

Part 3: Classroom and Behavior Management
Downloads
Classroom and Behavior Management PowerPoint
Facilitation Guide
All Part 3 PDF Handouts
Part 3 References

Innovation Configura

Culturally Responsive Teaching

Evidence-Based Practices for English Learners

CEEDAR.ORG

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DISCUSSION QUESTIONS

• How does your state work to align educator preparation with state department initiatives?
• How are you integrating Culturally relevant education into coursework and field experiences?
• What barriers are you/your agency/state encountering?
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