



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

# PRESENTERS

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- 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).



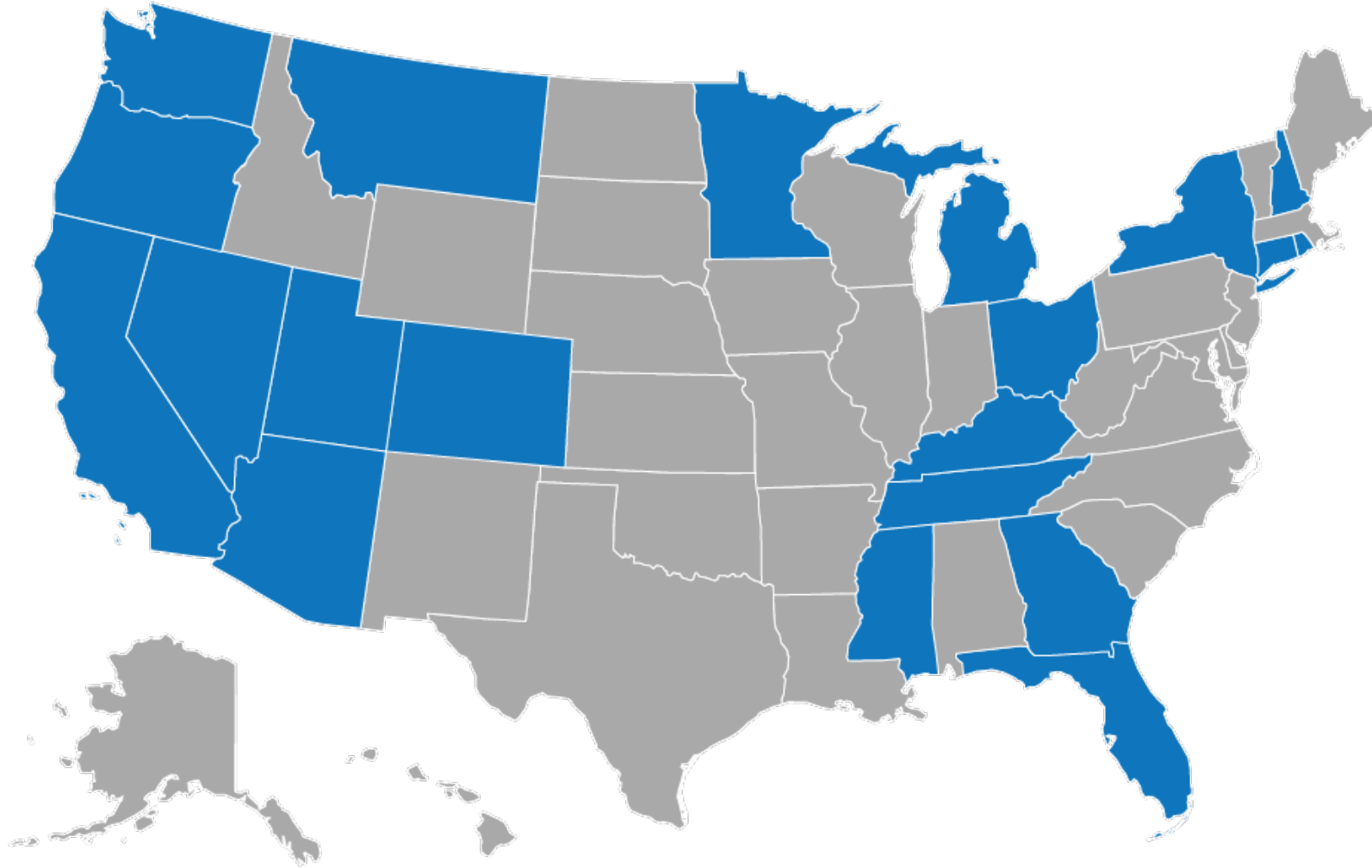


# CEEDAR 2.0: WINNING ASPIRATION

Every student with a disability has an equitable opportunity to achieve.

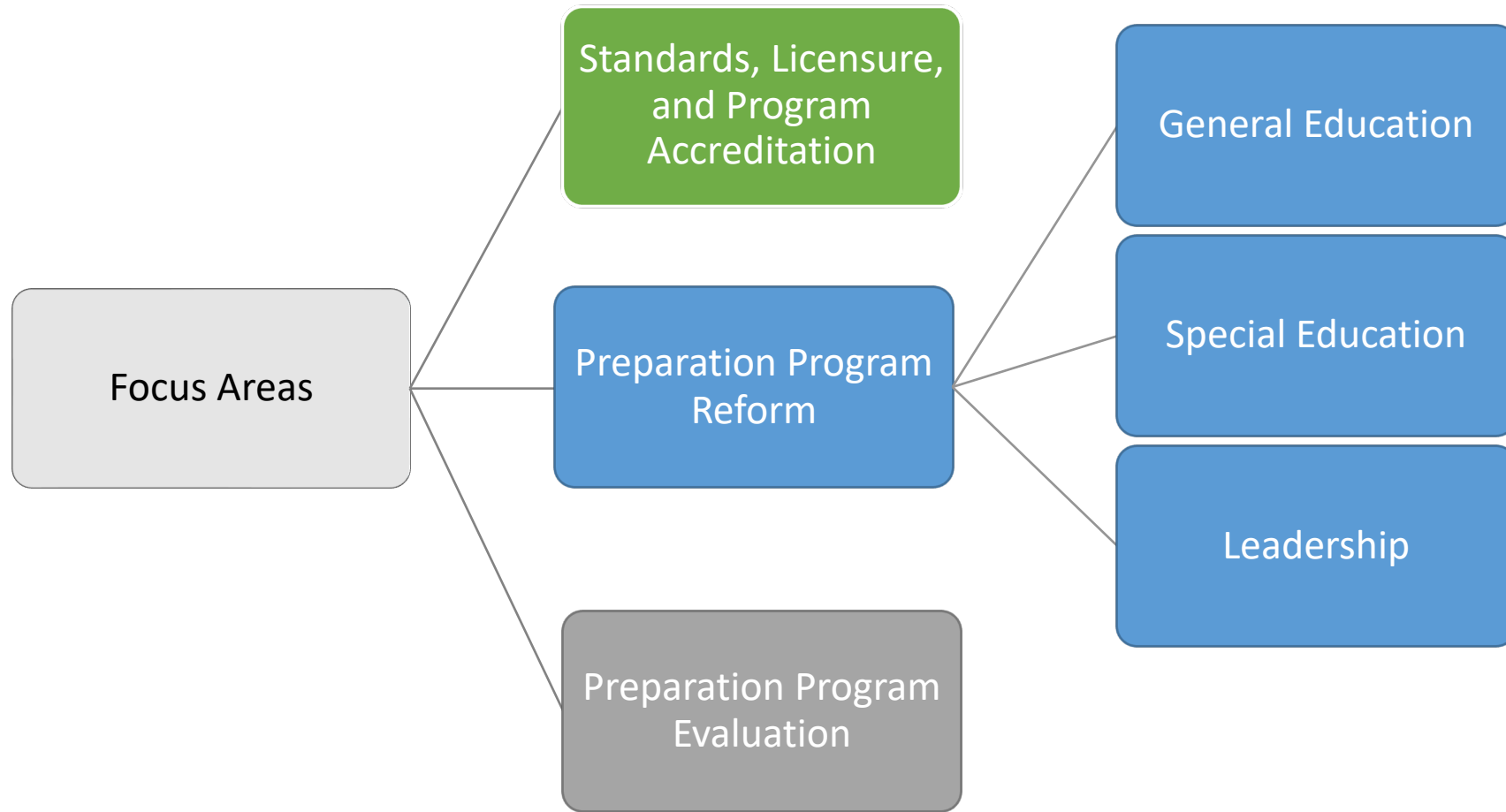


# MAP



# CEEDAR CENTER

## PRIORITY AREAS FOR SUSTAINABILITY AND SCALE UP





# MISSISSIPPI

## **MS VISION**

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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**

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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



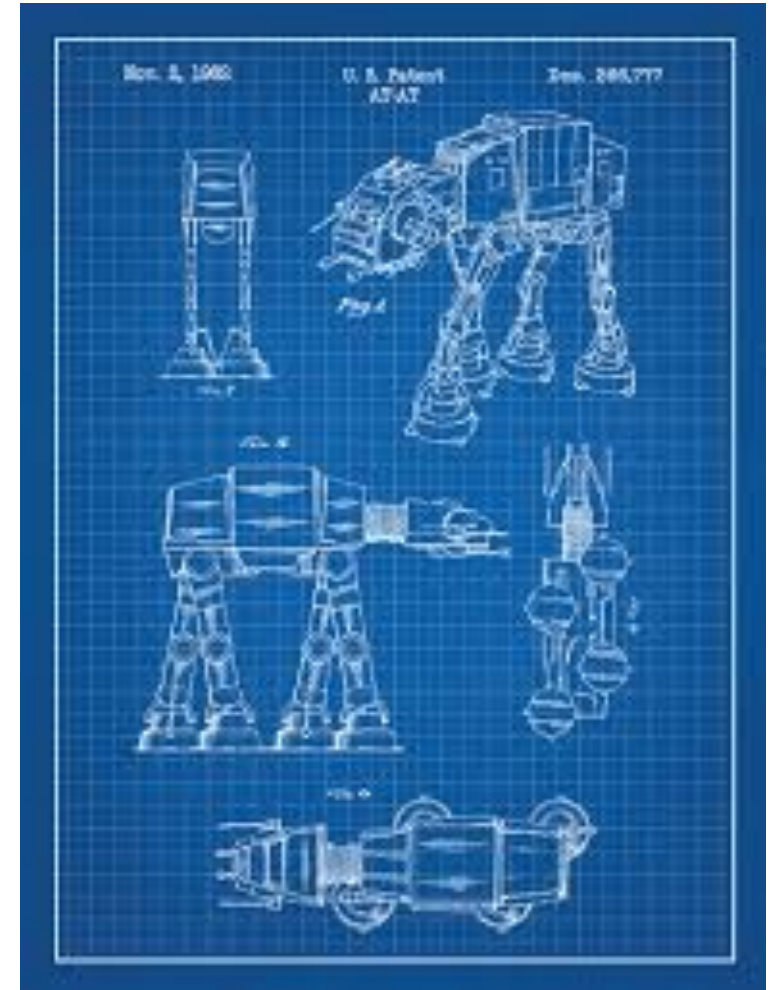


# TEAM MISSISSIPPI



# MS CEEDAR: 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.





# EDUCATOR PREPARATION AND CLD



# DELTA STATE BLUEPRINT

Objective:

Embed Culturally Responsive Practices within teacher preparation coursework

<b>Definition of Success</b> <i>We will have successfully achieved this objective when....</i>	<b>Outputs</b> <i>What artifacts, deliverables, or products will we produce?</i>	<b>Outcomes</b> <i>Short-term: Changes in awareness and knowledge</i> <i>Intermediate-term: Changes in behavior</i>	<b>Data Source</b> <i>How will we measure this outcome?</i>	<b>Progress Monitoring</b> <i>When/how frequently will we collect data on this outcome?</i>
Culturally responsive practices are embedded in teacher prep programs	IC reports, revised syllabi, revised program	1. Increased faculty knowledge of CRP.	Documentation from PD, faculty survey	After PD session and survey after series of PD
		2. Revised syllabi that reflect CRP.	Revised syllabi	Spring 2020
		3. Faculty implementing CRP in coursework.	Faculty Activity reports Teacher candidate focus group, beginning and end survey	After one year of implementation, Spring 2021 at earliest.



## Tasks

**Task 1: Develop a plan for Professional Development (PD) for faculty**

**Task 2: Engage in training on how to use the online IC system**

**Task 3: Put coursework into IC.  
Identifying strengths and needs**

**Task 4: Revise coursework for implementation**

**Task 5: Implement CRP in teacher prep courses**





# 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

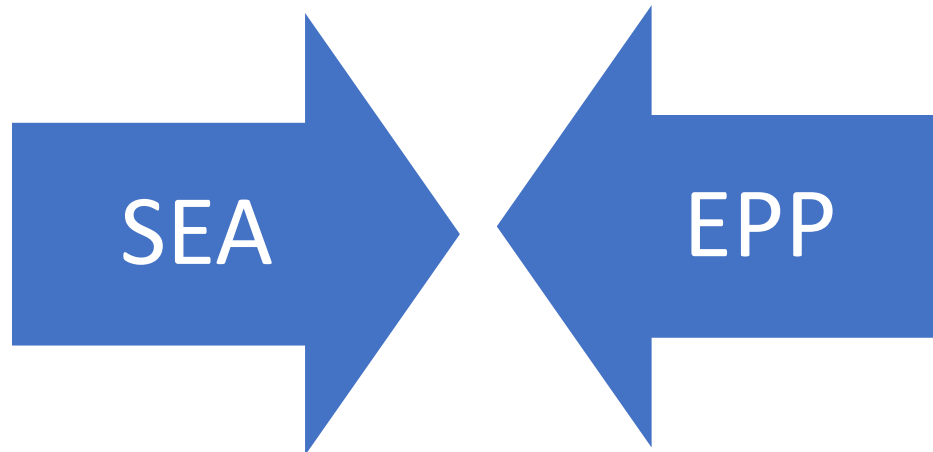
- *Describe how the program's design is grounded in a clearly articulated theory of teaching and learning that is research- and evidence-based and that the program's theoretical foundations are reflected in the scope and sequence of the curriculum to ensure candidate's ability to meet licensure requirements.*

## **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



# CEEDAR RESOURCES



## Part 1: Overview and Background

### Downloads

Overview & Background PowerPoint

Facilitation Guide

Culturally Relevant Education – Terms

Part 1 Handouts

Anyon 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

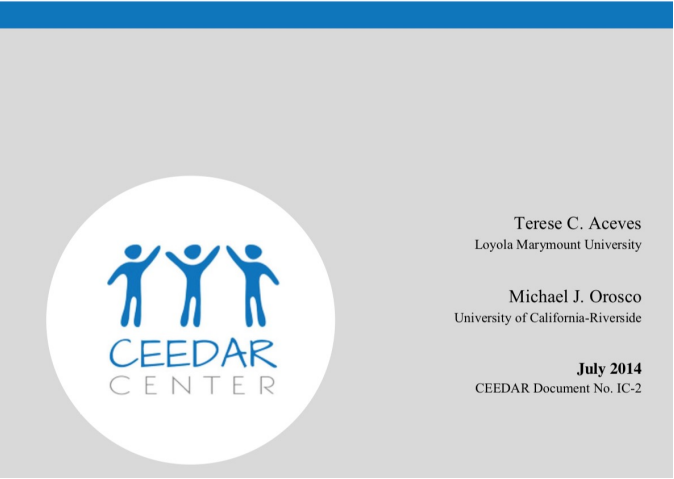
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Culturally Responsive Teaching

Evidence-Based Practices for  
English Learners

CEEDAR.ORG



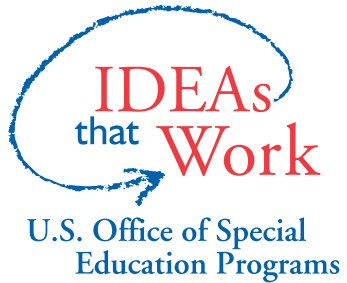


# DISCUSSION QUESTIONS

- 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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