



# Improving Outcomes for Students with Disabilities by Improving Teachers' Opportunities to Learn

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

U.S. Department of  
Education,  
H325A120003



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# CEEDAR Center

## Leadership

- ✧ Mary Brownell,  
Director
- ✧ Paul Sindelar and  
Erica McCray,  
Co-Directors
- ✧ Meg Kamman,  
Project  
Coordinator

## Partners

- ✧ American Institutes for  
Research
- ✧ University of Kansas, Center for  
Research on Learning
- ✧ Council of Chief State School  
Officers
- ✧ Major organizations
- ✧ New Teacher Center, Goodlad  
Institute for Educational  
Renewal at the University of  
Washington
- ✧ Senior advisors

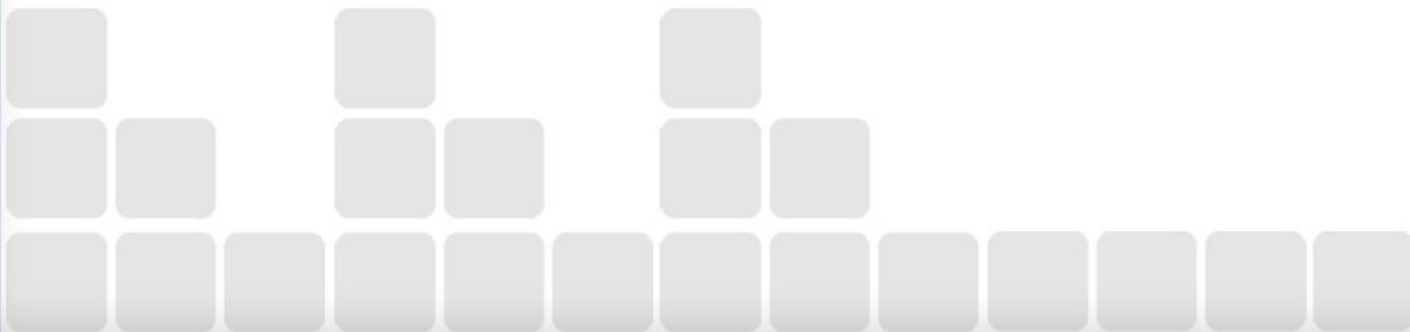
Project Officers: Dr. Bonnie Jones and Dr. David Guardino

# Objectives

- ✧ Describe CEEDAR approach to reform
- ✧ Describe why partnerships are important to the change process
- ✧ Discuss how two statewide partnerships (GA and OH) are providing the foundation for complex teacher and leader education change

# End of presentation

✧ What are two ideas you learned today that you would like to explore further in your state?



# 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 ready standards

# Effective Systems Change

- ✧ Clarity about changes needed
- ✧ Policy structure that supports desired change
- ✧ Influencers within and across institutions
- ✧ Implementation supports
- ✧ Evaluation mechanism

Fixsen, Blasé, Metz, Van Dyke (2013)

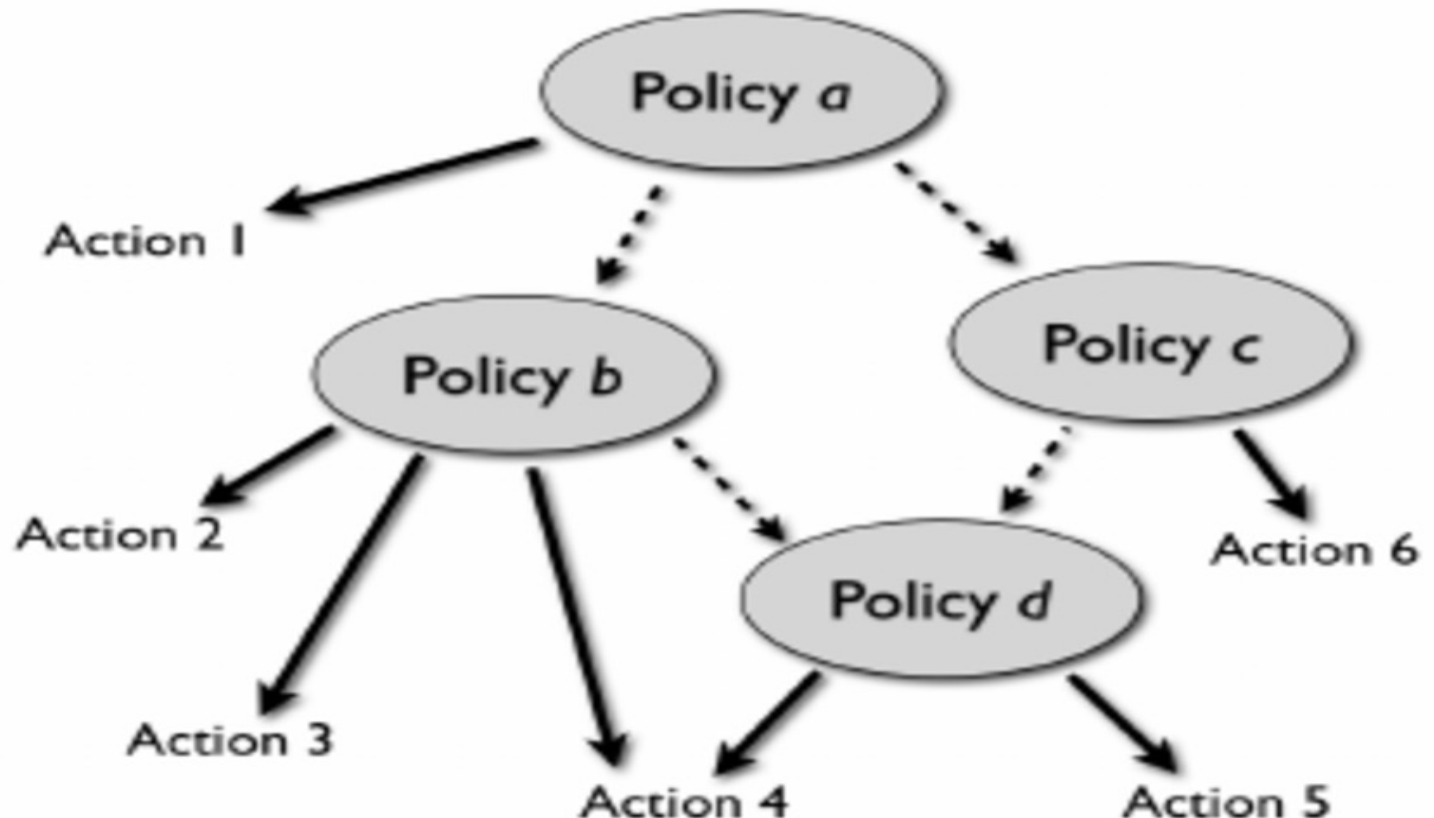
# Effective Systems Change (part 2)

Clarity.



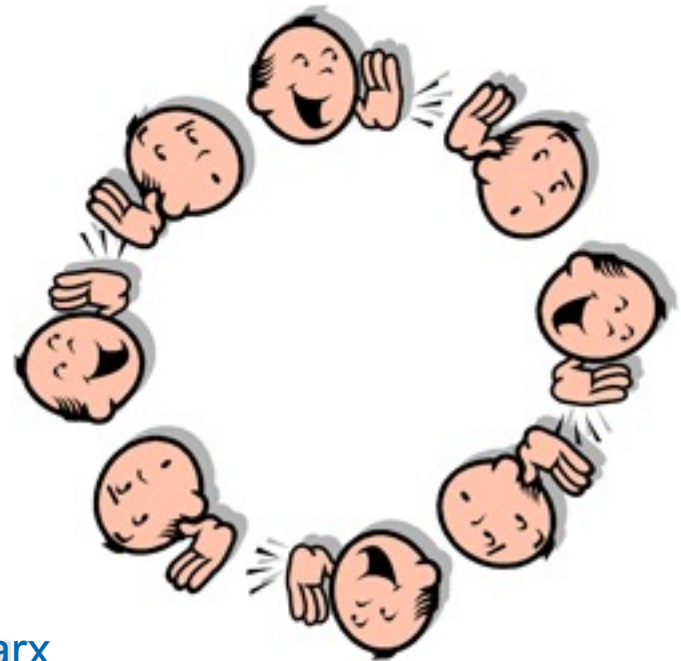
# Effective Systems Change (part 3)

✧ Policy structure that supports desired change



# Effective Systems Change (part 4)

✧ Influencers within and across institutions



Blumenfeld, Fishman, Krajcik, Marx  
& Soloway (2000); Fixsen, Blasé,  
Metz, Van Dyke (2013)

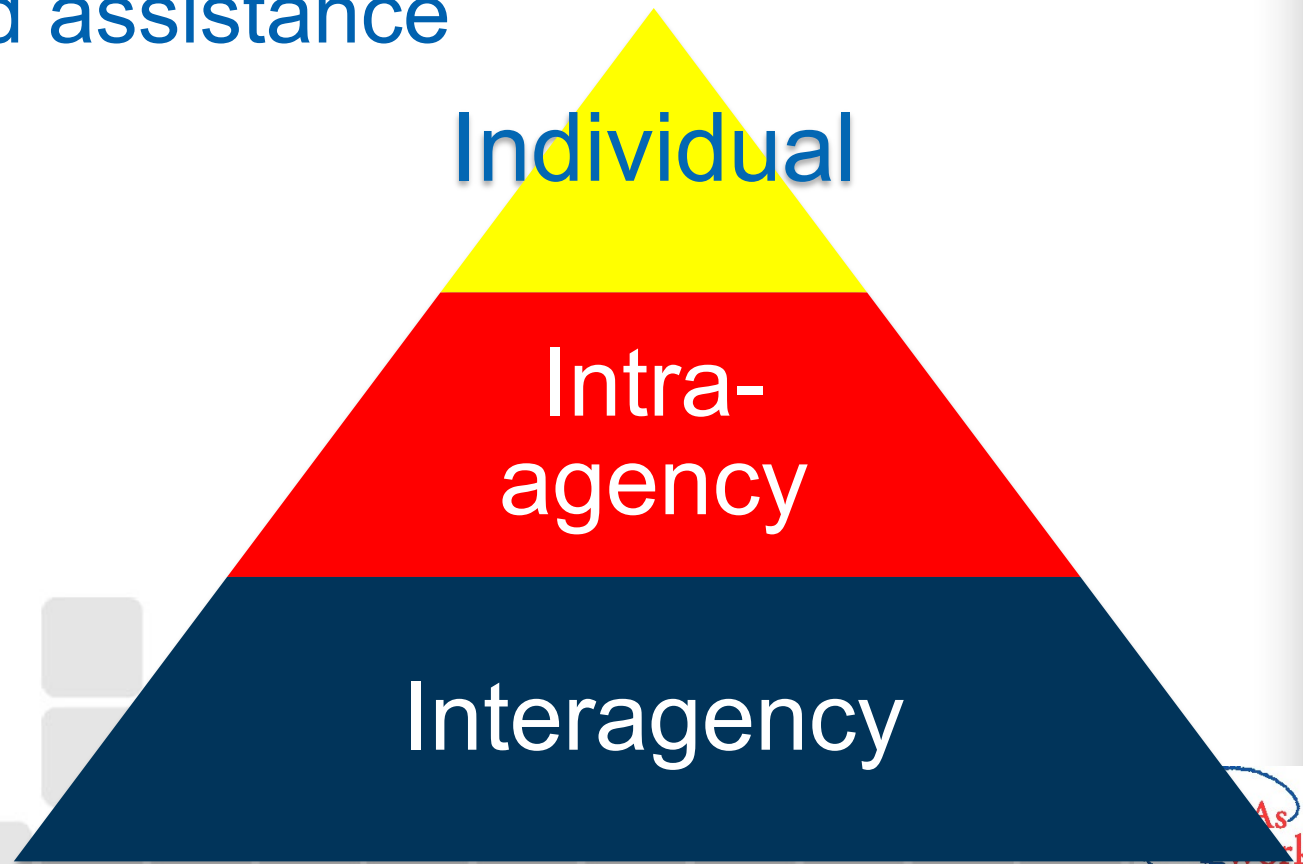
# Effective Systems Change (part 5)

✧ Quality implementation of research-based strategies



# Effective Systems Change (part 6)

✧ Tiered assistance

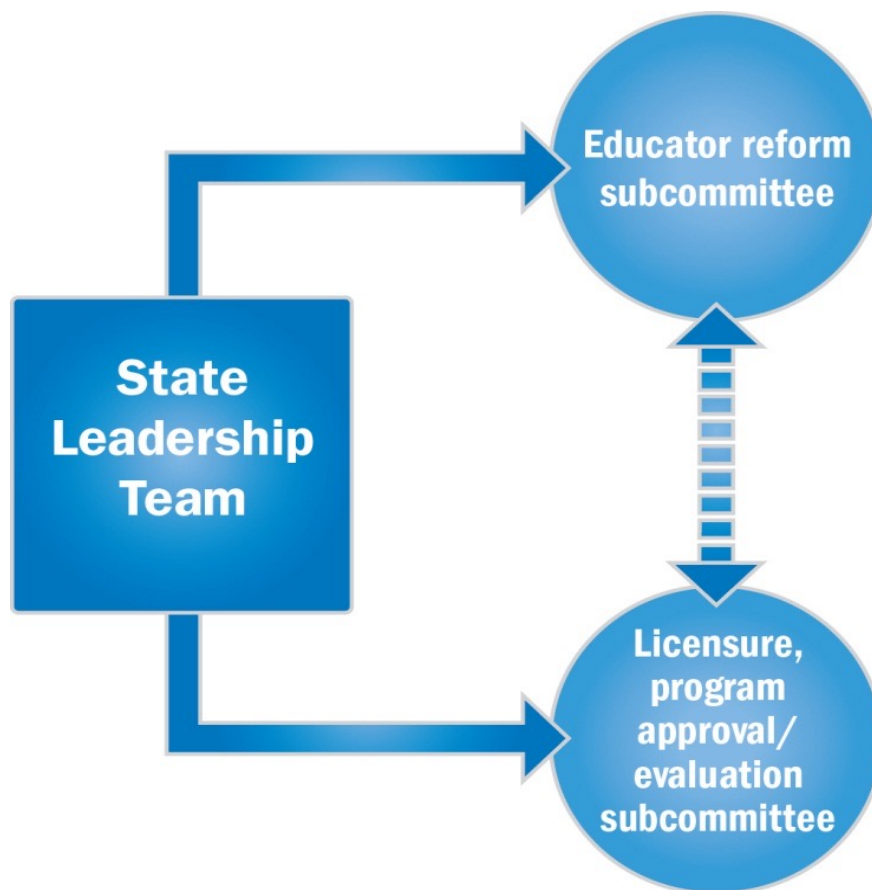


# Effective Systems Change

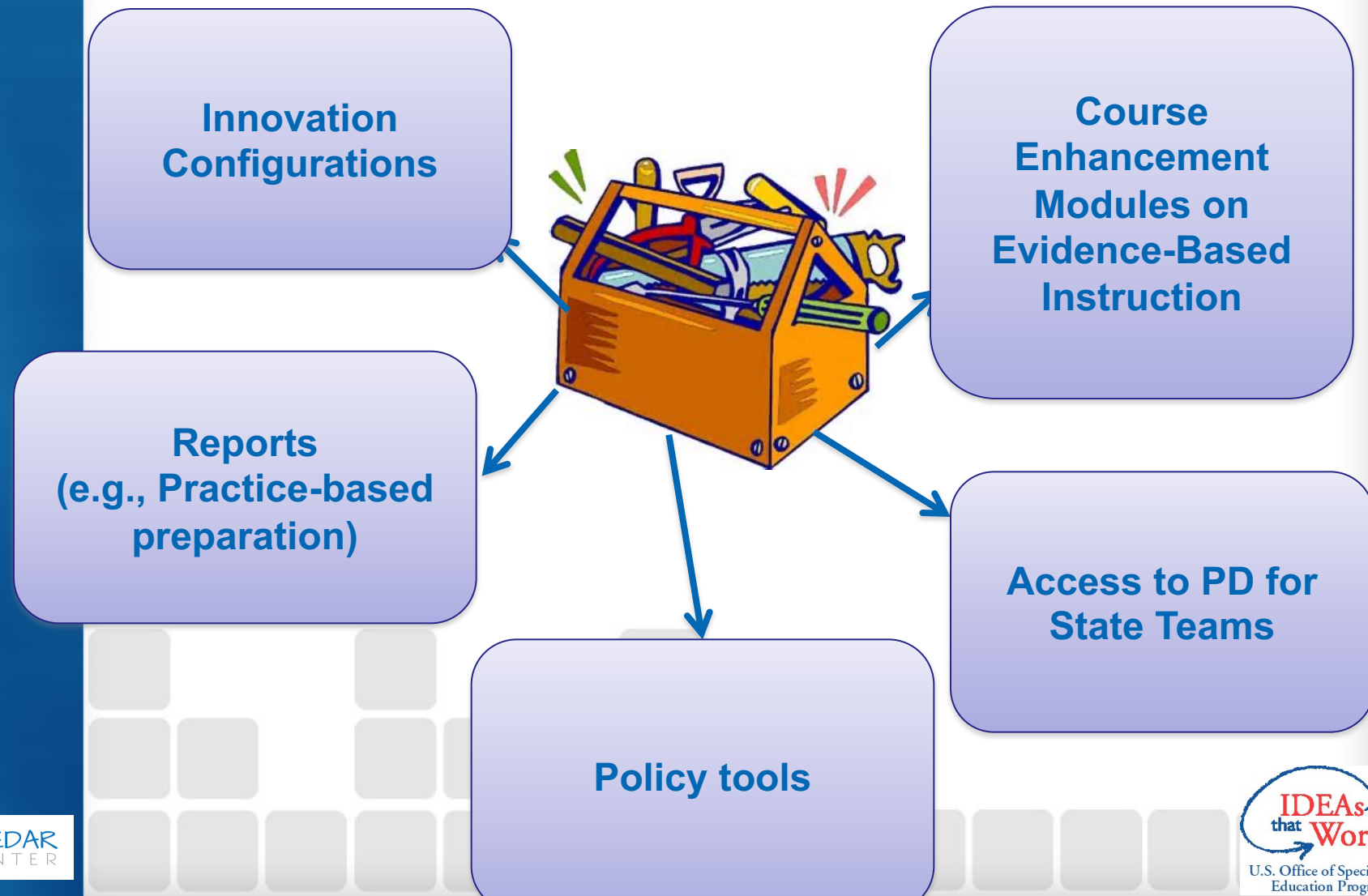
✧ Mechanism for evaluation and refinement



# State Leadership Teams



# TA Tools





# GEORGIA AND CEEDAR: A COLLABORATIVE PARTNERSHIP



# CEEDAR- GA project

✧ The CEEDAR-GA Project is a ***partnership*** between the Georgia Department of Education, the Georgia Professional Standards Commission, educator preparation programs, and local education agencies collaborating to develop ***teachers and leaders*** who can improve Georgia's future by graduating ALL students who are ready to learn, ready to live and ready to lead. .

# CEEDAR-GA Project (cont.)

✧ The CEEDAR/Georgia partnership leverages the power of existing initiatives to address goals in teacher and leader preparation reform, certification, and educator preparation evaluation

## Alignment Among Major Initiatives in Georgia



### CEEDAR Center

Increase collaboration across Institutes of Higher Education (IHEs), State Education Agencies (SEAs), and Local Education Agencies (LEAs) within general education, special education, leadership education.

Increase Outcomes for students with disabilities

Assist in organizing and sharing student data with Educator Preparation Programs (EPPs)



### Equity Plan

Increase collaboration across IHE, SEA, LEA within general education, special education, leadership education.

Increase Outcomes for students with disabilities

Assist in organizing and sharing student data with Educator Preparation Programs (EPPs)



### Network for Transforming Educator Preparation (NTEP)

Multi-tiered licensure

Alignment of Standards

Significant support in clinical preparation

Observation instrument of pre-service teachers



### State Systemic Improvement Plan (SSIP)

Increase graduation rates

Create data toolkit

Provide technical assistance to local education agencies in problem solving

Use regional coaches



### CEEDAR / Equity Plan

Increase use of best/evidence-based practices to help minority students

Increase teacher's effectiveness in teaching reading and math



### CEEDAR / SSIP

Align and focus efforts to increase student outcomes statewide



### Equity Plan / NTEP / SSIP

Use student growth data to measure effectiveness and improvement

Utilize P-20 partnerships



### CEEDAR / Equity Plan / NTEP / SSIP

Increase capacity to implement practices  
increase effectiveness of teachers and leaders

Increase use of best/evidence-based practices such as Universal Design for Learning (UDL) and Positive Behavioral Interventions and Supports (PBIS)

Utilize P-20 Partnerships

# CEEDAR & Georgia

**A partnership between Georgia and the  
CEEDAR Center bringing together:**

**General Education**

**Special Education**

**Educational Leadership**

The Georgia Department of Education, the Georgia Professional Standards Commission, educator preparation programs, and local education agencies are collaborating to develop teachers and leaders who can improve Georgia's future by graduating ALL students who are ready to learn, ready to live and ready to lead.



Multi-system Collaboration



Evidence-based Teacher Preparation



Universal Design for Learning



Multi-tiered Systems of Support



Positive Behavioral Interventions  
and Supports



Tiered Certification



Educator Preparation Alignment



Teacher Collaboration



Preparation Program Evaluation



Professional Learning

**The CEEDAR/Georgia partnership leverages the power of existing  
initiatives to address goals in teacher and leader preparation  
reform, certification, and educator preparation evaluation.**



**CEEDAR  
CENTER**

Learn more at [cedar.org](http://cedar.org) or by contacting Karen Wyler at [kwylar@doe.k12.ga.us](mailto:kwylar@doe.k12.ga.us)

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# OHIO AND CEEDAR: A COLLABORATIVE PARTNERSHIP





ON EXCEPTIONAL CHILDREN

*The Compact serves as an advisory body regarding issues related to the preparation of qualified providers for students with disabilities and other at-risk learners*



**Promotes shared understanding and implementation of effective practices that contribute to improved results for all children and youth**



# Leveraging National Support and Resources

## ✧ CEEDAR

- Facilitation of Steering Committee – Development of “Blueprint” – Design & Implementation
- Models for dual licensure
- Support to 3 Innovative Grant IHEs

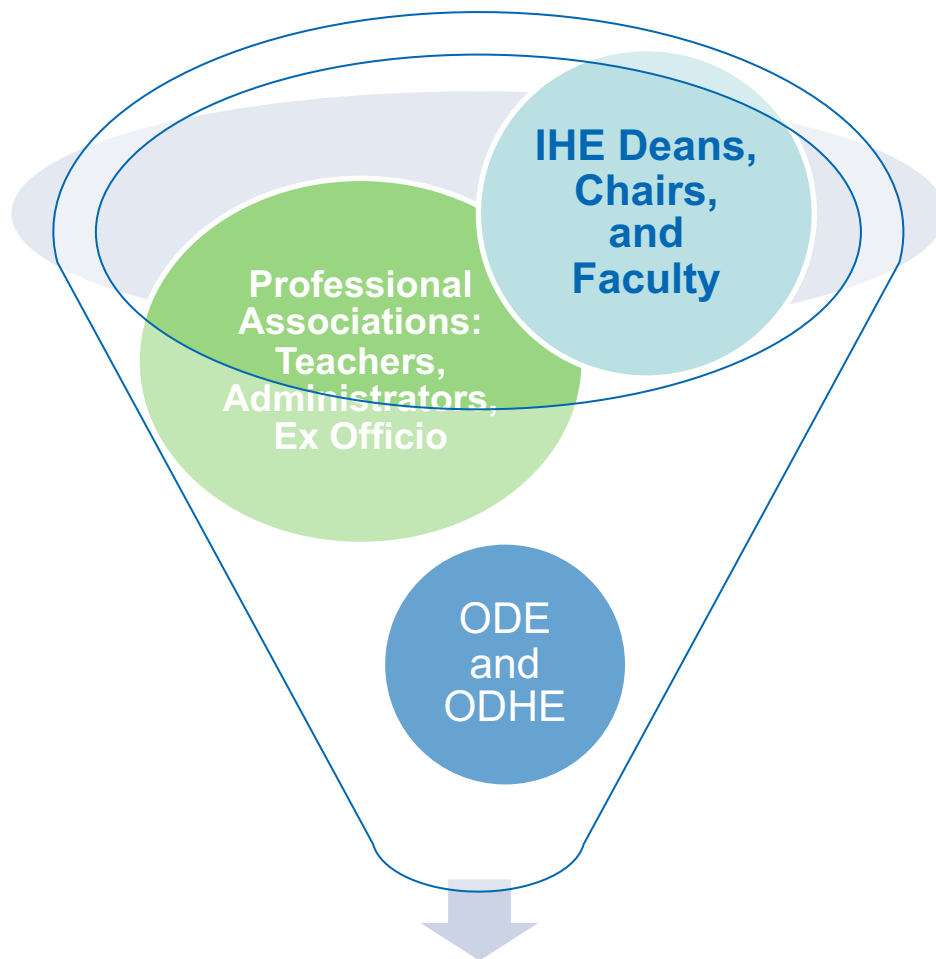
## ✧ National Supports:

- Teacher Preparation programs

# Ohio Dean's Compact for Exceptional Children

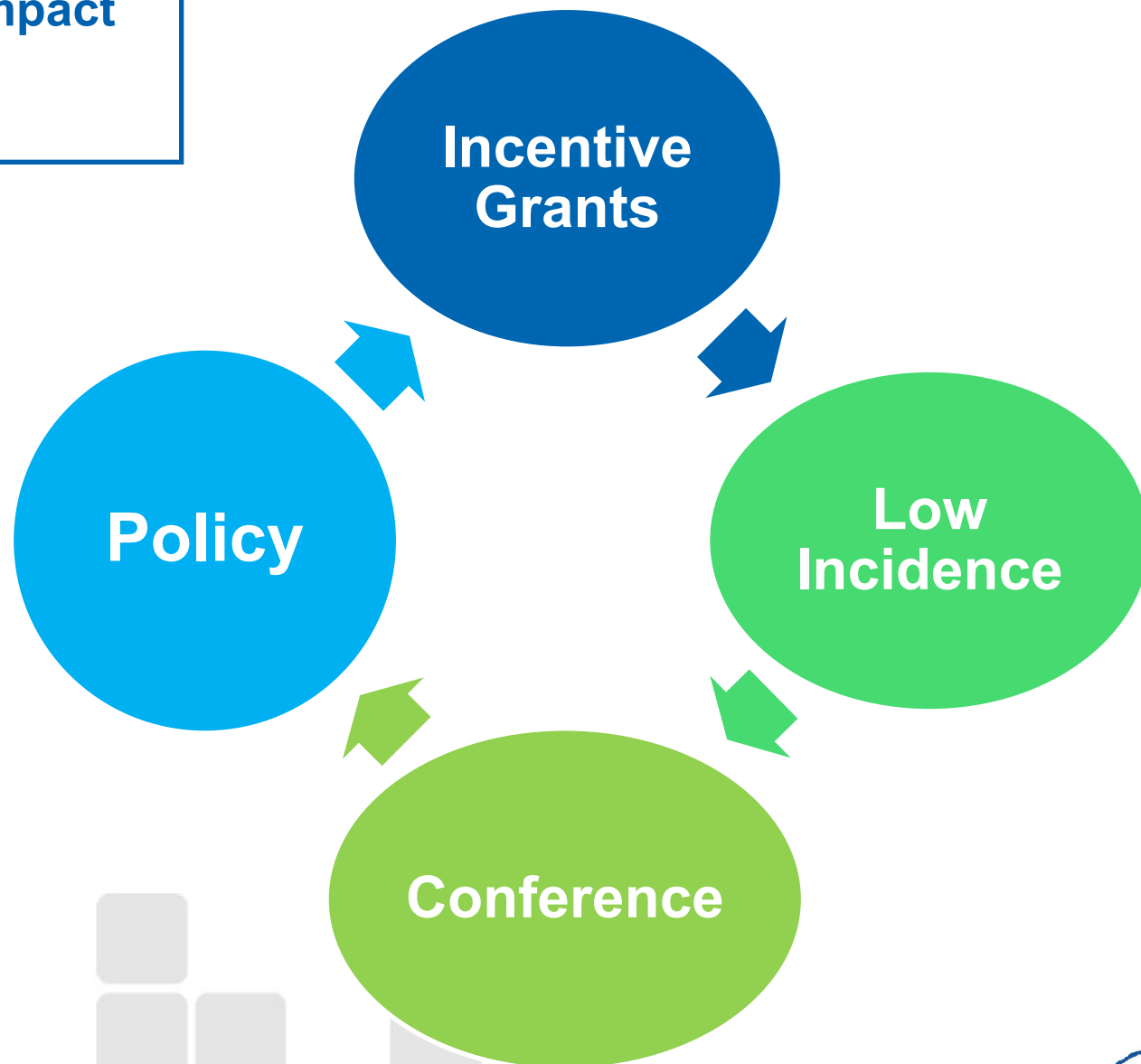
## Membership

CEEDAR  
Leadership  
Team



# Ohio Deans Compact on Exceptional Children

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# ✧ Incentive Grants

Merged and Blended  
Program Development

School Administrator  
Preparation - Redesign

Simultaneous Renewal

# Moving Forward ...

- ✧ Implementation of dual licensure preparation programs
- ✧ A higher education consortium for preparation of teachers of students who are blind or low vision
- ✧ Proposal for changes to Ohio's Teacher Licensure

# Ohio Contacts

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# Questions

- ✧ What interested you most about the GA and OH work?
- ✧ What are two ideas you learned today that you would like to explore further in your state?
- ✧ What part of our TA effort would be most useful for assisting reforms in your states, particularly as they relate to your State Systemic Improvement Plan?