



It pays to partner:
Building reform capital through cross-agency collaboration

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CEEDAR 2.0

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CCSSO 
Council of Chief State School Officers

CEEDAR 1.0 STATES



2013 COHORT

California
Connecticut
Florida
Illinois
South Dakota



2014 COHORT

Georgia
Montana
New Hampshire
Ohio
Utah



2015 COHORT

Arizona
Michigan
Missouri
Oregon
Tennessee



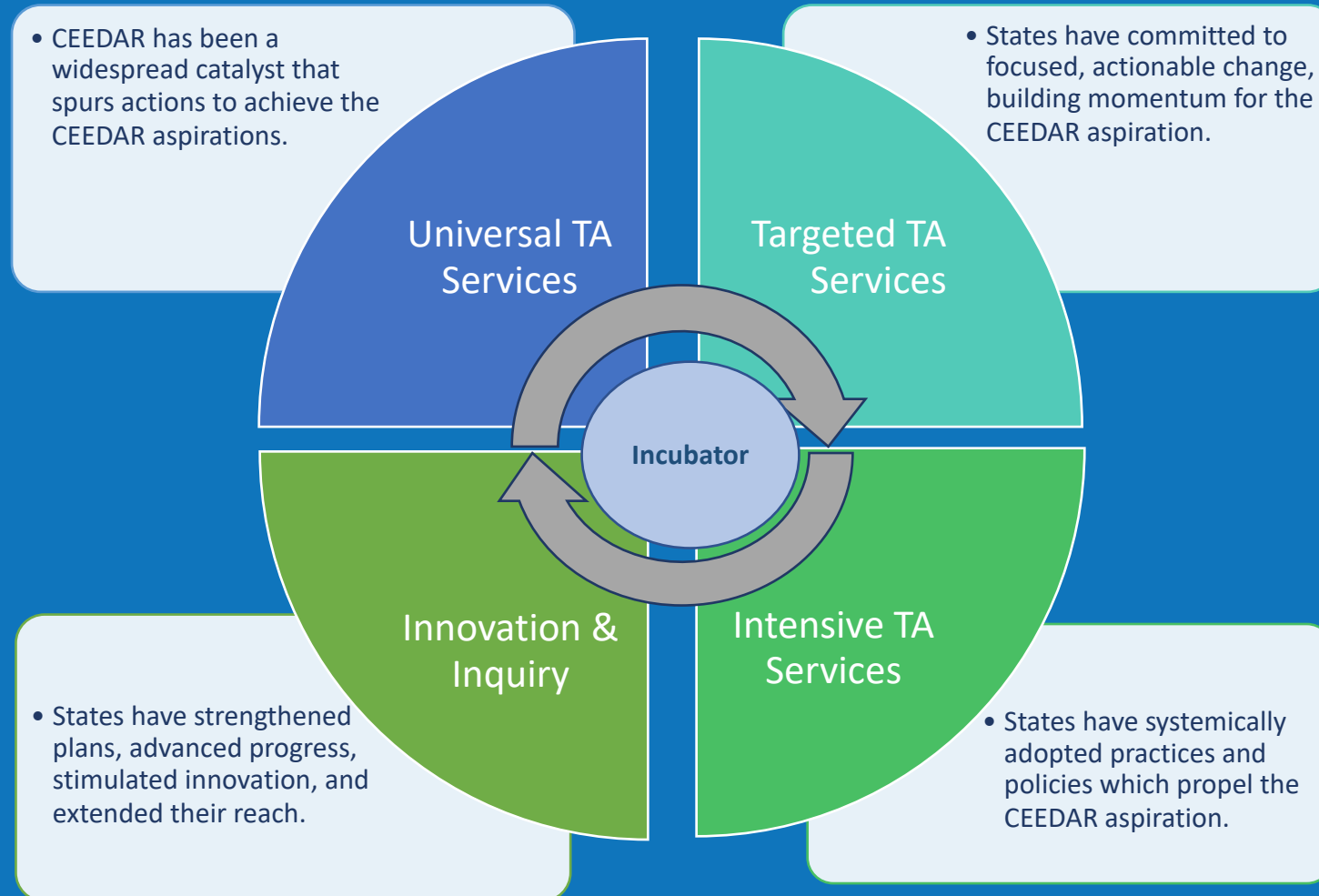
2016 COHORT

Colorado
Kentucky
Mississippi
Nevada
Rhode Island

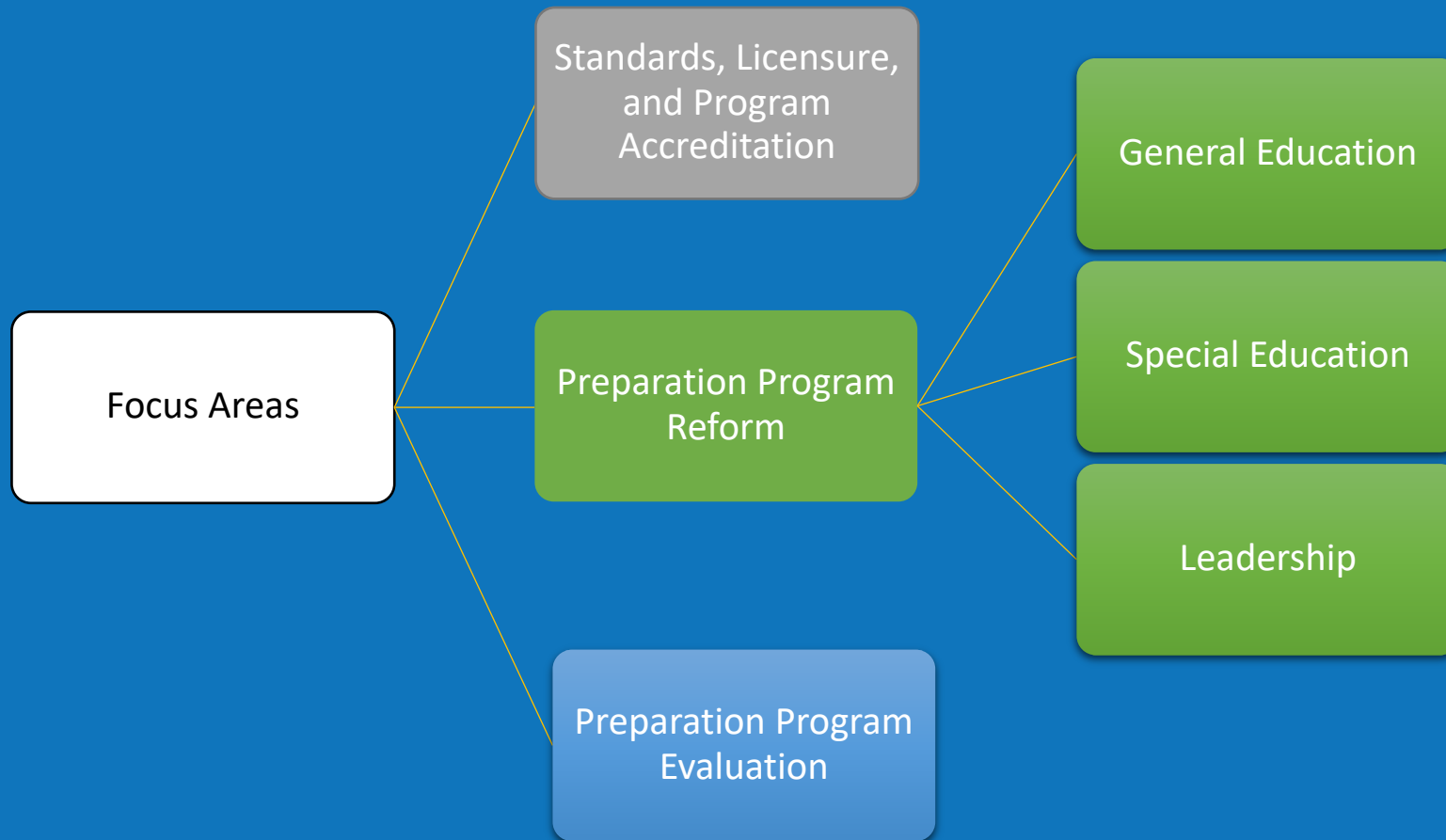
OUR MISSION STATEMENT

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

WINNING ASPIRATION: EVERY STUDENT WITH A DISABILITY HAS AN EQUITABLE OPPORTUNITY TO ACHIEVE.



PROFESSIONAL LEARNING SYSTEM FOCUS AREAS





CONTEXT: TN-CEEDAR PARTNERS



CONTEXT: TN-CEEDAR KEY PLAYERS

- **Tennessee Department of Education**
 - Office of Special Populations
 - Office of Teachers and Leaders
- **University of Memphis (Western Region–TBR institution)**
 - Special Education, General Education, Educational Leadership
 - School Partners
- **Vanderbilt University (Middle Region–Private institution)**
 - Special Education, General Education
 - School Partners
- **University of Tennessee–Knoxville (Eastern Region–UT System)**
 - Special Education, General Education, Educational Leadership
 - School Partners

CONTEXT: TENNESSEE PRIORITIES

Early Foundations & Literacy

Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary

Preparing significantly more students for postsecondary completion

All Means All

Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support

Supporting the preparation and development of an exceptional educator workforce

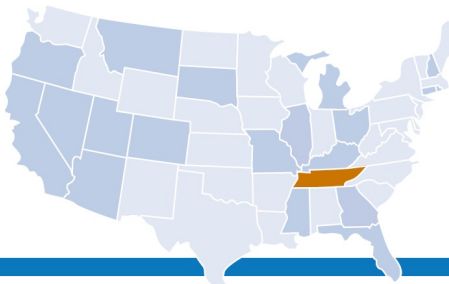
District Empowerment

Providing districts with the tools and autonomy they need to make the best decisions for students

TN-CEEDAR SHARED VISION & MISSION



Tennessee Successes



Vision

Prepare effective teachers and leaders who create academic learning environments where every child is seen, encouraged, and challenged — inspired to become a life-long learner and contributing member of society.

Mission

Cultivate growth of educators who create school communities that provide a climate of educational equity.

Prepare all educators to use evidenced-based practices, such as universal design for learning, differentiation and scaffolding, and intervention.

Foster collaboration at all levels between general and special educators so that all students may benefit from high quality, engaging, differentiated core instruction and have access to appropriate intervention(s) in their area of need.

Align professional learning systems, language, and goals among school districts, EPPs, state department of education, and state board of education.

Notable Accomplishments

Alignment & Communication

- Conducted regular meetings including information on the CEEDAR partnership in the Tennessee EPP Update
- Developed a one-page Executive Summary about the CEEDAR work
- Engaged the Tennessee Association for Colleges of Teacher Education (TACTE) to advance TN-CEEDAR work

Needs Assessment and Data Sharing

- Conducted a needs assessment with LEA leaders to identify high-priority practices
- Alignment with High-Leverage Practices for Special Education
- Developed a data resource table

Teacher and Leader Preparation

- Developed a crosswalk to review and align relevant standards (e.g., Council for Professional Children's professional standards, PSEL) frameworks (e.g., RTI² and special education), practices (e.g., CEEDAR/CEC High-Leverage Practices for Special Education), and performance metrics (e.g., TEAM, edTPA)
- Conducted course and program review at three partner EPPs using CEEDAR's Innovation Configuration system in priority areas (i.e., Tennessee entry standards, High-Leverage Practices for Special Education, additional identified evidence-based practices)

Professional Standards

- Conducted a brief survey to better understand current EPP practices for preparing candidates to implement RTI² and special education in Tennessee
- Provided recommendations for educator preparation professional standards for implementing RTI² and special education in Tennessee

Collaborative Partners



<http://cedar.education.ufl.edu>

<http://cedar.education.ufl.edu/tennessee-intensive-ta>

TN-CEEDAR GOALS

- **Goal 1: Communication** – establish and/or streamline communication and collaboration processes to improve teacher and leader preparation development within and across stakeholders.
- **Goal 2: Data/Needs Assessment** – establish and/or streamline processes for collecting and disseminating highly informative and high quality data to improve teacher and leader preparation and development.
- **Goal 3: Preparation for RTI²** – review teacher and leader preparation and development programs to ensure program completers have the knowledge and skills to provide instruction and intervention for all learners
- **Goal 4: Preparation Policy** – will review and/or make recommendations regarding potential changes to the Educator Preparation Policy, specifically the professional standards, in relationship to the preparation of general and special educators as well as school leaders to support all learners.

ACCOMPLISHMENTS THROUGH PARTNERSHIPS

- **Goal 1: Communication**

- TN-CEEDAR partnership included in the monthly in the Tennessee EPP Update
- Developed a one-page Executive Summary about the CEEDAR work
- Leveraged the Tennessee Association for Colleges of Teacher Education (TACTE) meetings to advance TN-CEEDAR work

- **Goal 2: Data/Needs Assessment**

- Conducted a needs assessment with LEA leaders to identify high-priority practices for alignment with High-Leverage Practices for Special Education
- Created a data resource table

ACCOMPLISHMENTS THROUGH PARTNERSHIPS

- Goal 3: Preparation for RTI²

- Developed a crosswalk to review and align relevant standards, frameworks, practices, and performance metrics
- Three partner EPPs conducting course and program review using CEEDAR's Innovation Configuration system in priority areas
- Three EPPs and school district partners have conducted workshops on the implementation of High-Leverage Practices for Special Education. This work is continuing throughout the spring semester.

ACCOMPLISHMENTS THROUGH PARTNERSHIPS

- Goal 4: Preparation Policy (Professional Standards)
 - Conducted a brief survey to better understand current EPP practices for preparing candidates to implement RTI² and special education in Tennessee
 - Drafted recommendations for educator preparation professional standards for implementing RTI² and special education in Tennessee

CHALLENGES AND LESSONS LEARNED

- Prioritize goals and activities
- Engage district personnel and secure buy-in
- Anticipate and plan ahead for personnel changes
- Plan and implement consistent communication strategies across all partners
- Know that good things will happen – even if it takes more time than you think





CONTEXT: MO-CEEDAR PARTNERS



**MISSOURI COUNCIL OF ADMINISTRATORS
OF SPECIAL EDUCATION**
A Subdivision of the Council for Exceptional Children



CONTEXT: EDUCATION PARTNERSHIPS IN THE STATE

- EPP faculty have mostly operated in silos developing courses and field experiences
- EPPs and MO DESE partnerships have been strained historically
- EPPs and local education agencies have commonly worked to provide student teaching opportunities, but not as true partners
 - This is even a challenge because of time commitments and high-stakes testing
 - Student teaching models tend to be traditional and limited

SHARED VISION & GOALS FOR MO-CEEDAR

VISION

Educator Preparation Programs in Missouri will prepare pre-service educators and educational leaders to teach and lead in collaborative, learner-centered, inclusive schools using rigorous, relevant curricula and high-leverage, evidence-based instructional practices within a framework of increasing levels of academic and social-emotional-behavioral supports designed to positively impact the achievement and college-career-adult readiness of all learners.

- EPP faculty will incorporate **high-leverage, evidence-based instructional and inclusive practices** that support the academic and social-emotional-behavioral development of all learners into pre-service educator and leader preparation course curricula
- EPP faculty will incorporate awareness and foundational knowledge and skills of **MTSS frameworks, delivery systems, and strategies** for intensifying levels of academic and behavioral supports (Tier 2 & 3) into course curricula to prepare pre-service educators and leaders
- IHE faculty will provide **a range of clinical learning experiences** for pre-service educators within PK-12 districts/schools that practice a variety of high-leverage evidence-based instructional practices including **frameworks for increasingly intensified levels of academic and social-emotional-behavioral support** (align and strengthen clinical practice through relationships between K-12 schools and EPPs)

ACCOMPLISHMENTS THROUGH PARTNERSHIPS

- Review & revision of EPP curricula using CEEDAR Innovation Configurations
- Multiple & significant shared learning opportunities around key CEEDAR themes
 - Inclusive practices
 - High leverage instructional practices
 - Innovative Clinical Practice models
 - MTSS—data based decisions, evidence based strategies for Tier 1, 2, and 3
 - Universal Design for Learning
 - Social emotional learning and behavioral supports
- EPP partnerships with Regional Professional Development Centers to provide intense targeted professional learning for EPP faculty, students, and partner districts
 - Brain-based Teaching and Learning (3 days)
 - Effective Teaching and Learning practices (3 days)
 - Inclusive practices in reading and math via UDL and MTSS frameworks (3 days)

ACCOMPLISHMENTS THROUGH PARTNERSHIPS

- Summer Institute: Design and Development of Embedded Clinical Practice Experiences
 - Created strong EPP & LEA partnerships in developing & providing significant opportunities for clinical practice throughout the 4 pre-service years
 - UMSL includes clinical practice experience through agency partnerships
- School-based professional development offered to partnering schools by EPP faculty

CHALLENGES AND LESSONS LEARNED



- **Challenges**

- Sufficient time and people to initiate and sustain the work
- Release time to participate in shared learning and development opportunities

- **Lessons**

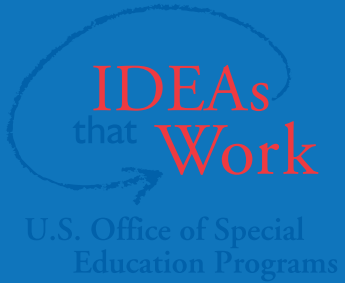
- It is possible for EPPs and MO DESE to effectively partner on educational reform—our hopes, dreams, vision for the future are more alike than we realized
- Partnering isn't as hard as it seems—educators thrive on collaboration and do their best work in the company of others with similar beliefs about teaching and learning—push through the barriers and make it work!
- Listen to various stakeholders—the students know what they need to grow—especially how clinical practice experiences can be enhanced

KEY INSIGHTS FROM ACROSS THE COUNTRY

- Communication is essential and easier when we establish common language and understanding
- Leveraging existing structures, resources, and relationships is a good way to get started—or establish new ones
- Authentically engaging various stakeholders enriches outcomes and ensures buy-in
- What gets measured is most likely to get done

How are partnerships being leveraged in your state to improve teacher leader effectiveness and ensure equitable opportunities for students with disabilities to achieve?

DISCLAIMER



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