



Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center

U.S. Department of
Education,
H325A120003

CEEDAR Center

- ✧ Funded by OSEP for five years
- ✧ Cooperative Agreement with the University of Florida
- ✧ Directed by Dr. Mary Brownell
- ✧ Began Jan 1, 2013
- ✧ Intensive technical assistance to 20 states

CEEDAR Center

Leadership

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

Partners

- ✧ American Institutes for Research
(AIR)
- ✧ University of Kansas, Center for
Research on Learning
- ✧ Council of Chief State School
Officers
- ✧ Major organizations
 - AACTE
 - CEC
 - NASDTEC
- ✧ Senior advisors

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

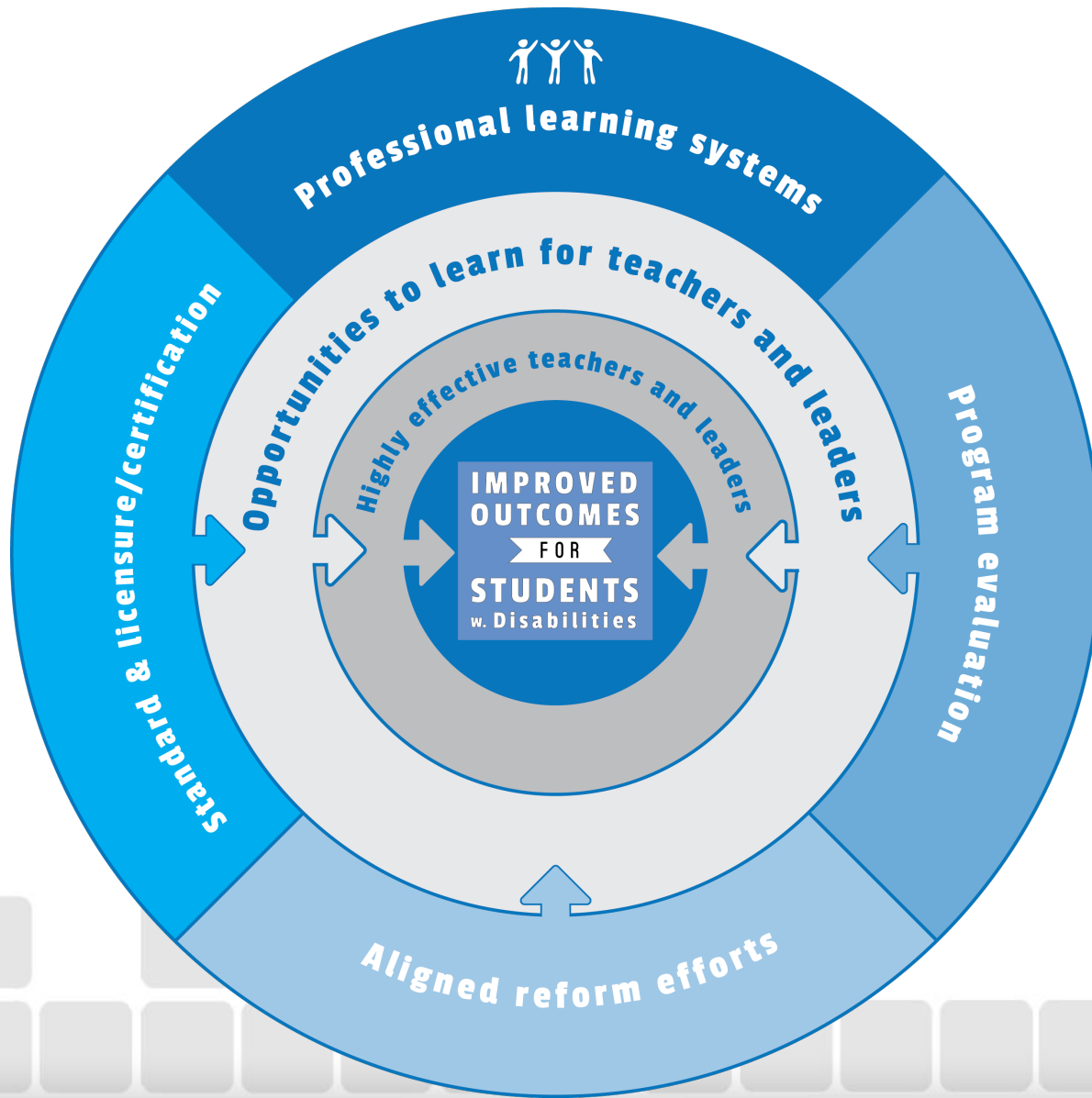
Today

- ✧ Provide an overview of the Center's work and examples of state work
- ✧ Provide information about the tools and resources we have available
- ✧ Introduce CEEDAR TED presentations

CEEDAR's Mission

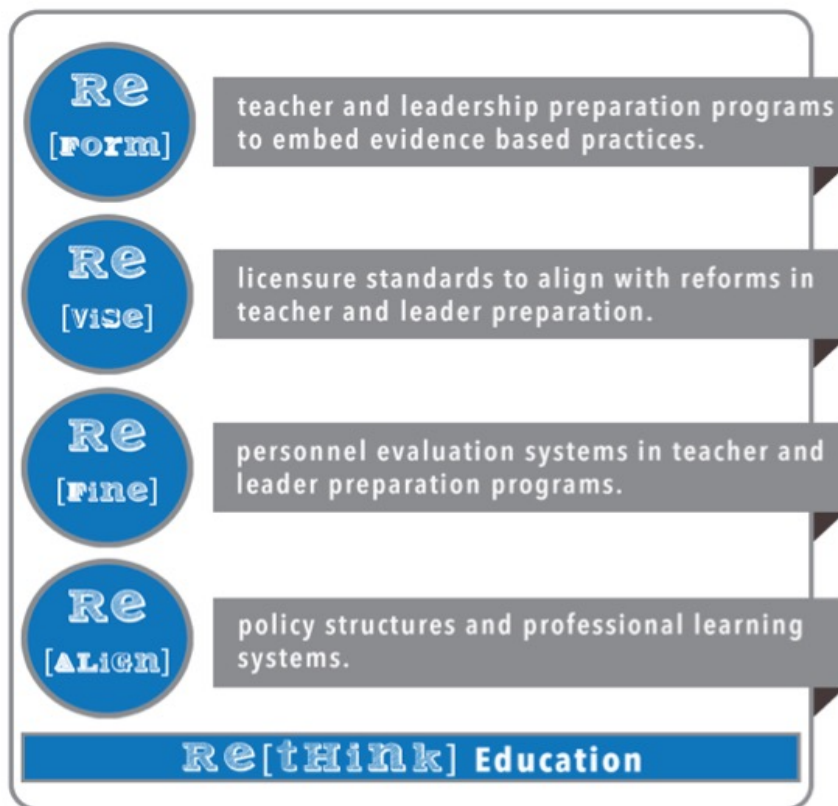
✧ To create ***aligned*** professional learning systems that provide teachers and leaders effective ***opportunities to learn*** how to improve and support core and specialized instruction in inclusive settings that enable students with disabilities to achieve college and career readiness standards

Our Approach

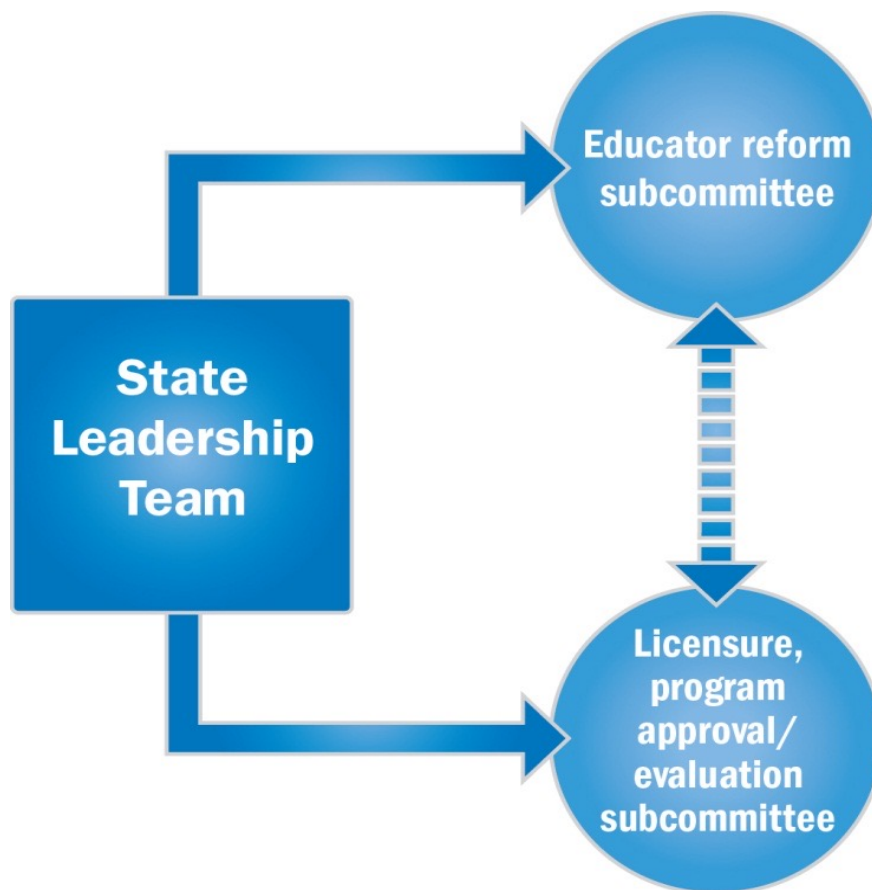


Fundamentals of Our Approach

- ✧ Facilitate collaborative relationships among SEAs, IHEs (and other training programs), and LEAs to:



State Leadership Teams



Key Assumptions



Intensive State Partners

THE THREE REFORM AREAS

Standards & Licensure

- ✧ Analyze/revise policy/requirements to determine alignment with standards
- ✧ Examine preparation program implementation
- ✧ Determine consistency with evaluation systems



Examples of State Work



Ensuring general education teachers can work with students with disabilities

Program Evaluation & Approval

- ✧ Identify systems in place to measure program effectiveness
- ✧ Determine appropriateness of existing or piloting new measurement systems
- ✧ Align CEEDAR efforts and CAEP standards



Examples of State Work

- ✧ Kentucky is developing systems to track data and program progress



Examples of State Work

- ✧ Michigan aims to align program approval with State Board of Education Standards, CAEP, and CEEDAR reforms



Examples of State Work

✧ California is modifying teacher observation rubrics to align with new teaching standards



Strand Presentation

Educator preparation policy as a lever for improving teacher and leader preparation: Keeping promises in Tennessee

Friday 10:00am

Crimson Clover Room

Dual credential preparation: California State University-Long Beach's (CSULB) vision for equity and excellence in education

Friday 1:00pm

Lilly of the Valley Room

CEEDAR Policy Tools

May 2015

Promises to Keep:

Transforming Educator Preparation to
Better Serve a Diverse Range of Learners

Leveraging the Policy Recommendations of CCSSO's Our Responsibility, Our Promise Report

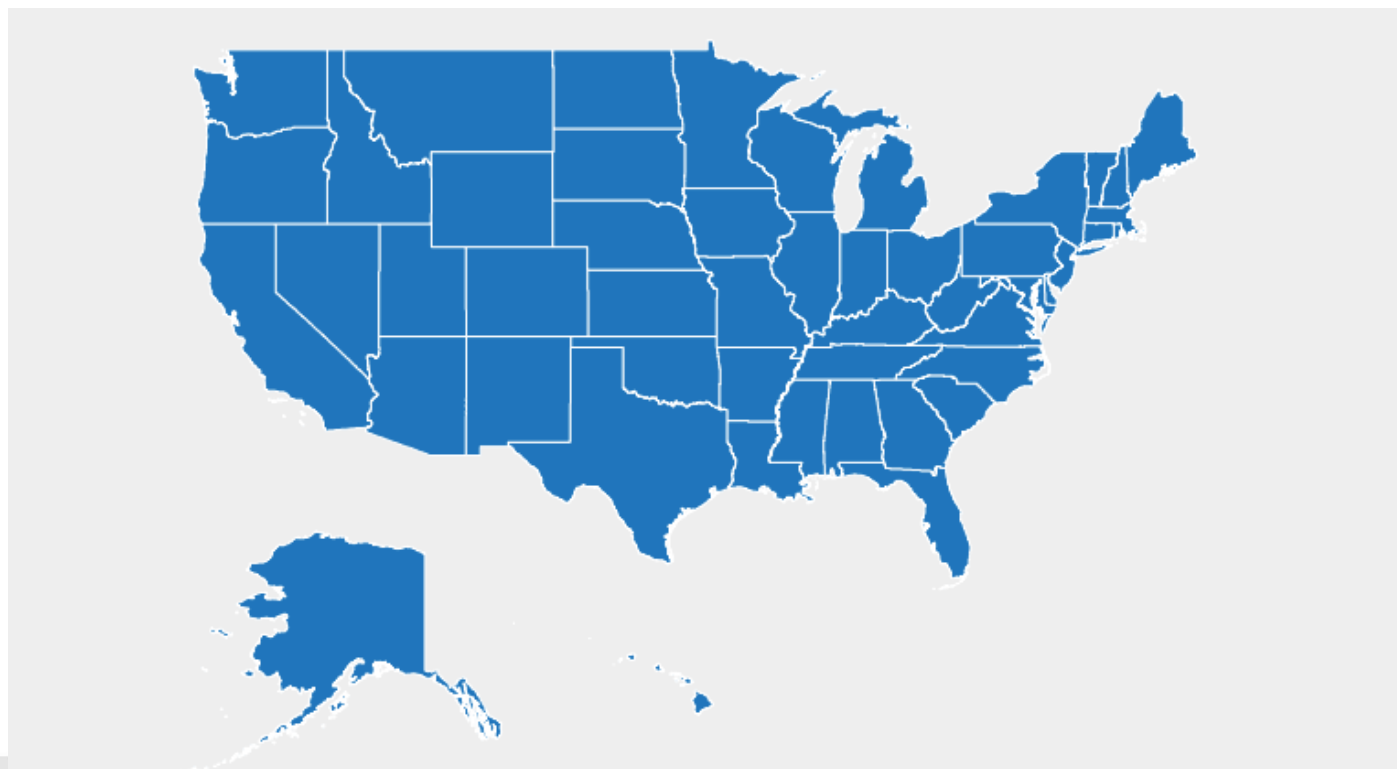


Promises to Keep

How we can transform
educator preparation to
better serve all learners

Promises to Keep is the highly anticipated collaborative report that the Council of Chief State School Officers (CCSSO) and CEDAR jointly released in June. During the Cross State Convening, the report received accolades from Michael Yudin, assistant secretary for Special Education and Rehabilitative Services, U.S. Department of Education. It contains actionable policy recommendations for ensuring that opportunity is not just a possibility, but also a promise—for all students. *Promises to Keep* is a must-read!

CEEDAR Policy Map



[Link to policy map](#)

Program Reform

- ✧ Identify key collaborators
- ✧ Develop common focus area for reform
- ✧ Complete IC process/identify high leverage practices to analyze program efforts
- ✧ Engage in program reform



Georgia Example

✧ Tackling special education, general education, and leadership reform for inclusion

✧ Linkages to induction



Michigan Example

✧ Literacy, high leverage practices, and practice-based preparation – using MTSS as a framework



Connecticut Example

✧ Statewide effort
to improve
beginning
teachers' ability
to teach literacy



Ohio Example

✧ Design dual certification programs and certification; practice-based preparation



Preparation Tools

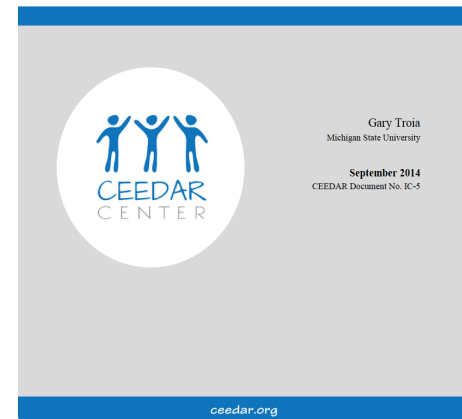
- ✧ Innovation Configurations (ICs)
- ✧ Course Enhancement Modules (CEMs)
- ✧ Reports
 - Practice Review
 - High Leverage Practice (HLP)

Innovation Configurations

- ✧ Reading Instruction Grades K-5
- ✧ Reading Instruction Grades 6-12
- ✧ Transition Services
- ✧ Universal Design for Learning (UDL)
- ✧ Culturally Responsive Teaching
- ✧ Writing Instruction
- ✧ Principal Leadership
- ✧ Content Learning with Technology
- ✧ Students with Sensory Impairments
- ✧ Students with Severe Disabilities
- ✧ Mathematics
- ✧ Technology in Pre-Service Prep
- ✧ Behavior Management

Innovation Configuration

Evidence-Based Practices
for Writing Instruction



Evidence-Based Reading Instruction for Adolescents

Essential Components	Implementation Levels				
	Level 0	Level 1	Level 2	Level 3	Rating
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately.	There is no evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Must contain at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.	Must contain at least one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Must contain at least one item from Level 1 as well as at least one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.	Rate each item as the number of the highest variation receiving an X under it.
4.0 Comprehension (Instruction and Strategies)					
4.1 - Direct and explicit instruction.					
4.2 - Strategies good readers use before, during, and after reading (e.g., set purpose, activate prior knowledge, make predictions; generate questions, determine main ideas, make inferences, paraphrase, use fix-ups to solve comprehension problems, summarize).					
4.3 - Self-regulation and metacognitive skills; active participation.					
4.4 - Multicomponent strategies (i.e., Collaborative Strategic Reading (CSR) and reciprocal teaching).					
4.5 - In-depth, discussion-oriented instruction.					
4.6 - Use of digital literacy.					

✧ [Link to Innovation Configurations](#)

Course Enhancement Modules

[How to Use](#) [Overview](#) [Learning Resources](#) [Multimedia](#) [Course & PD Outlines](#) [References and Additional Resources](#)



Disciplinary Literacy
Home

Course Enhancement Module: Disciplinary Literacy

The Course Enhancement Module (CEM) on Disciplinary Literacy (CEM-DL) is a compilation of resources intended for use in the development and enhancement of teacher and leadership education courses, as well as for professional development programs for practitioners. The resources are designed to support professional learning opportunities for stakeholders invested in the support and instruction of students with disabilities and others who struggle with learning to meet college and career readiness standards.

Disciplinary Literacy

Disciplinary literacy refers to the specifics of reading, writing, and communicating in a discipline. It focuses on the ways of thinking, the skills, and the tools that are used by experts in the disciplines (Shanahan & Shanahan, 2012). Each discipline (e.g., science, math, history) has a specialized vocabulary and components that are unique to that discipline. Secondary students need to be taught what is unique about each discipline and the "nuanced differences in producing knowledge via written language across multiple disciplines" (Moje, 2007, p. 9).

Tweets

Ceedar Center
@CeedarCenter
She left a career practicing law to pursue making a difference in Education. Meet Kathleen Palokas of @CCSSO [ow.ly/u](#)

The Hechinger Report
@hechingerreport
Why is common core controversial?
@hechingerreport in-depth look on w/ promising and problematic: [bit.ly/1t2j8](#)
#CommonCore
Retweeted by Ceedar Center
Expand

Ceedar Center
@CeedarCenter
"C" stands for #collaboration. A look i
Tweet to @CeedarCenter

Affiliated Links

SPeNSE
NCIPP
COPSSE



CEM NAVIGATION

Use this menu to navigate to other parts within this CEM

[Overview](#)

[Learning Resources](#)

[Multimedia](#)

[Course and PD Outlines](#)

[References and Resources](#)

[How to Use](#)

- ✧ Disciplinary Literacy
- ✧ Classroom and Behavior Management
- ✧ Universal Design for Learning
- ✧ EBP for students with severe disabilities

- ✧ Inclusive Education
- ✧ MTSS for math
- ✧ Reading K-5
- ✧ Leadership

Reading

- ✧ Overview: Purpose and objectives
 - Reading CEM
- ✧ Learning resources:
 - Introduction
 - Multi-tiered systems of support
 - Essential components of reading instruction
 - Supplemental reading instruction
 - Intensive reading instruction
- ✧ Multimedia
- ✧ Course and PD Outlines
- ✧ References and resources

[Link to CEMs](#)

Reports

325T Best Practice Review

325Ts were funded grants for institutions to restructure and improve special education teacher preparation. The 325T best practice review aimed to identify and disseminate effective strategies for restructuring preparation, fostering collaboration, improving training, integrating EBP into program content, and evaluating program outcomes. The analysis of 325T projects involved a survey and interviews with key informants to capture the project directors' lessons learned and best practices as they reformed and enhanced the teacher preparation programs.

325T Best Practice Review

Literature Syntheses

The literature syntheses were written by teams of experts to provide an evidence-based foundation for the CEEDAR Center Technical Assistance. These syntheses include the most recent and credible research available in selected areas related to reform professional learning systems to ultimately improve outcomes for students with disabilities. We hope that you find these papers compelling and relevant to your work.

Using Educator Effectiveness Measures to Improve Educator Preparation Programs and Student Outcomes

Preparing School Leaders

High Leverage Practices

Practice Review

High-Leverage Practices and
Teacher Preparation in Special
Education

Upcoming: Publication & Videos

Practice-Based Preparation

Learning to Teach

Practice-Based Preparation
in Teacher Education



Special Issues Brief

Table 3: Analysis of Practice-Based Opportunities

Essential Features of High-Quality, Practice-Based Opportunities

Modeling (M)	Demonstration of how to design, enact, and evaluate instruction is provided to candidates through multiples means (e.g., faculty or peer demonstration, videos).
Spaced Learning (SP)	Candidates are provided sustained and repeated opportunities to practice knowledge and skills acquired in coursework. Opportunities are scaffolded to deepen knowledge and skills over time.
Varied Learning Opportunities (V)	Candidates are provided practice-based opportunities in which they are expected to employ strategies in varying contexts, with a diverse range of students, and under different leadership support.

[Learning to Teach Rubric](#)

Strand Presentations

Tightening the toolkit: Focusing reform on HLP	Thurs, 11/10 4:00pm	Grand Kentucky Ballroom A
Practice-based approaches to improving teacher education	Fri, 11/11 11:00am	Grand Kentucky Ballroom B
Walking the walk: Collaboration across special, general, and leadership education at GSU	Fri, 11/11 2:00pm	Arabian Room
Leaders for all learners: Reforming ed leadership prep in Oregon	Fri, 11/11 3:00pm	Grand Kentucky Ballroom A

Other Presentations

Title	Time	Room
TOP: A validity and feasibility study examining teacher candidates' practice opportunities	Friday 12:00 PM	Bluegrass I
Preparing secondary general and special educators together: A model for inclusive schooling	Friday 12:00 PM	Grand Kentucky Ballroom B
A status report on special education teacher licensure in US	Friday 4:00 PM	Grand Kentucky Ballroom B
Using lesson study to improve preservice teachers' capacity for implementing evidence-based practices for students with significant disabilities	Saturday 8:00 AM	Blackberry Lilly Room

Other Products Available

Available at cedar.org

Briefs

Webinars

Monthly
Newsletters

Briefs

✧ Recently released



State Policy and Practice Portrait

October | 2016

Teacher Shortages: Meeting the Demand Without Sacrificing Quality Preparation and Support

By: Jenny DeMonte, American Institutes for Research
Lynn Holdheide, American Institutes for Research
Paul Sindelar, University of Florida

**Critical Shortages in
Special Education. Sound
Familiar?**

Released by the Policy Center

Upcoming Briefs

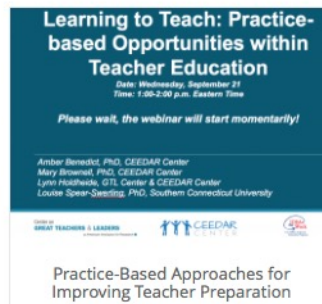
- ✧ Culturally and Linguistically Diverse (CLD) Students: What Do Educator Preparation Programs Need to Know and Do to Support Their Learning?
- ✧ Educator Preparation Programs and Local Partnerships
- ✧ Integrating HLPs and EBPs
- ✧ ESSA Opportunities to Leverage and Continue State CEEDAR Efforts
- ✧ Special Education and General Education Program preparation reform
- ✧ Leadership Preparation Reform-highlight database results and leader preparation work in states

Webinars

Always free, offered bi-monthly,
archived on cedar.org



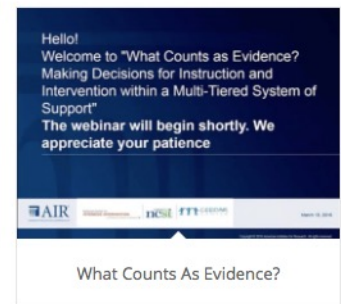
An Eye on ESSA



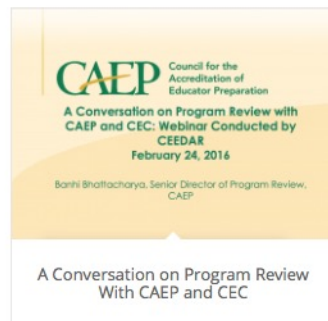
Practice-Based Approaches for Improving Teacher Preparation



State Partners Share About CAEP Review Process



What Counts As Evidence?



A Conversation on Program Review With CAEP and CEC



Keeping Our Promise: A Utah Case Study



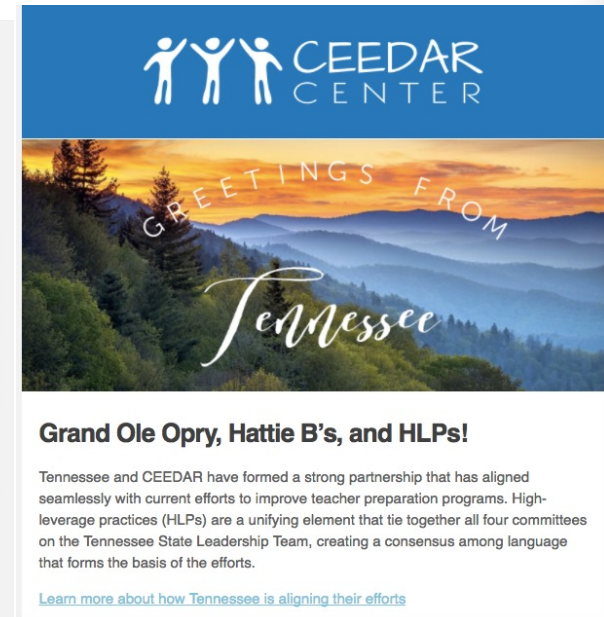
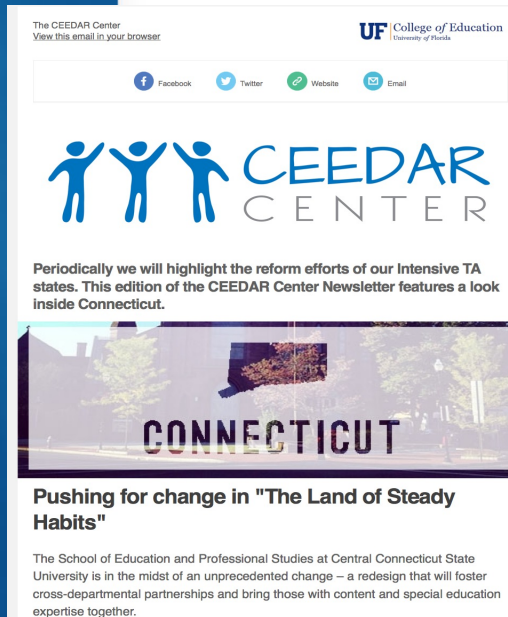
Using Technology to Support Content Learning for SWD



Innovation Configurations in Action

Monthly Newsletter

✧ Highlights of Intensive State Work, Tools, Events and more!



Conversation starters

- ✧ What information from today's presentation piqued your interest?
- ✧ What information would be helpful to you in improving your preparation programs in special education, general education, and leadership?
- ✧ What additional questions do you have?

Disclaimer

The contents of this webinar were developed under a cooperative agreement from the U.S. Department of Education, H325A120003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal government.