The Power of 12K: Support for Preparation Reform

Paul Sindelar, UF and CEEDAR
Sara Juarez, Cal Poly Pomona
Susan Porter, Cal State Dominguez Hills
Amber Moran, UC Santa Barbara
Amber Bechard, Univ of La Verne
About the CEEDAR Center

• TA Center funded by OSEP
• Housed at UF, which partners with AIR and CCSSO
• Mary Brownell, Director
• Completing second 5-year cycle in 2022
CEEDAR Mission

To support SWDs in achieving college and career-ready standards by building the capacity of state personnel development systems to prepare teachers and leaders to implement EBPs in MTSS.
California Participants

- Commission on Teacher Credentialing
- Department of Education
- 9 Participating Institutions
CA/CEEDAR Mini-Grant Competition

- Concept created at ‘17 CEEDAR Cross State Convening
- CEEDAR funding = $100,000
- To reach EPPs involved in program reform but not necessarily in CEEDAR
What Happened?

• Applications from 30 programs, 25 from non-CEEDAR programs
• Proposals were reviewed by 2 reviewers
• Eight awards, five to non-CEEDAR institutions
What Kind of Reforms Did Recipients Undertake?

- Preparation Curriculum Development
- Technology Applications
- Faculty Professional Development
- Collaboration and Co-Teaching (Across Units)
Developing Fully Inclusive Mindsets for General Educators

Sara Werner Juarez
Cal Poly Pomona

*Grant work occurred at Fresno State
What We Did

• Infused new content into existing course
  • Funding: Faculty stipends to engage in this work

• Held a half day professional development for faculty and university clinical practice supervisors
  • Funding: Lunch, refreshments, and gift cards for participants

• Created open educational resources to support faculty and district PD providers
  • Funding: Faculty stipend to complete this work
New Content Into Existing Course

- Foundational course in the Multiple Subject (e.g., elementary education) Teaching Credential Program
- Principles of educational psychology
- Theoretical perspectives on learning and development in children and adolescents, as well as implementation and application in TK-8 classrooms
- Candidates required to be in school settings to complete assignments (approx. 10 hours/week; not enrolled in clinical practice)
Elements of Course Redesign

● Added one 3-hour guest lecture: Inclusive classroom environments for students with severe disabilities
  ○ Topics: Legal mandates and social/moral underpinnings; barriers and successful inclusive strategies, characteristics of inclusion, access to general education, supporting social skills
  ○ Based on CEEDAR’s Innovation Configurations, Course Enhancement Module, and my own expertise

● Required readings prior to guest speaker session
  ○ Dan Habib TEDx Talk: Disabling Segregation
  ○ Dan Habib Mini-Films: Thaysa or Axel
  ○ Peer-mediated Support Strategies Info Brief

● Added requirement to application activity
Application Activity

- Modified an existing assignment in the instructor’s course
- Candidate’s choice: Observed school environments to focus on one of these:
  - Lesson plan
  - Indoor learning space
  - Playground space and interactions
- Requirement to consider learning needs of students with severe disabilities
  - **Option 1: Lesson Plan.** Observe and document how a lesson is delivered or a unit is planned. Analyze how the lesson or the unit plan affords for learning and development. **Use theories learned in the course to develop a new lesson which includes considerations for the learning/development of students with severe disabilities.** Rehearse the lesson with your peers, teach it, and reflect on the class you taught.
University Professional Development

• Identified Outcomes
  • Understand the importance of integration/inclusion
  • Become advocates and change agents for more inclusive schools in our region
  • Model and investigate inclusive attitudes and practices across all teacher preparation to effect change in our region

• Scope of PD Session (half day)
  • Introduction to our work: Overview of CEEDAR and grant activities
  • Introduction to inclusive education: Similar lessons for GE pre-service teachers
  • Alignment with your work: Discussion, SMART goal
Sustaining Impact: Open Educational Resources

Inclusive Mindsets Canvas Course Commons

Access

• Free to use: Please maintain attribution by crediting the creator

• Included in the module
  • Warm-up Discussion
  • Lessons, videos, presentations: Disabling Segregation, Inclusive Education, Peer Relationships and Supports
  • Checks for Understanding and Summative Assessment
SITI-TEC
Grant

National University
Susan G. Porter, Ph.D.
National University – SITI-TEC Project

• “SITI-TEC” (Supporting Inspired Teacher Interns Through E-Coaching” designed to support inclusive practices by student teachers during student teaching.

• Involved the use of bud-in-ear to provide real time coaching and feedback to special education and general education teacher interns while teaching lessons in inclusive classrooms.

• The study also used a special observation instrument designed to measure interns’ use of CEEDAR High-Leverage Practices and UDL principles during observed lessons.
Research Questions

• Does participation in a prescribed e-coaching model increase teacher interns’ perceived efficacy for working with students with disabilities in inclusive school settings?

• Does participation in a prescribed e-coaching model increase teacher interns’ effectiveness for applying inclusive practices in inclusive school settings?
What We Did

- Developed a clinical teaching observation tool that aligned with CEEDAR High-Leverage Practices & with UDL guidelines and components
- Calibrated 6 university supervisors/support providers (USPs) for both special education and general education teacher candidates and interns.
- Also provided training to US to use “bud-in-ear” while supervising virtually.
- Conducted observations of general education and special education teacher candidates and interns using the observation tool.
The Observation Instrument

- Aligned to CEEDAR High-Leverage Practices (HLP)
- Also aligned to UDL Principles and Guidelines
- Used during specific observations when bud-in-ear was used by the US to guide the teacher candidate in real time during their videotaped lesson
• January 15, 2018, and January 22, 2018 NU provided a 4 hour workshop that covered the following:

  • Introduction to the Observation Protocol; calibration of the instrument
  • Use of bud-in-ear—USPs practiced with each other in using bud-in-ear
  • Introduction to SIBME™ platform for virtual observations (We found that this platform could not be used for real-time observations when bud-in-ear was being used)
Data Collection Methods

- Ratings of individual candidates and interns on the I-POP over time
- Pretest-posttest survey of participating candidates/interns
- Focus groups with teacher candidates/interns at conclusion of study
- Focus group with USPs at conclusion of study
• Interns reported greater efficacy for teaching inclusive practices in their classrooms.

• Small “n” of teacher interns prevented quantitative measures of change in inclusive practices using the observation instrument.

• Surprise finding: Experienced teacher supervisors described bud-in-ear as a “game-changer” and reported that real-time coaching and the special observation instrument significantly improved their feedback as well as their ability to mentor teacher interns.
Promising Finding #1:

- Experienced teacher supervisors described bud-in-ear as a “game-changer” and reported that real-time coaching and the special observation instrument significantly improved their feedback as well as their ability to mentor teacher interns in their teaching practices.
Promising Finding #2

• I-POP Observation Instrument showed much promise, but needed some changes to be more practical for teacher observations
Limitations & Room for Improvement

- Recruitment and retention of teacher interns was difficult, due to tight schedules and NU’s unique rolling scheduling of interns in school placements.
- Expand study to include larger numbers of interns and student teachers.
- Develop training protocols for bud-in-ear coaching for university supervisors and calibration of the observation instrument.
Amber Moran

UC Santa Barbara
Program Coordinator Mild/Moderate Program
What We Did

• Infused new content into existing courses/supervision structure
  • Faculty professional development, collaborative course articulation, and workshops.
• Teams of faculty worked to develop course materials, a collaborative supervision model, and series of co-taught course sessions.
2 collaborative conferences/work sessions across credentialing all areas.

- Faculty members present key course offerings
- Professional development based off of the Course Enhancement Modules from CEEDAR
Modification of existing curriculum (Course Enhancement Modules)

- Course Materials-Collaborative Assignment- Case Profiles
- Co-taught class session UDL and Instructional Design

Redesign Clinical Practice

Course Materials

● Developed a set of common case profiles for instructors to learn about and incorporate into classes.
● Collaborative assignments and activities in co-seated classes for general educators to work with special educators.
Professional Development on Universal Design for Learning

- Co-taught class sessions on UDL and Instructional Design
- Redesign of our Lesson Planning Templates
Co-Supervision Model

- Clinical Practice was co-supervised by a supervisor from a general education background and one from a special education background.
- Preservice General Education Teachers completing a Behavior Intervention Plan with the support of a special education supervisor.
Sustaining Impact—little steps, big impact

- Ongoing professional development from Special Education faculty (UDL, PBS, MTSS).
- Collaborative research examining the implementation of Universal Design for Learning in edTPA for general education teachers.
- Collaborative assignments in Fieldwork.
- Shifting of our TPA models to allow for more collaboration across programs.
- Initiated a new Mild/Moderate Credentialing Program.
- Moves to bigger programmatic changes.
Continuation of Work (minus the sweat equity)

- Created open educational resources to support faculty and district PD providers (e.g., slide presentations, Canvas course module)

Curriculum Development: Univ of La Verne
Amber Bechard
Chair, Inclusive Education Program
Assembling the Grant Team

Special Education Faculty
General Teacher Education Faculty
Fieldwork Office
Educational Leadership
Adjuncts
Administrative (Dean) support

Facilitating a cultural and institutional shift requires a comprehensive approach.
What We Did

• Syllabi Evaluation
  • Funding: Faculty stipends to engage in this work

• Ed Specialist Observation Form

• Professional Development Series
  • Funding: Faculty stipends to engage in this work

• Hosted a co-teaching panel for students
  • Funding: refreshments

• Supported Co-Teaching in gen ed/special ed courses
  • Funding: Faculty stipend to complete this work
Activities

Syllabi Evaluation—using the Inclusive Services Innovation Configuration, we evaluated syllabi in 6 classes, across units: Ed Leadership, Teacher Ed, Special Ed.

EDSP Student Observation Form—creation of new EDSP Student Teacher/Intern Observation forms that integrate CEEDAR high-leverage practices for Special Educators.
Activities

Professional Development for teacher credential faculty and adjuncts—We hosted 4 different professional development discussions which generated interest and identified invested allies.
Activities

Established Partnerships with K-12 Inclusive Education Schools

- Panel Presentation—Local school district faculty & administrators presented their experience with co-teaching to the Education Specialist/General Education candidates.
- Fieldwork Placement—We placed candidates in schools that used co-teaching and strengthened partnerships with these sites.
- Research and Grant Writing
- Ongoing Professional Development Partnership
Activities

Co-teaching in Credential Courses — EDUC/SPED faculty co-taught the two literacy methods classes required for both programs. The classes combined candidates from the two programs in these two sequential courses. This led to increased understandings, shared expertise and an excitement about cross unit experiences for our candidates.
Extension of Activities

Revision of the Mild/Moderate Disabilities Preliminary Credential Program

- Developed 5 new courses
- Integration of special ed content into existing EDUC courses
- Redesign of fieldwork
- Institutional approvals
- Inclusive Ed MAT option for Multiple and Single Subject candidates
- Launched in summer 2020

Mild/Moderate Education Specialist Preliminary Credential

Program Length: 2 years, including summers and January Term

Inclusive Education (Central, Valencia & Kern County Campuses Only): This program is designed for students wishing to earn a Preliminary Mild/Moderate Education Specialist Credential to prepare for teaching learners with mild/moderate special education needs, in particular, but not exclusive to students with learning disabilities, emotional/behavioral disorders, mild intellectual disabilities, traumatic brain injury, other health impaired and Autism Spectrum disorders. Completion of the program authorizes candidates to work with students who have Autism Spectrum Disorders. Students take core credential courses in a complete range of instruction, skill development, and professional insights for working with K–12 learners, including English learners and a range of learners in specialized and inclusive general education settings.

Total Program: 40 semester hours

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 420</td>
<td>Foundations of Inclusive Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 430</td>
<td>Assessment Practices and IEP Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 425</td>
<td>Language and Literacy, Multiple Subject</td>
<td>4</td>
</tr>
<tr>
<td>SPED 421</td>
<td>Literacy Assessment and Intervention Practicum 1</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 426</td>
<td>Introductory Teaching Practices, Multiple Subject</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 440</td>
<td>Intermediate Teaching Practices, Multiple Subject</td>
<td>4</td>
</tr>
<tr>
<td>SPED 422</td>
<td>Literacy Assessment and Intervention Practicum 2</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 441</td>
<td>Advanced Teaching Practices, Single Subject</td>
<td>4</td>
</tr>
<tr>
<td>SPED 450</td>
<td>Inclusive Educational Systems: Law, Behavior and Case Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 491</td>
<td>Subject Specific Pedagogy – History, PE, and Visual/Performing Arts</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 492</td>
<td>Subject Specific Pedagogy – Math and Science</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 497B</td>
<td>Introductory Supervised Teaching, Special Education</td>
<td>3-4</td>
</tr>
<tr>
<td>SPED 409</td>
<td>Directed Teaching</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Other Program Components (Regional and Central Campus Students)

Student Teaching Program Prerequisites: Student teaching candidates must complete an application and be accepted into the program with the following:

- Introductory Supervised Teaching Requirements:
  - Certificate of Clearance or equivalent fingerprint clearance
  - Demonstration of personal dispositions necessary for teaching (as outlined by the LaFata College of Education)
Sustaining Impact—little steps, big impact

- Healthy faculty relationships with an integrated gen ed/special program. No more silos!
- Expanded understandings of inclusive education as an issue of equity and diversity
- Developed a partnership on co-teaching and inclusion with a local K-8 school, with ongoing collaborative professional development
- Co-Teaching across gen ed/special ed has expanded
- Creation of an Inclusive Education Mild/Moderate Credential Program aligned to new California teacher performance standards
- Dual Credential Pathway—We have begun offering a dual credential pathway for candidates to obtain Multiple Subject and Education Specialist Mild/Mod Preliminary Credentials
- SPED and EDUC candidates are taking our MAT in Inclusive Ed., collaborative assignments, expanding understandings of inclusive education for many more candidates
Cross Program Engagement

- Co-teaching
- Dual credential pathway
- Fully Inclusive Mindsets Canvas Course Module
- Clinical Practice Supervision