



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

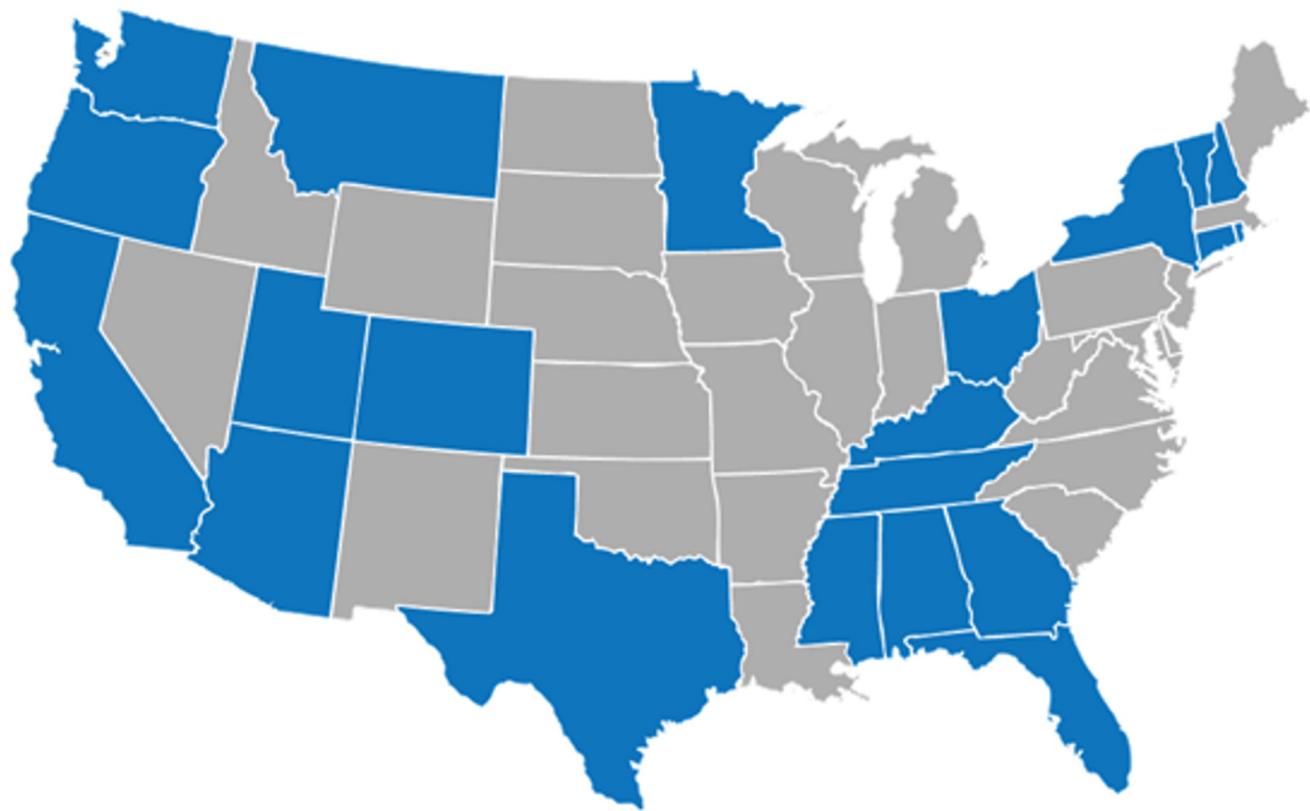


CEEDAR Mission

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.



CEEDAR CENTER STATES



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



Commons Community | Guides Login

[Back to Search](#) 9 Favorites 11 Downloads 7/29/20 Attribution NonCommercial NoDerivs

Developing Fully Inclusive Mindsets

MODULE

[Preview](#) [Details](#) [Version notes](#)

Modules (1)

- Assignments (1)
- Pages (8)
- Discussions (3)
- Quizzes (1)
- Files (2)

Developing Fully Inclusive Mindsets

Module Overview: Start Here!	5 points
Lesson 1: Disabling Segregation	10 points
Warm-Up Activity	5 points
Discussion: Disabling Segregation	10 points
Lesson 2: Inclusive Education	
Video Lecture: Definitions and Characteristics	
Inclusive Education: Check for Understanding 3 questions / 3 assigned	15 points
Lesson 3: Peer Relationships and Supports in Inclusive Classrooms	

Log in to Import or Download Commons Resources

Import/Download



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

Inclusive Practices Observation Instrument

Domain 1: PLANNING INSTRUCTION			
Artifacts to Evidence <i>PLANNING INSTRUCTION</i> Activities: Learning Map or Lesson Plan; Note candidate's planning session with co-teacher or support provider			
Activity	Exemplars	0	1
		Not Observed	Beginning
1. Plans for multiple means of engaging all students based on interests and developmental levels	<ul style="list-style-type: none">• Lesson planning includes the use of technology designed to engage students in the lesson• Plans for variety of interactions to engage students in the lesson		
2. Plans multiple means of representation of key concepts based on di-	<ul style="list-style-type: none">• Lesson planning incorporates varied ways of presenting in-		

USP Calibration and Professional Development

- 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



Findings

- 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

- Co-supervision model of Elementary General Education Preservice teachers. Focus on Positive Behavior Support.






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.

Avery



Group 5
Case Manager:

Grade Level: Kindergarten

Interests: Her friend Caroline, swimming, swings

Disability: Down Syndrome. Intellectual Disability (ID)

Strengths: Can form 3-word sentences; uses words like yes, no hi, bye; writing her name; sign language

Stretches: Speaking in full sentences, reading;



Professional Development on Universal Design for Learning

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

<p>Autism (Chloe/David)</p> <p>These students often have sensory processing needs (the social environment of a classroom can be overwhelming/overstimulating), so they need help in determining which details to attend to in order to complete a task. Find ways to break complex tasks down for them. Use their BIP (if applicable) to reinforce good choices and being on-task. Find a way to incorporate visual supports when at all possible. Communication can also be a challenge. Connect with their special education team and Speech Language Pathologist to determine how the work they are doing with these students is connected and can be embedded into the gen. Ed. curriculum/activities. Don't work in isolation, be a team!</p>		<p>Social/Emotional/Behavioral Recommendations:</p> <p>-Connect with the special education team to determine the mental health support systems in place for supporting this learner.</p> <p>-PBIS behavioral supports like the Check-In Check-Out intervention; check out this amazing website (https://www.pbis.org/) to look into effective classroom interventions if there isn't anything in place.</p> <p>-determine an effective communication system with home- don't blame behaviors on the parents (they're likely struggling and need supports too).</p> <p>-Ask your school psych to share recommendations for mental health/behavioral resources in the community (such as counseling supports, behavioral support agencies KAC, CALM, STAR, etc.). Pro-tip: the local SB scottish rights foundation offers training in "Social Thinking" which is a great SEL curriculum.</p> <p>- These students often have a negative perception of school. That being said, they can have a range of academic abilities.</p> <p>- When students engage in inappropriate or maladaptive behaviors develop systems for reflecting with them on how these behaviors impact others' perceptions of them, but do not try and engage with them if they are in an escalated state.</p> <p>- For students with anxiety, try to decrease pressure in regards to testing etc. embed accommodations which reduce their anxiety and stress.</p> <p>- Don't shame them, teach them replacement behaviors and strategies. Give them the why behind needing a replacement behavior (they often have challenges understanding Theory of Mind and the fact that others have thought about their behaviors). They often want to connect with others and for those thought to be positive.</p> <p>- Ensure gen ed teachers have access to whole class social and</p>
<p>Note: Feedback from Cooperating Teacher</p>		
<p>Candidate Name:</p>		
<p>Content Area:</p>		
<p>MS</p>		
<p>Les</p>		
<p>Lesson Objective: Given (learning activities or teaching strategies)</p>		
<p>In my own words, what I want my students to know and</p>		
<p>Related California State Content Standard (Common C)</p>		
<p>Multiple Means Of (UDL Principles):</p> <ol style="list-style-type: none"> 1. Representation 2. Engagement 3. Expression 		
<p>Adaptations for IEP or 504:</p>		
<p>Language Considerations This section not required in September and October.</p>		
<p>Language Function:</p>		<p>Language Forms: 1. Vocabulary (Content) 2. Sentence frames/phrases</p>
<p>Language Objective: Given (supports), the learners will (language function) in order to demonstrate (connection to standards)</p>		



- 

Behavior: Hypothesis:	
--------------------------	--

Proactive	Replacement Behavior	Reactive

How does your behavior plan address your hypothesized function?





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.



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.

EDUCATION SPECIALIST TEACHER PERFORMANCE EXPECTATIONS OBSERVATION REPORT					DATE	UNIVERSITY OF LA VERNE		
SUPERVISED TEACHER		UNIVERSITY SUPERVISOR		SCHOOL-SITE SUPERVISOR				
SCHOOL	SUBJECT	GRADE	TECHNOLOGY USED					
LESSON TYPE: DIRECT INSTRUCTION <input type="checkbox"/> IEP or SUPPORT MEETING <input type="checkbox"/> INCLUSION <input type="checkbox"/> LESSON SUBJECT								
OBSERVATION: SPED 489 <input type="checkbox"/> SPED 409 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>								
Teaching Performance Expectations aligned with the California Standards for the Teaching Profession				Rubric Score		COMMENTS Please give at least one constructive comment for each observation.		
				1	2		3	4
TPE 1	Engaging and Supporting All Students in Learning			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Supervisors: Click "enable content" to begin using the form. Double click on the small grey boxes, then click on the small dot by the word "checked" to mark the TOE elements you are observe in this lesson. Provide narrative detail by clicking in this text box and then typing. Save the form under a different name, such as the candidate's name and observation number.
Check all elements appropriately observed:								
<input type="checkbox"/> 1.1 Collaboratively develop and implement IEPs aligned to CA CCSS that lead to effective inclusion (HLP1.11) <input type="checkbox"/> 1.2 Understand students with complex communication needs, develop appropriate language IEP goals <input type="checkbox"/> 1.3 Monitor progress toward learning goals <input type="checkbox"/> 1.4 Develop transition goals, IFSP-IEP-ITP, including post-secondary education goals <input type="checkbox"/> 1.5 Support students in assuming increasing responsibility and developing self-advocacy								
TPE 2	Creating and Maintaining Effective Environments for Student Learning			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Check all elements appropriately observed:								
<input type="checkbox"/> 2.1 Develop accommodations and modifications including assistive tech, alternative and augmentative communication to move toward effective inclusion <input type="checkbox"/> 2.2 Demonstrate knowledge of communication intent of behavior and develop positive communication skills and systems to replace negative behavior <input type="checkbox"/> 2.3 Distinguish whether behavior is manifestation of disability and develop positive BIP <input type="checkbox"/> 2.4 Collaborate across agencies and professionals in support of behavior, social, emotional, trauma, and/or mental health (HLP1) <input type="checkbox"/> 2.5 Collaborate supports for success in LRE (HLP1) <input type="checkbox"/> 2.6 Ensure developmentally appropriate instruction and setting, including community-based instructional environments <input type="checkbox"/> 2.7 Implement systems (FBA) to assess plan and provide social skills to support positive behavior in all students including those with complex social communication, behavioral and emotional needs (HLP9.10)								
TPE 3	Understanding and Organizing Subject Matter for Student Learning			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Check all elements appropriately observed:								
<input type="checkbox"/> 3.1 Adapt, modify, accommodate and differentiate instruction to develop goals for students in LRE								

Activities

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



The poster features a stylized tree on the left with a brown trunk and branches. The leaves are represented by various colored handprints in shades of green, yellow, and blue. The background is a solid light green. In the top right corner, there are two white boxes containing the logos for the University of La Verne and LaFetra College of Education. The main title is in large, bold, dark green letters. Below the title, a line of text states that all meetings are open to faculty, staff, students, and the community. The bottom section of the poster lists four events with their dates, topics, times, and speakers. The January event is listed separately below the others. At the very bottom, there are three lines of text providing additional information about the meetings, including contact details and a note about email invitations.

University of La Verne | LaFetra College of Education

INCLUSIVE EDUCATION PROFESSIONAL DEVELOPMENT SERIES

All meetings open to faculty, staff, students, and community.

OCTOBER 30, 2018 THEORETICAL FOUNDATIONS OF INCLUSION 5-6PM WEBEX SYLVIA MAC	NOVEMBER 27, 2018 CO-TEACHING MODELS & BASICS 5-6PM WEBEX AMBER BECHARD	DECEMBER 11, 2018 CLASSROOM ENVIRONMENT & NEURODIVERSITY 5-6PM WEBEX BETTYE STACHOWIAK
JANUARY 29, 2019 PRACTITIONER PANEL Q&A 6:30-8PM HOWELL BOARD ROOM MARGA MADHURI & SHANA MATAMALA		

SPRING 2019 DATES TBA

*** ALL MEETINGS (EXCEPT JANUARY) WILL BE HELD VIA WEBEX.
INTERESTED? PLEASE CONTACT MARGA MADHURI AT MMADHURI@LAVERNE.EDU FOR EMAIL INVITE.
ALL MEETINGS (EXCEPT JANUARY) HAVE OPTIONAL READINGS TO BE READ PRIOR TO MEETING.
READINGS WILL BE EMAILED TO PARTICIPANTS IN ADVANCE. ***

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

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

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 LaFetra 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

