PURPOSEFUL PARTNERSHIP:
IMPLEMENTING HIGH-LEVERAGE AND EVIDENCE-BASED PRACTICES
ACROSS PREPARATION AND PRACTICE
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FEBRUARY 1, 2019
CHECKING IN

• Please share your primary employment
  • School district
  • State education agency
  • Educator preparation program

• When it comes to HLPs…
  • I know the letters
  • I know the acronym
  • I’ve familiar and have been to sessions and/or read on my own
  • I integrate them into my work
TODAY’S SESSION

• CEEDAR Center overview
• High-Leverage Practices
• TN-CEEDAR priorities
• Vanderbilt’s Peabody College and MNPS Partnerships–HLPs & MTSS
• District Partnership: High Leverage Practices in action
CEEDAR 2.0

- Funded by OSEP for five years
- Cooperative Agreement with the University of Florida
- Directed by Dr. Mary Brownell
- Initial funding January 2013-December 2017
- Current funding January 2018-December 2022
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.
Every student with a disability has an equitable opportunity to achieve.
CEEDAR CENTER
PRIORITY AREAS FOR SUSTAINABILITY AND SCALE UP

Focus Areas

Standards, Licensure, and Certification

General Education

Special Education

Leadership

Preparation Program Reform

Preparation Program Review and Evaluation

Equity & Access
HIGH-LEVERAGE AND EVIDENCE-BASED PRACTICES

- Collaboration (3)
- Assessment (3)
- Social Behavior (4)
- Instruction (12)

ceedar.org  highleveragepractices.org
TN-CEEDAR PARTNERS
TN-CEEDAR GOALS

Goal 1: Communication

Goal 2: Data/needs assessment

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
  HLP & TN EPP Literacy Standards

Goal 4: Preparation policy/standards to support MTSS
TIMELINE

• CEEDAR grant
• CEEDAR work with SEA and EPPs
• CEEDAR work with SEA, EPPs and Districts (decisions based on need)
• IC & Literacy Review
• MNPS and Vanderbilt Meeting to agree to move forward on HLP integration (chiefs)
• Met with SEA, 3 EPPs from CEEDAR grant and districts
• Decided on HLPs
• Beginning of district integration and ongoing work with EPPs
REVIEW OF COURSES FOR HLPS

• Courses were reviewed in both the Departments of Teaching & Learning and Special Education

• Identified as:
  • Briefly covered
  • Moderately covered
  • Implemented in field-based experience

• Many were covered in several courses – but not in-depth.

• Identified courses where HLPs would be covered in more detail
LITERACY STANDARDS REVIEW

• Mandate from TN Department of Education
• All program areas added new literacy standards and assessments
• Incorporated HLPs in courses and assessments
FIELD-BASED EXPERIENCES

• Aligning with the Tennessee Educator Acceleration Model (TEAM) for advanced field work and student teaching
• Specific HLPs tied to early field experiences
• Training of University Mentors
HLP REVIEW
SIX PRIORITY HLPS FOR CEEDAR GROUP IN TN & MNPS

1. Collaborate with Professionals

2. Use multiple sources of information to develop a comprehensive understanding of a students’ strengths and needs

3. Provide positive and constructive feedback to guide students’ learning and behavior

4. Provide scaffolded supports

5. Use of explicit instruction

6. Use strategies to promote active student engagement
VANDERBILT/MNPS PRIMARY PARTNERSHIP

• Required by the TN Department of Education
• HLPs are written into our partnership agreement – currently being reviewed by the TN Department of Education.
METRO NASHVILLE PUBLIC SCHOOLS PARTNERSHIP
MNPS DEMOGRAPHICS

• 46th largest urban district
• Approximately 86,000 students
• Approximately 10,500 students with an IEP
• 570 special education teachers
• 127 different languages
CULTURE/CLIMATE SHIFTS: LEADING WITH A GENERAL EDUCATION FOCUS

• ALL students are general education students first
• Reminder that the majority of students do not have a significant cognitive disability
• Use of data indicate Tier I gaps/needs
• Framing and mindset shifts make a difference
• High expectations for all
VIDEO: SIX PHOTOGRAPHERS
Today was the absolute worst day ever
And don’t try to convince me that
There’s something good in every day
Because, when you take a closer look,
This world is a pretty evil place.
Even if
Some goodness does shine through once in a while
Satisfaction and happiness don’t last.
And it’s not true that
It’s all in the mind and heart
Because
True happiness can be obtained
Only if one’s surroundings are good
It’s not true that good exists
I’m sure you can agree that
The reality
Creates
My attitude
It’s all beyond my control
And you’ll never in a million years hear me say that
Today was a good day

When you change the way you look at things, the things you look at change.
Our Students KPIs

Instructional Framework & Assessment:
- Pre-K Assessment - GOLD
- FAST Early Reading & Math
- MAP-R & MAP-M
- TVAAS
- FAST Curriculum Based Measures
- EL – English Proficiency
- Students with Disabilities Proficiency
- Family Engagement
- Graduation Rate
- AP, IB & Cambridge
- Pathway Dual Credit/Dual Enrollment
- ACT
- Industry Certifications

Behavior, SEL & Climate KPIs:
- Chronic Absence
- Social Emotional Learning Tier I Integration
- Discipline practices
- PBIS
- Family Engagement
- MTSS-academic, behavior and SEL Implementation
## DISTRICT FOCUS AREAS: DATA BASED

<table>
<thead>
<tr>
<th>Area of focus</th>
<th>Streams of work</th>
<th>Aligned Partnership HLP</th>
<th>Tier of focus</th>
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<tr>
<td><strong>Focus on the Continuum of Quality Core Instruction for ELA and Math.</strong></td>
<td>Climate/Culture, Instructional Framework (Equitable Pedagogy/SEL integrative) student engagement (Panorama), Access to Core Instruction (SPDG)</td>
<td>HLP 2, 3, 4 &amp; 6</td>
<td>Tier 1</td>
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<tr>
<td><strong>Identify targeted, evidence-based ELA, Math &amp; behavior interventions at increasing levels of intensity for Tier II, III, and Special Education.</strong></td>
<td>Request for Proposal-Intervention review completed *evidence based rubric utilized Developed list by grade level, and area of need</td>
<td>HLP 1, 2, 3, 5, 6</td>
<td>Tier II, Tier III and Special Education</td>
</tr>
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<td><strong>Aligned training and support for schools. Integrate, develop and provide PD that is meaningful that includes school level support communities of practice</strong></td>
<td>ACCESS training at district and school level to include: climate/culture/SEL/differentiation and scaffolding or core instruction</td>
<td>HLP 1, 2, 3, 4, 5, 6</td>
<td>Tier 1</td>
</tr>
<tr>
<td><strong>Added these practices to school improvement plans so schools are required to identify practices necessary for their gaps.</strong></td>
<td>School level integration: Root Cause Analysis using the inquiry cycle to bring schools to conclusion of needs</td>
<td>HLP 1, 2, but will indirectly impact all other HLPs</td>
<td>All Tiers</td>
</tr>
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LEARNING AND INNOVATION SKILLS (4CS)
WHAT HAVE WE DONE IN MNPS SO FAR..

- MTSS integration—moved away for silo models
- Instructional framework—Tier I focus. Moved sp.ed Access training into Tier I trainings
- Intervention review and development of intervention options given to schools
- Added practices to school improvement plans with root cause analysis

Trainings:
- SEL/Academic integrated
- Access to core (SPDG)—culture/climate/mindset, differentiation/scaffolding. Real tangible ways to engage students.
- Tier II, Tier III and Special Education Intervention options, information and training support.
- Master Scheduling guidance
NEXT STEPS:

• Meet with additional EPPs about using the IC system to align by April 2019
• Integration of EPPs and district coaching
• MTSS data dashboard in our data warehouse. To include reports on chronic absence, discipline referrals, academic data. Make reports readily available for schools
• Continue access training
• Continue MTSS implementation
• Differentiated PD and supports
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