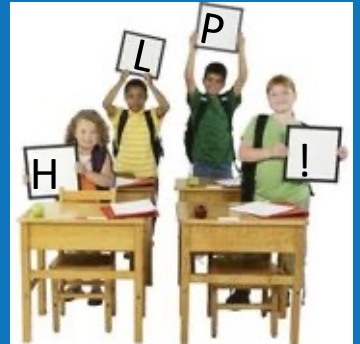




**PURPOSEFUL PARTNERSHIP:  
IMPLEMENTING HIGH-LEVERAGE AND EVIDENCE-BASED PRACTICES  
ACROSS PREPARATION AND PRACTICE  
ERICA MCCRAY, KIM PAULSEN, & TIE HODACK  
FEBRUARY 1, 2019**

# 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

**UF** | College of Education  
UNIVERSITY of FLORIDA

 **AIR**<sup>®</sup>  
AMERICAN INSTITUTES FOR RESEARCH<sup>®</sup>

**CCSSO**   
Council of Chief State School Officers

# 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



## CEEDAR 2.0: WINNING ASPIRATION

**Every student with a disability has an equitable opportunity to achieve.**



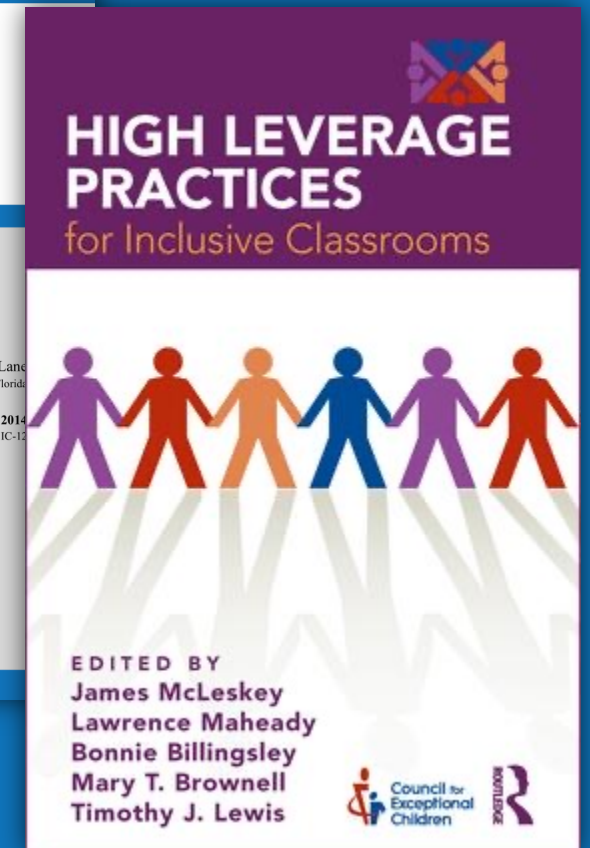
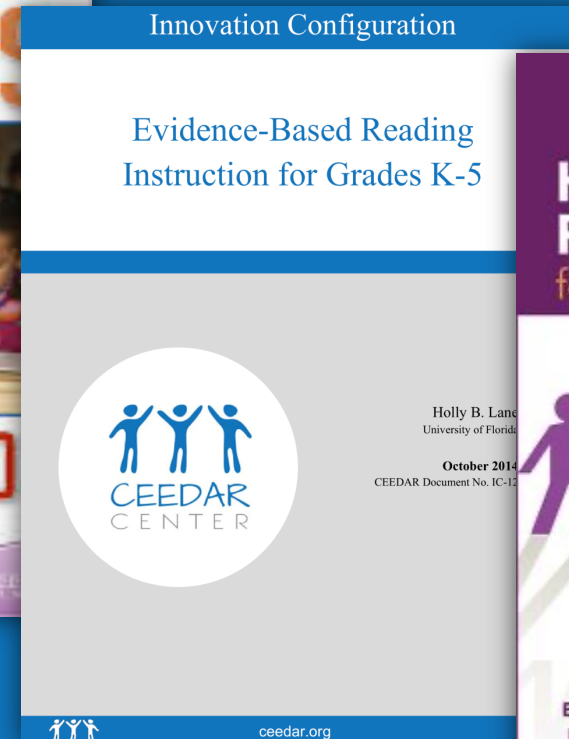
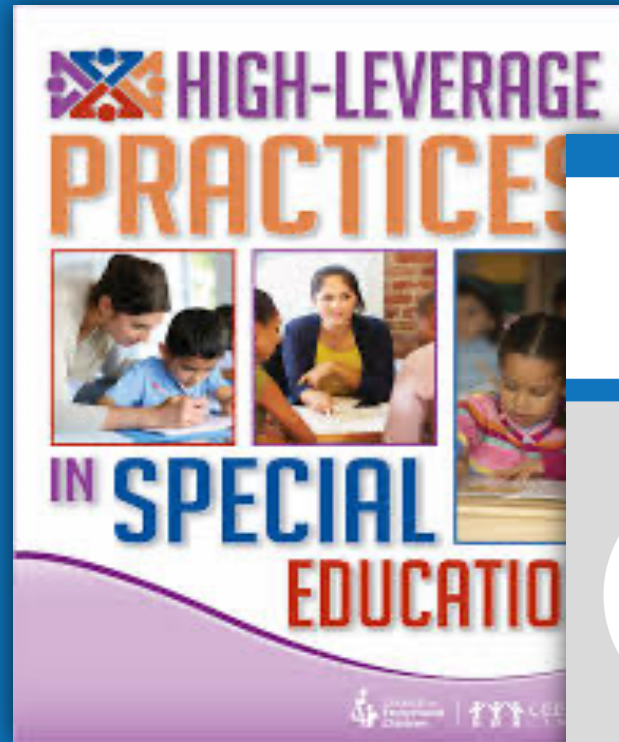
# CEEDAR CENTER

## PRIORITY AREAS FOR SUSTAINABILITY AND SCALE UP



# HIGH-LEVERAGE AND EVIDENCE-BASED PRACTICES

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



[cedar.org](http://cedar.org)

[highleveragepractices.org](http://highleveragepractices.org)



# TN-CEEDAR PARTNERS



# TN-CEEDAR GOALS

Goal 1: Communication

Goal 2: Data/needs assessment

Goal 3: Preparation for RTI<sup>2</sup>

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 CEDAR 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

MTSS

HLPS





# MNPS DEMOGRAPHICS


- 46<sup>th</sup> 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

## METRO NASHVILLE PUBLIC SCHOOLS (MNPS) MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

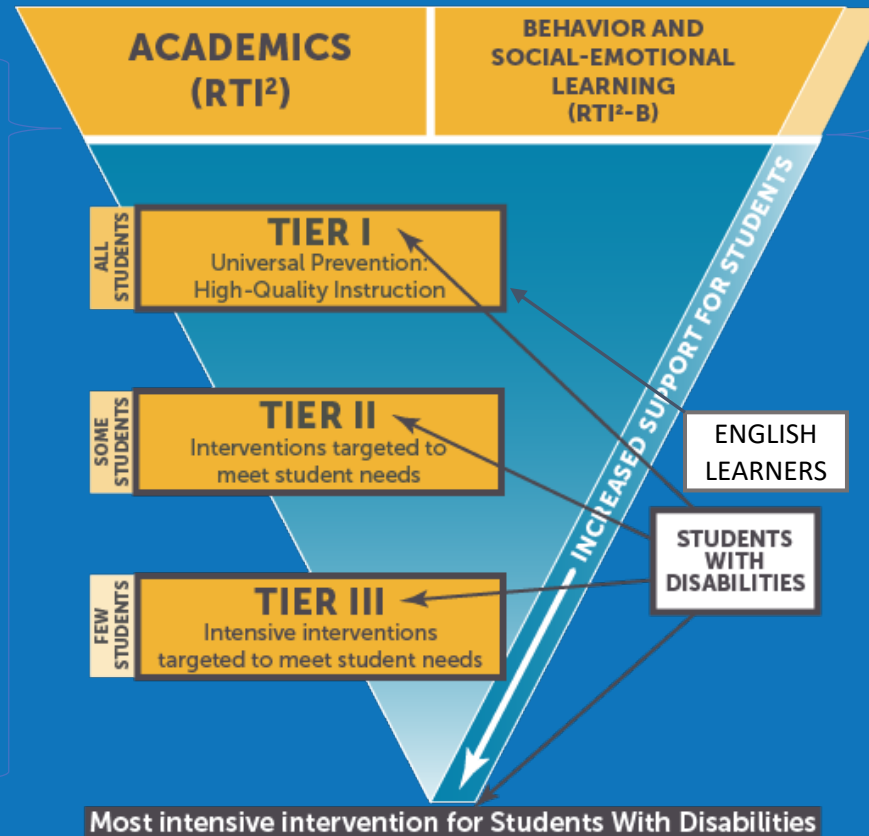


EXCEEDING  
GREAT  
EXPECTATIONS



### 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

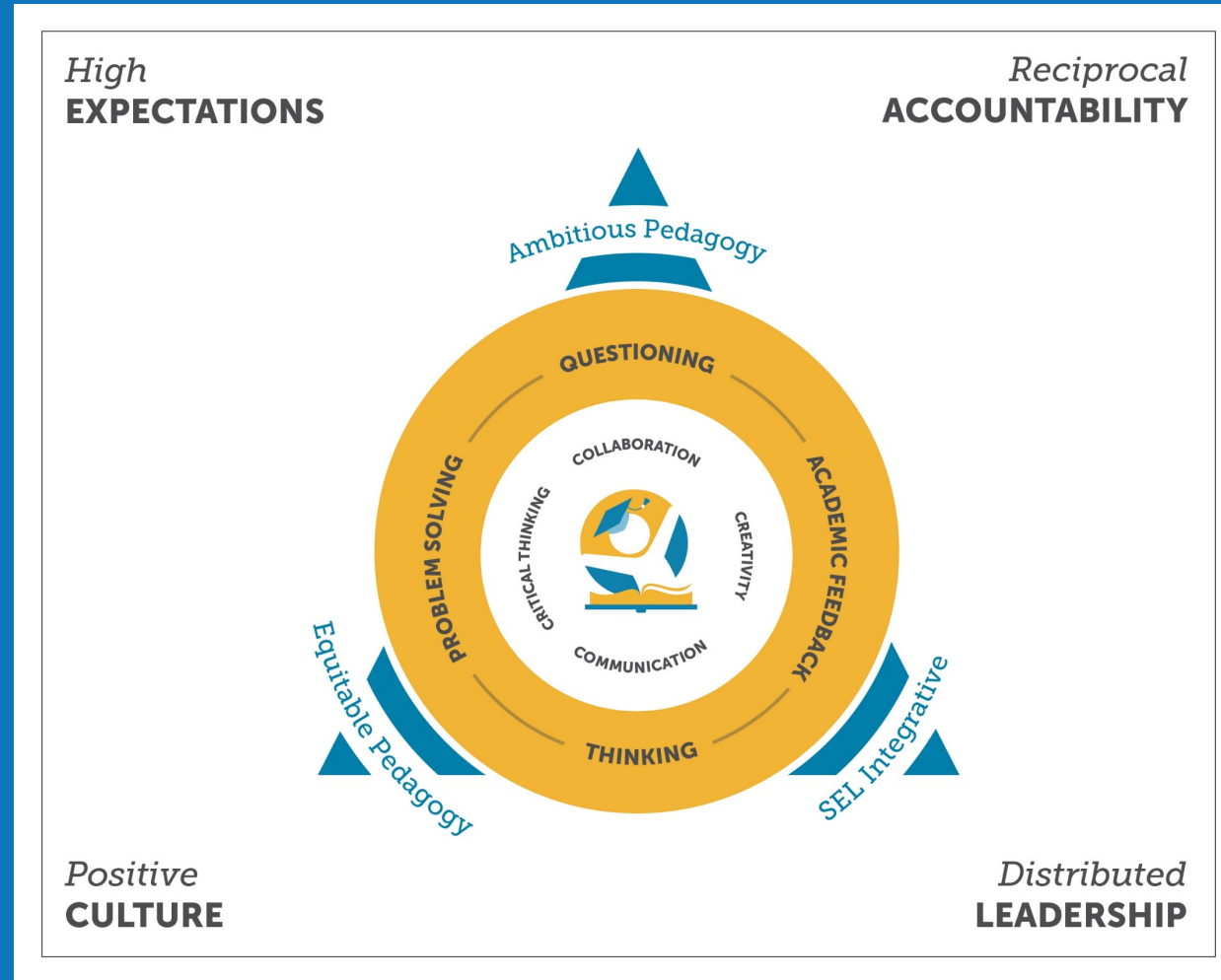
- Chronic Absence
- Social Emotional Learning Tier I Integration
- Discipline practices
- PBIS
- Family Engagement
- MTSS-academic, behavior and SEL Implementation



# DISTRICT FOCUS AREAS: DATA BASED

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

# 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



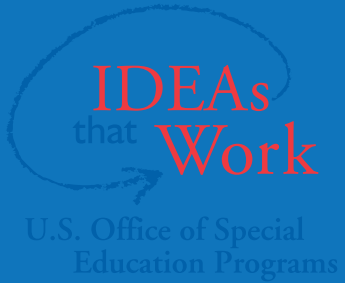
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