Better together: Collaboration in educator preparation to support all students

Meg Kamman, Shannon Budin, Greg Blalock, and Mary Lavin
Who We Are

Meg Kamman
Shannon Budin
Greg Blalock
Mary Lavin
I just have this feeling... If our two departments could just collaborate, we could come up with something that's truly amazing.
SO WHEN CAN WE MEET UP TO WORK ON OUR PROJECT?

OH... I'M BUSY TONIGHT...

YEAH I'M ALSO BUSY FOREVER...
IF YOU WANT TO GO FAST, GO ALONE.

IF YOU WANT TO GO FAR, GO TOGETHER.

— AFRICAN PROVERB
Collaboration-
Preparing Candidates to Teach All Learners.
Collaboration is Key

General Ed

Collaboration

Principal Prep

Special Ed
CEEDAR Overview

Collaboration for Effective Educator Development Accountability and Reform

- National Technical Assistance Center
- Provides assistance to collaborating teams of state departments of education, institutes of higher education, and local education agencies to ensure effective teachers and leaders for each student.
- Currently partnering with 20 states
- Resources available at CEEDAR.ORG
Our Mission

To support students with disabilities (SWDs) in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices (EBPs) within multi-tiered systems of support (MTSS).
CEEDAR GA and CEEDAR NY

CEEDAR TA Partner since 2014

CEEDAR TA Partner since 2019
Using **Course Enhancement Modules** to Enhance Culturally Responsive & Sustaining Pedagogies Across Three Content Areas

Buffalo State University

Example 1
Collaborators
Faculty across disciplines & levels:
- Elementary (Math & Literacy)
- Secondary (Social Studies)
- Assistant Dean for Assessment from CEEDAR State Leadership Team

Description
Culturally Relevant Education CEM
Professional learning activity & assignment revision

Outcomes / Benefits
- Increased knowledge & understanding for faculty & candidates.
- Revisions to course assignments & activities
- Piqued interest of other colleagues

Next Steps
P-12 Partners:
Professional Development School sites

“Debrief” Participants:
- Entire School of Education
- Professional Development Schools
- Consortium (candidates, mentors, principals, faculty, supervisors, etc.)

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dana Faye Serue</td>
<td>SSE 309 - Methods and Materials for Teaching High School Social Studies</td>
<td>Fall 2022 and Spring 2023</td>
</tr>
<tr>
<td>Jen Reichenberg</td>
<td>EDU 211 - Introduction to Literacy</td>
<td>Fall 2022 and Spring 2023</td>
</tr>
<tr>
<td>Liza Bair</td>
<td>EDU 316 - Teaching Elementary School Mathematics</td>
<td>Spring 2023</td>
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Context & Rationale:

➢ Survey SOE- 54% identified interest in CEEDAR tools related to culturally responsive education.
➢ NYSTCE test scores.
➢ NYS Dept of Ed- Cult Responsive & Sustaining Framework published.
➢ Alumni & Stakeholder feedback.
➢ Book study- Cultivating Genius by Gholdy Muhammad.

Summer Stipend:
1. Use at least 1 CEEDAR resource / tool
2. Modify at least 1 assignment, activity, or experience
3. Share & present to peers
<table>
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- Cultural Identity Wheel
- Culturally Relevant Education Terms
- Explicit instruction on foundations

**Outcomes/Benefits**

- I am beginning to understand CRE.
- Social justice can help my WHY for teaching.
- Try to be more inclusive in my teaching.
- I didn’t know about CRE until last week, now I am advocate for it.
- I need more information as I have a grasp on CRE but how do I make it hands-on?

Some examples
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- Cultural Identity Wheel
- Culturally Relevant Education Terms
- Explicit instruction on foundations

- Emphasized the recognition & values of lived culture of children & families via Global Book Hour text selections & activities

If someone in your community lost everything in a fire, how would you help them try and resume back to normal? - Criticality

Ruby worked hard and fought hard for her place in university. What is something that you worked hard for that you are proud of? - Identity

What is one tradition that they do in Tokyo that you learned in this book?

Do you think Tokyo is a big city?
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</tr>
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<td>-Cultural Identity Wheel</td>
<td>-Emphasized the recognition &amp; values of lived culture of children &amp; families via Global Book Hour text selections &amp; activities</td>
<td>-Focused on notion of math often being viewed as a “neutral subject” that is both culture and language free</td>
</tr>
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New in-class activity

Analyze sample math lesson plans, from a variety of curricula, using the [CRMT Lesson Analysis Tool](https://www.ceedar.org) (TEACH Math, 2012).

- How does the lesson plan reflect the six dimensions of culturally responsive math teaching?
- What adaptations could you make to make the math lesson more culturally responsive?

Modified individual math lesson plan assignment

Added reflection prompt on lesson plan template:

“Using the CRMT-TM Lesson Analysis Tool (TEACH Math, 2012), reflect on how your math lesson plan includes elements of culturally responsive teaching.”

[ceedar.org](http://ceedar.org)
Continue cross discipline collaboration to illustrate value and feasibility of using CEEDAR resources for:

- Expanding professional development opportunities
- Exploring “mentoring” role for first round faculty
- Continuity across disciplines
- Improving student knowledge and skill
Using **Innovation Configuration** to Facilitate Collaboration focusing on MTSS

Buffalo State University

**Example 2**
Elementary Education and Special Education
Multi-Tiered Systems of Support
Syllabi Review

**Collaboration**
- Two co-teaching teams.
- Elementary Education & Special Education.
- Assistant Dean for Assessment / CEDAR Liaison.

**Description & Tools**
- Evaluate: How well are we preparing candidates to apply MTSS?
- Tool: Innovation Configuration

**Outcomes & Benefits**
- Course-specific changes to address gaps
- Better prepared teachers

**Next Steps**
- Use the IC process to expand interdepartmental collaboration and program improvement.

Buffalo State University
Collaboration

- Assistant Dean for Assessment/CEEDAR Liaison
- Two faculty co-teaching teams from Elementary Education and Special Education
  - Literacy Block (3 courses)
  - Math Block (3 courses)
- Each block consists of:
  - Methods from Elementary Ed
  - Methods from Special Ed
  - Combined Field Placement
Description of Project

- **Guiding Question**: Over the course of two semesters, how well are we preparing candidates to apply MTSS?
- **Tool**: Innovation Configuration
- Rubric detailing essential evidence based practices of MTSS
- Individual Teaching Teams evaluated our own syllabi to determine the extent in which MTSS was taught or applied throughout our block of courses.
- Both Teaching Teams then compared IC reports to ensure adequate and scaffolded opportunities for candidates to apply prior to student teaching.
# Rubric: From Learning to Doing

## Essential Components

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.

<table>
<thead>
<tr>
<th>Essential Components</th>
<th>Implementation Levels</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Level 0</td>
</tr>
<tr>
<td></td>
<td>There is no evidence that the component is included in the syllabus, or the syllabus only mentions the component.</td>
</tr>
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[ceedar.org](ceedar.org)
Outcomes & Benefits

- Aligned and strengthened knowledgebase of professors and teacher candidates
- Collaboration resulted in growth of multidimensional perspectives
- Course-specific changes to address gaps revealed in the IC reports:
  - Added readings
  - Added new activities
  - Altered assignments
- Better prepared teacher candidates
<table>
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<tr>
<th>Brief Name of Change or “Ah Ha” (just a few words...in form of a title)</th>
<th>Describe (can refer to the data or source that prompted this change)</th>
<th>Status (completed, in process, etc.)</th>
</tr>
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<tr>
<td>Add readings about SIFE and about literacy assessment implications for English language learners.</td>
<td>We have not achieved a breadth or depth of key activities addressing indicators 2.10 through 2.15. [EXE 321, EDU 322, EXE 323]</td>
<td>Planned for 1/2023</td>
</tr>
<tr>
<td>Expand conversation at January 2023 program assessment retreat to explore if/where SIFE is addressed in other courses.</td>
<td></td>
<td>In-process</td>
</tr>
<tr>
<td>Add criteria to projects in EXE 321 and EXE 323 that includes language aligned with the NYS Culturally Responsive-Sustaining Education four principles.</td>
<td>Opportunity to add these details into key activities listed for indicators 2.1-2.3 [EXE 321, EDU 322, EXE 323]</td>
<td>In-process</td>
</tr>
<tr>
<td>Add reading about RTI team meeting protocols, and add “Attend a team meeting and identify effective meeting protocols/procedures” to the Choice Board assignment.</td>
<td>We noticed an absence of key activities in the literacy block courses where students can observe and reflect on indicator 4.6 in structured ways [EXE 321, EDU 322, EXE 323]</td>
<td>In-process</td>
</tr>
<tr>
<td>Add reading on implementation fidelity; Add a fidelity checklist to the Literacy Intervention Drill project</td>
<td>Opportunity to add key activities related to indicator 4.9 [EXE 321, EDU 322, EXE 323]</td>
<td>In-process</td>
</tr>
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Next Steps

● Use the IC process as a tool to expand interdepartmental collaboration
● Use the IC reports & data in existing program improvement structures
● Other topics to evaluate: High Leverage Practices & Evidence Based Reading Instruction.
Program Collaboration to Prepare Education Leaders Who Can Support Special Education Instruction

Columbus State University
Instructional Observation and Feedback
Principal Preparation and Special Education

Collaborators
★ Education Leadership Faculty (Graduate Program)
  ■ Principalship Course
★ Special Education Faculty (Graduate Program)
  ■ Methods Course

Description
★ Focus: Gain experience with the observation and feedback cycle via school administration
  ■ Leadership candidates: Observe lesson delivery and provide feedback
  ■ Special education candidates: Prepare/deliver lesson and receive feedback

Outcomes
★ Leadership Candidates: Increase in ability / confidence with observing special education instruction and providing related feedback
★ Special Education Candidates: Additional instructional feedback, experience with the administrator evaluation process

Columbus State University

Next Steps
★ Observation and feedback sessions I & II at the start and end of the semester
★ Reflective component for special education candidates based on feedback I & II
Collaborators

- Education Leadership Faculty (Graduate Program)
  - Principalship Course
- Special Education Faculty (Graduate Program)
  - Methods Course
Description

- Focus: Gain experience with the observation and feedback cycle via school administration
  - Leadership candidates: Observe lesson delivery and provide feedback
  - Special education candidates: Prepare/deliver lesson and receive feedback
Outcomes

- Leadership Candidates: Increase in ability / confidence with observing special education instruction and providing related feedback

- Special Education Candidates: Additional instructional feedback, experience with the administrator evaluation process
Next Steps

- Observation and feedback session I at the start of the semester
- Reflective component for special education candidate based on feedback I
- Observation and feedback session II at the end of the semester
- Reflective component for special education candidate based on feedback II
Better together! In what ways might you collaborate to support your teachers & leaders so that they can support all students!

- Collaborators
- CEEDAR Tools
- Collaborating for all students!
- Desired Outcomes
- Next Steps for You!

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