



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

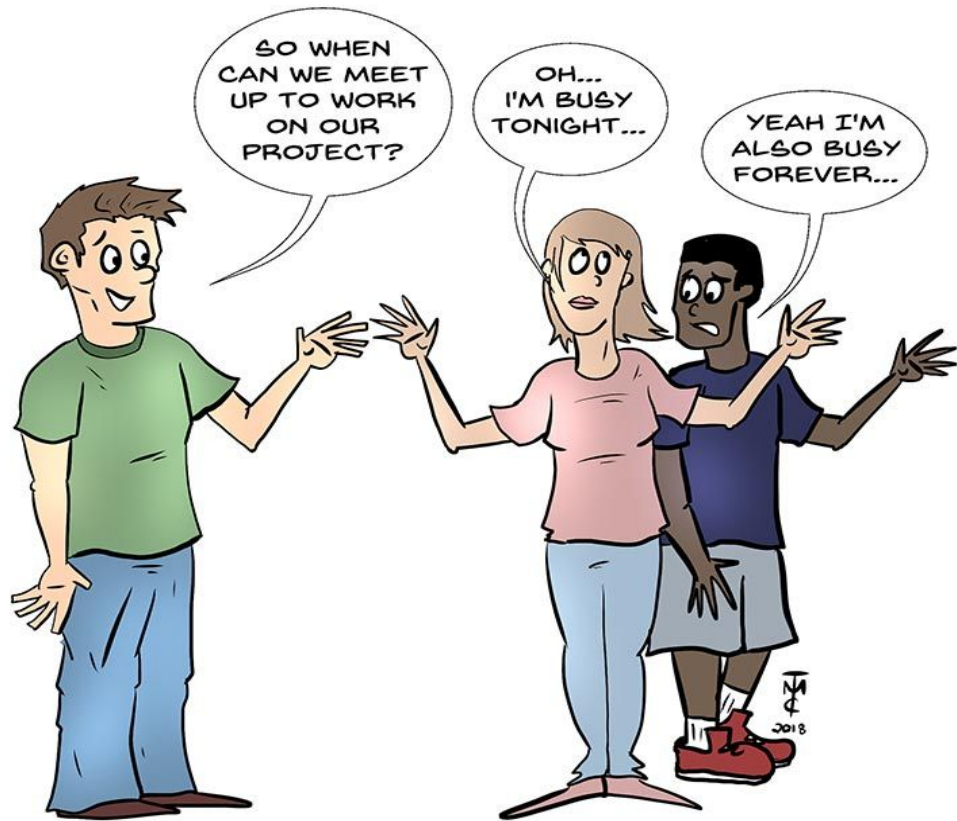


Greg Blalock



Mary Lavin







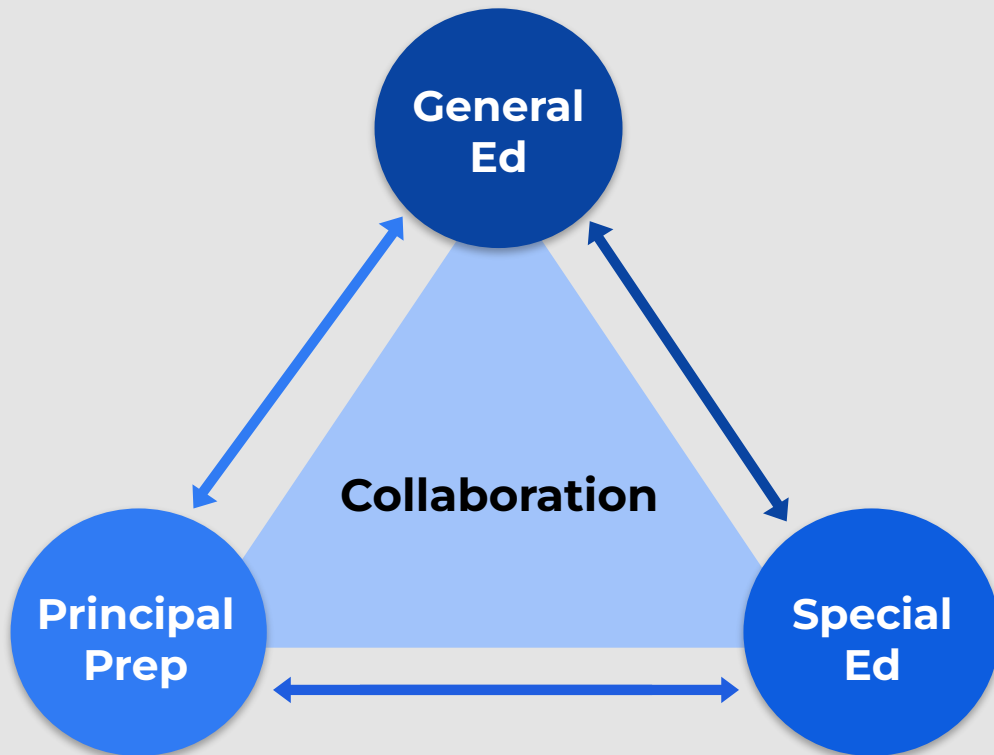
IF YOU WANT TO GO FAST, GO ALONE.

IF YOU WANT TO GO FAR, GO TOGETHER.
- AFRICAN PROVERB

Collaboration- Preparing Candidates to Teach All Learners.



Collaboration is Key



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

Buffalo State University

Outcomes / Benefits

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

Next Steps

INSTRUCTOR	COURSE	SEMESTER
Dana Faye Serure	SSE 309 - <i>Methods and Materials for Teaching High School Social Studies</i>	Fall 2022 and Spring 2023
Jen Reichenberg	EDU 211 - <i>Introduction to Literacy</i>	Fall 2022 and Spring 2023
Liza Bair	EDU 316 - <i>Teaching Elementary School Mathematics</i>	Spring 2023

P-12 Partners:

Professional Development School sites

“Debrief” Participants:

-Entire School of Education
Professional Development Schools

-Consortium (*candidates, mentors, principals, faculty, supervisors, etc.*)

Collaborators

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.

Description
(tools & what we
did)

Summer Stipend:

1. Use at least 1 CEEDAR resource / tool
2. Modify at least 1 assignment, activity, or experience
3. Share & present to peers

CEEDAR Resources as
Vehicle for Collaboration

Course
Enhancement
Modules



Social Studies Ed

Dr. Dana Serure's
examples

-Cultural Identity
Wheel

-Culturally Relevant
Education Terms

-Explicit instruction
on foundations

Literacy

Dr. Jer Reichenberg's

I am beginning to
understand CRE.

Social justice can
help my WHY
for teaching.

Try to be more
inclusive in my
teaching.

Math

Mrs. Liza Bair's
examples

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?

Outcomes/
Benefits



Social Studies Ed

Dr. Dana Serure's
examples

-Cultural Identity
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-Culturally Relevant
Education Terms

-Explicit instruction on
foundations

Literacy

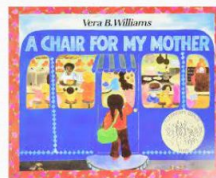
Dr. Jen Reichenberg's
examples

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

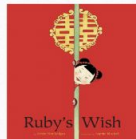
Math

Mrs. Liza Bair's
examples

After

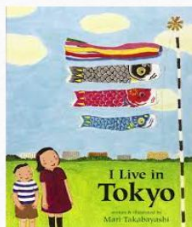


If someone in your
community lost
everything in a fire, how
would you help them
try and resume back to
normal? -Criticality



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

Before



Do you think Tokyo is a
big city?

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

comes/
efits

Social Studies Ed

Dr. Dana Serure's
examples

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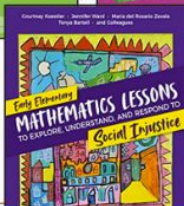
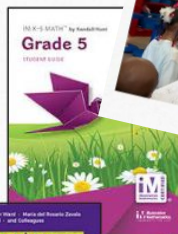
-Focused on notion
of math often being
viewed as a "neutral
subject" that is both
culture and language
free

Outcomes/ Benefits

New in-class activity

Analyze sample math lesson plans, from a variety of curricula, using the [CRMT Lesson Analysis Tool](#) (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."

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

Next Steps

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 / CEEDAR Liaison.

Description & Tools

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

**Buffalo State
University**

Outcomes & Benefits

- Course-specific changes to address gaps
- Better prepared teachers

Next Steps

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

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**

Collaboration

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.**

Description
&
Tools

Rubric: From Learning to Doing.

Essential Components	Implementation Levels			
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.	Level 0	Level 1	Level 2	Level 3
	There is no evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Must contain at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.	Must contain at least one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Must contain at least one item from Level 1 as well as at least one item from Level 2, plus at least one of the following: tutoring, small-group student teaching, or whole-group internship.

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**

Outcomes & Benefits

Sample Action Items from Buffalo State Team Debrief

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

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.**

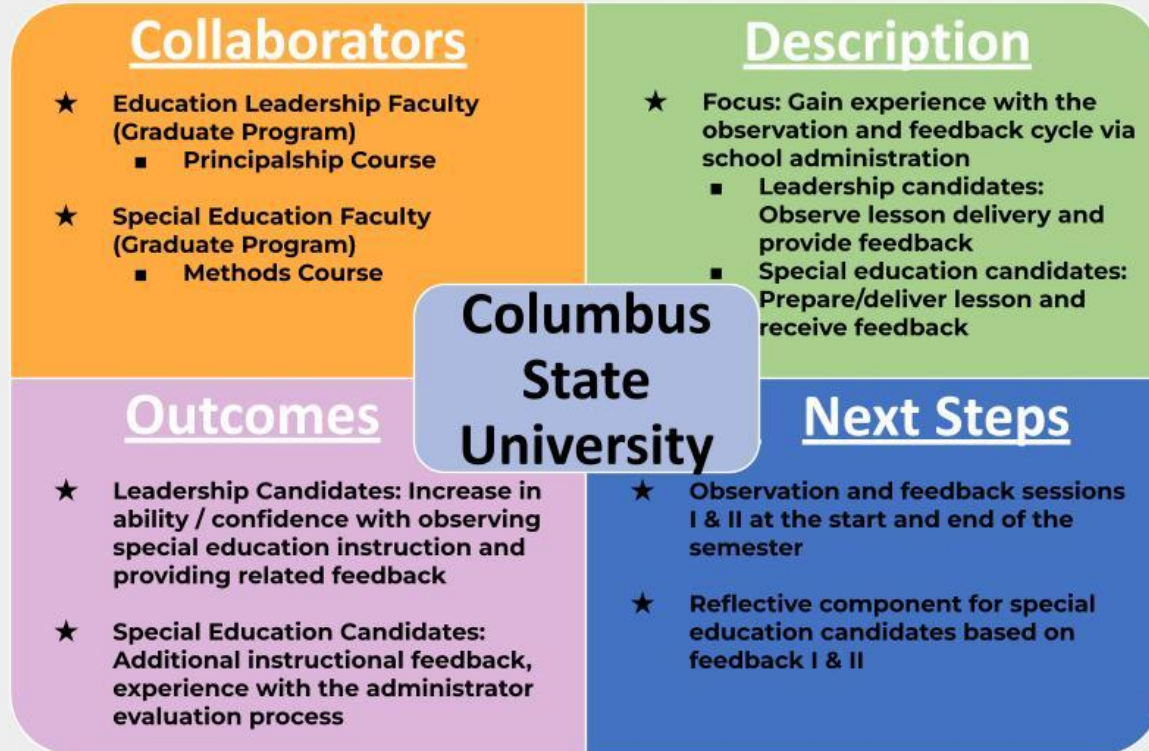


Next Steps

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**

Collaborators

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

**Description-
Tools Used**

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



Outcomes

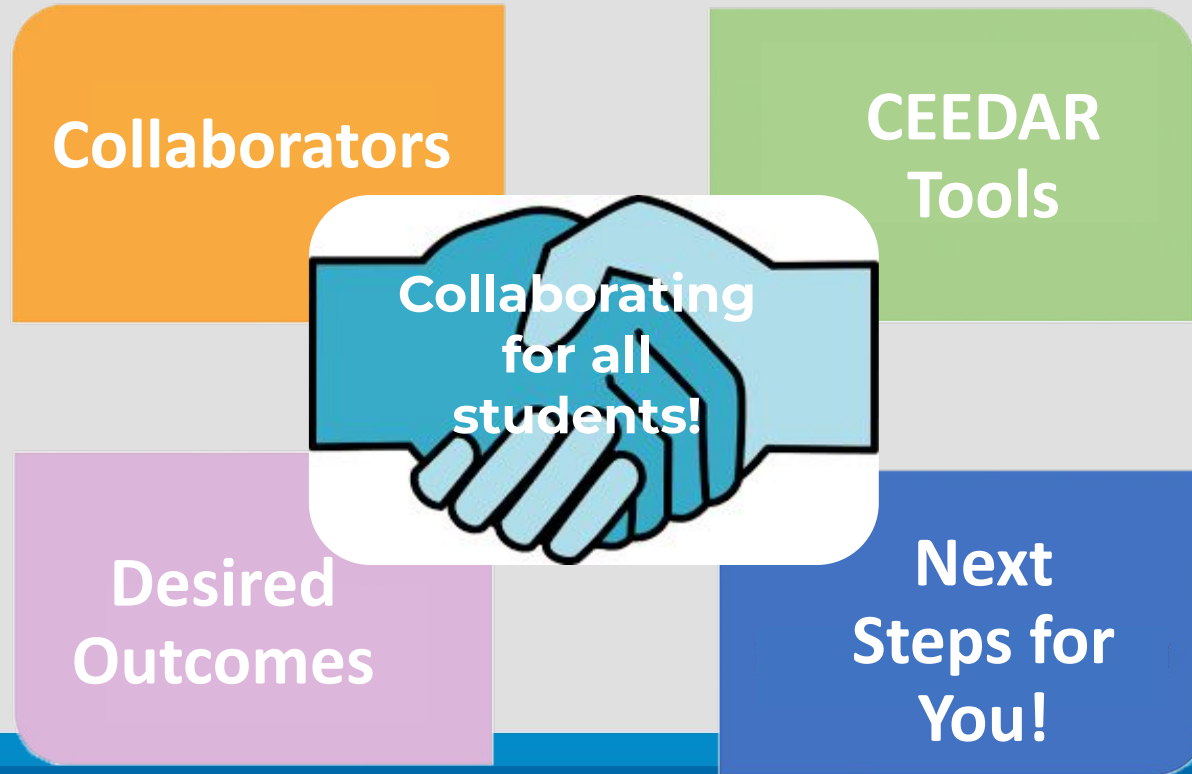
Next Steps

- **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**

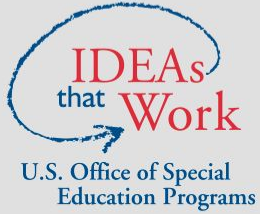


Next Steps

Better together! In what ways might you collaborate to support your teachers & leaders so that they can support all students!



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