

# **Scaling Educator Preparation Reform Efforts in Colorado Through CEEDAR Partnerships**

**CEC TED 2023 Conference  
November 1, 2023**



# Objectives

In this session participants will:

- ✧ Connect with fellow faculty members to learn about immediately usable resources and products resulting from innovative projects in Colorado.
- ✧ Understand strategies to leverage CEEDAR resources to offer similar opportunities to IHEs to drive innovation in educator preparation.

# Presenters

- 👤 Dr. Lindsey Hayes, CEEDAR Center
- 👤 Dr. Jill Choate, Fort Lewis College
- 👤 Dr. Jennifer Fox, University of Colorado Denver
- 👤 Dr. Marla Lohmann, Colorado Christian University
- 👤 Dr. Corey Pierce, University of Northern Colorado

# CEEDAR Overview

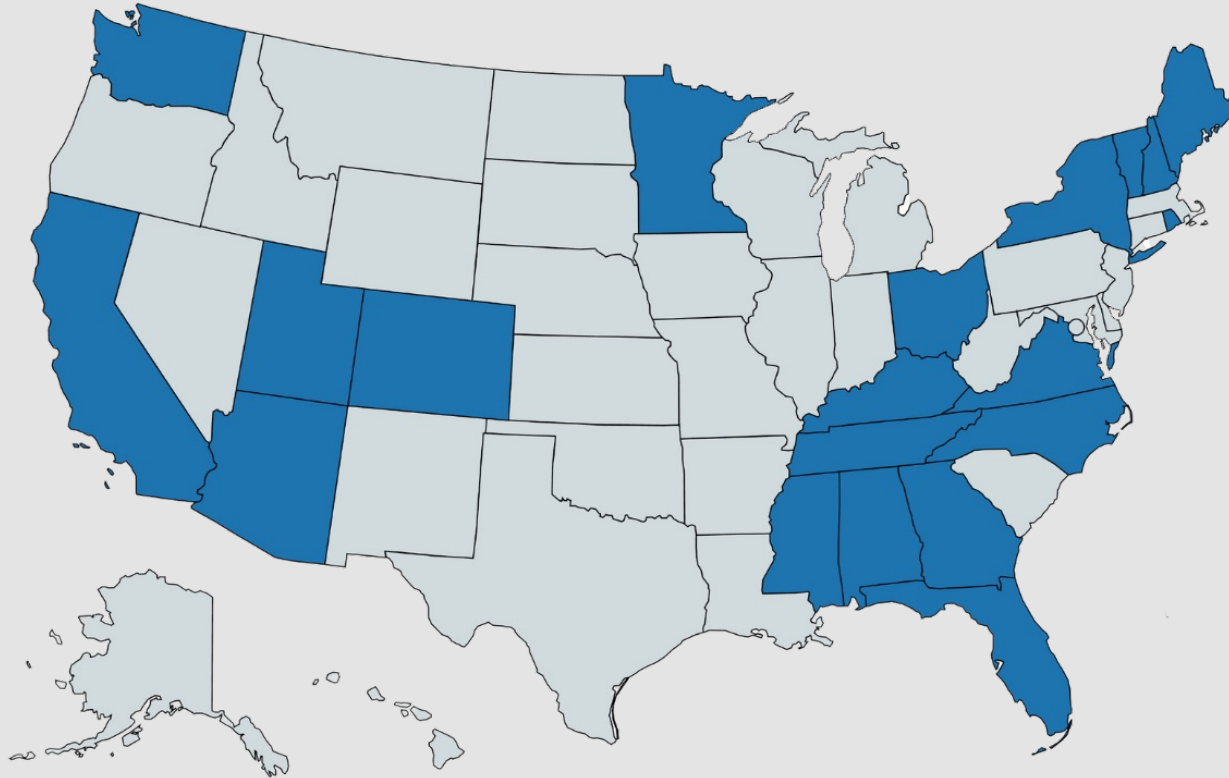
- ✧ Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP)
- ✧ Supports teams of state education agencies, institutions of higher education, and local education agencies to improve personnel preparation systems for teachers and leaders of SWDs
- ✧ Housed at the University of Florida since 2013

# CEEDAR Center 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 States

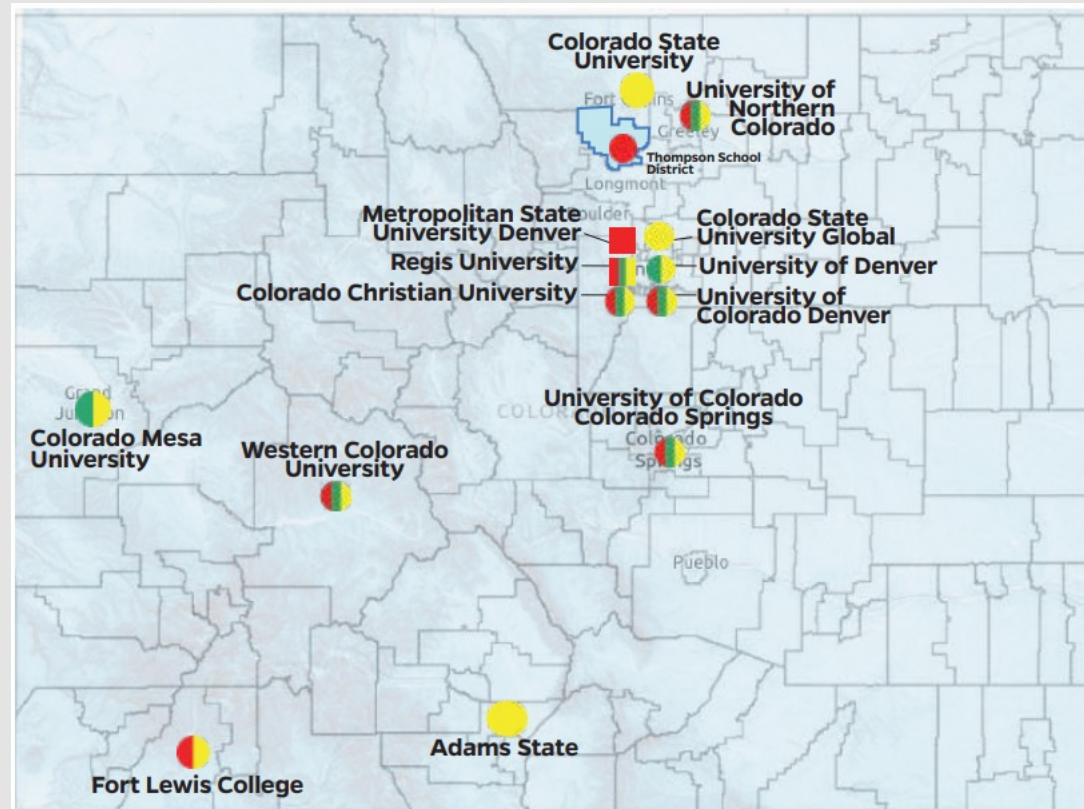


# Colorado Preparing Excellent Educators and Leaders (CO-PEEL) Network

1. Build the capacity of Colorado Institutions of Higher Education (IHEs) to embed practices that are supported by evidence and aligned to state requirements into preparation program coursework and clinical experiences.
2. Increase understanding and use of inclusive leadership practices by principal preparation program faculty across Colorado.
3. Contribute to the development of a statewide program completion survey that will generate data for educator preparation programs engage in continuous improvement efforts.
4. Ensure the sustainability of teacher and leader preparation reform efforts in Colorado by engaging additional partners and preparation stakeholders.

# Mini-Grant Model

Have held three rounds of applications to engage additional Colorado IHEs in projects related to educator preparation



## Key

- Circle = Active Partner
- Square = Past Partner
- Red = CEEDAR State Leadership Team member
- Green = CEEDAR-funded project recipient
- Yellow = Principal preparation professional learning community member

# Example Past Projects

- ✧ Development of a bank of high-quality exemplar IEPs and associated training materials to embed within special education teacher preparation programs.
- ✧ Implementation of a program to pair paraprofessionals with mentor special education teachers to create a pathway to a special education licensure residency or student teaching experience.
- ✧ Creation of a series of online, publicly-available modules for preservice and inservice teachers on structured literacy, dyslexia, transition, and other topics pertaining to evidence-based reading instruction for SWDs.



# **Project SITE: Sample IEPs for Teacher Education**

**Dr. Jennifer Fox, University of Colorado Denver**

**Dr. Marla Lohmann, Colorado Christian**

**University**



# Three IHEs Partnered Up

- Two Denver Metro, one Western Slope
  - Different perspective
  - Different student experiences and populations
  - However, a lot of overlapping needs
- Critical needs were myriad, but we focused on well-written IEPs
  - Trainings
  - Examples
  - Non-examples
  - How to run an IEP meeting
  - Understanding the critical threads—the flow from referral to annual

# Multi-Year Focus on Area of Critical Need

- Project SITE: Sample IEPs for Teacher Education
  - Project SITE: (Part 1)
  - Project SITE: (Part 2)

# Projects Undertaken

- Year #1: Project included 300+ page IEP OER book that can be used to support teacher candidates and special education teams in CO (or nationally) see exemplar IEPs and non-examples.
- Year #2: Training modules that include video guides for step-by-step guidance on comprehensive sections of the IEP (i.e., goals, eligibility, LRE/placement, present levels, etc.) In addition, there will be an IEP meeting simulated video presenting a start-to-finish IEP meeting exemplar.

# Projects

Fox, Lohmann & Mason,  
2021

SCAN ME



Fox, Lohmann & Mason,  
2022



SCAN ME

# Project Outcomes & Next Steps

## Continuing the work

- Newer installments of Project SITE
- Switching the focus to other high need areas for new teachers

## Dissemination

- An ongoing challenge as they live in a google drive
- Hoping the state department of education houses them on their website



# **Paraprofessional Pipeline**

**Dr. Jill Choate, Fort Lewis College**



# Why Focus on Paraprofessionals?

- Paraprofessionals are committed to community
- 92% retention rate when entering higher education (Fairgood, 2008)
- Rural context
- Difficulty with recruitment and retention

# Development and Process

- Special Education Survey
  - Special Educators to determine needs
  - Provided guidance for module development
- Five Paraprofessional/Mentor Dyads
  - Paraprofessional enrolled in WCU or FLC
  - Mentor teacher working with Paraprofessional in school
  - Five synchronous 75-minute meetings
  - Included instruction, application, discussion, and support
  - Feedback gathered after each session

# Modules

- Co-Teaching Best Practices
- Nuts and Bolts of PBIS and Classroom Management
- IEP Case Management and Progress Monitoring
- Assistive Technology
- Gradual Release

# Results

- Clear communication
- Team or planning time with each other
- Have conversations that involve feedback, check-ins, and coaching type of conversations
- Clear expectations for everyone involved
- Make mentee, mentor pairs carefully and with care

# Access

- Open Educational Resource: Canvas Course shared on Canvas Commons, email faculty for course file [Canvas Commons Help Guide](#)
- See updated course here:  
<https://lor.instructure.com/resources/bd926a7481d0409d8f39a01b8256c4d6?shared>
- Five Powerpoint trainings on subjects listed above
- Notecatcher/Guidebooks for each of the subjects listed above



# **Module Development**

**Dr. Corey Pierce, University of Northern  
Colorado**



# Structured Literacy and Dyslexia

- **Implemented Structured Literacy in the Classroom Module 1:**
  - Provides a basic introduction to structured literacy that can be used in the general k-3 classroom or with struggling readers and strategies related to phonology, sound symbol relationship, syllables, spelling, morphology.
- **Implemented Structured Literacy in the Classroom Module 2:**
  - Focused on elements related to the language comprehension side of the reading rope and how these skills impact reading and identify strategies related to the subskills related to language comprehension.
- **Dyslexia: What All Teachers Need to Know:**
  - This module will discuss dyslexia and will provide tools and guidelines on how to assess for dyslexia. The module will align with the state laws and legislation around dyslexia as well as provide a brief introduction into effective instruction.

# Transition

- **Developing Aligned Purposeful Transition-Focused IEPs:**
  - Are you ready to transform your transition-focused Individualized Education Programs (IEPs)? This course provides you the opportunity to design transition-focused IEPs that guide educationally beneficial services, align with the student's plans for their postsecondary life, meet legislative requirements, and verify a plan to provide educational benefit.

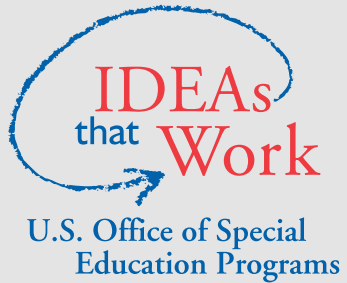


# Conclusion

# 2023-24 EPP Projects

- ABC for ALP: An Asynchronous Bootcamp for Colorado Special Education Alternative Licensure Program Candidates (Colorado Christian University, University of Colorado at Colorado Springs, University of Colorado Denver)
- Increasing Culturally Responsive Teaching Practices in Inclusive Learning Environments Via a Tiered Co-Learning Model (Colorado College)
- Special Education Teacher Apprenticeships (T-RAPs) (Fort Lewis College, Colorado Mesa University, University Northern Colorado)

# Disclaimer



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