



RFP – WA CEEDAR

CEEDAR Mini Grant Opportunity: Exemplar Practices that align with Domain 2 OR Domain 6 and the CEEDAR Center HLPs

The Professional Educator Standards Board (PESB) implemented a Curriculum and Instruction review for principal and teacher preparation programs during the 2023-2024 academic year, and the review is now consequential, beginning in the 2025-2026 school year. Specifically, the review focuses on Domains 2 and 6. This curriculum and instruction review is a process to enhance the current program review. Since this process is newer to all programs, the Washington Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) State Leadership Team would like to support a collaborative effort across preparation programs in the state of Washington.

In 2017, the CEEDAR Center, in collaboration with the Council for Exceptional Children, developed [High-Leverage Practices \(HLPs\)](#) for students with Disabilities. The HLPs are organized into four domains: Collaboration, Data-Driven Planning, Instruction in Behavior and Academics, and Intensify and Intervene as Needed. HLPs are practices that can support all students, not just students with disabilities.

The mission of the Washington CEEDAR State Leadership Team is to ensure that Washington teachers are equipped with the knowledge and skills to serve students effectively in inclusive settings. To that end, general education teachers, special education teachers, and educational leaders must be prepared to serve students with and without disabilities within inclusive, schoolwide frameworks that integrate academic, social, emotional, and behavioral supports.

The WA CEEDAR State Leadership Team invites applications from partnering Washington educator preparation programs (EPPs) to engage in an exciting effort to apply for a mini grant for funds to create exemplar practices that align [Domain 2 OR Domain 6](#) and the CEEDAR Center HLPs.

Priorities

This opportunity aims to offer seed funding to support Educator Preparation Programs (EPPs) in Washington. The goal of this funding is to incentivise EPPs to enhance alignment with HLPs for the PSEB review process. Proposed projects must include programs committed to addressing the following priorities:

1. Demonstrate a commitment to supporting inclusive practices.

2. Demonstrate use of evidence-based practices and high-leverage practices for students with disabilities.

Possible focal areas that could support this overarching goal could include, but are not limited to:

- **Course or Assignment Revision (Aligned to Standard 2):**
Redesign signature assignments so that they explicitly embed one or more HLPs.
 - Integrate HLPs into lesson-planning assignments or unit design tasks.
 - Revise assessment tools or rubrics to evaluate how preservice teachers apply HLPs.
- **Readings, Case Studies, or Learning Modules (Aligned to Standard 2):**
 - Develop case studies that feature inclusive classroom practices, illustrating how HLPs are implemented in action.
 - Curate readings/videos/modules that link HLPs from the four domains to teacher candidate preparation.
 - Embed reflection prompts into course modules that prompt candidates to analyze their use of HLPs.
- **Clinical and Field Experience Integration (Aligned to Standard 6):**
 - Revise observation tools, placement protocols, or supervision tasks to integrate HLP indicators.
 - Establish mentor-teacher or instructional-coach partnerships where novices receive feedback specifically on HLP implementation.
 - Design co-teaching, peer-observation, or micro-teaching cycles with a focus on HLP implementation.
- **Professional Learning and Collaboration (Aligned to Standard 2 and/or 6):**
 - Establish a faculty community of practice to align courses and field experiences around HLPs.
 - Enable collaboration between departments (general ed, special ed, and ed leadership) to ensure seamless transition of HLP-aligned expectations of teacher and leader candidates.

Requirements

To receive funding, applicants must agree to:

1. **Development of an HLP-Embedded Component:**
Propose, pilot, or revise a specific curricular, instructional, or field-based component that embeds one or more HLPs aligned with PESB Domains 2 and/or 6 and with one or more

HLP domains.

2. Documentation and Progress Reporting:

Submit updates that document progress, including milestones reached, challenges encountered, and artifacts (such as revised lesson plans, modules, or tools) showing HLP incorporation.

3. Submission of Artifact(s):

Provide tangible evidence of the change, such as a revised assignment, new case study modules, field observation instrument, or coaching protocol that clearly demonstrates HLP integration in teacher preparation or induction and can be used as an exemplar for other EPPs. A requirement of the submission is a crosswalk between the original course, module, observation protocol, professional learning offering, and the enhanced course, highlighting the integration of HLPs.

4. Collaboration with CEEDAR Central and CEEDAR WA:

Engage in at least one consultation/coaching session with CEEDAR staff and/or CEEDAR WA to support design, implementation, and evaluation of the HLP embedded component. Co-develop an infographic summarizing project outcomes.

5. Dissemination:

Present the project infographic and key learnings at the upcoming WACTE convening or another agreed venue to share across EPPs in the state.

Award Information

Number of awards: 5-10

Awards for per proposed project: \$500-3000, depending on scope

Please note that these amounts are subject to change.

Timeline

Application opens:

Proposals due: January 30, 2026

Notification of award: Feb 13, 2026

Submission Instructions

Submit completed proposal applications or questions about the application process via email to Kate Adams kadams@coe.ufl.edu

Proposal Application

Please provide contact information for all partners on this application, adding lines as necessary.

Name of Institution of Higher Education: _____

Name of Faculty Lead: _____

Email: _____

Phone: _____

Name of Partnering Local Education Agency: _____

Name of Local Lead: _____

Email: _____

Phone: _____

Amount Requested: _____

Proposed Project: Please provide a narrative description that includes the following (no more than three pages, double spaced, 12pt Font).

- Project purpose
- Rationale (e.g., how will this project build capacity for partnerships in induction?)
- Activities and/or deliverables and their associated timeline (Note: Activities must conclude by August 31, 2026)
- Evaluation plans (e.g., evidence of curricular changes and changes in educator knowledge and/or practice)

Project Personnel: Please include names and titles of any faculty, district staff, or graduate students who will be involved and indicate their role in the project.

Budget: Please include a detailed budget showing how the requested funds will be used and a narrative with an explanation.

Category	Associated Costs	Timeline and Narrative
Salaries/Faculty Time		
Consultants		
<i>Fees and days worked</i>		
Travel		
Meeting Expenses		
Materials/Supplies		
Publication and Printing Costs		
Communications		
Other		
<i>Total Costs</i>		

Budget Narrative:

Contact to receive funds:

CEEDAR State Funds Guidance

Allowable	Not Allowable
• Travel • Meeting Expenses (to include costs of meals, transportation, rental of facilities, hotel fees, speakers' fees, and other items incidental to such meetings) • Salaries and Fringe Benefits/Honoraria • Consultants • Communications • Materials and Supplies • Publications and Printing	• Equipment and Other Capital Expenditures • Building and Equipment Rental • Utilities • Capital Maintenance and Repair • Donations and Contributions* • Lobbying* • Entertainment* • Alcoholic Beverages* • Indirect Costs (unless otherwise directed by state policy)

* Unallowable per OMB Circulars A-21 and A-87

Please submit completed applications to kadams@coe.ufl.edu