



Image Source: <http://ceddar.education.ufl.edu/>

THE CEDDAR CENTER

What it is and how it can help your educator preparation program

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PARTICIPANT OUTCOMES



Image Source: <http://cedar.education.ufl.edu/>

1. Participants will gain a general understanding of the CEEDAR Center and the grant that was awarded to DESE and four Missouri institutions.
 2. Participants will explore some of the resources provided by CEEDAR and will determine ways in which they can apply those resources into their programs and/or courses.
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CEEDAR CENTER

- CEEDAR stands for **Collaboration for Effective Educator Development, Accountability and Reform**



Image Source: <http://cedar.education.ufl.edu/>

CEEDAR GRANT INITIATIVE



Image Sources: http://media.mlive.com/flintcommunity_impact/photo/university-of-central-missouri.jpg-3ed8d46413d88450.jpg

http://universityofmissouristlouis.studentdiscountprogram.com/wp-content/themes/couponpress/thumbs/UMLS_logo-250.png

<http://southkcchamber.com/Resources/Pictures/Avila%20University.jpg>

<http://www.mobap.edu/wp-content/uploads/2013/01/MBU-School-Communication-Logo-NO-TAGLINE-JPG-FOR-MICROSOFT-OFFICE.jpg>

<http://www.mocharterschools.org/wp-content/uploads/2011/09/DESE-Logo.jpg>

LEADERSHIP SUPPORT & COMMUNICATION

- Identify Team



Image Source: <http://got-crossfit.com/wp-content/uploads/2014/08/3-people-team.png>

- Communication Strategies
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PROGRAM AND POLICY ALIGNMENT & IMPROVEMENT

- Needs of all students
- Evidence-based practices
- Program evaluation
- Policy alignment



Image Source: <http://playlearngrowtogether.weebly.com/uploads/3/2/0/6/32065605/1405530391.png>

DATA SYSTEMS & FORMATIVE EVALUATION

- Enhancing existing evaluation methods
 - Designing and implementing new methods of performance
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MISSOURI BAPTIST UNIVERSITY GOALS

- Proficiency in inclusive and EBP Tier 1 instructional practices
 - Syllabi Review and Revision
 - Partnerships effectively using Multi-Tiered Systems of Support
 - Expectations for leaders to create a culture that supports EBP
 - Implement PD focused on MTSS
 - Identify professional learning opportunities
 - Utilize resources
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Conference Resources

COUNCIL OF
EXCEPTIONAL
CHILDREN



Image Source: <http://blog.ecu.edu/sites/coeblog/files/2015/04/cec.jpg>

MO-COUNCIL OF
ADMINISTRATORS
OF SPECIAL
EDUCATION



Image Source: <https://www.pinterest.com/pin/206602701628499461/>

MO-EDU SAIL



Image Source: <http://moedu-sail.org/wp-content/uploads/2014/09/edu-sail-logo-smaller2.png>

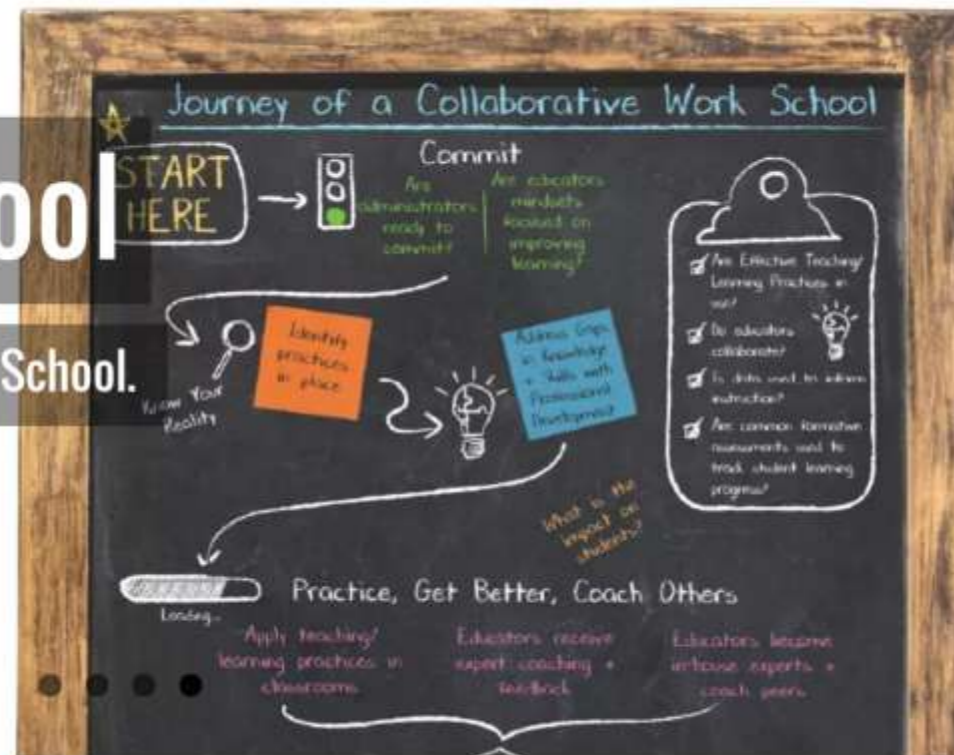
- [MO-EduSail](#) - Missouri Collaborative Work Resources



Journey of a CW School

Check out what it takes to be a Collaborative Work School.

[LEARN MORE](#)



A *Learning Package* is a focused approach to professional development content. The content is designed to address adult learning principles as well as uphold specific characteristics of high quality professional development. Additionally, the learning packages focus on implementation at the classroom level.

Each learning package was developed using an outline incorporating the elements of high quality professional development which includes consideration for adult learning principles (Archibald, Coggshall, Croft, & Goe, 2011; Duda, Van Dyke, Borgmeier, Davis, & McGlinchey, 2011; Dunst & Trivette, 2009; International Association of Learning Educators, 2011). This outline shapes both the training content and the training experience.

Key components (to view a more detailed version of the outline, [click here](#).)

1. Preparation
2. Opening and Introductions
3. Why The Topic is Important
4. Overview of the Topic
5. Unpacking the Topic
6. Topic in Practice
7. Topic in Action
8. Assessment and Reflection
9. Closing and Follow-Up

Collaborative Work Learning Package Materials

Each Collaborative Work Learning Packages includes the following pieces.

Activities, Readings, & Content Guides

Collaborative Work

Get started with
improving your
teaching

Teaching/Learning Practices


- > [Effective Teaching & Learning Practices Overview](#)
- > [Visible Learning](#)
- > [Collaborative Data Teams](#)
- > [Data-Based Decision-Making](#)
- > [Common Formative Assessment](#)
- > [Student-Teacher](#)

Data-Based Decision-Making Learning Objectives

- Educator utilizes steps of DBDM “Cycles” with their classroom data.
- Educator will collect, chart, analyze and disaggregate student learning data as well as implementation data.
- Educator will explain results indicators for process (cause) and product (effect).
- Educator will design ongoing monitoring of results (monitor, reflect, adjust, repeat).

Presenter and Participant Materials

Participant Materials

 **Participant Slides:** These files do not include the presenter notes. Files can be viewed online, on mobile devices, or printed. Click on the slide image to open the file in Joomag. From there, you can print or email participants.



Data-Based Decision-Making

Definition
Using Student Data to Support Instructional Decision-Making

Data-Based Decision-Making (DBDM) = small teams meet regularly and use an explicit, data-driven structure to:

- disaggregate data,
- analyze student performance,
- set incremental student learning goals,
- engage in dialogue around explicit and deliberate classroom instruction, and
- create a plan to monitor instruction and student learning.

Purpose

- Make data part of an ongoing cycle of instructional improvement
- Teach students to examine their own data and learning goals
- Establish a clear vision for school-wide data use
- Provide supports that foster a data-driven culture within the school
- Develop & maintain a district-wide data system

The Process




Benefits

Using a DBDM process shifts the work of school leadership teams from a reactive or crisis driven process to a pro-active, outcomes driven process, and sets the stage for continuous improvement.

Gilbert, 1978; McIntosh, Horner & Suggs, 2009

Essential Questions

Mike Schmoker

improving your teaching

Teaching/Learning Practices

- › [Effective Teaching & Learning Practices Overview](#)
- › [Visible Learning](#)
- › [Collaborative Data Teams](#)
- › [Data-Based Decision-Making](#)
- › [Common Formative Assessment](#)
- › [Student-Teacher Relationships](#)
- › [Engaging Student Learners](#)
- › [Assessment Capable Learners](#)



CEEDAR INNOVATION CONFIGURATIONS

Classroom Organization and Behavior Management Innovation Configuration

Essential Components	Variations					Rating
	Code = 0	Code = 1	Code = 2	Code = 3	Code = 4	
<p>Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately.</p> <p>Descriptors and examples are bulleted below each of the components.</p>	<p>There is no evidence that the component is included in the class syllabus.</p>	<p>Syllabus mentions content related to the component.</p>	<p>Syllabus mentions the component and requires readings and tests or quizzes.</p>	<p>Syllabus mentions the component and requires readings, tests or quizzes, and assignments or projects for application.</p> <ul style="list-style-type: none"> • Observations • Lesson plans • Classroom demonstration • Journal response 	<p>Syllabus mentions the component and requires readings, tests or quizzes, assignments or projects, and teaching with application and feedback.</p> <ul style="list-style-type: none"> • Fieldwork (practicum) • Tutoring 	<p>Rate each item as the number of the highest variation receiving an X under it.</p>
<p>Structured Environment</p> <ul style="list-style-type: none"> • Daily schedule is posted and clearly visible to students. • Environment is arranged for ease of flow of traffic and distractions minimized. 						
<p>Active Supervision and Student Engagement</p> <ul style="list-style-type: none"> • Teacher scans, moves in unpredictable ways, and monitors student behavior. • Teacher uses more positive than negative teacher-student interactions. • Teacher provides high rates of opportunities for students to respond. • Teacher utilizes multiple observable ways to engage students (e.g., response cards, peer tutoring). 						
<p>Schoolwide Behavioral Expectations</p> <ul style="list-style-type: none"> • A few, positively stated behavioral expectations are posted, systematically taught, reinforced, and monitored. 						

[CEEDAR Innovation Configurations](#)

AVILA UNIVERSITY GOALS

- Preparation in the School of Ed
 - Professional Development & MTSS Integation
- Assessment & Development
 - Analyze curriculum & programs
 - Incorporate UDL
- Integration
 - Use new assessments
 - Professional Development
- Strengthening Partnerships

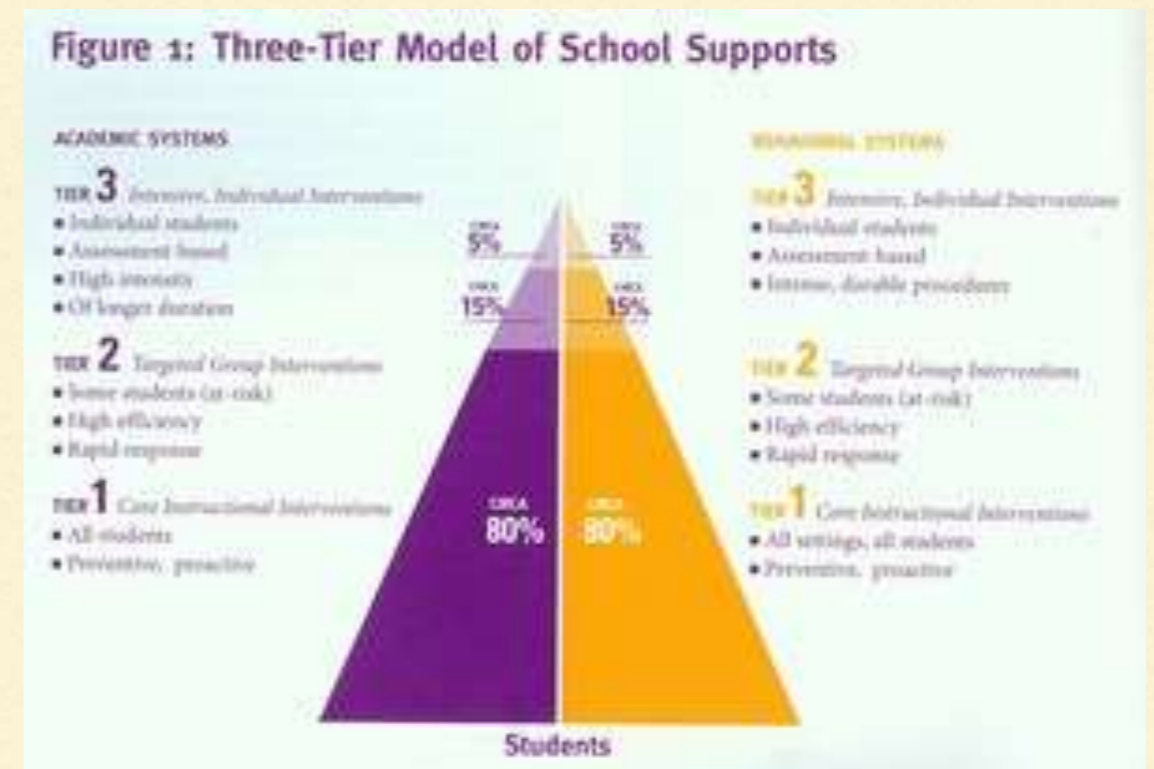


Image Source: <http://bloximages.chicago2.vip.townnews.com/cheadliner.com/content/tncms/assets/v3/editorial/0/d2/0d2bde6-56b8-11e3-9bf6-0019bb2963f4/5294cd0680f20.image.jpg?resize=300%20>

HOW CEDDAR HELPED AVILA'S EPP



Image Source: <http://schoolpartnership.wustl.edu/wp-content/uploads/2013/01/k12connections.jpg>

- History & Evolution of SPED models
 - Curriculum Review
 - Important Conversations
 - Resources
 - Partnerships
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Thank you!

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