



OSEP Symposia Series: Preparing Personnel to Serve Children with Disabilities

Symposium Live Recording

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Jennifer Barrett-Zitkus

"Welcome"

>> Jennifer Barrett-Zitkus: Good afternoon, and welcome to the first 2019 OSEP Symposium event – Effective Personnel for All, Focus on Preparation. I'm Jennifer Barrett-Zitkus with the US Department of Education - Office of Special Education Programs, and I will be serving as your moderator for today's event. First of all, a little bit about our technology. Participants will be muted throughout the symposium, and we invite you to submit your questions in the Ask Questions box, under the Q&A tab near the bottom of your screen. We will try to answer as many questions as we can, and as possible, and please know that there'll be opportunity for your questions at the end of the event, and ongoing, through the collaboration space. To enhance your experience, we recommend you close all other programs, and your internet browser including your email. Please refresh your browser or use it, if-. Excuse me, if you lose your audio or video please login through a different browser. You can ask for help in the Chat Box, and there's additional technical assistance support, that can be found in the OSEP Symposium Series website. During this year's symposium series, we will discuss the importance of effective personnel for all children with disabilities. The three symposiums are interconnected. Today we will be exploring policies and practices that can utilize effective preparation for personnel. In May, we will be looking at retaining effective personnel, and how we can support the process. In the final symposium, this year will be in August, and we're really learning how educational agencies can attract effective personnel to their organization. Before we get started with today's presentation, I want to share with you that you'll be hearing from several speakers today some are OSEP department grantees, others are practitioners and stakeholder partners. We have designed this symposium to share valuable information that we think will assist our grantees in a variety of roles, to improve outcomes and results for children with disabilities and their families. However, the contents of this presentation do not necessarily represent the policy of the department of education, and you should not assume endorsement by the federal government. Today's symposium with focus on the preparation of effective personnel. During the presentation, you will hear from our experts, including OSEP grantees, as they discuss K-12 personnel landscape, the early childhood landscape, clinical practices and partnerships, and the role of the national organizations in improving personnel preparation. We will be sharing two practitioner videos that will describe Hawaii's work with early childhood personnel, and the second one will be an example from California State University system. Let's get started with our first speaker. It is my pleasure to welcome the Director of the Office of Special Education Programs at the U.S. Department of Education, Laurie VanderPloeg. In this capacity, she serves as an advisor to the Assistant Secretary of the Office of Special Education and Rehabilitative



Services on matters related to education of children, and youth with disabilities. Lori came to OSEP, already as a champion of this issue. We are glad she is here today to share her passion and OSEP's plan for ensuring effective personnel for all children with disabilities. Laurie?

Laurie VanderPloeg
"Opening Remarks"

>> Laurie VanderPloeg: Thank you, Jennifer. Welcome everyone. I'm so excited that you were joining us today for the 2019 Virtual Symposium. As Jennifer said, this will be one of three that we will be offering with our focus on effective educators for all children. I want to give you a heads up on what we are going to be working on. We're going to take a closer look at the workforce challenges facing education today. Challenges that reach across early intervention, early childhood special education, special education, and all of its related service providers, and across education generally. We are hoping to partner with our stakeholders that would have a vested interest in this including our office of Elementary and Secondary Education. We're going to consider factors contributing to this personnel shortage. We are going to discuss innovative strategies, policy and practices, needed to build the strong and effective workforce. We will partner with lots of federal agencies across state, local, and workforce partners. Sorry, federal agencies across state and local leadership, across, institutions for higher education, and across our national organizations. So together, we can amplify and expand efforts to attract, prepare and retain the effective personnel that children with disabilities deserve. As a former of Special Education Director, I know how important it is for us to hire personnel with the knowledge, and skills needed to implement policies and practices and procedures, using evidence-based practices across multi-tiered systems of support. To achieve the results and improve outcomes for all children including infants, toddlers, children and youth with disabilities. I understand how hard it is to deal with personnel shortages, because I faced these challenges myself. In my new role as director of OSEP, I have met with different stakeholders, educators, and advocates; and I hear from almost all of them about the challenges that they are facing to be able to attract and retain personnel. This is a problem faced across our nation in almost all of our states. 48 states, and the District of Columbia currently have special education teacher shortages. 40 of 44 states have responded to the IDEA Infant and Toddlers Coordinators Association, better known at ITCA's Tipping Point survey, indicating that they were experiencing a shortage of qualified providers. Part B and section 619 coordinators, report shortages of qualified personnel also. And of course, though shortages are not limited to teachers and providers. Many states are reporting teacher shortages, that are experiencing the shortages, in Speech and Language, Physical Therapy, Psychologists, and the list is not exhaustive. That will be impacting not only our school-aged children, but our families. So, we have a couple of certain populations that are most challenged, or disadvantaged, by the shortage. Those are those living in high poverty communities with high minority populations, children and families living in rural communities, English language learners, children in foster care, students in juvenile correctional facilities, and the list goes on. So, there are some factors I would like to highlight, that are underlying for our personnel shortage issue. We know that there are shortages. We know a lot about those, and the factors contributing to educators' decisions to enter, stay, or leave the profession; in general, when we are working in high needs schools, and populations specifically. A couple of things we really need to focus in on its adequate preparation, we want to be able to provide better instruction, we want to attain better student achievement and outcomes. Beginning teachers with little and no preparation are 2.5 times



more likely to leave the field, after one year, or more. Graduates of more substantive preparation programs may stay in the field a little bit longer, than those prepared on a fast-track program. Under-prepared personnel are most likely to leave the field. So, we want to make sure that we don't have such a fast-track program, that we are not adequately preparing our future educators. Charges taken to address the critical shortages, do not offer a real solution for the problem. Lack of support for new teachers; how will we work with early career professionals who do not receive mentoring and other supports? Because they are more than two times likely to leave the profession within three to five years of employment. There are challenging working conditions. Lack of support from the principals or administrators, opportunities to collaborate and problem solve with colleagues, shared decision-making and resources for teaching and learning, are all factors contributing to why they are leaving the field. Dissatisfaction with salary and compensation, they are looking for better career opportunities. More than 30% who leave site pregnancy or lack of child care. Clearly, we have a problem of personnel shortage. It is a difficult and complex issue, with a set of complex factors. What are we going to do about that? We have a OSEP action plan. OSEP has had a strong history of support, for both preservice and in-service preparation. And support for teachers, leaders, and providers. We have allocated over \$87 million, invested in 2019 alone. Over the next 12 to 15 months, OSEP is inviting you to participate with us in a series of activities designed to focus on attracting, preparing, and retaining effective personnel, to provide instructional services, and supports to all of our children with disabilities. We are going to engage in a comprehensive, multifaceted effort, and we are going to continue to ask you to be a partner in that process. I want to give you a little bit of information about the three areas. We have attract high-performing students into the field, including individuals from diverse backgrounds. We need to support potential students throughout their process. We need to prepare personnel enrolled in high-quality programs, that offer challenging courses. We need to retain effective personnel that are needed to teach and serve children with disabilities, by supporting comprehensive induction and mentoring of early career educators. So, this is our challenge. It is complicated, it is entrenched. If our efforts are to have an impact, we need to partner with a wide range of stakeholders, who touch and influence attraction, preparation and retention; from state governors, to local neighborhoods. In addition, we will be partnering with national associations, state and local training programs, engaging in a series of activities which include this year's three-part symposium series, we will have focus groups, as well as additional webinars, resource development and a Summit early next year. I just have a few minutes, and I would like to close out by quickly highlighting a few areas of support that we have received. We have OSEP CEEDAR Center, in collaboration with OESE Center on Great Teachers and Leaders, they will soon be releasing the shortage toolkit. We have the Early Childhood Special Education Center, which will be holding a cross-state leadership institute, for states to develop action plans to enhance components of the comprehensive system of personal development. We have the IRIS center. We will be packing and releasing materials targeting new audiences like administrators, building principals, and other key stakeholders; to help them support, develop, and retain our personnel. We have other OSEP-funded national centers like our data centers, our parents centers, technology projects that also provide information, training, and technical assistance. Today we kick off this initiative, sharing information on the preparation of teachers, leaders, and service providers for children with disabilities. You will hear from some of the current investments, the best we know, and examples of positive steps forward. This challenge is great. But, if we partner together, we can have a great impact. I hope you enjoy your day.



Lynn Holdheide

"Preparation Policy and Practice Reform: Partnering to Ensure Effective Personnel in Special Education"

>> Jennifer Barrett-Zitkus: Wow. Thank you, Laurie. I want you to know our goals today as participants, is to come away with strategies for ensuring effective personnel K-12 and early childhood, critical components of effective systems that support effective personnel, key practices and strategies to ensure personnel have the needed knowledge and skill, and examples of what it looks like in practice, and an understanding of the need for partnering among a variety of stakeholders. I also want to encourage you to read the full biographies of all of our speakers today, which will be available on the website www.OSEPIdeastatwork.org. They are doing fantastic work, and I'm only giving you a glimpse of their achievements today. Without further ado, I will introduce our next speaker which will be Lynn Holdheide. Lynn currently serves as a Director for Center for Great Teachers and Leaders, and as a managerial technical assistant consultant for AIR, with more than 10 years of experience in providing responsive technical assistance of the highest quality to SEAs, educator programs, and regional comprehensive centers. Dr. Holdheide also serves as the Director of Strategies and Operations of Collaborating for Effective Educators, Development Accountability, and Reform or the CEEDAR center, supported by the US Department of Education – Office of Special Education Programs. It is led by the University of Florida. Lynn will describe the current K-12 Landscape, and the framework for ensuring effective personnel. Lynn?

>> Lynn Holdheide: Thank you, Jennifer and good afternoon, everyone. As we heard, shortages in the field of special education have been rather persistent, and I think it's important to understand that we need to look at shortages across the field in general education as well, because those, obviously, have an impact on the shortages. As you can see here, there are situations where their licensure structure has been changed over time. In reality, what's happening is districts are forced into hiring teachers that are either fast tracked prepared, have an emergency certification, and also teachers with less preparation time, and less experience in the classroom. When you have over 900 vacancies in your district, this is often what you resort to. So, what you see here is that some districts have modified their state certifications and licensure standards, including allowing a district, or a charter school to certify their teachers. Some might say they have lowered expectations, I think that is something for us to take a look at. But on the positive note, I think there's a lot of innovation already occurring across the country when it comes to addressing shortages. With the flexibilities provided within ESSA, and the funded opportunities in training centers that are available through OSEP, we are seeing innovation occurring in districts, states, and schools when it comes to addressing shortages. As you heard earlier, and I don't want to deliberate on this too long, but it does matter. Preparation does matter. We could talk about alternatives, and what really matters is what is being taught and how much opportunity to practice has been available in these preparation programs. So that, even when we are required to bring in somebody on a fast track, we know they have been prepared in a way they can be successful with students with disabilities. Certification and licensure often dictate what is covered in a preparation program, but I think it is important to understand, that is only part of the equation to ensuring that all students are provided equitable access to an effective teacher. Over the years, 16 states have modified their certification and licensure standards. You can see there is non-categorical, and categorical licensure structures, you can also see there's grade bans. I am often asked in my role, which is better? If it were that easy to answer, the important thing to think about is what is your goal,



and what is your purpose in your preparation programs? And how do you make sure that whatever your certification and licensure standards dictate, how are you ensuring teachers are leaving with the evidence-based and high leverage practices, to implement with fidelity in classrooms, and they are provided multiple opportunities to practice. That is critically important. It is important to understand what drives certification and licensure. It can be when districts want to increase the supply of teachers. Certification and licensure might be modified to increase the supply. Which can be good, because you have more teachers that can fill more positions. On the flipside of that, by making modifying that and more non-categorical licensure structures, you increase the supply, but you need to think strongly about what is the content that teachers are leaving with? Most particularly and special education. There is a generalist, who need to understand how to support collaborative classrooms, and inclusive classrooms, and you need intensive interventionists. None of this is easy to do, in a short period of time in a teacher preparation program, so it is critically important to think about, how do you leverage the continuum to continue to support teachers over time? We do know stuff. We know that quality preparation programs matter. We know that there is emerging research coming out to say states with more preparation programs have less shortages. Also states that pay more, have less shortages, that's important. We need to think about the pipeline we are creating. Is not just good enough to increase the supply, we need to increase the quality. We are working in states to really think through, how to create practice-based opportunities through internship, and how do you align between in-service and preservice. In CEEDAR, we have the opportunity to work with over 20 states, and 64 IHEs, that are working to reform the preparation programs. We use tools called the Innovation Configurations, that are useful in identifying what are those essential components of the evidence-based practice. And really looking at the programs and coursework to determine: are these candidates being taught that? And most importantly, are they being provided opportunities to practice with feedback, so that they can implement those skills well. What you see on the left-hand side of the screen is a matrix. When a program, and not a course, but a program looks across the program to see if evidence-based literacy is happening, they can walk away with a matrix that looks similar to this, that identifies where there are gaps in content, in field experiences, and where there are opportunities to modify the coursework. I can say that this process, that is reflective across programs, has been very successful in increasing partnerships and really empowering the staff to take a look at the programs, and make modifications. You see here, there is a roadmap to educator preparation reform that we are releasing today. This roadmap is taking the lessons learned, from the 325T Grant supported by OSEP in prior years, and also through CEEDAR, in states and educator preparation programs that have engaged in before. This creates an approach to reform to ensure you're getting the right level of engagement across leadership in general and special ed. At the same time being able to engage the right faculty as well as the right content in this. Right now, this is a paper version, but it will become online. What's really exciting about this is that we are taking all of those examples happening in states and populating this resource so that you have it available to you. We have also infused implementation science into that resource as well. And lastly, I want to help you think about creating consistency and instructional expectations across the career continuum. We do not to the field any good, when teachers hear one way of instruction in preparation, and then get into the classroom and they're evaluated in a different way of instruction. We all play a role. It is important we work together and partner to create the consistency of expectation for our teachers, so that they can be successful. Thank you.



Amber Benedict

"Practice-Based Approaches to Improving Teacher Preparation"

>> Jennifer Barrett-Zitkus: Thank you, Lynn. Don't go too far, I'm going to bring you back. Next, we have Amber Benedict. Amber is a teacher, and educator and researcher at the School of Special Education, School of Psychology and Early Childhood Studies College of Education at the University of Florida. Her research focuses on effective teacher education for educators across the continuum of their careers, and issues of teaching quality, for students with high incidence disabilities. Dr. Benedict will describe practice-based opportunities for teacher preparation. Dr. Benedict?

>> Amber Benedict: Thank you. Improving attraction for students with disabilities and other students that struggle to learn, is one of America's greatest opportunities to improve student achievement. Educator preparation programs are perfectly poised to help with this mission. It is my privilege to share with you, about the research that undergirds effective educator preparation programs, and what can be leveraged within them, as practice-based opportunities to support beginning teachers having the knowledge and skills to ensure they are learner ready, on day one. Learning to teach is not something that can be learned through book learning, or observation alone. Importantly, as we design and restructure programs to prepare future educators to teach students with disabilities across multi-tiered systems of support, we must teach him to develop flexible use of their knowledge. To support students with complex learning and behavioral needs. This type of expertise cannot be developed without practice. Practice coupled with feedback enables novices to recognize when to use the rules, facts, and procedures that they learned within their teacher preparation coursework, and when to adapt. One of the most important issues educator preparation programs must tackle is determining what beginning teacher educators must be able to know and do when they exit our programs. The high leverage practices, HLP's, and evidence-based practices (EBPs), serve as a curriculum for teacher educators, and focusing the type of practice-based opportunities that special education candidates need to perform HLPs and EBPs with efficiency. When developing or revising special education teacher education programs, practice-based experiences must be cohesive and carefully curated, allowing candidates time to learn to use HLPs and EBPs in more sophisticated ways, and increasingly complex settings. Coherence is a concept in educator preparation, that has multiple layers of meaning. The first refers to a sequence of practice-based experiences, and how they gradually increase in complexity over time. The next, refers to the ways we support future teachers in being effective across multi-tiered systems of support. So this idea of coherence, refers to the ways that we build interdisciplinary partnerships with our district-, and state-level colleagues. It is important for educator preparation programs to think about the quality of individual practice-based opportunities we are providing candidates, and its features. What are the features that make one practice-based opportunity more effective than the next? There are four. Modeling, feedback, analysis, and interleaving. The first feature is modeling. Modeling marries the idea of providing an example, with explaining. This feature draws special education teacher candidates' attention, to how to teach the skill and strategy, while at the same time, making transparent the underlying thinking involved for a student completing the task. The second feature was feedback. Provided overtime, feedback assists novices in understanding what it feels like, and looks like to be an expert. The next major feature of effective practice-based experiences is analysis. Analysis is like holding a mirror to our candidates. It is teaching them to critically examine their practice before, during, or after instruction, with the impetus to support them



in improving independently. It really provides them with the meta-cognitive skills needed to make these changes when we are not around. The final feature of effective practice-based opportunities that we must be mindful of, is interleaving. Interleaving was an idea first unfamiliar to me, but when I recently heard [inaudible] talk about as bundling, the idea made sense. It means bundling, or putting together, more complex skills with easier scales. It also increases the cognitive demand of our candidates. Thus, improving their ability to retain and implement. This idea occurs naturally within instruction. An example might include, providing an opportunity for a Canada's to rehearse modeling. A new strategy during microteaching and utilizing full class response techniques. Now that we've laid the groundwork for what effective teacher preparation programs should consider when developing practice-based opportunities within an individual course, and across programs, what does the literature look like about what other types of practice-based teachers are engaging in to support the future teachers and exiting their programs as advanced beginners? The search resulted 8 in a experiences. Microteaching, case-based instruction, virtual simulation, coaching, video analysis, tutoring, and lesson study. In our policy brief, we showcase teacher educators who engage in each of these opportunities and describe how they have operationalized them within the context. Furthermore, we have developed a supporting framework that helps teams of teacher educators in focusing the program, around essential knowledge and skills, assessing the current program quality, and the degree to which special education candidates are afforded practice-based opportunities within it. Finally, the guidance document facilitates strategic planning around actionable steps to strengthen educator preparation program's efforts around practice-based preparation. Here is a screenshot of the policy brief I have referenced throughout my content. You can access the brief by going into the OSEP symposium resources, or googling CEEDAR reports. Thank you.

Lynn Holdheide

"Preparation Policy and Practice Reform: Partnering to Ensure Effective Personnel in Special Education"

>> Jennifer Barrett-Zitkus: Thank you, Amber. It makes me excited to think about my old days in college, preparing to be a teacher myself. Next, we have Lynn again, as promised. I'm bringing her back to touch briefly on preparing principals and leaders. Lynn?

>> Lynn Holdheide: Very few initiatives, when you talk about any initiative, we talk about the importance of leaders. And most particularly in this case, leaders, principals, that lead these buildings. We continue to show that leaders do not feel that prepared to support students with disabilities. I glossed over earlier, in one of the slides, that said eight states had included experience with students with disabilities, as one of the requirements for certification and licensure. That is not very many. And we know that when coupled with the research, we learned earlier, that often-special education teachers leave the field because there is not shared ownership over students with disabilities in the building, and also the fact the principals are not providing the level of support that feels comfortable to them, they leave. So, it's critically important to think through what principals need, and how do we better prepare and support principals along that curriculum or continuum, so that they can successfully build and establish inclusive classrooms. Recognizing this, the CEEDAR center, as well as CCSSO, with support from the Office of Special Education Programs, set out to improve the way in which principals are prepared. It started with the 2015 Professional Standards for Educational Leaders that were put out for all leaders. The standards that should apply to all leaders in buildings, states, and classrooms, to



really support all students. That document, those standards, was looked at across a group of stakeholders using the research that was identified through CEEDAR, about what makes an effective, inclusive principal leader, and augmented those standards, and included standards that were specific to supporting inclusive buildings and classrooms. That was the first step. The second step came by bringing CEEDAR and CCSO bringing together a, really quite impressive group of technical assistance centers, national associations and organizations, as well as educator preparation programs, that all have an invested interest in leadership development and support, to develop a micro-site, that you see here, that's listed up top. And I should also reference the fact that these resources are linked on the OSEP symposium website. But in that micro-site, we were able to take examples as well as ideas, and recommendations for states to state education agencies, to think through how can you modify the policies and practices, when it comes to leadership preparation, to ensure that when leaders get out, they can more successfully establish inclusive buildings and classrooms. This was then followed by, the initiative currently underway right now which is called, I'm going to look because I always forget. Advancing Inclusive Principal Leadership State Initiative. As you can see here, five states are represented on that initiative. Those states have come together to take it to practice. We have talked about the report that highlights the competency leaders need. And then we also talked about the micro-site, which are examples and recommendations. And then with the AIPL, there are five states moving forward to really get into the weeds of how we prepared leaders, so they can feel successful in supporting students with disabilities. Thanks

Mary Beth Bruder

"Early Childhood: Ensuring Effective Personnel"

>> Jennifer Barrett-Zitkus: Thank you, Lynn. Next, we have Mary Beth Bruder. Mary Beth is a professor of the community Medicine and Health Promotions Pediatric and Educational Psychology at the University of Connecticut where she directs the A.J. Pappanikou Center for Excellence in Developmental Disability Education, Research, and Service. Dr. Bruder has been in the field of early intervention for over 40 years and has directed over 80 federal and state research demonstration and training grants. She will be discussing the early childhood landscape, and the framework for preparing early childhood personnel.

>> Mary Beth Bruder: Good afternoon, everybody. My job is really to put the wonderful information you just got about K-21 into the perspective of when we start off with babies, toddlers and preschoolers. The Early Childhood Personnel Center is one of the centers funded by OSEP, and we were able to put a number of resources together, and work with a lot of states to learn about what's happening in early childhood. This theory of action actually came from OSEP. Because, they wanted us to focus on the outcomes of young children and their families, as we prepare the workforce to help them learn in inclusive settings. We were able to use that, and focus specifically on one of our purposes, which is really to build a competent early childhood workforce to deliver high quality services and inclusive programs to look at improved outcomes. And we are focused primarily in inclusive settings. I will share with you some data about why. But first, what we want to do is talk about, who are we serving? In regard to the 40th report to Congress, there is a little over 1 million birth to five being served under IDEA, those are children who were deemed eligible for services. As a result of that, we have a large segment of the population who have various disabilities, delays, and risk



conditions getting services. Among these children, it breaks down to 3.1% of infants and toddlers in a little over 6% of preschoolers. And they are served in a variety of settings. The majority of infant and toddlers are served in the home, and in regard to children 3-5 over 60%, 67% to be exact, are receiving services for some portion in regular education settings. As we look at, specifically, who are serving these children, we see a variety of service providers. We do not have data nationally on Part C. But as an example, in the state of Connecticut, where I come from, we are serving approximately 4,700 infants and toddlers, and for those children, we have over 700 service providers across 15 different disciplines composing the workforce. More surprising is, only 200 are full-time workers in that workforce, the majority are working 10 hours or more. As you can see, the workforce for Part B, and if you look at the numbers you can see that we have many, many more in a growing group of paraeducators to complement the special educators we have. The majority are actually highly qualified. We have large numbers who are serving. As we look, and Laurie mentioned the ITCA tipping points, across birth to 3, our shortages are across PT, OT, and special education. So, it's not just special educators that we need to focus on. And as we look, who are the people serving, this is from Bureau of Labor Statistics, I want you to look at the pay rate and look at how pay is affecting the numbers that we have all the way down to child care, where we know that some of these regular settings, where children 3 to 5 are receiving services, our childcare Head Start, Pre-K, and all different kinds who have teacher assistants as well as childcare workers going all the way up to the special educators, and related services folks, who we have to make sure that they are qualified to serve in this piece. What is the conclusion? To start off in regard to the section you're going to hear about early childhood, is that early intervention and early childhood special education, we have a very diverse group of children that we are serving. And families. We also have a diverse workforce across disciplines, who all have different personal standards, personnel preparation programs, and actually preparation across age groups to really focus in on. So, what are we going to do about it? One of the things we have focused on over the past 6 years, is looking at systems, because we cannot take one piece and look at it in isolation. We cannot just talk about higher education. We have to look at what else higher education is impacting. We went back to the beginning of PL 94-142, which mandated that all states had a comprehensive system of personnel development. Personnel development had multiple components that all interrelate. And in fact, you cannot focus just on one piece, such as preservice, without recognizing that many of our folks who we prepare, need to have a strong PD or in-service component. We also look at standards, which you're going to hear about in a little while, as well as putting the whole piece together. We really feel that this is a quality indicator of the service system, and the workforce. So basically, to ensure we have a quality workforce, we make sure we are looking at systems. So where do we start? The first thing we've been able to do in ECPC, has been able to work with 10 states to actually build that type of complicated system. We have also worked with over 27 states who brought state teams together, which included, not just preschool special education and early intervention, but also early childhood, higher education, UCEDD, which is the type of setting where I direct, as well as a family member to work on components, and most of them have focused on leadership. As we have built, we have helped them focus on which piece of the workforce they want to work on in. We start by using a personnel framework that comes out of the ECTA systems framework in early childhood, and we have the personnel piece we used to assess a state, and actually have a state assess themselves. Then they do strategic planning, and come up with action steps that are measurable, observable and can be met by workforce across the state. One of the lessons learned, is that preservice and in-service must align. We know we have multiple personnel standards that all of



these disciplines have to meet, but then when we get to the in-service level, of which the state Part C, and 619 of Part B coordinators are usually responsible. They have to not only talk to each other, but they have to align, because we cannot train one set of competencies at a preservice level and have a totally different set or a totally different focus. As we look at the preservice landscape however, though, you can see there is multiple drivers to what sets the pedagogy that is presented in the different programs. And as an example, we have multiple numbers of higher education programs. The next slide is more accurate, because we have, not necessarily an accurate picture. So, we have just finished looking at each state at the higher ed programs in early childhood, starting with two-year programs of which OSEP has just made a big investment. And in particular, we want to look at those two-year programs, because that is where folks are starting in entry-level and early childhood programs. Going back to that triangle I used, not all personnel in early childhood settings are going to be able to have the competencies to meet all types of kids. We really want to differentiate where people are spending their time, what type of degree program and competencies they need, and what are the outcomes for the children who they serve. This again, will be available. In regard to in-service development, we have used very specific work that is not new. This has been around since the 80s, how do we teach adults. You have heard it from my colleagues who have presented already. In fact, you see there is lots and lots of effective ways that we need to teach adults. And one of the things we feel strongly with our states is that they do not invest one dime in anything but using effective practices. In conclusion, what we feel is that a system is only effective, as the effectiveness of all of its parts. As you look at creating systems, especially in early childhood, we could very easily get lost in the complications and complexities. What we try to do with our states is work systematically across each one of these pieces and let them look at what makes the most sense to them. And I thank you.

Peggy Kemp

"Early Childhood: Professional Standards for Effective Personnel"

>> Jennifer Barrett-Zitkus: Thank you very much, Mary Beth. If you have a question, we have a question box. Please check in, we will be looking at them and preparing them for the end of the presentation today. Our next presenter is Dr. Peggy Kemp. Peggy is an Executive Director for the Division of Early Childhood DEC. She is a recognized leader, and tireless advocate, devoted to the quality services for young children with disabilities, their families, and the professionals who serve them. Peggy has been an experienced provider as well as local, state and national leader in early childhood and early childhood special education. She will discuss with us the personnel standards for Early Childhood, and core competencies for effective personnel. Thank you, Peggy.

>> Peggy Kemp: Thank you and hello. Today I'd like to talk about early childhood professional standards for effective personnel. Nationally defining this profession and high-quality programs, through standard supports and development of a highly workforce. It also enhances our efforts to retain as the workforce is better able to carry out their daily routines and activities. What does the workforce look like right now for EI and ECSE? According to the National Database of Personnel Standards, the recent survey looked at 13 disciplines. There were 20 variables, but the findings told us, what I think many of us already know. Each state dramatically varies in the personnel standards. The related service disciplines have less variance and much of that is tied to more national definition of the standards, and the related personnel. At the same time, less than one third of the states specified



additional requirements for working in Part C. The national database has an interactive map, you can find that on the early childhood personnel center website, and you can dig into your own state. That interactive map offers licensing and certification information about personnel, across the disciplines, as well as licensing information. As the speakers before me pointed out, there are definitely shortages in the early intervention, early childhood special education realm. And to that end, we have some exciting new initiatives that are underway. One of the pieces that I want to talk about today, is the Power to the Profession. The Power to the Profession, is a new initiative with over 15 task force members associated to it. The Power to the Profession, points out that there's over 40 million children birth through eight years old receiving services in early childhood programs, and it is critical at this time, that we put focus on high-quality early childhood professional preparation. The Power to the Profession's National Collaboration's mission is to define the early childhood educator profession, by establishing a unifying framework for career pathways, knowledge and competencies, qualification standards, and compensation. This task force, including the Division for Early Childhood Representing the Voice of Young Children with Disabilities and their Families, has met for over two years, and has put together a framework for unified and effective early childhood education profession. A critical component of this work is the development of the professional standards and competencies for early childhood educators. This is a revision of the 2009 position statement on NAEYC standards for early childhood professional preparation. In addition to defining the early childhood educator role, Power to the Profession task force has identified specialization as an important role of ECEs, with early intervention and special education being one of those specializations. The work of specializations within the Power to the Profession will be collaborative. The associations and organizations have expertise in that area, will continue to define through standards and competencies, the responsibilities of that profession. As such a logical extension of the creation of a unified framework to include specializations, is the development of a companion set of early childhood special education standards. This new set of standards, the first-ever set of standards for EI and ECSEs is led by DEC and serves to allow for a more seamless blending of early childhood, early intervention, and early childhood special education. Let's talk more about those standards. The DEC standards development for the EI ECSE, has been underway for about one year. During that year a group of 15 task force members have come together to support the resources coming from both DEC, CEC, and ECPC, and has put together the draft that has gone out for public review. A tremendous response from the field in improving those standards. A target date for those standards, is the summer of 2020, with the standards going into effect in 2021. We also would like to talk today about the cross-disciplinary, core competency put together across the disciplines. The core competency work is a result of the organizations that you see on the slide. These organizations, through their national center, have agreed that: family centered care, coordination & collaboration, intervention instruction as informed by evidence, and professionalism are competencies that all disciplines can agree on and collaborate within. In addition to support the workforce, the DEC has a set of recommended practices. These practices are for use by anyone who is serving young children with disabilities, and their families. And also, an exciting component of that recently is the work done by our higher ed cohort, integrating the DEC recommended practices into curriculum, and in their courses. Finally, another piece of supporting the higher education workforce, are the position papers from various associations. Some examples from DEC, you can see on the slide and are available for download and use, as we think about the important standards and competencies that guide the disciplines and the field of early childhood. Thank you.



Deana Buck

"Preservice Partnerships in Virginia"

>> Jennifer Barrett-Zitkus: Thank you, Peggy. Next, we have Deana Buck. Deanna is a special education teacher who has worked in early intervention and early childhood in Virginia for over 30 years. She has worked at the Partnership for People with Disabilities in Virginia's University Center for Excellence, Developmental Disabilities at Virginia Commonwealth University since 1992. She currently serves as the assistant director of early childhood, early intervention team leader. Deanna will provide an example of higher ed partnership in the state of Virginia. Thank you.

>> Deana Buck: Hello, everyone. I and Deana Buck from Virginia. It's really nice to catch up with you this afternoon. I live really close to DC, so this is particularly nice to be here to represent my state. I work at our University Center for Excellence in Developmental Disabilities, which is at Virginia Commonwealth University. We are excited to serve as a university center for excellence and have been there since 1985. You will laugh but Mary Beth reminded me that Virginia Commonwealth University, through one of its preservice training programs, was one of the first OSEP funded early childhood special ed programs in the country. We have a long and storied history in early childhood, and early childhood special ed, and then special ed in general. I'm grateful to have this chance to be here. The reason I mentioned the UCEDD, is that university centers for excellence are important partners in personnel preparation efforts in reaching the preservice needs of our faculty and students. So, if you're not yet encouraged and connected with your UCEDD, I encourage you to do that. Were also home to the LEND Program in Virginia, the Leadership Education and Neurodevelopmental and related Disabilities. Also a personnel preparation initiative that is a cross-sector and interdisciplinary designed initiative, to improve care and services for people with disabilities, related to health and wellness. I encourage you to think about also connecting with your LEND clinics in your state. I did mention, we have had a long history of early childhood in Virginia, particularly at our university's center. So, I look forward to telling you a little bit more about some of that work. We really do, one of the things we particularly enjoy doing at the partnership, is serving as a leader for the Early Intervention Professional Development Center. If you're interested in learning more about that work, just google Virginia Early Intervention Professional Development Center, we have some particular resources for faculty and would love to share that with you. We are in a unique role of having a partnership and collaboration with our state early intervention system, and through our Part C office, which is housed at the Department of Behavioral Health and Developmental Services. We have had this relationship with them for over 20 years. We do feel like the resources we have developed at the partnership have been particularly important for faculty members as they learn about new resources that we have developed, whether they be online modules, or course curriculum, or content, or webinars, blog posts that our faculty then can use in their coursework. So we really do feel like our collaboration in our relationship with the faculty have led to a stronger personnel preparation efforts, which ultimately prepare personnel to join the workforce with a better set of skills and knowledge. One of the particular collaborations we are excited about, is helping faculty members incorporate our existing competency. We have curricula in Virginia, where if you become a Part C early intervention provider, in addition to having your course requirement as a discipline, you are also required to take coursework in our state through online modules. A great number of two-year and four-year institutions in our state, now require them as coursework. When they leave their graduate program, or their



undergraduate program, or their two-year associate, applied degree program they can have the ability to join her workforce having completed those modules. One of the really exciting things we have underway, is the Virginia Cross-Sector Professional Development System. And I just wanted to tell you a little bit more about that. One of the things that we have in Virginia is a real interest in people working together. We try not to duplicate effort, and we try to meet urgent needs. So years ago, a group of us who had been involved in National Professional Development Center on Inclusive Initiatives Special Quest, other initiatives funded by Federal partners of personal preparation, continue to work. Because we believed we needed a unified system of preparation for children and people who supported children under five, and that we really wanted to promote planning, development, and cross-sector professional development initiatives. And that is where we have put a lot of energy and time in Virginia. We are really excited about this work; and have brought people together from a variety of professional development initiatives, universities, families, providers and administrators, to continue to pay attention to this important aspect of the system. We are really excited of what's been accomplished. You will see here that our organizations, our Virginia Cross-Sector Professional Development, involves 23 organizations. I won't bore you now with telling you who they are, but they do represent universities, state agencies, families, advocacy groups, providers, state agencies and we are excited about the collaborations with them. Over the last three years, we have actually paid more attention to supporting the needs of our faculty members by hosting Higher Education Faculty Institutes. The last two years, we've held those as part of our VCPD work, and then this year, we had a wonderful opportunity to offer an additional institute with a focus on cross-sector disciplinary, the competencies that Peggy just talked about. We hosted a Virginia Cross-Sector Professional Development, Higher Ed, Cross-Disciplinary Symposium. That is a mouthful, isn't it? But what we were excited about is, we invited faculty members from different colleges and universities in our state to bring a team. So you'll see we that invited people, they had to have two people come. It was important to represent different disciplines. We focused on using the crosswalk of professional standards that Peggy just spoke about. All of the institutions were asked to then develop an action plan. You will see our group in action. We had seven universities represented, and three community college partners, because of the work they do in preparing two-year students. When Peggy and Mary Beth talked about the workforce that we represent, we really need to pay attention to the needs of our early care and education partners, and they are really important partners for us. All of the universities were required to develop an action plan. These were some of the group activities. One of the things I was most struck by, actually, is that our faculty member said this was one of the opportunities that they actually had to talk with one another, across institutions. They could talk about how to do faculty preparation things, how to do preservice, how to recruit more sites for placements, because they don't have that opportunity in the course of their day, to have those conversations cross sector. Thank you.

Kim Paulsen

"Partnerships Within Tennessee Educator Preparation Policy"

>> Jennifer Barrett-Zitkus: Thank you so very much. There are so many great things going around the nation. And you're right, their titles are long and I'm thankful for abbreviations most of the day. Next, we have Dr. Kim Paulson. Kim received her degree from the University of Las Vegas, Nevada after teaching K-12 students with disabilities and/or behavioral problems, for nine years. She's currently a professor of practice at Vanderbilt University in the area of high-incidence disabilities. Dr. Paulson is



the director of teacher education for the department, and served on several local, state, and national committees addressing the field of teacher education. Kim will share with us right now the partnership examples from Tennessee.

>> Kim Paulsen: Thank you. What I am going to talk about, is the partnership agreements that we have in Tennessee. This agreement is part of the Tennessee Educator Preparation Policy, and it is important to note that while this policy was developed by the Tennessee Department of Education and approved by the state Board of Education, they have had an implementation working group for the past five years. And that group is made up of 30 individuals either from EPP's and the local education systems. And those groups of people change every 18 months. And so there has been a lot of conversation about these policies and how they need to be implemented, both in terms of EPP's and local school districts. Part of the policy that we have in Tennessee requires EPP's to have a primary partnership with at least one local education agency, that really looks at lots of different issues, and I will talk about those components here in a minute. But when this was put into place, the Department of Education really said that, EPP's have relationships with school districts and not partnerships. And so this partnership has brought all of us to the table, to really talk about the important things. There are five components of the partnership. The first one really looks at the needs and the shortages of local school districts. The next one looks at clinical educators, how we train them, how we support them, how we evaluate them evaluate them. The third one is on candidate preparation, and I am going to provide two examples of how we have done that. And then our key assessments and transition points. And then the final one is looking at clinical practices, the depth and breadth of those. And so I'm going to go back to thinking about the candidate preparation. The first thing that we did, and again I want to reinforce that this was done with mentor teachers, with principals, and it was not EPP saying this is what we need to do. The first thing we really looked at, was identifying high leverage practices. This was done through our work with CEEDAR, and we had several conversations and in-person meetings. It was with the Department of Special Education at Vanderbilt, the Department of Teaching and Learning at Vanderbilt, and then those two counter departments within the Metro Nashville Public Schools, where we have our primary partnership with, along with people from the State Department. And so we identified these six high leverage practices. It goes back to what Lynn said earlier. We are really trying to identify what we need to teach in our courses, that will then match what needs to happen out in the field and in their clinical experiences. We have identified the six practices. We are teaching those in our courses at Vanderbilt, but MNPS has put them into their strategic plan, and they are providing professional development to their teachers. We also have put these six practices into our primary partnership. And so, we are training our mentor teachers and our university mentors on these practices, with the hope that there will be a smooth transition from what we are teaching at the University, to what our candidates are actually seeing in the field when they are doing their early fieldwork in the clinical experiences. The next thing that we spent a great deal of time on, was really looking at how we are observing our candidates, both, again, in the early field experiences and in their clinical practice. What we did here, we wrote a small grant through Peabody College that really provided us with a small amount of money to pay mentor teachers to come and help us think through this. We looked at our evaluation forms that we already had, and we really said, we need to change this. Our mentor teacher said, you don't have anything about classroom management, or about grouping in your evaluations. And through this whole process, what we really came to a decision on is that we needed to use the same evaluation form that our in-service teachers in Tennessee are being



evaluated on. TEAM is the acronym for that, and that is a five-point rubric, and it shows ones, threes, and fives, and you can give a two in a four. We went through that with a lot of conversation, really thinking about what applied to preservice teachers versus in-service teachers. In the end, we decided to leave it the same, because we wanted our candidates to know where they needed to be. We grayed out the five, and as you can imagine, many of the students did not like that, because we were telling them they could not get the best score. When we explained to them we really wanted them to be a three, and that is actually where a lot of teachers fall, and not at that five. Even veteran teachers cannot get there. We went through that with a few mentor teachers and in the meantime, videotaped several of our candidates, and then brought in a group of 18 mentor teachers, and tried to get some reliability on those forms. Looking at them, and seeing what was different, why somebody thought this, why they didn't give them a mark on that. We did a quick turnaround with revisions on that, and we have been using the forms for four years. The next few slides actually are the forms that we developed. And you can show the next one. That is just a checklist. And then the final one is actually an evaluation using the team that we did at midterm and the final. What's important here is the mentor teacher and the student all complete these, and then we have a conversation about that. The last slide I want to show you, sorry, one more. This is the Tennessee partnership framework. That is a website link. And it is a website, so it is not something I could download and have available for you. If you're really interested in developing these partnerships, this has a wealth of information that can really provide you with information on how to get started, how to keep it going, and then how to sustain it at the end. Thank you.

Jennifer Bullock

"The Role of Professional Associations"

>> Jennifer Barrett-Zitkus: Thank you, Kim. Don't forget the Q&A box, we're still collecting those questions. We have some time after our next video presentations. First, we have Jennifer Bullock, and Jennifer is the Director of Education Professional Standards and Practices for the Council of Exceptional Children. In this capacity, she oversees the councils online customize professional development initiatives as well as the professional standards and practices on behalf of the organization. Jennifer will describe the important contributions of national organizations in enhancing the preparation effective teachers.

>> Jennifer Bullock: Hi, thank you. So we have heard a lot today already about the challenges in the recruitment, preparation, and retention of special ed teachers. I'm not going to go into all of those again. What we did hear about that I want to pull out is the importance of partnering all these stakeholders to move the needle with those challenges. I would like to add that associations are one of the keys to bringing you the right people, expertise, and partnerships together to strategically align those initiatives we've heard about today to affect change. So associations are the key unifiers for all of us that are working towards these goals. And making sure that we're working together and not spinning our wheels, or duplicating efforts as we put our resources behind those solutions. Associations forge connections, and partnerships, and collaborations with other organizations, associations, government agencies, subject matter experts, to come together in these efforts. CEC is working with many other organizations to address these challenges. In partnerships, consortiums, by sharing expertise and research done in our field, by developing solutions and resources, by partnering



on advocacy efforts to help collectively strengthen our efforts critical to addressing these issues. So associations, and we will use CEC as an example, here is what we are doing to address these challenges directly. One, associations provide a professional home for these educators that we are talking about. So it is the gateway to professional development for these educators, and we curate the professional development based on what we know their challenges are and what is keeping them up at night. We do that on a national level through things like our national conferences, and at the state level by helping departments of education support new educators as they enter the classroom, and we do it individually by providing on-demand professional development on a host of topics that will help these teachers day-to-day in the classroom. We also provide a community, a professional network that will help these new teachers immediately. It's literally an "add water and stir". When you become a member, you have access to thousands of practitioners that can help you crowd source information, connect with mentors, and just understand the challenges you are facing from day one. We also, as you have heard today several times, develop and are the arbiters of the standards in the field. We set those professional preparation standards and we keep them up-to-date. Every couple of years, we bring a group together, like we are doing now, on several fronts to make sure our standards are reflective of current trends in research in the field and are serving to inform those high-quality programs across the country. We also do it through advocacy, to improve public policy affecting the field of special education. And we do that independently, and in partnerships with other organizations. I'm going to talk a little bit about what CEC specifically has done recently, toward all of these goals. Associations provide curated resources for practitioners, and that means, you know, we vet those resources for those teachers and administrators out there. Making sure they are evidence-based, and have data behind them, and are coming from renowned subject matter experts. What you are seeing here, on this slide, is one example of that. An association is becoming an informal and formal feedback mechanism to the field through our membership. One was the Professional Development Needs Assessment that we did last year, and these are the top five topics that came out of that, that teachers and administrators identified as the most critical and the most needed in terms of professional development. The other thing we do is we provide research to practice strategies. We take those evidence-based strategies, and we help practitioners translate them into strategies they can use in the classroom to mitigate challenges they are having. We also provide academic journals, articles, direct access to subject matter expertise and on-demand professional development as well. We have talked a little bit about the high leverage practices today, you heard that several times. CEC as an association was instrumental in developing those, in partnership with the CEEDAR center. There are 22 of those practices identified to really help improve student outcomes when implemented effectively. More on that, on our website, and also ways to help implement those practices at the individual and national level as well. So one of the other feedback mechanisms that associations contribute, this is in that same vein, and this is the most recent study we have done. It just wrapped up I think a month ago. These are preliminary survey findings, you'll see that starred right there. More on this to come if you are interested. My hunch is, that most of you will be. We put out a survey to really find out what our membership pain points were. What was keeping them up at night, and what would help the most to mitigate those? So really interesting and critical findings, related to everything we have heard today. Stay tuned for that. The full report is coming out at the end of this month, April. I'll put a plug in, there's a webinar this Wednesday. Find out about the CEC website to register for that. These are some of the main themes that have emerged in our preliminary findings for that. Our teachers need more time to collaborate. There was a lot of mention, as you might imagine, of needing resources across the



board, but time and support were mentioned over and over again throughout the different demographics. Administrator support, time to collaborate with the IEP teams, and colleagues, and families as well. Family engagement was one of the areas the teachers reported they feel the least confident around, in their own personal practices, and that is something really important for us all. I think it was mentioned earlier today that many new educators have not had practice doing that, either collaborating with other colleagues, or the families that they work with. This continues to be an area where we can support those teachers and help them feel like they're ready to have productive relationships in that regard. So this is a top 10 themes that came out into what teachers felt they needed to be successful. I will not read through all of these, but I will leave the slide up, so you can peruse them. But I would encourage you to stay tuned throughout this month for the webinars and the full report coming out, because I think these findings will help all of us to mitigate these challenges. I'm going to wrap it up that associations are one of the primary keys to ensuring we are strategically working together on solutions at a high level, while supporting practitioners in the classroom every day, with the resources they need most to do their jobs effectively. Thank you.

Charlene Robles

"Video: Systems Thinking to Build a Competent and Effective Early Childhood Workforce"

>> Jennifer Barrett-Zitkus: Thank you, Jennifer. Next, we have two practice videos. The first video is the early childhood state perspective and features Charlene Robles. Charlene is the Part C coordinator for Hawaii Department of Health, Early Intervention Services section, where she ensures the implementation of a statewide system for services for infants and toddlers, birth to three, with disabilities and their families. The second video focuses on California State University system them and will feature Marquita Grenot-Scheyer. Marquita serves as assistant vice chancellor at the California State University. She is responsible for leading, coordinating and facilitating a systemwide effort to recruit, prepare and retain teachers, counselors, school leaders, for the schools and communities. When we return live, we will begin answering some of the questions you been sending in. It is not too late. Use the question and answer box for the next segment. Enjoy the videos.

>> Charlene Robles: Hi, I'm Charlene Robles, Part C Coordinator for Hawaii, and I'm going to talk about building a system to support the preparation of workforce. And as we know, to build a competent and effective workforce, we need a system that will continue beyond those who build it. Thankfully, through the office of Special Education Programs, we have the Early Childhood Personnel Center that provides technical assistance to support states. And for Hawaii, we participated in the ECPC Leadership Institute Cohort three, which provided us the opportunity to build on things that we already had within our system. Within our Hawaii system, we do have a unit that oversees our personnel development and within our State Systemic Improvement Plan, we have a personnel development work group that has developed training modules, processes, tools that support the workforce in the implementation of evidence-based practices that addresses social-emotional development. As you, as we see here, the CSPD consists of six components, leadership, coordination, and sustainability, recruitment and retention, personnel standards, preservice training, in-service training, and evaluation. For Hawaii, as we participated in the leadership Institute from January 2016 to 2018, our leadership team initially consisted of Part C and the Early Childhood Partner. We engaged with ECPC throughout this time, either on a quarterly basis or through monthly phone calls, and the focus of our work was to



implement an action plan for these activities. So, what we decided what we needed to do was really understand what each, I mean, what each national TA did for us, in terms of supporting us. And then, what we did was we actually coordinated, with the help of ECPC, we coordinated a conference call with our TA providers. So it had all the different providers from our ECPC provider, our NCSI provider, our ECTA, our DaSy, and just kind of talked about it, what will everyone do around personnel development, and which pieces would we, you know, who do we go to for each of these? And so, it was clearer after we had that conversation that, okay for our CSPD System we would definitely be engaging with ECPC, but when we're talking about the evidence-based practice that we were using under our ECEP, we would work with our NCSI and our ECTA who is helping us around our ECEP. So that was the primary, first goal I think. In addition to that, needed to engage or inform our partners that we wanted as part of our leadership. As you know, in the beginning, we only had our Part C system, and our early childhood partner so we knew we needed the other partners, community partners, our Part B, 619, and others around early childhood to participate. And so, the other goal was for us to come back and just inform them. And then through that process, also invite them to participate on the leadership team. And so, that's where we kind of started, and then started to move through the process. We might have just started off with five, where we had our Part B, 619, our Head Start, early childhood, and Part C. And then, we then invited home visiting, and then we had our executive office on early learning, and then of course, the higher ed, the Institute for Higher Ed joined us, as well as our UCEDD. In which we had our strategic planning meeting, but prior to that, the leadership team came together and kind of drafted what we thought would be at least a starting point for us in talking with a larger strategic planning group on what our vision and mission would be. And when we met at our strategic planning meeting in March, we shared that, and through the process with assistance of ECPC, we were able to solidify our vision, Hawaii's vision for CSPD. So, basically what we said is, Hawaii will have a highly qualified sustainable professional workforce that is culturally and linguistically responsive to Hawaii's birth to five keiki and their ohana. Keiki meaning the infants and toddlers, and ohana referring to family. For the Hawaii Mission, we developed this mission that says, Hawaii will create an integrated Comprehensive System of Personnel Development that will result in a collaborative, knowledgeable and highly qualified workforce. This workforce will provide culturally and linguistically responsive early learning services to keiki birth to five with special needs and their ohana that are linked to national standards and integrated within personnel systems in our State.

Marquita Genot-Scheyer

"Video: A University System's Approach to Teacher Preparation "

>> Marquita Grenot-Scheyer: Good afternoon. My name is Marquita Grenot-Scheyer, I'm the assistant vice chancellor for educator preparation and public school programs, Office of the Chancellor of the California State University system. I'm happy to spend some time with you today talking about ways that we are working across our system to address teacher shortages in California. You may know that the California State University system produces or recommends about 50% of teachers in California, and depending upon the year, 8 to 10 of the nation's teachers. So, what we do in our system really matters, not only in terms of the size of our system, but also in terms of our ability to scale up initiatives across our system. I have the privilege of working with my education deans and associate deans to develop and support teacher preparation programs. And because we are such a tight learning community within ourselves, we are able to share best practices and programs throughout the system.



The vision for the California State University system is to prepare candidates who can disrupt systemic inequities in our public schools. Our mission is equity and excellence in education and that set of values really permeates all the work that we do. So, I've been thinking about these remarks. I was asked to talk about the role of preparation programs in developing inclusive teacher preparation and how we work across the various segments in California. And so, I want to introduce this organization that has recently formed in California. It's called the California Alliance for Inclusive Schools and it's a grassroots organization that is composed of all of the higher ed segments, our commission on teacher credentialing, which is our credentialing body, the California Department of Education. We are very fortunate to have the assistance of The CEEDAR Center as well as the Orange County Department of Education. And it's important to name all those entities because we came together about a year ago because we saw that the stars were aligning in California because of some credential changes, because of an emphasis by our department of education to promote and support multi-tiered systems of supports and universal design for learning as well as from our experience with The CEEDAR Center in helping our higher education institutions develop and proliferate the inclusive teacher preparation program. So the CSU has a seat at that table and we have formed three subcommittees, one on practice, one on preparation, and one on policy. And the subcommittee on preparation is the one I think I'm most familiar with given my former role as the dean of the college of education at Long Beach State, where the faculty worked over a number of years to develop the Urban Dual Credential Program which I think you'll hear about later on. So we do this work across our systems in support of ensuring that there are multiple pathways into teaching. Given the severe teacher shortage, we have to develop and provide different pathways for our candidates to become teachers in California. So not all teachers can participate in a residency program. Not all teachers want to participate in an internship program. We have programs in California that begin at the end of graduate level, but not all of our candidates know that they wanna be a teacher. So we have post baccalaureate pathways. Again, all with an eye towards ensuring that we are providing the best preparation to ensure a diverse workforce for students in California.

Questions and Answers

>> Jennifer Barrett-Zitkus: - be sure to answer them on the website, you'll have those on the bottom of the screen. Keep asking those questions. Lynn, can you give an example of an education preparation program that has engaged in reform, and the success they have experience?

>> Lynn Holdheide: I can, I had it on one of my slides, but due to time cut it out. The University of West Florida really engaged in efforts across general education, elementary and secondary education, and special education to infuse UDL principles within general coursework. And in the end, over a number of years, they've been working on this, and they've modified 14 courses to make sure that the central components of UDL are incorporated within. And this is all coursework, and all teacher candidates are receiving this kind of instruction. It has been powerful, and they are continuing to scale it. And as I mentioned earlier, we have a IHE facilitation guide, that is being utilized to do this kind of preparation reform in other places. And in Florida, they are using the individuals who engaged at University of West Florida to scale to other programs.



>> Jennifer Barrett-Zitkus: Thank you. Mary Beth or Lynn, please share your thoughts on personnel preparation for the paraprofessional?

>> Mary Beth Bruder: I think in early childhood, it's becoming more and more apparent that paraeducators are becoming one of the largest workforce groups that is growing faster and faster. And when we are having a number of children in general education programs, such as childcare and Head Start, and pre-K, we usually have to rely on a very well trained paraeducator. At this point in time, most paraeducators are coming without any formal training or degree. But our community college system in Connecticut for example, is undertaking with OSEP funding a new initiative to embed within their two-year early childhood associate degree with knowledge and schedules for kids with disabilities. If they don't go into an articulated four-year program, is to go right into the paraeducator. I think they are underused in some cases, and really undereducated, because we haven't provided enough skills and knowledge.

>> Lynn Holdheide: I don't have much more to add, in terms of actual example. I will say though, we need to think about role ambiguity for teachers and paraprofessionals, so we can hone in on what are the skill sets they need to perform well in the classroom. When you're going into a classroom with so many different roles that you're playing, it's hard to get to that level of preparation, and that we can leverage paraprofessionals as well in the classroom.

>> Jennifer Barrett-Zitkus: I'm trying to make it as natural as possible, because our audience out here. As I move around, thank you for your patience. Amber, GTL and now CEEDAR have been supporting EPP's efforts to both better integrate evidence-based practices and develop partnerships with their state's education agencies. What have been some of your key lessons that you've learned?

>> Amber Benedict: I think the first lesson that comes to mind is that relationships matter, and that they take time to establish. One of the things that's really special about the CEEDAR initiative is that they work in a really coordinated way to get the key stakeholders on board. State-level leaders, educator preparation, interdisciplinary teams from the educator preparation programs including key leadership, deans, chairs, and faculty members from leadership preparation, general education, special education, and all of their district partners. And so it's a lot of people in the same room. I have been a part of several different teams that begin the work, and there's sometimes this institutionalize history between all of the stakeholders that are coming together. But what happens first is we come and we set a lens on the learner and think about who was our target here and what are we doing this work for? It is to improve the outcomes of children with disabilities, and so we begin with data, and then we do this kind of matrix where we're looking at all of the competing initiatives that are in place across all of these different agencies, and we look for common ground. Where that learners rests and their teachers, and how we best improve instruction, is really what helps move teams past impasse, because sometimes that happens. But keeping students with disabilities and their outcomes and experiences, positive experiences at school as central to the mission, helps everyone keep moving forward and also builds trust in this reservoir of trust that sometimes gets depleted over time. And so, time, relationships, coordinating your efforts, I think are the ways that we can really, I think are my greatest takeaways. And then, having the right people at the table



>> Jennifer Barrett-Zitkus: Jennifer, what are the top challenges new teachers face when they enter the classroom?

>> Jennifer Bullock: If we all knew the answer to that question, this would be a shorter symposium. But, I can tell you what we have learned from our membership at CEC and anecdotally too. One of the things I talked about the came through clearly in both the professional development needs assessment we did recently and our state of the profession survey, was classroom management, behavior management. I think that is an ongoing challenge, just figuring out how to do that effectively. That manifests itself in a lot of different challenges throughout their day-to-day experience in the classroom. So, that's one, and then two is the family engagement that we talked about a little bit. That is multifaceted in how to help new teachers in particular with that, but I think even very experienced teachers run into challenges with that as well. Overall, teachers rate themselves as not feeling very comfortable or competent in that particular area. So that's an area that CEC is certainly going to look at and provide support for that. But, that is something that new teachers don't have experience with most likely when they start their career. And even if they have children of their own, may not have been on the other side of the IEP table, as an educator. It is a new role for a lot of them and it is trial and error. But how to get them feeling prepared to start those conversations and collaborate with families on the right foot from the get-go, is something we are looking at very closely.

>> Jennifer Barrett-Zitkus: Earlier there was a discussion about the challenge of preparing special educators as specialists or generalists. Can you talk more about strategies, and what states can consider?

>> Lynn Holdheide: It is hard and I will come back to role ambiguity. You don't have enough time to adequately prepare a teacher, so you really, from the get-go, need to realize that this is meeting across the career continuum. You don't go from a novice teacher, to an expert, to a teacher leader without a lot of time and practice. That being said, within preparation programs, to exit in the short period of time you have, it is hard when they're so much role ambiguity happening. So am I an inclusion classroom teacher, am I a resource room teacher, am I an intensive interventionist? And all of these are necessary. It is not an either or, there is a need for generalist knowledge and the need for intensive interventionist knowledge and specialized instruction. And so strategies, I will point to a resource developed by CCSSO and CEEDAR called Promises to Keep. Which really talks about licensure policy in the context of MTSS. What is it that teachers need to know and be able to do for core instruction? Because if core instruction is not strong, then we're leveraging, or we're taxing out, or maxing our resources and our personnel to try to make up for poor core instruction. If you look at that resource, it outlays how you can leverage MTSS to think differently about how you prepare general education teachers, and then reserve the special-education teachers to provide that more intensive instruction.

>> Jennifer Barrett-Zitkus: How would you sustain your partnerships as people leave their roles and new people join?

>> Kim Paulsen: One of the things I did not say, is that these partnerships were due to the state in February. They are now reviewing them, and they will give us feedback on that. As we have developed these, the people from the Metro Nashville schools, it includes people from exception education



curriculum instruction and also from HR, to help at that shortage piece. Once that is in place, our hope is that whoever comes in and whoever changes that, we will do that and there will be enough things in place that are actually working that we can do and follow through with everything. The other thing I did not mention, is that there are 12 universities that place students in the Metro Nashville schools, and so they could not do a primary partnership with all of us, it would have been a very heavy left. And so, we are also in this consortium with our primary partnership with three other universities. So, Tennessee State University, which is an HBCU, which really helps us think about the diversity part, and then two other private schools, Belmont University and Lipscomb University. Those universities are really the primary pipelines for the Nashville Public Schools. Hopefully once this is all in place, it will sustain, because we have so many people involved, that we won't all jump ship at the same time.

>> Jennifer Barrett-Zitkus: OSEP primarily focuses on children, infants and toddlers, and youth with disabilities. Could you address linkages with Early Head Start, Head Start, and Child Care?

>> Mary Beth Bruder: One of the things we know about early development in particular is that it is fluid. There are numbers of children, all the time, coming through child find activities and being identified as being eligible for IDEA and then maybe even testing out of IDEA. So one things that we have seen happen successfully at state levels, is when there is a partnership started off with Part C and the 619 coordinators and their offices, with for example the Head Start collaborative office with the Office of Child Care. And where that does come together, is when people realize we're talking about all of our kids, because even though, as Lynn alluded to, we need a specialist, especially for working with children with behavior challenges and with severe disabilities. We need to have teachers who know how to do those consultations that are so necessary to keep them in those inclusionary settings, because if we can't include them from birth to five, we should think differently about our own skillset. That means to me, that we're looking at a broader workforce than just those certified to teach kids under IDEA, but were not making them special educators just like we are not making special educators like PTs, or OTs, or speech, everybody has their own licensing and professional standards they have to meet. And in Head Start, they also have standards. They have been broadening to make sure there is more diversity in the preparation they require. Head Start is at the forefront since 1972, requiring 10% of kids having disabilities. Childcare is just because parents are working that kids with disabilities are there. I think the Part C and 6918 folks are doing a good job of making sure those outreaches are happening.

>> Jennifer Barrett-Zitkus: How can data be used to inform and improve EPPs?

>> Amber Benedict: I think there's lots of data we can use to improve EPPs. However, we have a history of not really doing a great job of using it. I think what I would like to do is showcase a program that's doing a thoughtful job using data in this iterative way, to improve the quality of the program over time, and also just test themselves. Are we preparing educators that are effective and learner ready on day one? The one I would love to showcase is another CEEDAR institution, and in fact its one where our video guest Marquita was the Dean at the time that the program was developed. It is CSU Long Beach, and it's the Urban Teacher Residency Program. One of the things, one of the reasons, I love their program is that their candidates exit their program with dual licensure. So having both the background in general education and special education. Their program is designed, to touch on a couple key ideas



that I've heard with an MTSS framework in mind, the candidates really are fluid in the knowledge and skills necessary to be effective across and within the MTSS system. But one of the ways, another way, this program is pretty interesting is that they are collecting a lot of data and using that information to make changes over time to ensure their candidates are best prepared. The data is multilevel. At the candidate level, they are being pretty thoughtful about facilitating focus group interviews about their candidates' experiences. They have information from, I can't remember the assessment that is in place for credentialing in the state of California, but they are looking at job placement as well as how long it takes for the candidates to work, from beginning to end, through their program. The piece that is pretty innovative is the data they are collecting at the student level, and looking to see across the MTSS systems, the way that their candidates' impact is improving the P12 learners that they are serving. It is a pretty cool program. I am always happy to showcase them.

>> Lynn Holdheide: If I might just add a little bit there, I think data is critically important and its also how it comes into the conversation. I think what we will learned the most with CEEDAR is the time that it takes and the relationships, and that the work isn't being done to them, they own the process. In the beginning that was hard, they said just tell us what you need us to do for this grant. Like, nope, we've got to sit back. Look at your data and be engaged and empowered into that improvement process. That is sustainability, when you see people that engage in are excited about the reform, no matter who leaves, it continues on.

>> Jennifer Barrett-Zitkus: Mary Beth, how can Part C and 619 coordinators work more closely with the higher education learners in partnership? Can you give us a few examples?

>> Mary Beth Bruder: Again, I think this whole panel has addressed the need for ongoing continuing education, professional development, inservice, or whatever you want to call it, because none of us can train our students in four years or even at a master level. When you look at the professionals who are involved in Part C or 619, we know the PTs have to have a doctorate as their entry level. OTs are moving to doctorate. Speech path people have a CCC year after their master's degree. Teachers can be bachelors moving into masters. So when you look at that, and look at the Part C coordinator and the 619 coordinator, they have a huge new learning curve in regard to working with the folks who are preparing. Up until now, we've seen a big disconnect. We have seen PD provided by state offices, sometimes the flavor of the month, sometimes the person who's just kind of on the circuit, sometimes it's one area of development. And yet at the higher ed, we're meeting accreditation standards that cross developmental domains for young kids, cross core academic requirements for school-age kids, and our Part C and 619 need to be educated and we need to educate from the higher ed, the C and 619, about the fact that if we're building toward accreditation, those standards matter, and they do have knowledge and skills that the field has really adopted. And for example DEC for early childhood, CEC for school age, especially those institutions being certified. We need to work together so we can create an create personalized learning journeys for these folks once they graduate with whatever degree or accreditation, so if they are in an inclusive setting, they know what specific skills that they. If they're working with kids with intensive needs, what skills that they need. And that if you can't do that for everybody, people have to be able to individualize as they're going through. So higher ed has just as much responsibility and the C and 619 Office to really start dialoguing. In the states we are working with, we mandate two things. Number one, that C and 619 work together, we won't take a state on if



they are only birth to three, or three to five. And two, that they connect and have other early childhood partners, as well as a higher education system. So sometimes, it's just that we bring in one or two, like you guys have experienced, we work with them and they spread out to the whole state. We can't just work with one higher education. The way you were talking about Florida scaling up is perfect, because that's what we want to do. Is be able to make sure that there's consistency for our learners whether preservice and then in service.

>> Jennifer Barrett-Zitkus: How do Associations support new teachers in their daily practice, as opposed to larger-scale events like Annual Conferences, etc.?

>> Jennifer Bullock: I will start by saying those are important. The national conferences, it really does bring everyone together at the same place for great learning opportunities. I think individually, at the practitioner level, associations provide a sense of that more individualized learning that Mary Beth just talked about. You can dig in and find resources you need on a given topic areas or if you have a student on your caseload this year, you've never worked with those specific challenges or exceptionalities before, you can find vetted research-based information and strategies on how to help you improve your practices and ultimately help serve that student better. I think also one of the things we often don't talk about with associations, is that provides a sense of empowerment to new teachers and connects you immediately with thousands of other people that just get it. They know what you're talking about, what your challenges are. It helps you celebrate the field and choosing this as a profession. We are all trying to figure out how to meet these challenges, which is so necessary, and take a pause and just say, you are doing the right thing and we've got you, and there are people and resources available to you when you need them that can help you with these challenges that we know they are facing. That, and helping them become leaders in the field. Starting at the association level as a member, you can get involved in committees, and really help affect change through the Association first. Connecting our members with other organizations doing fantastic things and amazing research, and then getting them involved in, and getting them exposed to more leadership positions and helping them become an advocate for their field. At the end of the day, feeling good about what they are doing every day I think is an important role that associations certainly give to our members.

>> Jennifer Barrett-Zitkus: Kim, how do you get buy-in from school districts?

>> Kim Paulsen: Carefully. The policy in Tennessee states that EPPs have to engage in, and have these primary partnerships, but nowhere does it say that school districts have to participate with us. It was this process of identifying school districts, where you are placing your students. Part of it is, we have to have a primary partnership, but every other district we work with we have to have a state recognized partnership. And so we were nervous at first that school districts were not going to want to do this. I talked quickly about two things we have done in this partnership to get that ready to be sent to the state has taken 14 months, and lots of meetings to talk through what we wanted to do and how we want to think through things. In that time, we placed most of our candidates in the Metro schools, and so that is the school district we wanted to partner with. In the last 12 months, we have had three other school districts come to us and ask if we would be a primary partner with them. And we have said no to that, but I think what has happened is that with our primary partnerships, in the way we have structured that, when we go to our state recognized partnerships with all of the other districts, a lot of



the work we have done in that primary partnership will transfer over into the state recognized. I do not know any school or any EPP in Tennessee that had trouble with getting the buy-in and from the local school districts. We thought there would be, because there wasn't a mandate for that, but we have not had any trouble. And we have to meet three times a year to go through the data and continue, that's part of the agreement. I think what we will have to figure out is, how we can bring in our state-recognized partners with our primary partners, so we are not having 18 to 21 meetings every year with our different partners.

>> Lynn Holdheide: I think the important piece here is that, when you're thinking about a professional learning center across the career continuum, you're going in and out of state, district, educator, preparation program roles and responsibilities. Sometimes it's hard to come to the table, not thinking about your own agenda or requirements and figuring out how we partner together to make a seamless system from pre-service to in-service. That is not an easy thing, but as Amber said earlier, once you get down, it takes a long time to get to that point, then you really start to be able to distinguish roles and responsibilities and play together well.

>> Jennifer Barrett-Zitkus: We have time for one more question on camera. It is a big question that anyone can answer. It goes into its own symposium. What are strategies that faculty can implement to ensure that scholars are prepared to support a diverse population of families?

>> Mary Beth Bruder: That's a great question. I'm just going to speak quickly for early childhood. I think that in early childhood, it's nonnegotiable. We know the families are our target under birth to three, and they should be more of the target for the three to five, because kids are spending most of their time with parents. I think and any early childhood program, there's a separate course on families. And there's lots of ways, starting with experience shadowing families, experience having a multitude of families to go into homes, and visit and find out how kids really learn, and what those learning opportunities are, and what families value from that culture and ethnicity. And then we could do a whole section on interpreters. That is another challenge we have. We have challenges, but it is nonnegotiable.

>> Kim Paulsen: I would say our early childhood faculty at Vanderbilt would say the very same thing. And quickly, going back how to use data to make improvement in your EPPs, every year we do exit surveys and surveys of our employees and employers of our candidates. Every year, they don't know how to work with families. They need more experience. And so, we have tried to build in some activities, we have them attend parent-teacher conferences, and attend as many IEP meetings as they can, and we have them send newsletters home, and we have them contact parents for positive things and corrective things. It is still under that nurturing of their mentor teachers. They are not going to let them really have those tough kids of conversations without somebody being there. But, it has helped, and it has given more opportunity for them to do that. It is something you cannot teach in a class, you have to experience it.

>> Amber Benedict: We are also seeing some EPPs used the practice-based opportunities around cultivating these experiences they can't get organically because they are just novices. And so they are using virtual simulation to have the conversation with a parent around a really serious issue, or case-



based instruction to think about looking at a data profile to formulate a response that's sensitive to the family's culture and needs.

>> Mary Beth Bruder: And if I could just say one more thing, having families as co-instructors, you cannot get around that.

>> Lynn Holdheide: And this isn't specific necessarily to families but diversifying the workforce. Not only doing that but ensuring that teachers are prepared with culturally-responsive practices, whether working with families, students or colleagues. That is critically important. We are seeing that emerge across the country, in states and in educator preparation programs as content that they are really infusing into coursework.

>> Jennifer Barrett-Zitkus: I knew when I asked a question it would take a lot more time than I really have, and so I apologize. I think it gives us food for thought for the future. I want to thank our speakers, and our panelists, and those behind-the-scenes. We hope you have gained an understanding of the wide array of strategies, and start thinking about other things we need to be doing. This is the beginning. I'd like to thank the participants and your patience with the flow of how the day has gone. Your time, your questions, and remember that if we didn't get to your questions, or if you have questions after today's session, you can submit those questions and we will be putting that up on our website as well and the collaboration space. Don't forget to fill out our survey. Your opinion counts. It will be available to you as this session closes out. Thank you very much. We hope you will join us again in May, when we focus on the retention of personnel. We want your participation with the OSEP initiatives in preparing effective personnel, not only attracting, but preparing, and retaining. Thank you for your time and have a wonderful day.

[Event Concluded]