



Learning Networks: Developing Effective Teachers for Students with Disabilities

THURSDAY, NOVEMBER 19, 2020

Presenters

- Mary Brownell, Director, CEEDAR Center, University of Florida
- Amber Benedict, Faculty member, Arizona State University

Type in the chat box

- What you hope to learn about today?
- One challenge you face in better supporting professional development for students with disabilities.

Today

- Principles of effective PD
- Learning networks at the state, district, and school
- Using technology and engagement strategies
- Special considerations for students with disabilities

Please type questions in the chat

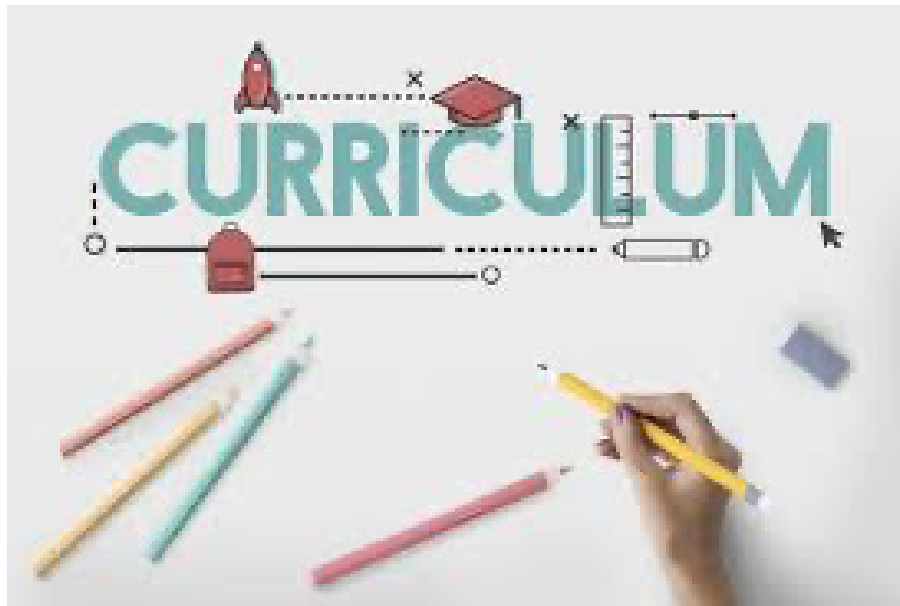
Challenge

- Students with disabilities often live in two different instructional worlds



Or, . . .

- They are simply relearning the general education curriculum



And their teachers lack. . .

Sufficient preparation



Sufficient support



Opportunities for meaningful collaboration



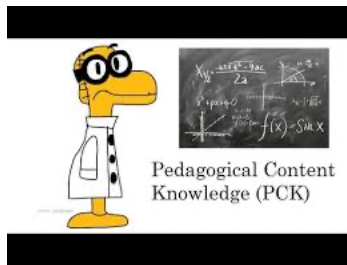
How do we create more coherence?



At all levels, including the student

Build learning networks

Pedagogical content knowledge



Active learning opportunities



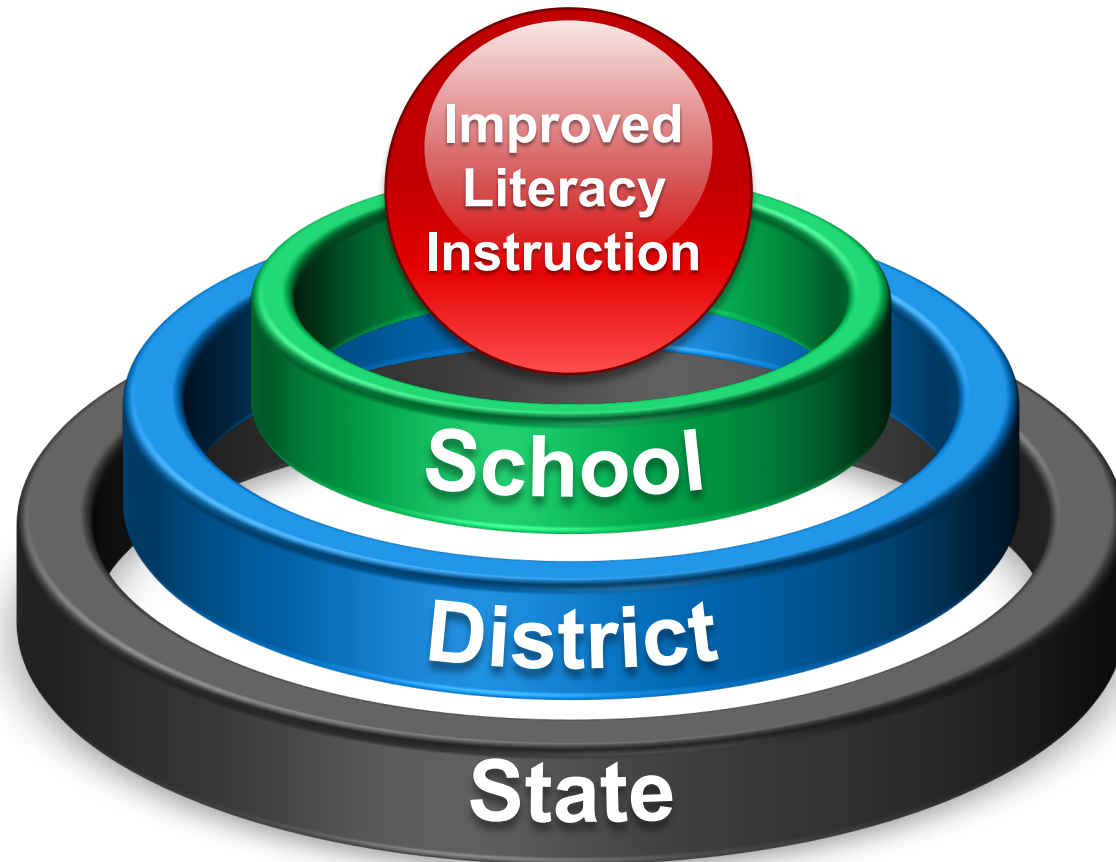
Coherence



Supportive context



Learning networks



We compiled a Virtual Toolkit with resources for faculty to ease the transition to online instruction.

Access Toolkit

Every Student Deserves An Equitable Opportunity To Succeed.

We Help States And Institutes Of Higher Education:



Reform

Teacher and Leader Preparation Programs



Revise

Licensure Standards to Align with Reforms



Refine

Personnel Evaluation Systems



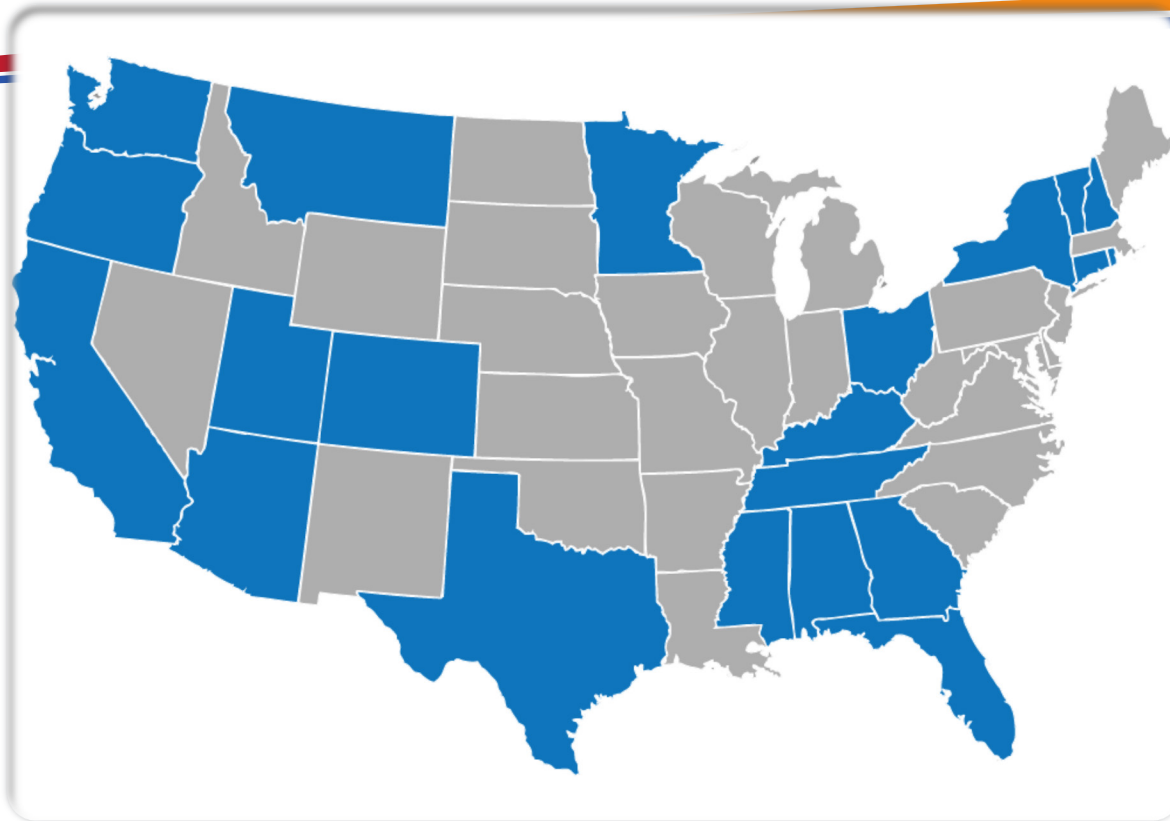
Realign

Policy Structures and Professional Learning Systems

Strategies CEEDAR Uses

www.ceedar.org





CEEDAR CENTER STATES

Virtual cross state learning groups

Focused on a specific aim



Undergirded by research



Guided by systems thinking



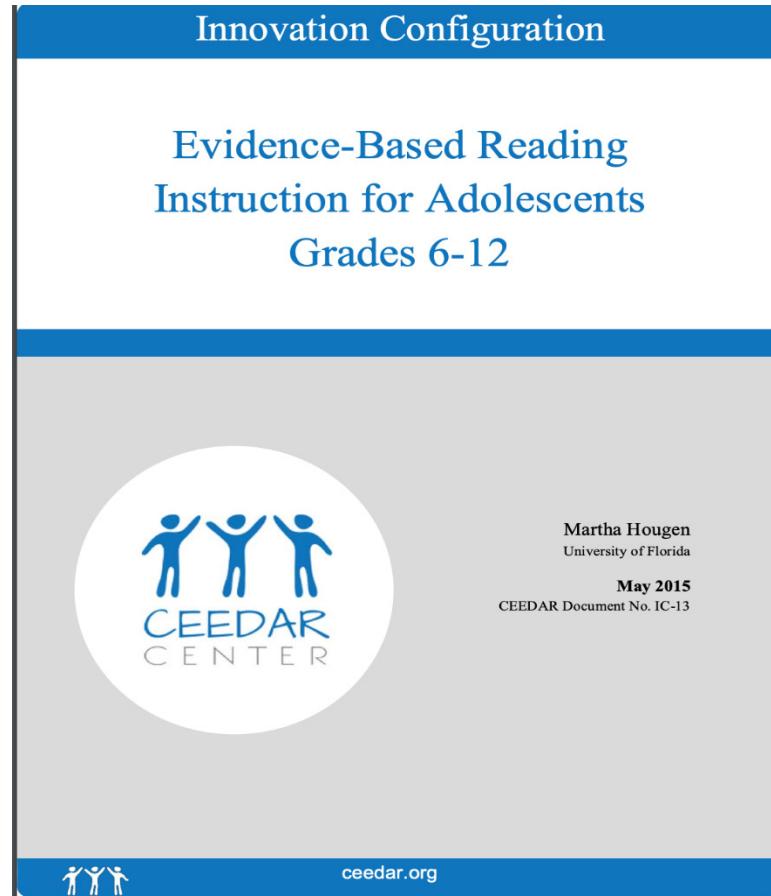
Low Tech

- Zoom
- Annotate features
- Chat box
- Video
- Brief presentations
- Breakout sessions
- Google Jamboard



Resources from CEEDAR

INNOVATION CONFIGURATIONS



www.ceedar.org



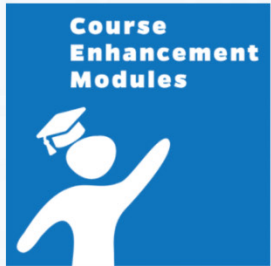
Resources from CEEDAR

INNOVATION CONFIGURATIONS

Essential Components	Implementation Levels				
	Level 0	Level 1	Level 2	Level 3	Rating
Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately.	There is no evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Must contain at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.	Must contain at least one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Must contain at least one item from Level 1 as well as at least one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.	Rate each item as the number of the highest variation receiving an X under it.
3.0 Vocabulary (Role and Instruction)					
3.1 - Role of vocabulary in comprehension (i.e., readers must know the meaning of most of the words in text to understand the text context and graphic organizers).					
3.2 - Evidence-based methods of teaching word meanings.					
3.3 - Evidence-based methods of teaching word-learning strategies.					
3.4 - Additive, generative, and academic vocabulary.					
3.5 - Principles of vocabulary instruction (e.g., multiple exposures with deep understanding connected to what students know).					
3.6 - Considerations for selection words to teach (e.g., utility, connections to known, "tiers").					

Resources from CEEDAR

COURSE ENHANCEMENT MODULES



**Course
Enhancement
Modules**

Overview


Learning Resources

Multimedia

Course/PD Outlines

References/Resources


Share this CEM



Reading

Through this CEM, participants will learn about intervention practices and assessments that can be integrated within a comprehensive, evidence-based reading intervention program.

These tools and practices involve multiple levels of interventions, including classwide, small group, and individual reading practices. Candidates, who gain knowledge about how to use these tools and practices effectively, will become proficient in using reading data to guide intervention decisions, and design reading interventions to align with the intensity of a student's needs. The CEM guides candidates in becoming proactive, positive problem-solvers who anticipate and design interventions to prevent instances where students are likely to experience academic failure.



Purpose

This CEM is designed to build the knowledge and capacity of educators working with pre-service and/or in-service teachers teaching a diversity of students to read. The module can be adapted and is flexible to accommodate faculty and professional development provider needs. The anchor module and speaker notes can be used in their entirety to cover multiple courses or professional development sessions. Alternatively, specific content, activities, and media can be used individually to enhance existing course and/or professional development content.

Resources

HIGH LEVERAGE PRACTICES

HLP #16: Use Explicit Instruction



[#16 Explicit Instruction](#)

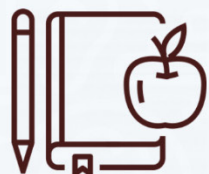
[Video Transcript](#)

[User Agreement](#)

highleveragepractices.org

State successes

GEORGIA ON MY MIND



Georgia HLP Induction Professional Learning Series

Share this Resource



Georgia HLP Induction Professional Learning Series



About the Learning Series:

- 7 series professional learning highlighting Georgia's Tiered System of Supports and High-Leverage Practices (HLPs).
- This series will provide opportunities for induction phase teachers to learn and practice strategies for implementing HLPs within Georgia's Tiered System of Supports.
- Content is aligned with Georgia's Teacher Assessment on Performance Standards (TAPS).
- Materials are all free and can be personalized to meet district needs.

Part 1: Introduction to HLPs through a Multi-Tiered System of Supports

PD Powerpoint

Mentor Update

Principal Update

Supplemental Resources

Additional Links

Part 2: Establish a consistent, organized, and respectful learning environment; Teach social behaviors (HLPs 7 & 9)

PD Powerpoint

Mentor Update

Principal Update

Part 3: Explicit Instruction- The Key to Student Learning (HLP 16)

PD Powerpoint

Mentor Update

Principal Update

[Supplemental Resources](#)

Additional Links

Part 4: The Gift of Feedback and Guidance to Support Student Learning (HLPs 8 & 22)

PD Powerpoint

Mentor Update

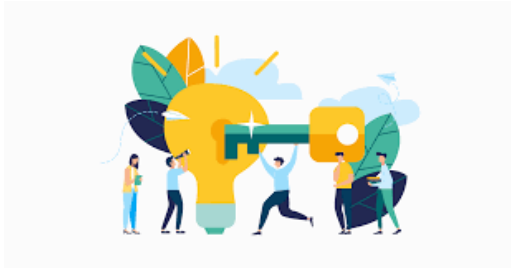
Principal Update

Supplemental Resources

Additional Links

Applicability at the intra-district level

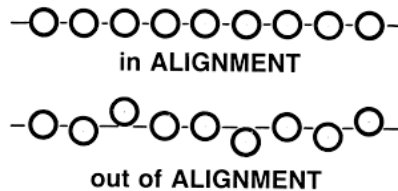
Further partnerships



Share practices, resources & technologies



Alignment & Coherence



Examine supportive contexts



Applicability at the intra-school level

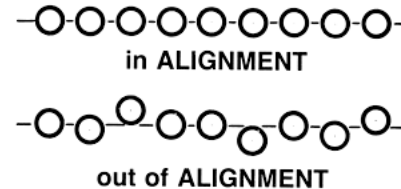
Principal support



Curriculum for Special Educators



Shared learning experiences

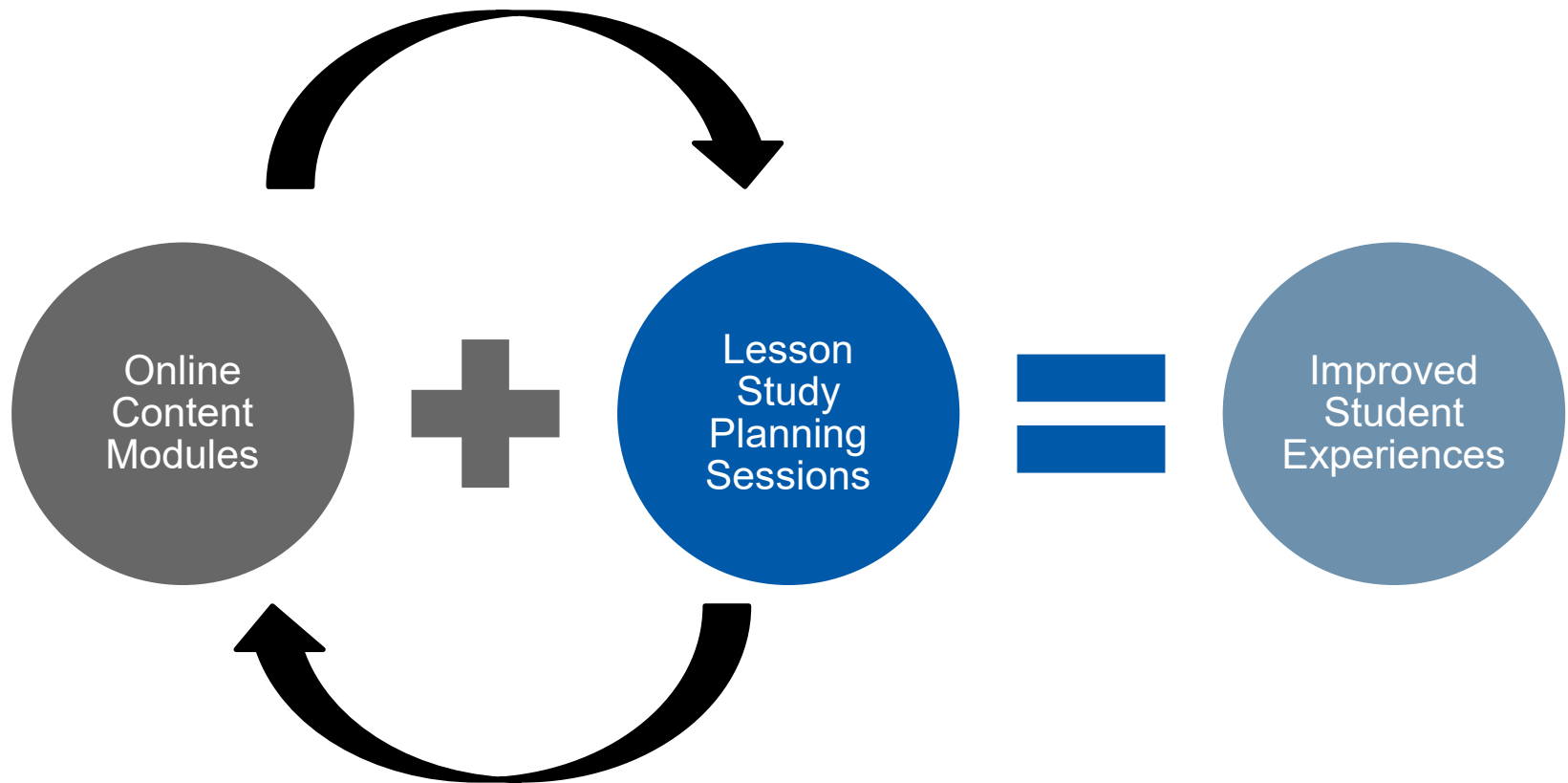


Consistent time to plan and analyze data



School successes

PROJECT COORDINATE



Project Coordinate

ONLINE CONTENT MODULES

Pedagogical Content Knowledge



Video Models



Embedded Active Learning Opportunities



Resources



Disclaimer

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Thank you!

QUESTIONS?

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