

Collaboration for Educator Development, Accountability, and Reform: CEDAR Center (CFDA 84.325A)

Abstract

The CEDAR Center—led by Drs. Mary Brownell, Paul Sindelar, and Erica McCray of the University of Florida (UF) with Dr. Louis Danielson, Lynn Holdheide, and Dr. Maurice McInerney of the American Institutes for Research (AIR)—is a collaborative project to support the development of effective educators to serve students with disabilities (SWD). The CEDAR Center’s work is organized in three major activities: knowledge development, technical assistance and dissemination (TA), and leadership and coordination.

UF will lead *knowledge development* activities, as Drs. Mary Brownell and Paul Sindelar have previous experience directing OSEP centers (COPSSE and NCIPP). Knowledge development involves (a) writing literature reviews; (b) conducting a state policy analysis on teacher and leader licensure; (c) conducting case studies of successful OSEP 325T program revision projects and state personnel systems; and (d) identifying and developing a set of innovation configurations to guide the integration of evidence-based content and practices into teacher and leader professional learning systems. CEDAR staff and a Technical Review Committee will develop: (a) a model TA plan for restructuring and redesigning teacher and leader professional learning systems (b) a model TA needs assessment for participants; and (c) a catalog of recommended policies and practices that can be incorporated into TA.

Both UF and AIR have successfully managed research-to-practice centers. Dr. Louis Danielson and Lynn Holdheide (AIR) will lead the *TA effort*, with guidance from UF. CEDAR TA involves a multi-tiered, needs-driven approach that derives from evidenced-based practices to positively influence teacher and leader capacity, resulting in improved achievement for SWD. During years 1-4, the Center will provide intensive TA supports to 20 states (5 beginning each year). Technical Assistance will occur in three phases: (1) leadership supports; (2) implementation; and (3) data-based systems monitoring. CEDAR will provide interested states with targeted support to reform, restructure, or improve their professional learning systems, which may lead states to request intensive assistance. CEDAR will develop and maintain a comprehensive website that will provide universal TA.

CEDAR will also provide *leadership and coordination*, including maintaining resources for state teams; developing Networked Improvement Communities; assisting in planning TA events; and creating and maintaining a state-of-the-art website. Center activities include, most importantly, developing collaborative relationships with the full range of stakeholder organizations, establishing a network of experts, and creating a set of tools and products that states may use to sustain the reforms initiated in collaboration with the Center. CEDAR’s approach is distinctive, broad in scope and is designed to ensure a seamless integration of standards and preparation. This evidence-based, multi-leveled approach to TA extends to classrooms and reaches SWD. By partnering with the Center, engaged states will undertake efforts to develop standards, reform preparation, and incorporate student outcomes into program evaluation. Center partners will have tools and materials with which other states may undertake this work and a cadre of TA providers will be readied to sustain the Center’s work. Center partners will also establish a community of professional organizations committed to improving college and career readiness through standards-based educator preparation and the development of evidence-based preparation practices.