



Preparing Teachers and Leaders to Improve Outcomes for Students with Disabilities: The CEEDAR/Arizona Approach



Blueprint Goal Areas

Goal #1: Pre-service and in-service educators will demonstrate competency in data literacy* by effectively using data from multiple sources to drive evidence-based instructional decisions when working with students, ideally, in a multi-tiered system of support.

**Data-literate educators continuously, effectively, and ethically access, interpret, act on, and communicate multiple types of data from state, local, classroom, and other sources to improve outcomes for students in a manner appropriate to educators' professional roles and responsibilities. (refer to AZ Data Literacy Matrix – Teacher Preparation)*

***Examples: e.g. universal assessments/screeners, progress monitoring measures, state assessments; informal assessments-day to day data collection*

Goal #2: Increase the opportunity for preservice and current educators (including intern certified teachers) to develop and demonstrate competency of Evidence-Based Practices in reading.

Key Activities

- Increase IHE faculty understanding of data literacy
- Revise and enhance data literacy in teacher education (general and special, leadership programs)
- Increase use of data literacy within the ADE defined MTSS framework
- Review use of data for instruction and flexible groupings
- Review certification and reading requirements in legislation
- Understand readiness/trajectories of reading
- Determine depth of knowledge in reading processes
- Create a list of EBPs and resources for reading
- Review reading curriculum requirements of administrator programs
- Insure educator ability to define and identify EBPs for reading
- Create a list of EBPs and resources for reading
- Review fidelity of implementation of EBPs reading
- Increase productive collaboration across general education and special education
- Develop a community of practice across IHEs in the area of reading instruction
- Develop a community of practice of and beyond classroom teachers
- Develop recommendations for an induction and mentoring program
- Review fieldwork placements
- Cultivate teachers to use reading strategies with fidelity and to advocate for the use EBPs in instruction
- Review MTSS framework

Successes

Insuring equity of voices!



STRONG SSC AND SLT WHO KNOW THEIR ROLES!

Building a collaborative community among IHEs, SEA, and CEEDAR! Commitments from major universities and colleges!

IHE teams including GENED, SPED, and Leadership! All the invested and committed team members!

Next Steps



Continue Blueprint
Lever: Teacher Prep

- "Finalize" activities
- Share with SLT
- Develop work groups to complete the activities and work towards the objectives and goals.

Lever: Program Evaluation

- Develop goal(s) and objective(s)
- Create tasks and activities
- Form small, work groups

Lever 3 and 4:

Blueprint is implemented, monitored, refined, retooled, and progress documented

- Regularly scheduled team meetings held
- Subcommittee meetings
- Monthly check-ins with state steering committee organized by blueprint objectives
- Report-outs by blueprint objectives
- Formal quarterly reflection and evidence review of blueprint

Challenges



- Scheduling
- Thinking time and doing time
- Layers at SEA, layers and IHEs

SSC Priorities: Driving Force for Blueprint

LEVER	IMPORTANCE	FEASIBILITY	OVERALL PRIORITY
Licensure/Certification	2	2	2
Program Evaluation/Improvement/Accountability	3	2	3
Program Approval/Accreditation	2	1	1
Preparation Reform/Teacher & Leader Standards	3	2	3

Arizona Instructional Impact Data Literacy Worksheet

Scoring	No Evidence (0 pts)	Approaches (1 pt)	Mixes (2 pts)	Exceeds (3 pts)
Has evidence that the expectation is being addressed/being met?	Unmet evidence that the expectation is addressed	Acceptable evidence that the expectation is addressed	Beyond acceptable evidence that the expectation is addressed	Beyond acceptable evidence that the expectation is addressed

Applicable Rule: ARTICLE R7-2-604.02.C3
Arizona Administrative Code requires "Evidence that candidates are provided instruction and practice in how to gather, evaluate, and synthesize multiple data sources and how to effectively use data in educational and classroom instructional decisions."

Source: Data Quality Campaign
Key components of effective data use: Continuously, Effectively, Ethically, Access, Interpret, Act and Communicate

Professional Preparation Institution: [Click here to enter text.](#)
Educator Preparation Program: [Click here to enter text.](#)

Prompt 1: How are you training candidates to observe, analyze and respond to a variety of different levels of data for the purpose of continuously improving teaching and learning? 500 Word Limit
[Click here to enter text.](#)

Prompt 2: How are candidates provided opportunities to learn and practice assessment literacy, including the ability to design and make use of assessments as appropriate? 500 Word Limit
[Click here to enter text.](#)

Prompt 3: How are candidates provided opportunities to learn and practice data literacy beyond assessment literacy- such as attendance, outcomes, behavior, interventions, growth, teacher observations, etc.? 500 Word Limit
[Click here to enter text.](#)

Optional - Supplemental Documents
Provide up to 3 attachments that support the evidence (i.e. documents, data table, student work, surveys, etc.).
Attachment Name: [Click here to enter text.](#) Brief description of evidence/relevance: [Click here to enter text.](#)
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Revised - 04/14/2016 ARTICLE R7-2-604 1

