



## Educational Technology, Media and Materials Program

### Area Meeting Agenda

April 27, 2015

3:15-4:45 PM, EDT

#### **Agenda:**

3:15pm - 3:25pm Educational Technology, Media, and Materials Program FY 2014 Performance Data

*Dr. Michael F. Slade, Program Lead, OSEP*

Presentation: [PowerPoint](#)

3:30pm - 3:55pm Accessible Educational Media On-Demand and On-the-Go

*Jason Stark, Director, Described and Captioned Media Program, National Association of the Deaf*

4:00pm - 4:45pm Needs and Realities of Serving Students with Learning Disabilities

*Dr. Gabrielle Schlichtmann, Co-President, Center for Applied Special Technology and Dr. Lisa Wadors, Program Manager: Education, Research & Partnerships, Benetech*

Presentation: [PowerPoint](#)



## Personnel Development Program Meeting Agenda

April 27, 2015

3:15-4:45 PM, EDT

### Overview

The Personnel Development Program (PDP) Meeting at the 2015 OSEP Project Directors' Virtual Conference will feature innovative practices of several OSEP-funded training grants that align with the [Secretary's Final Supplemental Priorities and Definitions for Discretionary Grants](#), and our continued efforts to ensure and advance high quality personnel preparation programs for general and special education teachers, early childhood personnel, and related-services providers.

Those attending the PDP Meeting are encouraged to share ideas and discuss with others how these innovative practices can be adopted for use in their personnel preparation programs.

### Agenda

**3:15 – 3:40**      **On your own, watch at least one of the videos posted on [this Vimeo channel](#).** You should have time to view several of these videos; each on innovative practices aligned with ED Priorities for Discretionary Grants. Descriptions of each video are available in the break-out session descriptions below.

**3:40 – 3:45**      **Transition to one of six concurrent break-out webinars**  
Select the session you will attend live based on your interests and the PDP focus area most closely aligned to your OSEP-funded personnel preparation program. **To attend the meeting, register for the webinar using the links provided in the break-out session descriptions below.** Each webinar also contains call-in information. Live captioning will be provided.

**3:45 – 4:50**      **Participate in webinar-based break-out session**  
Each meeting will follow the same structure:

- a) program information and updates from OSEP Project Officers, and;
- b) live discussions with presenters of the Vimeo videos

Please contact [osep-meeting@air.org](mailto:osep-meeting@air.org) if you have any questions about these meetings.

# **Breakout 1: Building Adult Capacities to Improve Child Outcomes: A Theory of Change**

**OSEP Facilitator: Tracie Dickson**

## **ED Priority**

1: Improving Early Learning and Development Outcomes

## **Accompanying Video Description**

This 5-minute [video](#) depicts a theory of change from the Frontiers of Innovation community for achieving breakthrough outcomes for vulnerable children and families. It describes the need to focus on building the capabilities of caregivers and strengthening the communities that together form the environment of relationships essential to children's lifelong learning, health, and behavior. (5:18)

Based on the theory of change outlined in this video clip viewing, the session attendees are invited to participate in a webinar and training with Dr. Mary Beth Bruder during the live discussion.

**Presentation:** [PowerPoint](#)

## **Presenter Bio**



**Mary Beth Bruder Ph.D.**, Professor of Pediatrics & Director, Center for Excellence in Developmental Disabilities Research, Education, and Service. Dr. Bruder is the director of the University of Connecticut A.J. Pappanikou Center for Excellence in Developmental Disabilities Education, Research, and Service, and Professor of Pediatrics and Educational Psychology at the University of Connecticut School of Medicine. For the past 39 years, Mary Beth has been involved in the design, provision and evaluation of early intervention services within local, state, national and international Early Intervention Special Education, Child Care and Head Start agencies. She has directed a number of federal and state funded preservice, inservice, demonstration, and research projects. She currently directs a leadership doctoral program in early childhood intervention and she is the Editor of *Infants and Young Children*. She was the Co-Principal Investigator on the Center to Inform Early Childhood Personnel Preparation Policy and Practice, as well as other research institutes on inclusive practices and collaborative early childhood programs.

## **Breakout 2: Aligning Instruction to Grade Level Standards for Students with Significant Cognitive Disabilities**

**OSEP Facilitator: Susan Weigert**

### **ED Priorities**

- 4: Supporting High-Need Students, including Students with Disabilities;
- 5: Increasing Postsecondary Access, Affordability and Completion;
- 6: Improving Job-Driven Training and Employment Outcomes

### **Accompanying Video Description**

This 10-minute [video](#) depicts a high school special educator implementing standards-aligned English Language Arts instruction to students with significant cognitive disabilities, utilizing Diane Browder's Language Arts Systematic Instruction (LASSI) methods. (9:34).

### **Materials**

For viewers inexperienced with the LASSI method, preparatory viewing of the following demonstration of LASSI development is recommended: [https://www.youtube.com/watch?v=MZPCckay9\\_w](https://www.youtube.com/watch?v=MZPCckay9_w)

**Presentation: PowerPoint**

### **Presenter Bio**



**Jodi Fortney, Mount Whitney High School, Visalia California.** Ms. Fortney is a special education high school teacher at Mount Whitney High School, Visalia (Tulare County) CA who was featured in a video using applied behavior analysis to teach students with significant cognitive disabilities in English Language Arts. She was a co-presenter at the 2014 OSEP PD Conference.

## Breakout 3: Supporting Students with Disabilities who are English

**Learners OSEP Facilitator: Grace Zamora Duran**

### ED Priorities

- 4: Supporting High-Need Students, including English Learners;
- 5: Increasing Postsecondary Access, Affordability and Completion; and
- 6: Improving Job-Driven Training and Employment Outcomes

### Accompanying Video Description

Guiding principles for language and literacy instruction for preparing educators to meet the needs of English Learners are featured in this six-minute [video](#). Also discussed are the features of culturally responsive teaching and culturally responsive language and literacy instruction, and specific instructional suggestions and special considerations for teaching literacy to English language learners.

**Presentation:** [PowerPoint](#)

### Presenter Bio



**Alba A. Ortiz, Ph.D., President's Chair for Education Academic Excellence:** Dr. Ortiz has been a University of Texas at Austin faculty member since 1980, and has served the university in many leadership roles; including Associate Dean for Academic Affairs and Research and Chairperson of the Department of Special Education. Outside the university, Ortiz has received numerous presidential, federal commission and gubernatorial appointments. She is a past president of the Council for Exceptional Children (CEC).



**Leticia Romero Grimaldo, Ph.D., Principal Investigator, Language for Learning Institutes:** Dr. Grimaldo serves as co-principal investigator of the English Learner Institute for Teaching and Excellence (Project ELITE), an OSEP-funded grant, on implement and evaluate tiered intervention models for students who are English Learners (ELs). She has extensive experience developing and providing professional development in the areas of school leadership, meeting the needs of ELs, and facilitating change in schools. She also is an adjunct professor for Texas State University–San Marcos where she teaches master's-level courses within the Education and Community Leadership Program.

# Breakout 4: Mentoring Across the Continuum: A Pipeline to Success for All Students

OSEP Facilitator: Dawn Ellis

## ED Priorities

- 4: Supporting High-Need Students including Students from
- 5: Increasing Postsecondary Access, Affordability and Completion; and
- 12: Promoting Diversity

## Accompanying Video Description

This [video](#) features two successful multi-faceted mentoring programs. The first is of *College Bound* ([www.collegebound.org](http://www.collegebound.org)), a non-profit that provides academic enrichment and resources to high-schools students in Washington DC, to prepare for and succeed in college. In addition, multiple components of a preparation program at San Diego State University are described, along with its connection with OSEP-funded Project CARES: Culturally Affirming Responsive Education Specialist. (7:10)

**Presentation:** [PowerPoint](#)

## Presenter Bios



**Kenneth Ward** is the Executive Director at a D.C.-based College Bound. Mr. Ward received his Master's in Education from Trinity College and has worked at the Library of Congress, Charles Young Elementary school where he taught 5th Grade, Harriet Tubman where he served as the Summer School Principal, and Paul Public Charter School. Through international travel and program participation, Kenneth brings a diverse and exciting perspective to College Bound as he encourages students to think outside of their immediate confinements in the schools they choose to attend, the internship opportunities they seek, or even the open-mindedness displayed when they encounter people or viewpoints that differ from their own.



**Tonika Duren Green, PhD**, is an Associate Professor and Director of the School Psychology Program at San Diego State University. She is committed to preparing school psychologists who are multicultural thinkers and actors, who understand how racial, ethnic and sociocultural factors influence student performance. Dr. Green has several peer-reviewed publications and a book chapter in the area of multicultural school psychology competency. She has been awarded close to 3 million dollars in federally-funded grants to train school psychologist to improve outcomes for ethnolinguistically diverse youth and children in foster care. She is the Director and Founder of the African American Mentoring Program (AAMP), which is devoted to recruiting, retaining, and reaching students of African descent.

# Breakout 5: Integrating Initiatives: Implementing College and Career Ready Standards, and Improving Teaching Effectiveness Using Multi-Tiered Systems of Support as a Framework for Coherence

OSEP facilitator: Bonnie Jones

## ED Priorities:

8. Implementing Internationally Benchmarked College- and Career-Ready Standards and Assessments
9. Implementing Teacher Effectiveness and Promoting Access to Effective Teachers

## Accompanying Video Description

This [video](#) provides a short overview of a Special Brief from the *Center of Great Teachers and Leaders* titled [A Framework for Coherence: College and Career Ready Standards, Multi-Tiered Systems of Support, and Educator Effectiveness](#). Lindsey Hayes and Lynn Holdheide discuss the impetus and context of the framework as well as how it aims to support States to identify connections across initiatives to maximize reform efforts to improve teachers' instructional practices and student outcomes. (7:50)

## Materials

[Excellent Educators for All Initiative](#)

[College and Career Ready Standards](#)

[Center on Great Teachers and Leaders](#)

## Presenter Bios



**Lynn Holdheide, Ed.M., American Institutes for Research (AIR); Deputy Director of the Center on Great Teacher and Leaders:** Lynn Holdheide has more than 10 years of experience in providing responsive technical assistance to both SEAs and regional comprehensive centers. She also serves as the project manager to the Collaborating for Effective Educator Development, Accountability, and Reform (CEEDAR) Center supported by OSEP, and led by the University of Florida. Holdheide has spearheaded efforts to address the pressing challenges in evaluating teachers of students with special needs and served as a reviewer of the U.S. Department of Education's ESEA Flexibility Waiver applications in 2012. With experience as a special education teacher, project coordinator, and education consultant for nine years at the Indiana Department of Education, Division of Exceptional Learners,



**Lindsey Hayes, M.Ed., AIR, GTL:** Lindsey Hayes is a researcher at AIR where she provides research, evaluation and technical assistance support for the National Center on Intensive Intervention, the Center on Great Teachers and Leaders, and the CEEDAR Center. Prior to joining AIR, Ms. Hayes worked as a special education coordinator for Cesar Chavez Public Charter Schools for Public Policy. Ms. Hayes began her career as a special educator teaching inclusion math and science in two public charter high schools, both in the District of Columbia. Her professional interests include improving special education interventions for secondary students and teacher and leader evaluation systems.

## **Breakout 6: Leveraging Technology to Support Instructional Practice and Professional Development and Build Micro Credentials**

**OSEP facilitator: Sarah Allen**

### **Video Description**

This [video](#) features resources and tips for preparing next generation of leaders in the Special Education field to use technology. Lisa Dieker discusses how we think about technology, outlining what are some of the promises and challenges of how it impacts education and creative ways technology can be used in classrooms in the future, from simulated classroom for personnel preparation programs, to 3-D printing– and more! It also features work being done at University of Central Florida by doctoral students and OSEP-funded scholars, Samantha Stone and Benjamin Gallegos, who discuss how their own knowledge and use of technology has evolved since starting the doctoral program (8:20)

### **Materials**

More information on digital credentials is available on the Digital Promise website at: [Educator Micro-Credentials](#).

**Presentation: [PowerPoint](#)**

### **Presenter Bio**



**Lisa A. Dieker, Ph.D., University of Central Florida, Child, Family & Community Sciences:** Lisa Dieker is a Professor and Lockheed Martin Eminent Scholar at the University of Central Florida. She has a passion for how technology and specifically virtual classrooms can be used to impact teacher preparation. Dr. Dieker was instrumental in bringing together the Colleges of Computer Science, The Institute of Simulation and Technology and the College of Education to develop TLE TeachLive™. The TeachLive™ is a classroom simulator being used by 42 universities across the country, four school districts, and in the United Arab Emirates to prepare preservice and in-service teachers using virtual students. She recently lead a convening funded by the Bill & Melinda Gates Foundation to create a 2 year research agenda on the use of virtual environments in teacher education, which resulted in a three year research project funded for \$1.5M to conduct research on simulation in teacher education and several prestigious awards. Dr. Dieker received her undergraduate and master's degree from Eastern Illinois University and her Ph.D. from the University of Illinois





## PROMISE Program Area Virtual Meeting Agenda

April 27, 2015

3:15-4:45PM

This session will provide PROMISE grantees an opportunity to discuss the implementation of their model demonstration projects. Click [here](#) for the PowerPoint presentation.

**3:15PM-3:30PM**      **OSEP Welcome and Announcements**

**3:30PM-4:30PM**      **Small Group Discussions**

Participants will be divided into 6 small groups to discuss the challenges and successes associated with the following:

- Outreach/Recruitment
  - What obstacles or unexpected barriers has your team faced with outreach and recruitment?
  - Share the details of your ongoing outreach and recruitment strategies for the remainder of Year 2.
  - How are you individualizing recruitment efforts for specific populations (e.g., those with mental health care needs, incarcerated youth, foster care, etc.)?
  - What strategies are working best with youth? With families? With agencies, schools, and other organizations making referrals?
  
- Family Engagement
  - What obstacles or unexpected barriers has your team faced with family engagement?
  - What strategies are you using to engage of families? What services and supports are you providing for youth? For parents? Are they participating?
  - What models are working well in the delivery of training and services? How have you had to adapt or change your models based on family needs?
  - Describe your case management structure. How do you ensure intervention fidelity?
  - How are you individualizing support for specific populations (e.g., those with mental healthcare needs, incarcerated youth, foster care, etc.)?

**4:30PM-4:45PM**      **Next Steps**



## 373: Technical Assistance on State Data Collection Program Area Virtual Meeting Agenda

April 27, 2015

3:15-4:30PM

This session will provide 373 grantees an opportunity to hear updates on a number of new or upcoming data efforts being conducted at the US Department of Education. Additionally, grantees will have an opportunity to discuss how these Federal efforts impact their technical assistance work with States. Click [here](#) for the PowerPoint presentation.

3:15PM-3:20PM OSEP Welcome

3:20PM-3:45PM ED Update

- *EDFacts* Information Collection Package for SY 2016-17, 2017-18, 2018-19
- *EDFacts* Communities 360

3:45PM-4:30PM Public Reporting of IDEA Section 618 Data

- Disclosure Avoidance Methodology
- Upcoming Additions to OSEP's IDEA Section 618 Data Products Website



## TA&D Program Area Meeting Agenda

April 28<sup>th</sup>, 2015

3:15-4:45PM

This session will provide TA&D Projects an opportunity to hear a panel of experts discuss their approach to measuring fidelity of Technical Assistance and the challenges inherent in this work. Outcomes of this session include:

- Exposing participants to a range of approaches for measuring fidelity of TA;
- Generating interest among participants in creating fidelity frameworks for their TA projects; and
- Providing opportunities to ask experts for guidance and advice.

3:15PM-3:20PM	Welcome Introductions
3:20PM-3:30PM	Updates from OSEP Presentation: <a href="#">PowerPoint</a>
3:30PM-4:30PM	Panel Discussion- Fidelity of TA Presentation: <a href="#">PowerPoint</a>
4:30PM-4:40PM	Panel Q&A
4:40PM-4:45PM	Next Steps