

Discussion Roundtables

Salon I & II

Table 1: 21st-Century Assessment in Teacher Preparation

Presenters: Rhonda Bondie, Fordham University; Su-Je Cho, Fordham University

Session Description: Free digital tools can create assessments that prepare teachers to use evidence-based practices (EBPs) while providing program improvement data for faculty. Twenty-first century assessments differ from past practices, which focused on individual progress achieved in isolation, to now focus on progress involving new norms for social interaction. Job-embedded digital tools support the effective completion of daily classroom tasks, while also providing continuous data on the use of EBPs. Using digital tools for key assessments can also help with evaluating how teacher preparation programs mirror the technologies, media use, and likely learning process of the 21st-century learners that teachers are preparing to instruct. In this session, we will explore the following questions: (1) How can 21st-century assessments provide necessary data on teacher–candidate use of EBPs and measure instructional competencies, while also promoting 21st-century skills such as creative problem solving and collaboration? (2) What digital tools enhance the possibilities for assessment, data collection, and analysis, and how can their use be evaluated? (3) How can these assessments be used to nurture graduates and mentor new teachers in their first years of teaching?

Table 2: Future-Ready Assistive Technology

Presenters: Tracy Gray, American Institutes for Research (AIR)

Session Description: Rapid changes in technology will shape the future of special education and assistive technology. This discussion session will focus on building an understanding of shifts in the technology landscape and future directions for the field as they relate to developing policies and procedures to support future-ready special education programs and initiatives. This discussion group is intended for State and local education leaders, school and district technology coordinators, assistive technology professionals, and others involved in purchasing, policy, and training decision making for educational and assistive technology tools and infrastructure.

Table 3: Increasing Engagement in Online Environments

Presenter: Arlene King-Berry, University of the District of Columbia

Session Description: This discussion session will focus on improvements for enhancing learner interaction in Pre-K–12 and higher education online learning environments. Innovative pedagogies and technologies are available to enhance learner interaction, regardless of cultural, linguistic, or ability diversity. Factors that affect engagement include students' motivation, interest, self-regulation, and ability to access the course. Discussion topics include: (1) How can learner interaction be enhanced in online environments? (2) Describe evidence-based practices that increase online learner engagement.

Table 4: Leading Ph.D. Students Into the “Unknown” Future

Presenters: Lisa Dieker, University of Central Florida (UCF); Faith Ezekiel-Wilder, Doctoral Student, UCF; Angelica Fulchini, Doctoral Student, UCF; Celestial Wills-Jackson, Doctoral Student, UCF; Rebecca Hopkins, Doctoral Student, UCF

Session Description: This discussion session will focus on the following question: Are we preparing doctoral scholars to address the needs of students entering higher education in the United States? At UCF, doctoral scholars are introduced to a leadership preparation model that includes innovative and futuristic ideas (grounded in our field) in teaching, research, service, technology, and history to prepare them for a role in the higher education community. Students from UCF will lead this discussion and share their experiences.

Table 5: Mentoring and Induction to Support the Development and Retention of Effective Early Childhood Personnel

Presenters: Margaret C. Gillis, University of North Carolina, Greensboro; Jean Kang, University of North Carolina, Greensboro

Session Description: This discussion session will focus on mentoring and induction to support the development and retention of high-quality, effective early childhood personnel during professional programs and after graduation. Although the focus will be on early childhood, individuals from other areas are welcome and encouraged to join. Participants will have the opportunity to discuss current efforts to provide mentoring and induction, effective strategies, and challenges. Participants will also be encouraged to consider future directions for providing mentoring and induction through a brainstorming session.

Table 6: The Development of Special Education Leaders

Presenters: Kelley Reagan, George Mason University; Shalu Rana, Doctoral Student, George Mason University; Soo Ahn, Doctoral Student, George Mason University

Session Description: During this session, two Ph.D. candidates of an OSEP-funded leadership grant will share their experiences in a program aimed to develop leaders in special education. New Ph.D.s and current doctoral students should attend. Dialogue will include a sharing of program activities, experiences, and coursework as they relate to teaching, research, and service, as well as a discussion of how these experiences, activities, and courses enhance one's professional development as a special education leader in higher education.

Table 7: Preparing Collaborative Teachers of the Deaf

Presenter: Mariette Paterson, University of Southern Mississippi

Session Description: Newborn hearing screening, early intervention, and advanced hearing technologies have led to two trends in the education of children who are deaf and hard of hearing: (1) an emphasis on early intervention that maximizes hearing to develop spoken language; and (2) greater numbers of children with hearing loss being educated in mainstream education settings. The models for training teachers of the deaf need to adapt due to these new roles for teachers of the deaf as collaborators in birth–three or mainstream school settings. In this session, the following questions will be discussed: (1) What is the role of the teacher of the deaf in birth–three early intervention? (2) What is the role of the teacher of the deaf in inclusive/mainstream school settings? (3) How does the teacher of the deaf maximize his or her collaborative role with audiologists, speech-language pathologists, classroom teachers, and other providers?

Table 8: Recruiting and Retaining African-American Students

Presenter: Mary-alayne Hughes, University of Illinois, Urbana-Champaign

Session Description: To prepare a more diversified and representative education workforce, there is a critical need to recruit and retain a diverse group of students in higher education preparation programs. This discussion session

will identify challenges and review strategies for recruiting and retaining African-American students in higher education.

Table 9: School Climate Forecast: Chilly to Sunny

Presenters: **Regina Pierce**, Virginia Department of Education; **Sophia Farmer**, Virginia Commonwealth University

Session Description: This discussion session will offer the Positive Behavioral Interventions and Supports (PBIS) circle logic as an anchor to understanding the integration of data, practices, and systems needed to impact school climate. Examples of surveys, partner agencies, and supports will be explored.

Table 10: Sustaining 325T Activities: Life After Funding

Presenters: **Barbara Fink Chorzempa**, State University of New York (SUNY), New Paltz; **Roberta M. Wiener**, Pace University; **Leslie Carol Soodak**, Pace University

Session Description: As recipients of the 325T grants near the end of their award period, ways to continue the work need to be considered. In this discussion session, faculty from two institutions will share plans to sustain their work. To start the conversation, a faculty member from one of the institutions will describe how the goals of her institution's 325T grant will be sustained following the retirement of three faculty and the hiring of three new faculty. The conversation will continue as two faculty from the second institution describe the benefits and challenges of sustaining and expanding a merged teacher preparation program.

Table 11: Testers Needed for Web-Based Modules on Division of Early Childhood (DEC) Recommended Practices

Presenters: **Megan Vinh**, Frank Porter Graham (FPG) Child Development Institute; **Chih-Ing Lim**, FPG Child Development Institute

Session Description: Participants will get hands-on experience exploring an interactive, web-based module focused on DEC recommended practices. Participants will spend the first half of the session exploring the resources, guided by a set of instructions. They will then participate in a discussion about their experience.

Table 12: Transforming Practitioners Into Researchers

Presenters: **Stacy Dymond**, University of Illinois, Urbana-Champaign; **Hedda Meadan**, University of Illinois, Urbana-Champaign

Session Description: Educators who enter doctoral programs often struggle to transition from the role of practitioner to researcher. What can we do to mentor scholars through this transformation? This session will focus on discussing activities and strategies for assisting scholars to develop the skills needed to become effective researchers and leaders.

Table 13: Building Blocks and Pitfalls of Preparation Reform

Presenter: **Paul Sindelar**, Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center

Session Description: CEEDAR provides technical assistance to 20 States engaged in preparation and policy reform. Using the Center's framework, participants will discuss the types of skills that teachers need to provide high-quality instruction, the resources that need to be established at an institutional level, and how to overcome barriers to collaboration and reform.

Table 14: Using Formative Assessment Methods to Prepare Reflective and Effective Early Intervention (EI)/Early Childhood Special Education (ECSE) Personnel

Presenters: **Yaoying Xu**, Virginia Commonwealth University; **Serra De Arment**, Virginia Commonwealth University

Session Description: This discussion session will focus on the process and outcomes of using formative assessment methods for recruiting, developing, rewarding, and retaining reflective and effective personnel through a personnel development program in Early Intervention (EI)/Early Childhood Special Education (ECSE). Discussion questions include: (1) How do teacher educators enhance teacher candidates' learning and development through both individualization and standardization? (2) What role does teacher educators' emotional involvement play in creating a positive, supportive, and interactive learning environment for teacher candidates? (3) How do we distinguish between an amazing person who does an average job and an average person who does an amazing job in a teacher education program?

Table 15: Building Personnel Capacity in Early Childhood

Presenters: **Mary Beth Bruder**, Early Childhood Personnel Center (ECPC); **Annie George-Puskar**, OSEP Leadership Doctoral Fellow in Early Childhood Intervention; **Carlene Reid**, Office of the State Superintendent of Education (OSSE), Washington, DC; **Julie Wennekes**, OSSE, Washington, DC; **Kerda DeHaan**, OSSE, Washington, DC; **Deana Buck**, Partnership for People with Disabilities

Session Description: The Early Childhood Personnel Center (ECPC) provides training for Part C and section 619 coordinators to assist them in integrating their programs and personnel into their State early childhood initiatives. This discussion session will focus on the activities and implementation of action plans in the 20 participating States.

Table 16: What Counts as Evidence?

Presenters: **Allison Gandhi**, American Institutes for Research (AIR); **Lynn Holdheide**, AIR; **Jill Pentimonti**, AIR

Session Description: In this discussion session, we will discuss the use of multi-tier system of supports (MTSS) to make the case that standards of evidence for evidence-based practices (EBPs) need to vary by tier. We will also present a more flexible, nuanced approach to identifying EBPs that allows practitioners to make better decisions about educational interventions and strategies.

Table 17: The Nexus of Special Education Policy, Practice, and Scholarship

Presenters: **Laurie deBettencourt**, Johns Hopkins University; **Katharine Shepherd**, Higher Education Consortium for Special Education (HECSE); **Jane West**, HECSE

Session Description: The 40th anniversary of IDEA's passage and HECSE's establishment occurred this year. It is a critical time to reflect on current challenges and opportunities surrounding the roles of special educators, the programs that prepare teachers and leaders, and HECSE's role in advocating for policies supporting the preparation of special education leaders.

Small Breakout Sessions

Baltimore City Public Schools and the Schoolwide Integrated Framework for Transformation (SWIFT) Center: Creating a Coherent Multi-tier System of Supports (MTSS) for All Students Through a Technical Assistance Partnership *Maryland A*

Presenters: Amy McCart, SWIFT Center; Alisia Moutry, University of Wisconsin, Milwaukee; Lara Ohanian, Baltimore City Public Schools; Wendy Barnes, Baltimore City Public Schools

Session Description: When Baltimore City Public Schools established its districtwide school reform priority to install a multi-tier system of supports (MTSS) for all students, including those with disabilities, it engaged in a partnership with the national SWIFT Center to transform schools. In this session, city schools' and SWIFT representatives will discuss how their partnership supports the reform effort to build district capacity to include students with disabilities and increase their academic proficiency.

Discussion Questions:

1. What actions can a large district undertake to help its schools include academic and behavioral supports that allow all students to achieve in the general education curriculum?
2. How can an MTSS for all students prevent or reduce disproportional representation in special education among traditionally marginalized student subgroups?
3. How does a technical assistance (TA) partnership that leverages the current strengths and resources of a district produce sustainable positive results for all students?

Audiences: TA&D

Creating a Path Toward Inclusion for Early Childhood Educators *Maryland B*

Presenters: Patricia Blasco, The Research Institute (TRI) at Western Oregon University; Ritu Chopra, University of Colorado, Denver; Serra Acar, TRI at Western Oregon University

Session Description: This session will present the efforts of university and community college partnerships in Colorado and Oregon to improve the knowledge, skills, and implementation of inclusive and recommended practices among early childhood educators. One outcome is the sustainability of these projects within the States. Online resources and products will be shared.

Discussion Questions:

1. How can we build collaborative relationships across disciplines that may be guided by different beliefs and/or practices to ensure that all children are included in early childhood education?
2. How can we sustain the effort of five years of relationship building and web resource sharing to ensure that community college partners continue to have access, supports, and partnerships within our States?

Audience: Early Childhood

How High-Quality IDEA Data Supports Systemic Change *Maryland C*

Presenters: Donna Spiker, Center for IDEA Early Childhood Data Systems (DaSy); Dave Phillips, IDEA Data Center (IDC); Bill Huennekens, Center for the Integration of IDEA Data (CIID); Joy Markowitz, IDC

Session Description: Collecting, reporting, analyzing, and using high-quality IDEA data plays a critical role in improving results for students with disabilities. Four

technical assistance (TA) centers—the Center for IDEA Fiscal Reporting (CIFR), CIID, DaSy, and IDC—will share examples of how their work supports systemic change in States and ultimately improves outcomes for students with disabilities.

Discussion Questions:

1. How can States use IDEA data to improve State systems and child outcomes?
2. What are the barriers to creating a culture of data-informed decision making at the State and local levels?
3. How can OSEP's TA centers help address challenges in collecting and reporting high-quality IDEA data?

Audience: TA&D

Personnel Development Program (PDP) Grantee Reporting Using the Data Collection System (DCS), Session One *Virginia A*

Presenters: **Bonnie Jones**, OSEP; **Shedeh Hajghassemali**, OSEP; **Karen Schroll**, PDP Data Collection Center (DCC), Westat, Inc.; **Amy Bitterman**, Westat, Inc.; **Mitchell Yell**, University of South Carolina, **Kim Paulsen**, Vanderbilt University

Session Description: The PDP DCS has improved data collection efficiencies for grantees, scholars, and employers, collecting scholar data from point of entry through completion of service obligation. During this session, presenters will summarize scholar data from the past five years and highlight rates of completion, scholar funding, and areas of employment. This session will include an overview of reporting requirements, such as program performance measures, pre-scholarship agreements and exit certifications, and strategies that grantees use to manage their projects and ensure that their scholars are advised of the service obligation requirements.

Discussion Questions:

1. How does my grant's performance compare with the average performance of the program as a whole?
2. How can I obtain a copy of my performance on program measures to use in writing my annual performance report?
3. What are the Department's requirements for pre-scholarship agreements and exit certifications? What is my role as Project Director in meeting these requirements?

Audience: Personnel Development

Scaling up College- and Career-Readiness (CCR) Interventions With Technology *Virginia B*

Presenters: **Allison Lombardi**, University of Connecticut

Session Description: This session will describe quantitative findings and lessons learned across four years of implementing CCR interventions across three States. Intervention students improved their information literacy, transition, and reading skills, compared to comparison students. Implications for embedding transition services into the core courses are discussed.

Discussion Questions:

1. After an empirical demonstration of an intervention's effectiveness within schools, how can researchers in higher education partner with State department personnel to advance the adoption of these evidence-based practices?
2. Which specific research or teaching techniques have you observed in your setting that improved the climate, attitude, and response of teachers when asked to integrate CCR and transition skills into the core course of study in low-performing schools?

3. The gap between the reading skills of students with and without disabilities continues to widen as students advance through high school. How can schools integrate reading instruction in high schools where content courses are taught by teachers who are highly qualified in their content area, but not in reading instruction?

Audience: Education Technology, Media, and Materials

Technical Assistance (TA) Partnerships: Lessons Learned From Evaluation *Virginia C*

Presenters: **Patricia Mueller**, Evergreen Evaluation & Consulting, Inc.; **David Merves**, Evergreen Evaluation & Consulting, Inc.; **Vitaliy Shyyan**, National Center on Educational Outcomes (NCEO)

Session Description: For the past four years, the NCEO has evaluated its collaborative partnerships with TA providers. Panelists will describe the evaluation design, including: 1) creating a collaboration logic model, 2) survey and interview items linked to the logic model, 3) case studies, and 4) examples of reporting formats.

Discussion Questions:

1. What methods do centers employ to evaluate their collaboration efforts, outcomes, and impacts?
2. What types of collaboration assist centers in developing high-quality products, tools, and services?
3. What types of reporting formats do centers use to communicate the efforts and effects of their work?

Audience: TA&D

Students With Complex Needs and Pennsylvania Core Standards

Delaware A

Presenters: **Shatarupa Podder**, Pennsylvania Department of Education; **Ann Hinkson-Herrmann**, Pennsylvania Training and Technical Assistance Network (PaTTAN); **Natalie Sokol**, PaTTAN

Session Description: This session will provide an overview of Project MAX—a grant designed to increase the capacity of Pennsylvania schools to provide all students with access to the Pennsylvania Core Standards, including those with complex instructional needs. It will describe how coaching can be utilized as a strategy to produce sustainable systems change.

Discussion Questions:

1. Given what you have learned about the practices we use to build capacity, how might you incorporate these ideas into your work?
2. What potential barriers do you foresee in the implementation of these capacity-building practices in your work? How might you overcome these barriers?
3. How might implementation of these capacity-building practices improve your outcomes?

Audiences: SPDG, Personnel Development

Invited Breakout Session: Students With Disabilities' (SWDs') Achievement Growth and Gaps

Delaware B

Presenters: **Gerald Tindal**, University of Oregon; **Ann Schulte**, Arizona State University; **Steve Elliott**, Arizona State University; **David Egnor**, OSEP

Session Description: The National Center on Assessment and Accountability for Special Education (NCAASE) is funded by the Institute of Education Sciences (IES). Researchers will present the results of an investigation into

various approaches for understanding and measuring achievement growth and gaps for students with and without disabilities.

Discussion Questions:

1. What are the implications of steady achievement growth and the apparent intractability of closing the gaps?
2. How should we concurrently consider across-year and within-year growth and gaps?

Audience: Research

Youth Transition in Juvenile Justice: What We Know, What We Learned, and What Is Emerging *Washington 1 & 2*

Presenters: **Leslie LaCroix**, Arizona State University; **David Johnson**, University of Minnesota; **Deanne Unruh**, University of Oregon; **Adam Henning**, Arizona Department of Juvenile Corrections; **David Emenheiser**, OSEP

Session Description: In this session, each of the three cohorts of model demonstration projects will describe how they provide services to delinquent youth in transition. The cohorts consist of model demonstration projects in Minnesota, Oregon, and Arizona. The presenters will share strategies, resources, and outcomes that enhance the effectiveness of transition programming and services.

Discussion Questions:

1. What is the recommendation for those who want to replicate the projects?
2. What is the importance of sustainable community supports in reducing recidivism?
3. What is the next emerging trend to impact recidivism in the juvenile delinquent population?

Audiences: Transition, Research, Model Demonstration

University Mentoring Models: Supporting Doctoral Scholars and Novice Special Education Teachers *Washington 3*

Presenters: **Suzanne Martin**, University of Central Florida; **Sheila Conway**, University of Pittsburgh; **Jillian Gourwitz**, University of Central Florida; **Dena Slanda**, Doctoral Scholar, University of Central Florida

Session Description: Redefining roles, strengthening competence, and providing adequate support for school leaders and novice teachers is challenging, but it remains especially critical in the area of special education. Current literature indicates that a major gap exists in the acquisition of special education knowledge and skills in personnel development. Unfortunately, many personnel development programs do not prepare school leaders and teachers to problem solve real issues that they will most likely encounter, such as how to effectively collaborate in a cooperative process to create and sustain change. The focus of this presentation is the incorporation of a mentoring model as a key component of two federally funded leadership preparation models. The impact of these university mentoring models will be presented, as well as the steps necessary to create a similar model in other educational settings.

Discussion Questions:

1. How would you define, create, and support a successful mentor model in personnel development programs to sustain support for their graduates?
2. How do you measure successful outcomes when using a mentorship model, in terms of data collection that leads to meaningful improvement in personnel development programs?

3. What are the salient features of a successful mentorship model that addresses not only the academic/knowledge components but also the social/emotional toll of being part of a special education school team?

Audience: Personnel Development

Practice-Based Approaches to Improving Teacher Education

Washington 4

Presenters: **Mary Brownell**, Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center; **James McLeskey**, CEEDAR Center; **Brian Barber**, Kent State University; **Louise Spear-Swerling**, Southern Connecticut State University; **Amber Benedict**, CEEDAR Center

Session Description: Prominent teacher educators have voiced concerns about educator preparation programs' overemphasis on knowledge acquisition and insufficient emphasis on practice. In response, teacher education scholars have proposed a practice-based approach to teacher education, focused on high-leverage practices (HLPs) that are essential to effective teaching and continuous deliberate practice (Grossman & McDonald, 2008). In this session, presenters will describe components of a practice-based approach to teacher education and showcase deliberate practice opportunities that CEEDAR Center technical assistance (TA) recipients have developed to ensure that general and special education teacher candidates can provide effective multi-tiered instruction.

Discussion Questions:

1. What supports do teacher preparation programs need as they develop programs that prepare candidates to use HLPs in classrooms?
2. How can CEEDAR support, through universal TA, and deepen teacher educators' knowledge and skill in practice-based approaches to teaching effective multi-tiered instruction?
3. What sorts of infrastructure are necessary for campus-based and non-campus-based programs to ensure that all teacher candidates engage in deliberate practice with feedback?

Audience: Personnel Development

Designing Effective Coaching Service Delivery Plans

Washington 5

Presenters: **Kimberly St. Martin**, Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi); **Caryn Ward**, Frank Porter Graham (FPG) Child Development Institute

Session Description: Coaching is a necessary component for promoting teacher confidence and competence. A coaching service delivery plan is necessary to ensure high-quality and consistent coaching. This session will review the elements of a coaching service delivery plan, as well as a process for developing them. Examples from work at different levels of the education system will be shared to foster learning of the process and help participants contextualize the usefulness of coaching service delivery plans within their settings.

Discussion Questions:

1. What are some barriers to and facilitators for developing coaching service delivery plans?
2. How do you use data to contextualize a differentiated coaching service delivery plan?

Audience: Personnel Development

Acquiring and Using Accessible Materials and Technology

Washington 6

Presenters: **Joy Zabala**, CAST

Session Description: The National Center on Accessible Educational Materials (AEM) for Learning increases the availability and accelerates the use of AEM and accessible technologies. Center staff and cooperating State leaders will discuss innovative ways to build collaboration and share resources that increase the seamless use of AEM and accessible technologies across educational settings.

Discussion Questions:

1. How can collaboration between special education and general education foster increases in the acquisition and use of accessible materials and accessible technologies?
2. How can the selection and procurement process for curricular materials be improved? Who needs to be involved?
3. In what ways does collaboration across early childhood, grades K–12, higher education, and workplace preparation increase expectations in ways that can improve the availability and use of accessible materials and technologies across the lifespan?

Audience: Education Technology, Media, and Materials

9:30 a.m.–9:45 a.m.

Break

9:45 a.m.–10:45 a.m.

Small Breakout Sessions

Building System Capacity to Implement Evidence-Based Practices (EBPs) *Maryland A*

Presenters: Christina Kasprzak, Frank Porter Graham (FPG) Child Development Institute; Kathleen Hebbeler, SRI International; Donna Spiker, SRI International; Megan Vinh, FPG Child Development Institute

Session Description: Building and sustaining high-quality statewide systems is a complex and ongoing process for State agencies. This session will describe a systems framework and self-assessment used to assist early intervention/early childhood special education programs in assessing current systems, planning for improvement, and measuring change over time. State examples will illustrate use and increased system capacity.

Discussion Questions:

1. What is the role of State systems in supporting practice at the local level?
2. How can technical assistance (TA) centers and others use the system framework to support States in improving their State system?

Audience: Early childhood

Division for Early Childhood (DEC), Council for Exceptional Children (CEC), and the National Association for the Education of Young Children (NAEYC): Standards Alignment for Higher Education Curriculum *Maryland B*

Presenter: Mary Beth Bruder, University of Connecticut

Session Description: The Early Childhood Personnel Center has supported an alignment of the CEC and DEC personnel standards with NAEYC's personnel standards. This session will include a description of the process used to develop this alignment and a tool for higher education programs to utilize in their curriculum development.

Discussion Questions:

1. What is the importance of standards alignment in the development of a comprehensive system of personnel development?
2. What resources are needed to apply these alignments to higher education curriculum development?

3. How do multiple sets of personnel standards impact higher education curriculum development?

Audiences: Personnel Development, Early Childhood

Developing Effective Special Educators in Maine

Maryland C

Presenters: **Debrajean Scheibel**, Maine Department of Education; **Deborah Rooks-Ellis**, The University of Maine; **Beth Lorigan**, Maine Virtual Academy

Session Description: Using the principles of implementation science, a statewide model of professional development informed by evidence-based practices (EBPs) was adopted to develop effective special educators. Participants will discuss the importance of sustainability factors in statewide initiatives and generate potential retention strategies. Participants will also deliberate steps to examine statewide systems change in their own States.

Discussion Questions:

1. Why would a State need to address sustainability factors when providing evidence-based professional development?
2. How would you address retention of special educators in your State?
3. How do you address barriers to providing equitable and effective professional development informed by EBPs in your State?

Audiences: SPDG, Personnel Development

Personnel Development Program (PDP) Grantee Reporting Using the Data Collection System (DCS), Session 2

Virginia A

Presenters: **Bonnie Jones**, OSEP; **Shedeh Hajghassemali**, OSEP; **Karen Schroll**, PDP Data Collection Center (DCC), Westat, Inc.; **Amy Bitterman**, Westat, Inc.; **Mitchell Yell**, University of South Carolina, **Kim Paulsen**, Vanderbilt University

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Audience: Personnel Development

Future Quest Island (FQI): A College and Career Adventure

Virginia B

Presenter: **Lori Cooney**, University of Massachusetts, Boston

Session Description: FQI is an online tool for middle school youth with and without disabilities that aligns 21st-century technology skills with college- and career-readiness goals. In this session, the presenter will share key challenges

and applied strategies for engaging middle school youth to set and achieve college and career goals.

Discussion Questions:

1. What are some of the challenges and/or barriers educators face when developing transition plans with middle school students?
2. What are some of the ways middle school students use technology to explore college and career options?
3. What challenges and/or barriers do middle school students and educators experience with access to technology?

Audience: Education Technology, Media, and Materials

Multi-tier System of Supports (MTSS) for English Language Learners (ELLs): Findings and Recommendations *Virginia C*

Presenters: **John J. Hoover**, University of Colorado, Boulder; **Lucinda Soltero-Gonzalez**, University of Colorado, Boulder; **Sylvia Linan-Thompson**, University of Oregon; **Leticia Grimaldo**, The Meadows Center for Preventing Educational Risk

Session Description: This breakout session will engage attendees in the presentation and discussion of findings from three contemporary MTSS models for ELLs. Implemented in three school districts in two States, these models are designed to improve literacy achievement and reduce inappropriate special education referrals. Programmatic and teaching recommendations are discussed, based on findings.

Discussion Questions:

1. In what ways does MTSS for ELLs contribute to improved literacy instruction and reduced inappropriate referrals?
2. Which literacy methods and instructional practices contribute to improved teacher instructional behaviors and student achievement?
3. What practices are recommended for developing and implementing MTSS for ELLs in elementary schools?

Audience: Research

National Competency-Based Intervener E-Portfolios *Delaware A*

Presenters: **Amy Parker**, National Center on Deaf-Blindness (NCDB); **Leanne Cook**, Western Oregon University; **Ritu Chopra**, University of Colorado, Denver; **Alana Zambone**, East Carolina University

Session Description: Interveners are unique paraprofessionals with nationally recognized competencies. This presentation will provide an overview of a participatory effort to design a competency-based e-portfolio platform and development and scoring process that will support the growth and quality of the practice. The project has application for other types of skilled paraprofessionals nationally.

Discussion Questions:

1. How can networks of low-incidence teachers become effective coaches or supporters for interveners and other paraprofessionals?
2. How can a competency-based e-portfolio system support administrator awareness and engagement in personnel development?
3. How does the e-portfolio platform support scaling, mobile use, and access for users with limited technology skills?
4. How will we continue to evaluate the reliability and validity of the e-portfolio assessment process?

Audience: TA&D

The Future of Accessible Educational Materials

Delaware B

Presenters: Brad Turner, Benetech; Lisa Wadors Verne, Benetech

Session Description: This session will address the future of educational materials, and how accessible content needs to be created to eliminate barriers for people with disabilities. Two OSEP-funded programs—the DIAGRAM CENTER + and Bookshare Innovation for Education (BI4E)—are providing accessible materials to increase access to learning materials.

Discussion Questions:

1. Why is it important for educators to understand how content is created?
2. What tools are available to educators to support the development of accessible content?
3. How can science, technology, engineering, art, and mathematics (STEAM) materials be made accessible to address the needs of students with disabilities?

Audience: Education Technology, Media, and Materials

Promoting Higher Levels of Youth Engagement

Washington

Presenters: Joan Kester, The George Washington University; Everett Deibler, ^{1 & 2} Lehigh Valley Center for Independent Living; Christopher Nace, District of Columbia Public Schools

Session Description: This session highlights an important paradigm shift that is needed in the education system to more effectively engage youth with disabilities as they transition from school to adult life. Learn how evidence-based practices are being infused into a personnel development program, utilizing a social justice lens. A professor and two graduates of a secondary transition master's program will discuss how they contributed to a national movement to shift the paradigm and engage youth with disabilities through a shift of power. These young professionals will share their experience in applying research to practice.

Discussion Questions:

1. How do you infuse social justice into your research and practice?
2. On the spectrum of youth engagement, how do you advance the engagement of youth with disabilities to promote positive post-school outcomes?
3. How can your personnel development and technical assistance (TA) work shift from a service delivery approach to a youth engagement framework?

Audiences: Personnel Development, Transition

Training, Developing, and Sustaining Effective Personnel to Work With Children With Disabilities in Remote Areas

Washington 3

Presenters: Heidi San Nicolas, Guam Center for Excellence in Developmental Disabilities Education, Research and Service (CEDDERS); Glinda Hill, OSEP; June De Leon, Guam CEDDERS; Robert McCulley, University of Massachusetts, Boston; Laura Bozeman, University of Massachusetts, Boston

Session Description: This session will offer lessons learned from implementing the Pacific Vision Instruction Project (Pacific VIP)—a regional training program for teaching students with low-incidence disabilities. This program enabled local scholars to become certified teachers of students with visual impairments (TVIs), with orientation and mobility (O&M) credentials, in order to meet the needs of children with visual disabilities who live in remote island communities. The majority of scholars completed both TVI and O&M training. Reflections will include considerations for recruitment and retention activities when

developing training programs for rural/remote communities in order to ensure applicability and sustainability.

Discussion Questions:

1. How effectively would the training needs of professionals in remote areas be addressed through distance education delivery?
2. How might the regional approach to the delivery of training programs maximize resources to effectively address the needs of rural and remote communities?

Audience: Personnel Development

Helping Families Partner for Education and Employment Success

Washington 4

Presenters: **Linda McDowell**, National Center on Deaf-Blindness (NCDB); **Megan Cote**, NCDB; **Sean Roy**, National Parent Center on Transition and Employment (PACER); **Monica Ballay**, Louisiana State Personnel Development Grant (LaSPDG); **Pamdora Williams**, LaSPDG

Session Description: In this session, three organizations (the NCDB, PACER, and the Louisiana SPDG) will share their strategies for helping families partner with education and workforce systems to better educate children and prepare them for employment success. In this session, you will learn about practical cross-agency collaborative strategies that empower and educate families of children with significant disabilities from the NCDB. PACER will share promising strategies that educators and workforce professionals can use to engage families of youth with disabilities in the career-readiness process. Louisiana SPDG will focus on high-impact family partnership practices and the integration of technology to deliver effective professional development to educators.

Discussion Questions:

1. Collaboration is vital for agencies involved in complementary grant program activities. What strategies can agencies use to maximize efficiency and effectiveness in areas where their missions converge?
2. What strategies can educators and other professionals use to make sure parents are informed about community resources that support employment? How can educators and other professionals better frame the purpose of transition so that parents feel invested in the process?
3. High-impact family partnership practices and the integration of technology will support the delivery of effective professional development to educators. What high-impact family partnership practices does research support to increase academic outcomes for students?

Audiences: TA&D, Parent Centers, SPDG

Get Started–Get Better: Using Improvement Cycles Within a Transformation Zone

Washington 5

Presenters: **Caryn Ward**, Frank Porter Graham (FPG) Child Development Institute; **Dean Fixsen**, State Implementation and Scaling Up of Evidence-Based Practices (SISEP) Center

Session Description: This session will describe and discuss how the SISEP Center makes use of improvement cycles within a transformation zone to get started, manage the change, get better, and ultimately produce more effective and efficient ways to achieve State Systemic Improvement Plan (SSIP) outcomes for students with disabilities.

Discussion Questions:

1. What are the barriers to and facilitators for using improvement cycles to change on purpose?

2. How is a transformation zone different from a demonstration site or pilot?

Audiences: TA&D, Personnel Development

No Teacher Left Behind: A Culturally Responsive Lens on the Necessary Strands for Teacher Preparation *Washington 6*

Presenters: Jeannie Kleinhammer-Trammil, University of South Florida; Joy Broughton, University of South Florida; Ashley White, University of South Florida; Nicholas Catannia, University of South Florida; Adhwa Alahmari, University of South Florida

Session Description: The presenters in this session will share the efforts of one program that is preparing leaders while addressing the knowledge and skills that special education teachers need to meet students' cultural and linguistic needs. Presenters will share innovative ideas to address the persistent issue of the cultural and linguistic mismatch between special education teachers and their diverse students. Furthermore, the presentation will elaborate on teacher education methods used to develop teacher competency in the cultural and language needs of students with disabilities and dual exceptionalities.

Discussion Questions:

1. What common themes arise across each doctoral student's study of how to prepare preservice teachers to engage in culturally responsive practices that acknowledge the intersection of disability and other markers of diversity?
2. How can these common themes be incorporated to effectively prepare special education leaders and teachers for addressing the needs of ALL students?

Audience: Personnel Development

Two Models of Statewide Preparation of Paraprofessionals for Inclusive Settings *Balcony A*

Presenters: Donna Gilles, Partnership for People with Disabilities at Virginia Commonwealth University (VCU); Allison Glasgow, University of Dayton; Deana Buck, Partnership for People with Disabilities at VCU; Kathleen Lynch, VCU; Monica Uhl, Partnership for People with Disabilities at VCU

Session Description: The presenters in this session will describe the development and implementation of two OSEP-funded paraprofessional preservice program improvement projects that involved university and community college partnerships. One model features a collaborative initiative between a major urban research university and the State community college system, focused on preparation to work with young children with disabilities and their families through curriculum enhancement across multiple community colleges. The other model centers on a four-year institution's partnership with two community colleges in the redesign of their K-12 preparation programs and the ultimate development of a corresponding training system for in-service paraprofessionals. Session participants will examine innovations and systemic improvements across the continuum of professional preparation, development, and ongoing support, and will engage in discussion around practices that support adoption, implementation with fidelity, and sustainability of innovations within their own professional contexts.

Discussion Questions:

1. How do the systems in your own State compare to those presented today?
2. How can we strategize with you around programmatic improvements and the development of statewide training and support mechanisms for the paraprofessionals working in your State?

Audience: Personnel Development

