

SPDG Program Area Meeting

Monday, August 1, 2016

4:00 p.m.–6:00 p.m.

- 4:00 p.m.–4:10 p.m. Welcome and Program and Department Information
- Presenter: Jennifer Coffey, Ph.D., Project Officer, SPDG Program Lead, OSEP
- 4:10 p.m.–4:20 p.m. General Updates: SPDG Professional Learning Communities
- Presenter: John Lind, Ph.D., Coordinator, Signetwork
- 4:20 p.m.–5:10 p.m. 3-2-1 Discussions
- Topics:
- Sustainability
 - Sources of continued funding after grant has ended
 - Continued support of practices within existing structures
 - Administrative visibility and priority on core features of to reduce “drift” from implementation fidelity
 - Ensure use of data and feedback systems for continuous improvement
 - Alignment
 - Alignment of SPDG with other key initiatives (e.g., SWIFT, SISEP, PBIS, CEEDAR, equity plans, revisions to teacher evaluation, Race to the Top)
 - Alignment of district initiatives with SPDG work (e.g., fitting existing work in the district/schools with the broader SPDG)
 - Alignment of SPDG with SSIP: Using your program measure data to change your SPDG processes (decision rules and continual improvement)
 - Using your program measure data to change your SPDG processes (decision rules and continual improvement)
 - Regional discussions
 - Implementation in large urban settings
 - Implementation in rural settings
 - Communication and marketing of the SPDG
 - Family engagement
- 5:15 p.m.–6:00 p.m. Community of Practice Meetings
- Coaching
 - SSIP–SPDG
 - SIM
 - Evaluators
- Non-Community Member Topics
- Project management for SPDG activities Managing priorities
- 6:15 p.m.–8:00 p.m. SPDG Night
- SPDG projects, partners, and friends join up to socialize at Bar Civita

Educational Technology, Media, and Materials (ETechM2)
Program Area Meeting
Monday, August 1, 2016
4:00 p.m.–6:00 p.m.

- 4:00 p.m.–4:15 p.m. Welcome, Opening Remarks, and OSEP Updates
- Presenter: Terry Jackson, OSEP
- 4:15 p.m.–4:25 p.m. The Center to Improve Project Performance (CIPP) will provide an overview of the services it provides to advance the rigor and objectivity of project evaluations.
- 4:25 p.m.–6:00 p.m. Panel Presentation: *Creating the Next Generation of Opportunities for All Learners*
- Presenters:
- Dr. Lisa Wadors Verne, Program Manager, Benetech Global Literacy and Labs
 - Matthew Kaplowitz, Director of Technology and Content Innovation, Bridge Multimedia
 - James Collins, Liaison, Office of Educational Technology, U.S. Department of Education

Based on what you heard from the panel and what you know, be prepared to reflect on the following questions at your table and report out to the larger group:

1. How can technology enable personalized learning or experiences that are more engaging and relevant?
2. How can technology help organize learning around real-world challenges and project-based learning to show competency with complex concepts and content?
3. How can technology help learning move beyond the classroom?
4. How can technology help learners pursue passions and personal interests?
5. How can technology access help close the digital divide and make transformative learning opportunities available to all learners?

Technical Assistance and Dissemination (TA&D) Program Area Meeting

Monday, August 1, 2016

4:00 p.m.–6:00 p.m.

OSEP envisions its TA&D projects working together to deliver information, knowledge, and support to practitioners, parents, policy makers, and other TA providers outside of the TA&D Network. OSEP expects to see the following features of collaborative targeted and intensive TA as centers work within States:

- Centers must guide States to develop objectives for the use of the intensive TA to improve systems, not simply to address an immediate need.
- Centers must be strategic in determining the States to which they agree to provide intensive TA, to ensure that the TA will support systemic improvements and not rely on the State's willingness to receive intensive TA as a sole criterion.
- Centers must use the available research on implementation and sustainability to support States in improving systems.
- When centers are providing collaborative TA, the centers should collaborate with the State or group of States to jointly develop outcomes at the State, local, or child and family level, and as appropriate, use common evaluation tools (fidelity, impact) and share both fidelity and outcome data across centers.

This session will provide TA&D projects an opportunity to hear about some cross-center work that projects have been engaged in within States, and to discuss ways to advance this work across the TA&D Network. Goals for this session include:

- Identifying ways that TA&D projects are delivering TA that focuses on systemic improvements;
- Identifying tools, strategies, and processes that TA centers are using to ensure that TA staff have the capacity to provide TA that focuses on systemic improvements;
- Identifying approaches to evaluating the effectiveness of TA efforts that lead to systemic improvements; and
- Providing opportunities to ask colleagues for guidance and advice and to share resources.

4:00 p.m.–4:15 p.m. Welcome and Updates From OSEP

4:15 p.m.–5:30 p.m. Introductions and Panel Discussion

5:30 p.m.–5:55 p.m. Panel Q&A

5:55 p.m.–6:00 p.m. Next Steps

Parent Technical Assistance Centers Program Area Meeting

Monday, August 1, 2016

4:00 p.m.–6:00 p.m.

- 4:00 p.m.–4:15 p.m. Welcome and Updates From OSEP
- 4:15 p.m.–4:30 p.m. Center to Improve Project Performance (CIPP) and Databank of Survey Questions
Presenter: Elaine Carlson
- 4:30 p.m.–5:15 p.m. Annual Continuation Reports
- OSEP's Expectations
 - Ongoing Issues
 - Providing Technical Assistance
 - Next Steps
- 5:15 p.m.–6:00 p.m. Annual Data Collection
- Uses of Data Collection
 - Issues With Data
 - Providing Technical Assistance on the Collection
 - Next Steps

PROMISE Program Area Meeting
Monday, August 1, 2016
4:00 p.m.–6:00 p.m.

This session will provide PROMISE grantees an opportunity to discuss the implementation of their model demonstration projects.

4:00 p.m.–4:15 p.m. OSEP Welcome and Announcements

4:15 p.m.–4:45 p.m. Small Group Discussions

Based on the project reviews, project directors will discuss recommendations to share from project “internal experts” to provide TA for those needing additional support. The projects will be grouped according to the results of the analysis of all the project reviews.

4:45 p.m.–5:45 p.m. Large Group Discussion

The projects are looking toward the end of the award period. There are two main topics—project management and the long-term project outcomes—under which there are a few subtopics. OSEP staff will briefly present from the *Handbook for the Discretionary Grants Process* on grant closeout and no-cost extensions. Following the presentation, the whole group will discuss the following:

- Project management:
 - How are projects planning to manage the projects as the end date approaches?
 - Are there concerns about staff turnover? How do you plan to retain staff throughout project period?
 - What are the reporting requirements?
- Long-term project outcomes:
 - What is the likelihood of broader adoption of the PROMISE services and delivery after the project ends?
 - How have your States and agencies already implemented systems changes, such as new or improved policies?
 - How do you envision systems changes, including new or improved policies, following the PROMISE project?
 - How are projects planning to balance systems change with integrity of the research study?

5:45 p.m.–6:00 p.m. Wrap-Up and Adjournment

373: Technical Assistance on State Data Collection Program Area Meeting

Tuesday, August 2, 2016

1:00 p.m.–2:00 p.m.

This session will provide 373 grantees an opportunity to hear updates on a number of new or upcoming data efforts being conducted at the U.S. Department of Education (ED). Additionally, grantees will have an opportunity to discuss how these Federal efforts impact their technical assistance work with States.

1:00 p.m.–1:05 p.m. OSEP Welcome

1:05 p.m.–1:30 p.m. ED Updates and Discussion

- Upcoming changes to the IDEA Section 618 data collections
- Improvements to data quality process and procedures at ED
- Significant Disproportionality Notice of Proposed Rule Making

Discussion Questions:

- 1) How can the 373 grantees support ED's efforts to improve States' internal controls, processes, and procedures to ensure that high-quality IDEA data are submitted to ED?
- 2) How can the 373 grantees support States in identifying and addressing concerns associated with significant disproportionality?

1:30 p.m.–2:00 p.m. Differentiated Monitoring and Supports (DMS) From the Data Perspective

- OSEP's Monitoring and State Improvement Planning Division (MSIP) Data Team's Role in DMS
- Research to Practice and MSIP Data Team Collaborations

Discussion Question:

- 1) How can 373 grantees support States and OSEP in the DMS work?

Personnel Development Program Area Meeting

Monday, August 1, 2016

4:00 p.m. – 6:00 p.m.

Part I (4:00 p.m. – 4:45 p.m.): All PDP Attendees

Salon 1 & 2

Part II (4:50 p.m. – 6:00 p.m.): Discussion Groups (PDP attendees select one). Please see full descriptions on the following pages.

- Early Intervention/Early Childhood
 - Washington 1 & 2
- It's Time to Get Involved
 - Washington 6
- Crafting High-Quality Practice-Based Opportunities
 - Washington 3
- Using Program Evaluation
 - Washington 4
- Supporting Students with Low-Incidence/ Significant Cognitive Disabilities
 - Balcony A
- Rethinking Educator Preparation: Embedding Technology
 - Washington 5
- Minority-Serving Institutions
 - Balcony B

Personnel Development Program Discussion Group

EARLY INTERVENTION / EARLY CHILDHOOD: PREPARING SCHOLARS IN THE PRINCIPLES OF ASSISTIVE TECHNOLOGY TO IMPROVE INCLUSIVE PRACTICES

Suzanne A. Milbourne, University of Delaware

Beth Mineo, University of Delaware

Bridget Gilormini, PACER Center

Jacqueline Hess, FHI 360

Tracie Dickson, OSEP

Discussion Moderator

August 1, 2016 / 4:45 – 6:00 p.m.

Washington 1

In April 2015, the U.S. Departments of Education, and Health and Human Services released the joint Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. The purpose of this policy statement is to set a vision and provide recommendations for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs. Assistive technology (AT) is a proven solution for providing access to the general early childhood curriculum. Despite 30 years of evidence of its effectiveness, AT services and devices are underutilized with young children. OSEP model demonstration Cohort 6 is working to increase the capacity of targeted early childhood workforce groups to use AT with young children. One impetus for this work is the documented lack of knowledge in the early childhood field about AT. During this session, OSEP and Cohort 6 will explore how higher education early childhood coursework currently prepares scholars on content about AT. We will also explore best ways to support faculty so they can infuse AT content into preservice training. The aim is to leave the session with a collection of ideas and suggestions that OSEP and Cohort 6 may consider for action.

Session Goals:

1. Participants will discuss and share experiences and ideas about embedding the principles of assistive technology within early childhood preservice training.
2. Participants will learn what resources are available to prepare scholars on the principles of assistive technology.

Personnel Development Program Discussion Group

**IT'S TIME TO GET INVOLVED: ALIGNING STATE INITIATIVES – LINKING RESEARCH,
POLICY, AND PRACTICE WITH PERSONNEL PREPARATION**

Lynn Holdheide & Lindsey Hayes
CEEDAR and Great Teachers and Leaders Centers
American Institute for Research

Erica McCray
CEEDAR Center
University of Florida

Leslie Soodak and Roberta Weiner
325T, Project Directors / Pace University
Discussion Moderators

August 1, 2016 / 4:45 – 6:00 p.m.

Washington 2

With more than 80% of students with disabilities receiving services in the general education classrooms, it is imperative that states know how all educators – general and special education teachers, administrators, early intervention, and related service personnel – must be prepared and supported to fully engage students with disabilities to access the college and career ready standards and general education curriculum. Further, as states implement important reform initiatives (e.g., equitable access, state systemic improvement plans, educator evaluation and professional learning systems) – all aimed at increasing the capacity of teachers and leaders, and improving student performance – it is even more critical that expectations of instructional practice align across preservice to inservice. Personnel development and professional development programs serve as building blocks to increasing the quantity and quality of the educator work force and are, therefore, in a unique position to positively influence effectiveness, retention, and equitable access to educators with the knowledge and skills to use evidence-based practices. In this critical time of reform –particularly in light of the opportunities presented within the Every Student Succeeds Act (ESSA), it is time to get involved! So what role can or should personnel preparation programs and faculty play?

During this session, we will discuss the significant role of personnel development programs in articulating what an effective teacher and other education personnel need to know and be able to do to support students with disabilities' learning, as well as in the purposeful design of campus-based coursework and field experiences to cultivate candidate knowledge and skill. This discussion will also highlight the integral role of policy (e.g. teacher and leader standards, certification and licensure standards, and program approval) in creating the foundation and infrastructure to exemplify, reinforce, and advance the knowledge and skills needed to ensure students with disabilities reach their potential.

Based on the work of the 325Ts, CEEDAR Center, and the Center on Great Teachers and Leaders common threads running through State and district initiatives will be identified, and opportunities to align efforts to strengthen the capacity of educators and improve school outcomes highlighted. Opportunities for IHE faculty to influence both policy and practice will be discussed as we examine the challenges and successes in working with states to align certification/licensure with personnel preparation program curricula and requirements. We will explore the best ways for faculty to get involved and strategies supporting state efforts to strengthen personnel preparation and continuing professional development for educators. The aim is to leave the session with a collection of ideas and suggestions that participants may consider for action.

Session Goals:

1. Participants will learn about state initiatives that impact personnel development and continuing professional development for general and special education teachers, administrators, early intervention, and related services personnel and the related elements common to each.
2. Participants will discuss ideas and share experiences that will enable personnel development program faculty to contribute and help align state initiatives by working to align research, policy, and practice within and across preservice and inservice preparation and support.

Personnel Development Program Discussion Group

**CRAFTING HIGH-QUALITY PRACTICE-BASED OPPORTUNITIES: A CLOSER LOOK AT
PRACTICE-BASED APPROACHES TO PERSONNEL DEVELOPMENT**

Amber Benedict, Abigail Marshall Foley & Mary Brownell
CEEDAR Center

Bonnie Jones, OSEP
Discussion Moderator

August 1, 2016 / 4:45 – 6:00 p.m.

Washington 3

Teaching is a complex job. It requires knowledge acquisition and application of practices in highly demanding and challenging contexts. To reach a level of automaticity such that the practice can be implemented with fidelity takes consistent practice with feedback, reflection, coaching, and more practice. Personnel preparation program faculty, educators, and the local districts can work collaboratively to incorporate the essential features of practice-based opportunities within and across personnel preparation and continuing professional development programs to structure coursework and field experiences that cultivate the skills of educator learning to

Learning to Teach: Practice-Based Preparation in Teacher Education, the Special Issues Brief from the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR Center) and the Center on Great Teachers and Leaders (GTL Center), outlines essential features informed by the science of learning, which have been found to increase a beginner's capacity for teaching. This session will take a closer look at the essential features of high-quality, practice-based preparation for personnel – general and special education teachers, early intervention, and related-services- who work with children with disabilities. In addition, participants will learn how to use the rubrics designed to accompany the Special Brief as a tool when considering the quality of practice-based opportunities provided within individual coursework and across the breadth of a personnel preparation program. Finally, discussion will address how states, districts, and personnel preparation programs that are interested in rethinking personnel preparation and continuing professional development programs for educators might proceed; including examples from those who have undertaken such efforts.

Session Goals:

1. Participants will gain a deeper understanding of practice-based preparation approaches for personnel preparation; including features of high-quality, practice-based preparation that are essential to increasing a beginner's capacity for teaching.
2. Participants will learn about a framework designed to support planning by faculty who considering innovative strategies to embed practice-based opportunities into existing coursework and field experiences that more closely connect with the realistic demands of today's classrooms.

3. Participants will identify necessary action steps for crafting high-quality practice-based preparation that personnel preparation programs can take to improve the opportunities to practice provided to program scholars in campus-based coursework and field experiences.

Personnel Development Program Discussion Group

**USING PROGRAM EVALUATION TO IMPROVE PERSONNEL DEVELOPMENT PROGRAM
OUTCOMES, DEMONSTRATE IMPACT, AND LEVERAGE RESOURCES**

Tom Fiore and Sarah Heinemeier
Center to Improve Program Performance
Westat

Maryann McDermott, OSEP
Discussion Moderator

August 1, 2016 / 4:45 – 6:00 p.m.

Washington 4

For nearly 10 years, the Center to Improve Project Performance (CIPP) has provided technical assistance to grantees and staff of the U.S. Department of Education’s Office of Special Education Programs (OSEP). With a mission to advance the rigor and objectivity of evaluations conducted by or for OSEP-funded projects, CIPP has worked to ensure that the results of these evaluations can be used by projects to inform and demonstrate improvement in project performance, examined to understand the efficacy and effectiveness of personnel development projects, and aligned with OSEP efforts to seek future funding decisions, strategic planning, and program performance measurement. Targeted specifically to PDP grantees, CIPP recently released an updated PDP Evaluation Toolkit (*Evaluating Special Education Preservice Programs Resource Toolkit*, 2016) on the CEEDAR website which contains a comprehensive collection of evaluation-related tools and resources to support personnel development projects. -

Project directors and faculty from OSEP-funded development preparation projects are invited to join CIPP and OSEP staff for a lively discussion on how to design and conduct effective program evaluations and use the program evaluation results for a variety of purposes in support of personnel preparation. Throughout this discussion, exemplars from the CIPP PDP Toolkit and from current grantees will be highlighted. Participants will leave the session with new ideas and suggestions that OSEP and project faculty may consider for program and project improvement, demonstrating effectiveness and leveraging resources, and communicating with important stakeholders.

Session Goals:

1. Participants will share strategies and discuss proven practices for demonstrating the outcomes, improving results, and showing the impact of personnel development projects.
2. Participants will learn about a variety of tools and resources that are available to support the design and to conduct of high quality evaluations of personnel development programs. Bring your evaluation questions to the session.
3. Participants will explore ways in which personnel development project evaluation results can be used to improve project outcomes, demonstrate impact, and leverage

continued support for preparation of special education, early intervention, and related services personnel who work with students with disabilities and their families.

Personnel Development Program Discuss Group

**SUPPORTING STUDENTS WITH LOW INCIDENCE / SIGNIFICANT COGNITIVE DISABILITIES:
PREPARING SCHOLARS IN PROVISION OF ACCESS TO THE GENERAL EDUCATION CURRICULUM**

Dr. Pamela Hunt, San Francisco State University
Discussion Moderator

August 1, 2016 / 4:45 – 6:00 p.m.

Balcony A

In November, 2015, the U.S. Department of Education, Office of Special Education and Rehabilitative Services released a Significant Guidance Document on Alignment of the Individualized Education Program Plan to the State's grade-level academic content standards. The purpose of this guidance statement is to help make certain that all children with disabilities are held to high expectations and have meaningful access to a State's academic content standards. In accordance with 34 CFR 100 1(d), a State may also define alternate academic achievement standards provided those standards are aligned with the State academic content standards; promote access to the general education curriculum, and reflect professional judgement of the highest achievement standards possible. The Department has funded two consortia of states in the development of alternate standards aligned to college and career ready grade level standards. Both the Dynamic Learning Maps and the Multi-State Alternate Assessment (formerly NCSC) Consortia have developed academic standards and curricular resources for teachers of students with the most significant cognitive disabilities to assist teachers in adapting content and delivery of instruction to the needs of an eligible child, and to ensure access to the child to the 'general education curriculum'.

During this session, Low Incidence Professional Development project directors will explore how higher education coursework currently prepares scholars to develop IEPs aligned to grade level content standards, and to provide access to the full scope of a state's academic content standards, or alternate standards. We will also explore best ways to support faculty so they can infuse academic content into preservice training. The aim is to leave the session with a collection of ideas and suggestions that OSEP grantees may consider for action.

Session Goals:

1. Participants will discuss and share experiences and ideas about embedding the principle of access to the general education curriculum within low incidence preservice training.
2. Participants will learn what resources are available to prepare scholars on the principles of academic inclusion for students with low incidence disabilities.

Personnel Development Program Discussion Group

**RETHINKING EDUCATOR PREPARATION: EMBEDDING TECHNOLOGY
INTO PERSONNEL DEVELOPMENT PROGRAMS**

Takecia Saylor, Deputy Director
Office of Educational Technology
U.S. Department of Education

Glinda Hill and Polly Maccini, OSEP
Discussion Moderators

August 1, 2016 / 4:45 – 6:00 p.m.

Washington 5&6

A critical aspect of ensuring that all young Americans learn appropriate digital literacy skills is equipping educators –general and special education teachers, early intervention and related services providers– at all levels with the same skills. Effective use of technology is not an optional add-on or a skill that we simply can expect educators of children with disabilities to pick up once they get into classrooms and school settings. Rather educators need to know how to select, use, and evaluate appropriate technologies and resources to create learning experiences that increase engagement and improve outcomes for children with disabilities from the time they enter practice. As this expertise does not come through the completion of one educational technology course separate from other methods courses, educational technology must be embedded in all courses modeled by the faculty throughout personnel preparation programs.

To that end, Ms. Takecia Saylor, Deputy Director of the Office of Educational Technology at the U.S. Department of Education will discuss the call for rethinking educator preparation in *Future Ready Learning: Reimagining the Role of Technology in Education*. A flagship educational technology policy document for the United States, the 2016 National Educational Technology Plan (NETP) articulates a vision of equity, active use, and collaborative leadership to make everywhere, all-the-time learning possible. While acknowledging the continuing need to provide greater equity of access to technology itself, the plan goes further to call upon all involved in American education to ensure equity of access to transformational learning experiences enabled by technology. The principles and examples provided in the NETP align to the Activities to Support the Effective Use of Technology (Title IV A) of Every Student Succeeds Act (ESSA) as authorized by Congress in December 2015. This session will provide participants an opportunity to discuss how their personnel preparation programs are embedding technology into coursework and across program requirements, and consider the benefits for scholars, program graduates, and the students they serve. Participants will be given the opportunity to share ideas and discuss strategies with others in small groups.

Session Goals:

1. Participants will learn about a variety of resources, tools, and instructional approaches available to support curricula reform supporting technology-enabled learning that are consistent with the *National Educational Technology Plan (2016)* and ESSA, Title IV.
2. Participants will share experiences and discuss ideas about embedding technology throughout personnel preparation program curricula to build the capacity of educators who are equipped to select, use, and evaluate learning experiences for students with disabilities enabled by technology.

Personnel Development Program Discussion Group

**MINORITY SERVING INSTITUTIONS: LESSONS LEARNED FROM
PROGRAM DEVELOPMENT AND IMPROVEMENT**

Angela Stone-MacDonald, PhD
Early Education and Care in Inclusive Settings
University of Massachusetts, Boston

Dawn Ellis, OSEP
Discussion Moderator

August 1, 2016 / 4:45 – 6:00 p.m.

Balcony B

Projects funded under Focus Area D are eligible in Year 1 for a planning year to support activities such as program development, program expansion, or the addition of a new area of emphasis. Applicants proposing projects to develop, expand, or add a new area of emphasis to early intervention, special education, or related services programs must provide, in their applications, information on how these new areas will be sustained once Federal funding ends. An OSEP-funded project director will discuss the process her program used to identify the needs of the program, plan for program enhancements, and use data to show the benefits of the changes and how to sustain them. Participants will discuss strategies for program development and improvement they have implemented in their own programs, and how they have used data to sustained improvements.

Session Goals:

1. Participants will learn how OSEP-funded grantees used the development year to support program activities and improvement.
2. Participants will explore strategies on how to enhance their own programs and sustain current project activities funded by the grant.
3. Participants will discuss and share information on how data collected during the grant has been used to improve their program.