

STATE: Click or tap here to enter text.

Blueprint Cover Sheet

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center and the partners named agree to the activities, deliverables, and timelines outlined in this blueprint for action. The CEEDAR Center agrees to provide technical assistance in the forms of products, services, and seed funds as appropriate and outlined in this blueprint (i.e., approved budget to support the agreed upon activities, deliverables, and timelines.)

Partnering Agencies	Primary Contact(s)	Signature/Date
CEEDAR Center	(CEEDAR STAFF/STATE LEAD) Click or tap here to enter text.	
State Education Agency	(ENTER SEA LEAD) Click or tap here to enter text.	
Professional Standards organization (if applicable)	(CONTACT) Click or tap here to enter text.	
Educator Preparation Program #1	(DEAN) Click or tap here to enter text.	
	(FACULTY LEAD) Click or tap here to enter text.	
Educator Preparation Program #2	(DEAN) Click or tap here to enter text.	
	(FACULTY LEAD) Click or tap here to enter text.	
Educator Preparation Program #3	(DEAN) Click or tap here to enter text.	
	(FACULTY LEAD) Click or tap here to enter text.	
Local Education Agency	Click or tap here to enter text.	

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SYSTEMS CHANGE POLICY LEVERS

The level of services will reflect the comprehensiveness of blueprint goal coverage. Most comprehensive support will require work in: educator preparation reform, an additional policy lever area, and all areas of emphasis.

Indicate policy lever areas with goals included:

- Educator preparation reform
- Certification/licensure
- Preparation program evaluation, approval, and/or review (including data systems)

Areas of emphasis:

- Data collection and use
- Alignment
- Equity and access

EDUCATOR PREPARATION REFORM

Indicate areas with goals included:

- Special education
- General education
- Educational leadership

Scaling and sustaining preparation reform by:

- Adding additional EPPs
- Expanding EBP/HLP areas
- Focusing on EPP-LEA partnerships (and practice-based opportunities)
- Other Click or tap here to enter text.

NOTES: Continuing states focus on special education, general education, *and* educational leadership (if the EPP has a program). Focus on scale-up or sustaining in some way with general education and special education as baseline. New states focus on special education and general education and educational leadership (if the EPP has a program).

CERTIFICATION/LICENSURE

Commit to certification and licensure and/or professional standards to promote effectiveness for students with disabilities:

- Reviewing and/or revising certification/licensure (or professional standards) for general educators
- Reviewing and/or revising certification/licensure (or professional standards) for special educators
- Reviewing and/or revising certification/licensure (or professional standards) for educational leaders

PREPARATION PROGRAM EVALUATION, APPROVAL, AND/OR REVIEW (INCLUDING DATA SYSTEMS)

Commit to program evaluation, approval, and review processes that promote effectiveness for students with disabilities:

- Reviewing and/or revising program evaluation, approval, and review processes for general educators
- Reviewing and/or revising program evaluation, approval, and review processes for special educators
- Reviewing and/or revising program evaluation, approval, and review processes for educational leaders

DATA COLLECTION AND USE

Commit to collecting data on and monitoring/analyzing at least one of the major policy levers (or all) to ensure that it (or they) supports the preparation reform that is underway in the state.

- Educator preparation reform
- Certification/licensure
- Preparation program evaluation, approval, and/or review
- Alignment

NOTES: Collecting and/or monitoring data on indicators determined by the team (e.g., teacher/leader candidate performance, recent graduate performance, program-level performance) to support program improvement, evaluation, approval, and/or review.

ALIGNMENT

Commit to identifying and/or establishing structures for collaborating to promote educator effectiveness for students with disabilities. Click or tap here to enter text.

EQUITY AND ACCESS

Commit to addressing equity and access in policy and/or preparation:

- Review and development of goals across policy lever areas related to diversity
 - Educator workforce diversity
 - Alignment with state equity plan
 - How policy and/or certification/licensure support a diverse workforce
 - How policy and/or certification/licensure ensure knowledge and skill for educating CLD learners
 - Preparation for equity and CLD learners
 - EPP faculty aware of equity plans and understand and address local implications
 - EPP emphasize culturally responsive teaching through coursework (review using IC, bolster forthcoming CEM)
 - EPP offer array of field experiences in diverse contexts as appropriate