

## Abstract

In an effort to promote quality inclusive schooling for all children in New York State, the New York State Department of Education Vocational and Education Services for Individuals with Disabilities (VESID) teamed with Syracuse University to develop a consortium of over 65 colleges and universities state-wide with teacher preparation programs. In 2001 – 2006, this project, known as the Task Force on Quality Inclusive Schooling, extended to include partnerships between institutions and high needs schools. This report summarizes the project's efforts over five years to engender systems change in institutions and in school districts around the State focused on inclusive practice. This report serves, among other things, as a template for other states contemplating similar P – 16 collaboration.

NYS Higher Education Support Center for SystemsChange



**A Report on Five Years  
Of the Higher Education Support Center  
For SystemsChange**

**Project:  
2001 – 2006**

**and the  
Task Force on Quality Inclusive Schooling**

sponsored by the  
New York State Department of Education  
Vocational Educational Services for Individuals with Disabilities  
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**Peter L. Kozik**  
Project Assistant  
Higher Education Support Center  
School of Education  
Syracuse University

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## Introduction

The Higher Education Support Center (HESC) grew out of previous projects developed in collaboration between the School of Education at Syracuse University and the Vocational Educational Services for Individuals with Disabilities division of the New York State Education Department. Two projects, each spanning five years beginning in 1990, focused on inclusive schooling and the capacity of institutions to provide inclusive teacher preparation. As the Systems Change project from 1995 to 2000, the project prompted and supported New York State colleges and universities through the Higher Education Task Force (HEFT) in the pursuit of the goal of ***developing and sustaining high quality inclusive teacher preparation programs***. In 2001, the HETF developed into the Task Force (TF) on Quality Inclusive Schooling and a second goal was added: ***engaging in and supporting the professional development efforts of selected high needs schools and districts in the seven regions of the state***. By 2005-2006, nearly 70 of the more than 100 institutions in the state with registered teacher preparation programs were TF members. That is, they made commitments to work toward these two goals in their teacher preparation programs and in their regional work with high needs schools.

During the five years of the HESC project, the TF and its members were provided with a number of initiatives for professional development focused on these two goals. These efforts matched a deepening of the relationships within the Task Force among institutions and high needs schools with technical assistance networks and parent and advocacy groups. The initiatives ranged from regional task force groups, to developing partnerships for college and school district collaboration, to supporting research in areas of inclusive practice, among others. This report summarizes five years of initiatives offered by the HESC and undertaken by the TF and its members, representing 166 awards from among 21 initiatives totaling \$1,213,025. The average HESC award was \$7,307.

The initiatives for which the awards were provided varied from seed money for enacting partnerships with high needs schools to regional liaison awards reinforcing the TF structure throughout the state to faculty fellowships awarded to individual researchers and leadership groups designed to study specific topics in inclusive practice. Although some awards were provided by consultant agreement to individuals, most were provided by subcontract to participating TF institutions. Of the 166 awards, 47 or 28% represent direct partnerships with high needs schools, either through professional development opportunities, pre-service teacher connections, or co-teaching activities. Another 37 awards or 22% represented partnerships with high needs schools developed through liaison structures, summer action grants (Initiatives 3, 3A, 3B, 3C, and 3D), and faculty fellowships. Thus 50% of all the awards provided to the Task Force represent support for partnerships with high needs schools either directly or indirectly (Table 1). Furthermore, 64% of project award expenditures (\$771,065) were provided directly or indirectly to partnerships with high needs schools.

**Table 1: Initiatives Targeting High Needs Schools**

| <b>Project Year</b> | <b>Initiative</b>                                    | <b>Award Amount</b> | <b>Focus</b>   |
|---------------------|--|---------------------|--|
| <b>2001 -- 2002</b> | 1 Seeds for Co-Teaching                              | \$ 2,718            | Institutional faculty and public school teachers in high needs schools plan to collaborate in classrooms   |
|                     | 2 Partnership Exploration                            | \$ 5,050            | Institution and K-12 public schools investigate potential pre-service/in-service collaborations  |
|                     | 3 Regional Task Force Summer Action                  | \$ 28,497           | High needs schools and institutions define and develop effective inclusive practices   |
| <b>2002 -- 2003</b> | 3A Regional Task Force – Summer 2003 Action          | \$ 29,100           | K-12 institutes/conferences on effective practice, quality inclusion, and action research  |
|                     | 5 Regional Support and Task Force Liaison            | \$ 92,234           | Institutional representatives develop connections to Technical Assistance providers and to one another   |
|                     | 6 A Seminar for IHE-School Partnerships 2003         | \$ 7,500            | 3 selected exemplars of institutional and K-12 collaboration meet to exchange ideas  |
|                     | 7 Co-Teaching Project                                | \$ 42,813           | Active classroom collaborations between K-12 teachers and teacher prep faculty center on literacy, classroom management, and cultural competency.              |
|                     | 8 Partnership Enactment                              | \$ 24,299           | K-12 and teacher prep faculty implement pre-service/in-service collaboration such as professional development schools  |
| <b>2003 -- 2004</b> | 3B Regional Task Force Summer Action 2004            | \$ 14,691           | Institutes and symposia on middle level inclusion, effective practice, and working with K-12 sponsor teachers  |
|                     | 5A Regional Task Force Liaisons                      | \$ 117,041          | Increasing the number of K-12 schools and districts served by the Task Force   |
|                     | 7A Co-Teaching Project Grants: Fall 2003-Summer 2004 | \$ 39,987           | Collaboration with K-12 schools to develop inclusive case studies, effective behavioral interventions, and strategies for multiply disabled                    |
|                     | 8A Partnership Enactment Grants 2003-2004            | \$ 34,280           | Enhancing K-12 delivery of ELA, Mathematics, reading and math literacy, and school wide inclusion  |
|                     | 9 Faculty Fellowships                                | \$ 35,094           | Research efforts in collaboration with K-12 schools in peer writing strategies, computer feedback models, and behavioral interventions in alternative settings |
| <b>2004 -- 2005</b> | 3C Regional Task Force Summer Action Grants 2005     | \$ 15,462           | Regional work on collaborative research, inclusive high school and middle level classrooms, and administrative perceptions of inclusion                        |
|                     | 5B Regional Task Force Groups 2004-2005              | \$ 103,105          | Parent groups regularly included, summit of administrators and deans of education, increased K-12 professional development opportunities                       |
|                     | 8B Partnership Enactment Grants 2004-2005            | \$ 10,807           | Supported efforts in NYC to develop inclusive models, expand education on Autism Spectrum Disorder, and develop after school tutoring                          |
|                     | 9A Faculty Fellowships                               | \$ 11,814           | Research on the lived experience of teachers in inclusive classrooms and behavioral intervention   |
| <b>2005 -- 2006</b> | 3D Regional Task Force Summer Action Grants 2006     | \$ 19,592           | Efforts centered on regional promising practices, inclusion and standardized tests, adolescent inclusion, and analysis of school survey results                |
|                     | 5C Regional Task Force Groups 2005-2006              | \$ 95,448           | Conferences/symposia for K-12 educators  |
|                     | 8C Partnership Enactment Grants 2005-2006            | \$ 9,717            | Supported efforts in NYC to enhance social studies web based curriculum and to develop intensive summer school inclusion                                       |
|                     | 9C Faculty Fellowships 2005-2006                     | \$ 31,816           | Completion of research on inclusive classrooms, UDL for mathematics content delivery, teachers' attitudes toward students with disabilities, and co-teaching   |
| <b>2001 -- 2006</b> | <b>Total Awards</b>                                  | <b>\$ 771,065</b>   |  |

The remaining 50% of awards represented institutional system change focused on inclusion, in effect, preparing teachers for inclusive classrooms. In addition to liaison awards, summer action grants, and faculty fellowships, the study and leadership groups represented these kinds of initiatives (Table 2). Project award expenditures dedicated to systems change at member institutions of higher education (IHE) represented 36% (\$441,960) of the project total.

**Table 2: Initiatives Targeting Institutions**

| <b>Project Year</b> | <b>Initiative</b>   | <b>Award Amount</b> | <b>Focus</b>   |
|---------------------|---|---------------------|--|
| <b>2001 - 2002</b>  | 1 Seeds for Co-Teaching   | \$ 4,532            | Faculty explore collaboration across disciplines   |
|                     | 3 Regional Task Force Summer Action   | \$ 37,999           | Institutions investigate work as a TF and effective inclusive practice   |
| <b>2002 - 2003</b>  | 3A Regional Task Force Summer 2003 Action                                     | \$ 19,394           | Institutions develop viable field placements, teacher induction, research opportunities, electronic case studies, and TF infrastructure.                     |
|                     | 5 Regional Support and Task Force Liaison                                     | \$ 39,529           | Institutional representatives describe and begin implementing professional development opportunities for teacher prep faculty                                |
|                     | 7 Co-Teaching Project   | \$ 66,601           | Faculty collaborate to teach across disciplines with institutional colleagues centered on science and math instruction, literacy, and bi-lingual instruction |
| <b>2003 - 2004</b>  | 3B Regional Task Force Summer Action 2004                                     | \$ 24,579           | Faculty professional development centered on Universal Design for Learning and Action Research   |
|                     | 5A Regional Task Force Liaisons   | \$ 50,161           | Expansion of TF services and enhanced communication and collaboration among institutions   |
|                     | 7A Co-Teaching Project Grants: Fall 2003–Summer 2004                          | \$ 17,775           | Projects include institutional collaboration on co-teaching methods and inclusive curriculum and course structure development                                |
|                     | 9 Faculty Fellowships   | \$ 11,699           | Research analysis of inclusive communities in schools  |
|                     | 10 Study Group for Universal Design for Learning                              | \$ 4,630            | Faculty disseminate innovation in UDL in teacher prep coursework and to regional institutions  |
|                     | 11 Teacher Decision Making in Instruction 2003-2004                           | \$ 6,555            | Survey is created and distributed to teachers statewide on curricular, instructional, and collaborative decisions  |
|                     | 12 Preparing Teachers to Engage with Families 2002-2003                       | \$ 9,953            | Teachers, parents, and administrators publish a book on family school collaboration  |
|                     | 13 Teacher Retention 2003   | \$ 8,782            | Group develops an SED document on recruiting and retaining a quality teacher work force  |
|                     | 14 Serving Learners with Low Incidence Disabilities                           | \$ 6,832            | Faculty and parents analyze and develop curriculum for teacher preparation on low incidence needs  |
|                     | 18 Seeds for Exploring an Inclusive Adolescent Teacher Prep Program 2004      | \$ 3,992            | Teacher preparation program explores dual certification in mathematics and Special Education   |
| <b>2004 - 2005</b>  | 3C Regional Task Force Summer Action Grants 2005                              | \$ 15,463           | Increasing research opportunities for TF members, UDL in teacher preparation, inclusion bibliography, local institutional collaboration                      |
|                     | 5B Regional Task Force Groups 2004-2005                                       | \$ 44,188           | Continued communication and regional facilitation, institutional collaboration and goal-setting  |
|                     | 9A Faculty Fellowships  | \$ 11,813           | Completion of analysis of membership within inclusive communities  |
|                     | 10A Leadership Group for Universal Design for Learning                        | \$ 6,522            | Surveyed faculty for use of UDL, compiled bibliography, developed journal articles, provided pre-service and in-service professional development             |
|                     | 11A Teacher Decision Making in Instruction 2004-2005                          | \$ 9,207            | Collection and analysis of survey results on teacher decision-making in classrooms   |
|                     | 14A Serving Learners with Low Incidence Disabilities                          | \$ 3,605            | Video-graphic case studies, resources and curriculum on effective practice, information on parent and advocacy networks                                      |
|                     | 15 Preparing Teachers to Implement Transition Planning for Students 2004-2005 | \$ 5,550            | Survey of faculty on transition services distributed and analyzed, teaching modules created for legal issues, self-advocacy, and IEP development             |
|                     | 19 Designing an Inclusive Adolescent Teacher Preparation Program              | \$ 7,996            | Teacher preparation faculty and K-12 partners design and develop dual certification program and apply to NYS for program approval                            |
| <b>2005 - 2006</b>  | 3D Regional Task Force Summer Action Grants 2006                              | \$ 4,896            | Enhanced new faculty supports, strengthening inclusive adolescent programs, conference evaluation, professional development on inclusion                     |
|                     | 5C Regional Task Force Groups 2005-2006                                       | \$ 40,907           | Tailor-made professional development, development of conference presentations, expanding membership within TF institutions                                   |
|                     | 9C Faculty Fellowships 2005-2006  | \$ 7,954            | Meta-analysis of second generation RTI research  |

|                     |  |                   |   |
|---------------------|--|-------------------|---|
|                     | LC08: Adolescent (Secondary) Inclusion | \$ 4,921          | "Think Tank" describes and develops values, skills, and knowledge necessary for inclusive secondary teacher preparation |
| <b>2001 -- 2006</b> | <b>Total Awards:</b>                   | <b>\$ 441,960</b> |   |

In addition, during the five years of the project, considerable time and effort focused on developing Statewide Meetings for TF members (Table 3). Usually held in Albany, NY, these meetings provided a venue for TF members to remain current with developments in inclusive practice, to discuss New York State Department of Education initiatives, and to share one another's thinking about programs and partnerships with high needs schools. All members of the TF: institutions, high needs schools, SETRC, RSSC, Teacher Centers, Parent Centers, advocacy and support professionals and related service providers participate regularly in Statewide meetings.

**Table 3: Statewide Meetings of the Higher Education Support Center**

| <b>Date</b>             | <b>Organizations Presenting</b>  | <b>Focus</b>  |
|-------------------------|--|---|
| <b>October 12, 2001</b> | VESID<br>Syracuse University<br>Hofstra University<br>Nazareth College   | <ul style="list-style-type: none"> <li>• State Improvement Grants (SIG)</li> <li>• Field Experiences</li> <li>• Comprehensive District Educational Planning</li> <li>• High Needs School Partnerships</li> <li>• Inclusive Teacher Preparation</li> </ul>   |
| <b>February 1, 2002</b> | NYSED<br>VESID<br>SUNY New Paltz<br>Brooklyn College<br>Marymount College<br>Syracuse University   | <ul style="list-style-type: none"> <li>• SIG</li> <li>• Reading Excellence Act</li> <li>• Disproportionality</li> <li>• Inclusive Teacher Preparation</li> <li>• Regional Structure</li> <li>• Database and Website</li> </ul>  |
| <b>October 4, 2002</b>  | VESID<br>College of St. Rose<br>Syracuse University<br>Hofstra University<br>New York Institute of Technology<br>SUNY Brockport  | <ul style="list-style-type: none"> <li>• High Needs School Partnerships</li> <li>• Universal Design for Learning</li> <li>• SIG Evaluation</li> <li>• "Established," "New," and "Drawing Board" Inclusive Teacher Preparation Programs</li> </ul>   |
| <b>April 11, 2003</b>   | VESID<br>College of St. Rose<br>Office of Higher Education (OHE)<br>Binghamton University<br>Nazareth College<br>New York Institute of Technology<br>University of Buffalo<br>SUNY at Albany<br>CUNY Brooklyn College<br>Sage Colleges<br>SUNY Oswego<br>Syracuse University | <ul style="list-style-type: none"> <li>• Center for Improving Teacher Quality</li> <li>• High Needs School Partnerships</li> <li>• Standards for Inclusive Teacher Preparation Programs</li> <li>• Leadership in Inclusive Settings</li> <li>• UDL</li> <li>• Low Incidence Disabilities</li> <li>• Collaboration</li> <li>• Website Structure and Utility</li> </ul>   |
| <b>October 3, 2003</b>  | VESID<br>Syracuse University<br>Cazenovia College<br>Utica College<br>LeMoyne College<br>Nazareth College<br>New York Institute of Technology<br>University of Buffalo<br>SUNY Albany<br>CUNY Brooklyn College   | <ul style="list-style-type: none"> <li>• Recruiting and Retaining Quality Inclusive Teacher Preparation Faculty</li> <li>• SIG Evaluation</li> <li>• Regents Accreditation of Teacher Education</li> <li>• High Needs School Partnerships</li> <li>• Adapting Curriculum for Success</li> <li>• HESC Program Database</li> <li>• Multicultural Instruction</li> <li>• Standards for Quality Inclusive Teacher Preparation</li> <li>• UDL</li> </ul> |
| <b>March 26, 2004</b>   | VESID<br>Syracuse University   | <ul style="list-style-type: none"> <li>• IHE-School Partnerships</li> <li>• SIG Evaluation</li> </ul>   |

|                         |   |   |
|-------------------------|---|---|
|                         | TRE Center<br>LeMoyne College<br>CUNY College Queens<br>SUNY Geneseo<br>CUNY Brooklyn College   | <ul style="list-style-type: none"> <li>Standards for Quality Inclusive Teacher Preparation</li> <li>Low Incidence Disabilities</li> <li>UDL</li> <li>Collaboration for Change</li> <li>Transition for Students with Disabilities</li> <li>Scientifically Based Research</li> <li>Behavior and Reading</li> <li>Web-Based Resources for Inclusive Practice</li> </ul>  |
| <b>October 15, 2004</b> | VESID<br>NYSED<br>Utica College<br>Hofstra University<br>SUNY at Albany<br>St. Thomas Aquinas College<br>East Ramapo CSD<br>SUNY Fredonia<br>University of Rochester  | <ul style="list-style-type: none"> <li>Teacher Retention</li> <li>Post-Secondary Education</li> <li>Disproportionality</li> <li>Special Education Certification</li> <li>Standards for Inclusive Teacher Preparation</li> <li>IHE-School Partnership</li> <li>Writing Strategies</li> <li>Co-teaching</li> <li>Inclusive Certification Sequences</li> <li>Teacher Decision-Making</li> </ul>  |
| <b>April 1, 2005</b>    | Sage Colleges<br>College of St. Rose<br>SUNY Oswego<br>Syracuse University<br>Utica College<br>SUNY Fredonia<br>University of Rochester<br>Cazenovia College<br>New York Institute of Technology<br>Hofstra University<br>Fordham Marymount College<br>NYSED<br>Questar BOCES<br>Nazareth College<br>MidWest Regional School Support Center<br>Elba Central School District<br>University of Buffalo<br>St. Bonaventure University<br>Jamestown Central School District | <ul style="list-style-type: none"> <li>High Quality Practices for All Students</li> <li>SIG Evaluation</li> <li>Special Education Certification</li> <li>Disproportionality</li> <li>Inclusive School Communities</li> <li>IRIS Project</li> <li>UDL</li> <li>Collaborative Action Research</li> </ul>  |
| <b>October 14, 2005</b> | Syracuse University<br>Cazenovia College<br>New York Institute of Technology<br>SUNY Fredonia<br>University of Buffalo<br>Parents of Western New York<br>Utica College<br>New York University<br>Union College<br>NYSED<br>VESID  | <ul style="list-style-type: none"> <li>Middle Level Inclusion</li> <li>UDL</li> <li>IHE-School Partnerships</li> <li>Parent/Educator Partnerships</li> <li>Inclusive Teacher Preparation Standards</li> <li>SIG Evaluation</li> <li>Disproportionality</li> <li>Accreditation</li> <li>Special Education Certification</li> </ul>   |
| <b>March 31, 2006</b>   | VESID<br>CUNY College Queens<br>University of Rochester<br>SUNY Geneseo<br>SUNY Fredonia<br>Canisius College<br>University of Buffalo<br>Utica College<br>New York State United Teachers<br>St. Bonaventure University<br>Syracuse University<br>NYSED  | <ul style="list-style-type: none"> <li>NY State Performance Plan Indicators</li> <li>Membership in Inclusive Education</li> <li>Experiencing Inclusion</li> <li>Preparing Teachers for Transition Planning</li> <li>Mentoring New Faculty</li> <li>Teacher Decision-Making</li> <li>History of Disproportionality</li> <li>Special Education Certification</li> <li>Response to Intervention (RTI)</li> <li>Learning Service Coordination</li> <li>Evidence Based Practice</li> </ul> |

|                           |   |   |
|---------------------------|---|---|
|                           | Nazareth College<br>New York Institute of Technology<br>CUNY Lehman College<br>Utica College<br>College of St. Rose<br>Syracuse University  | <ul style="list-style-type: none"> <li>• Accreditation</li> </ul>   |
| <b>September 15, 2006</b> | Syracuse University<br>VESID<br>Adelphi University<br>SUNY at Albany<br>Purchase University<br>New York University<br>SUNY Fredonia<br>Buffalo State<br>University of Rochester<br>Cazenovia College<br>St. Thomas Aquinas<br>Touro College<br>Columbia Teachers College<br>New York Institute of Technology<br>Hofstra University<br>NYSED | <ul style="list-style-type: none"> <li>• NYS Performance Plan Indicators</li> <li>• VESID Initiatives</li> <li>• Special Education Certification</li> <li>• RTI</li> <li>• UDL and Math</li> <li>• Inclusive Adolescent Practice</li> <li>• Culturally Responsive Teaching</li> </ul> |

Likewise, in 2004 – 2005 and again in 2005 – 2006, the Higher Education Support Center in collaboration with the School of Education at Syracuse University, VESID, the New York State Education Department, and the NY IDEA Partnership sponsored an Inclusion Conference for participants from around the United States. Focused on several strands of inclusive practice (Table 4), the Conference gave voice to pre-service students and to persons with disabilities while focusing on effective practice in K-12 schools and institutions of higher education (IHEs).

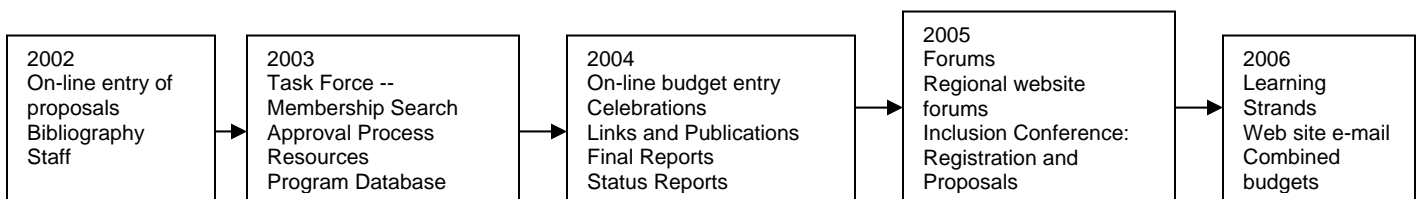
**Table 4: Inclusion Conferences**

| <b>Conference Dates</b>      | <b>Conference Strands</b>  | <b>Percentage Presenting</b>   | <b>Percentage Attending</b>   |
|------------------------------|--|--|---|
| <b>May 17 &amp; 18, 2005</b> | <ul style="list-style-type: none"> <li>• Collaboration between Families and Schools</li> <li>• Cultural and Linguistic Diversity</li> <li>• Early Childhood Education</li> <li>• Elementary Education</li> <li>• Reauthorization of IDEA &amp; No Child Left Behind</li> <li>• Inclusive Teacher Preparation</li> <li>• Leadership Development</li> <li>• Post-Secondary Education</li> <li>• Teacher Recruitment and Retention</li> <li>• The Development of Inclusive Schools</li> <li>• Universal Design for Learning</li> <li>• Transition Planning</li> </ul> | Teacher Educator 38%<br>Agency Technical Assistance Provider 29%<br>Parents 18%<br>Pre-Service Teacher 6%<br>NY IDEA Partners 5%<br>4% | General Education Teachers 18%<br>Technical Assistance Providers 16%<br>Special Education Teachers 15%<br>Administrators 14%<br>Teacher Educator 11%<br>Parents 8%<br>Agency Reps. 6%<br>NY IDEA Partners 5%<br>Pre-Service Teachers 5%<br>Related Service Providers 2% |
| <b>May 17 &amp; 18, 2006</b> | <ul style="list-style-type: none"> <li>• Disproportionality</li> <li>• Collaboration between Families and Schools</li> </ul>   | Teacher Educator 44%<br>Agency Technical Assistance Provider 19%<br>14%  | Administrators 34%<br>Teacher Educator 13%<br>Parent 10%<br>Advocates,  |



|  |  |   |   |
|--|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Reauthorization of IDEA &amp; NCLB</li> <li>• Inclusive Adolescent (Secondary) Education</li> <li>• Inclusive Early Childhood Education</li> <li>• Inclusive Elementary Education</li> <li>• Students with Low Incidence Disabilities</li> <li>• Inclusive Teacher Preparation</li> <li>• Leadership Development</li> <li>• Mental Health Issues</li> <li>• Positive Behavioral Support</li> <li>• Post-Secondary Education</li> <li>• Response to Intervention</li> <li>• Teacher Retention</li> <li>• Transition Planning</li> <li>• Universal Design for Learning</li> </ul> | School District<br>Teachers/<br>Administrators 14%<br>Parents 3%<br>Pre-Service Teacher 3%<br>NY IDEA Partners 3% | Consultants,<br>NY IDEA Partners,<br>Agency Reps. 9%<br>Union Reps. 9%<br>General Education<br>Teacher 8%<br>Technical Assistance<br>Provider 8%<br>Special Education<br>Teacher 7%<br>Pre-Service Teacher 7%<br>Related Service<br>Provider 4% |
|--|--|---|---|

Finally, the HESC website has undergone an evolution as the capacity and reach of the SystemsChange project has developed. Having begun as a means to secure proposals for TF initiatives and to connect members with one another, the website now supports initiatives, resources, membership, and activities such as discussion boards and regional TF information (Figure 1).



**Figure 1: Timeline of website development**

Therefore, in an effort to describe the five year success of the project, this report focuses on both stated goals of the TF, quality teacher preparation and high needs schools partnerships. The context for the results of the HESC and for TF involvement in these goals includes Statewide meetings, the Inclusion Conference, and the growth and development of the HESC website as well as funded initiatives.

**Goal # 1:** To plan and implement quality inclusive teacher preparation programs or to enhance the quality of those already implemented

- Providing semi-annual Statewide Meeting: involvement of SED and teacher preparation institutions
- Ensuring focus on SED protocols and policies
- Supporting dual certification efforts; efforts to improve teacher induction and mentoring.
- Advocating and using action research in schools and at institutions
- Positively affecting general education practice/encouraging and modeling differentiated instruction
- Expanding institutional membership
- Expanding membership within institutions; including general education faculty
- Creating opportunities for research/sharing research among faculty and within K-12.
- Sharing program information/exchange and discussion of curricula, syllabi
- Creating collaboration across disciplines
- Developing efforts at post-secondary transition
- Emphasizing research on issues of preparation, recruitment, retention
- Developing changes in content delivery at institutions—including other professors, K-12 professionals, parents, service providers.
- Creating professional development schools
- Negotiating and ensuring quality field placements
- Developing electronic case studies
- Introducing UDL to institutional professional development in NYS
- Designing and developing a compendium/continuum of evidence based practice/effective practice
- Analyzing issues on which SED/current practice is focused.
- Providing timely professional development and encouraging research in culturally responsive education, response to intervention, parent involvement, secondary inclusion, etc.
- Involving pre-service teachers as presenters/professional developers
- Providing graduate students a professional voice and involvement in TF events and the institutional community.
- Positively affecting policy changes

**Goal # 2:** To engage in and support the professional development efforts of selected high needs schools

- Co-teaching classes at high needs schools and at institutions
- Focusing on SIG partnerships and on root cause analysis
- Creating collaborative relationships with institutions/technical network assistance
- Including all technical assistance providers in decision-making SETRC, RSSC, Teacher Centers, Parent Centers
- Creating professional development schools
- Targeting professional development needs: behavior issues, content delivery, effective co-teaching, parental involvement, differentiated instruction, etc.
- Developing inclusive models
- Providing colloquia, conferences, symposia to K-12 teachers
- Ensuring the presence and continued learning of pre-service teachers in school buildings
- Using action research

- Enhancing practice for paraprofessionals, sponsor teachers
- Improving field placements –
- Sharing and creating networks of models of success
- Describing effective practice
- Involving K-12 Professionals in TF presentations, the Inclusion Conference,
- Developing middle level and secondary inclusion practice–  
Acknowledging/recognizing the work of K-12 professionals
- Encouraging K-12 and technical networks to provide ideas, create and continue  
impetus for effective practice in the TF regions
- Participating regularly in TF regional and Statewide discussions
- Utilizing pre-service teachers for After school and in-school tutorials
- Gathering and using data in schools
- Ensuring connectivity among technical assistance groups and institutions
- Involving parents in decision-making and research

### **Conclusions and Future Directions**

The Higher Education Support Center for SystemsChange Project and the Task Force on Quality Inclusive Schooling represent efforts completely unique in the history of education in the United States. Building on the commitment of institutional faculty to improve teacher preparation in New York State, the connections that have developed among technical assistance providers, high needs schools, and their faculty colleagues are unprecedented. Because considerable latitude for designing, developing, and implementing funded initiatives as well as regional efforts remains with partnerships in the seven regions of NYS, programs are tailor made to the needs on the ground. Pre-service teachers, therefore, are encouraged to witness and respond to the professional circumstances in high needs schools while institutions are involved in better serving the professional development needs of these schools. Likewise, the HESC with the TF infrastructure maintains these powerful connections through its regional efforts, its meeting protocols, and its website.

Understanding the requirements under NCLB, IDEA, and the New York State Plan Performance Indicators, the project continues to focus on improving education for all students as well as for students with learning needs. Gathering data on school improvement as well as rededicating its efforts to creating a highly qualified teacher workforce remain priorities. As a blueprint for success statewide, the NYS Plan Performance Indicators will continue to help the HESC and the TF measure results and determine efficacy.