

Impact of Iowa's SPDG Grant on Teacher Outcomes



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Grant Overview



Goal

Build the capacity of educators to effectively implement Specially Designed Instruction (SDI) and improve literacy outcomes for learners with disabilities.

Grant Overview



Design Teams

- Develop, Identify, and Deliver Content, Resources and PD

SDI Coaches

- Support educators onsite
- Could include building-based educators and Regional-based personnel

SDI Team

- School-based
- Implemented SDI practices



Iowa's SDI Framework

Diagnose for Instructional Design	Design for Instructional Delivery	Deliver for Learner Engagement
Use RIOT and SCIL in order to:	With a team who has relevant and specialized knowledge to develop a plan that:	Use evidence-based practices to:
1. Define areas of concern and verify potential reasons for the concern.	4. Incorporates evidence- based practices aligned to learner needs.	7. Deliver the instruction as designed and monitor instructional fidelity.
2. Identify strengths, interests and preferences that sustain learner engagement.	5. Aligns to the Iowa Core and is age appropriate.	8. Monitor learner progress.
3. Determine critical supports needed for learner success.	6. Maximizes opportunities for access and engagement.	9. Adjust instruction as necessary based on learner progress and instructional fidelity.
Indicators that Support Engagement for Learning		
1. High expectations 2. Positive Communication	3. Active Involvement 4. Support Learner Learning	



Rating Scale

Rating	Rubric
(5) Sustained	I have fully integrated this feature in my work and can adjust to meet individual student needs.
(4) Routine	I am implementing this feature consistently.
(3) Partial	I have begun to implement this feature but my implementation is inconsistent.
(2) Planning	I plan to implement this feature and am exploring ways to do so.
(1) Not at all	I am not implementing this feature.

DIAGNOSE: Potential Evidences by Strand

K-6 Strand

- Review/identify student progress (Building Self-Assessment - Student Data)
- 4-Box Sort
- Intervention Flowchart (from Intervention System Guide)
- Diagnostic Flowchart (from Intervention System Guide)
- SCIL/RIOT Matrix
- Instruction Matrix for Collaborative Design (first part only)
- Mismatch Worksheet (first part only)
- SETT Framework (first part only)
- Alterable Variable Priorities Rating Scale (pg. 70 Intervention System Guide)
- Family/Teacher interview/rating scale
- Preference assessment

Diagnose for Instructional Design:

	Sustained (5)	Routine (4)	Partial (3)	Planning (2)	Not at all (1)
Use RIOT and SCIL to:					
1) Define areas of concern and verify potential reasons for the concern <ul style="list-style-type: none"> a. Gather and triangulate multiple sources of data through the RIOT process b. Thoroughly review the learner's educational history focusing intentionally on the setting, curriculum, instruction and learner's performance to develop a learner profile. c. Pinpoint skills and/or behaviors that are not at mastery d. Develop an observable, measurable concern that has a verifiable standard based on the data gathered 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Identify strengths, interests, and preferences that sustain learner engagement <ul style="list-style-type: none"> a. Identify existing skills in which to build on through specially designed instruction b. Identify preferences for learning, materials, adult instructional behaviors, and activities that will maximize the likelihood a learner will remain engaged 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Determine critical supports needed for learner success <ul style="list-style-type: none"> a. Analyze the data collected in order to recommend and outline where 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Changes in SDI Implementation



Time periods



Fall 2017



Spring 2018



Fall 2018

Cohorts

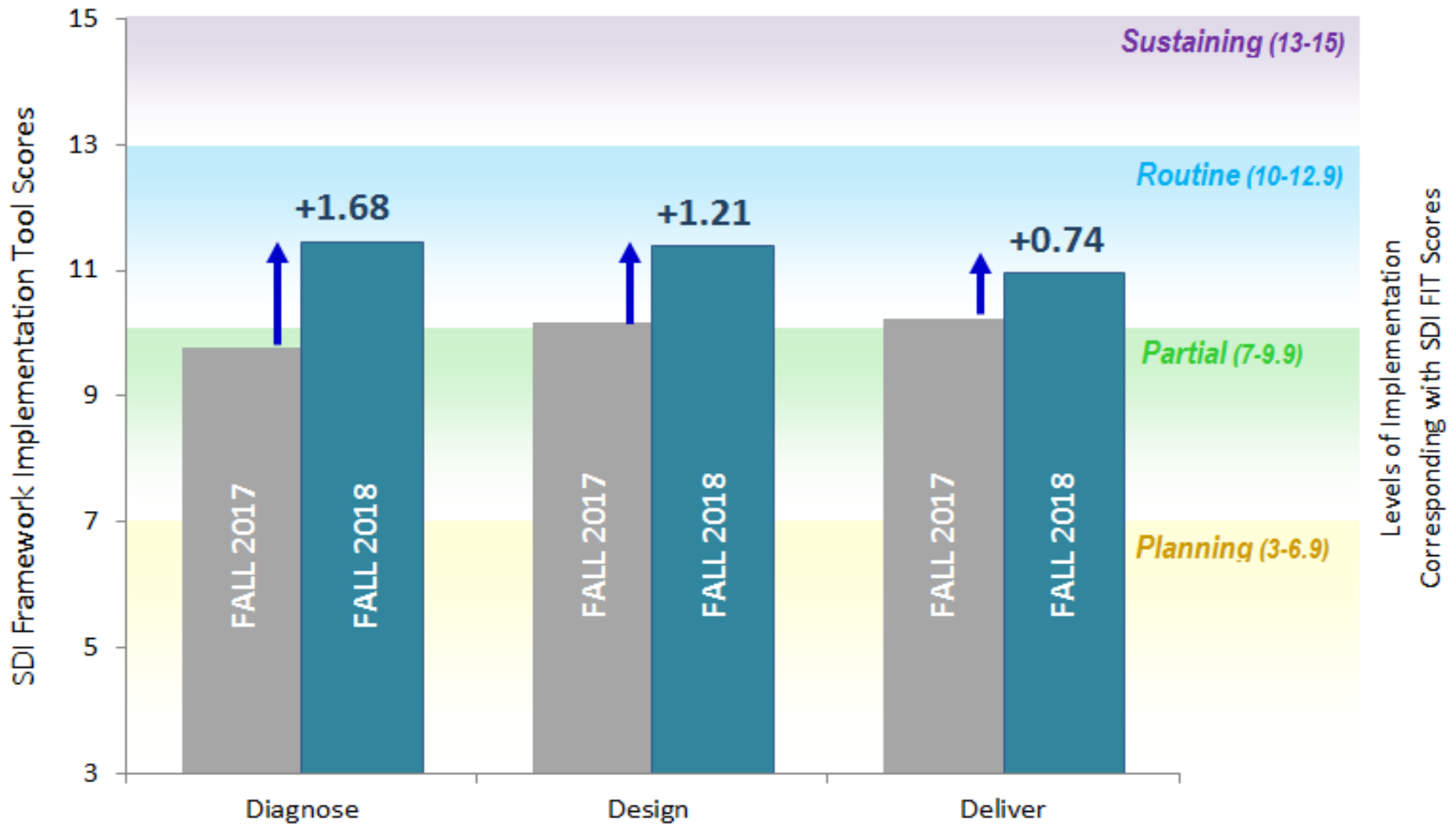


Discussion Question



- 1) How is your state measuring/assessing implementation of teacher practices?**
 - a) Self-assessment
 - b) Observations
 - c) End of year surveys
 - d) Case studies
 - e) Review of artifacts, anecdotal data, etc.
 - f) Currently not being measured
 - g) Other: _____

Gains in Mean Rating Scores received by Teachers on the SDI FIT
between Fall 2017 and Fall 2018

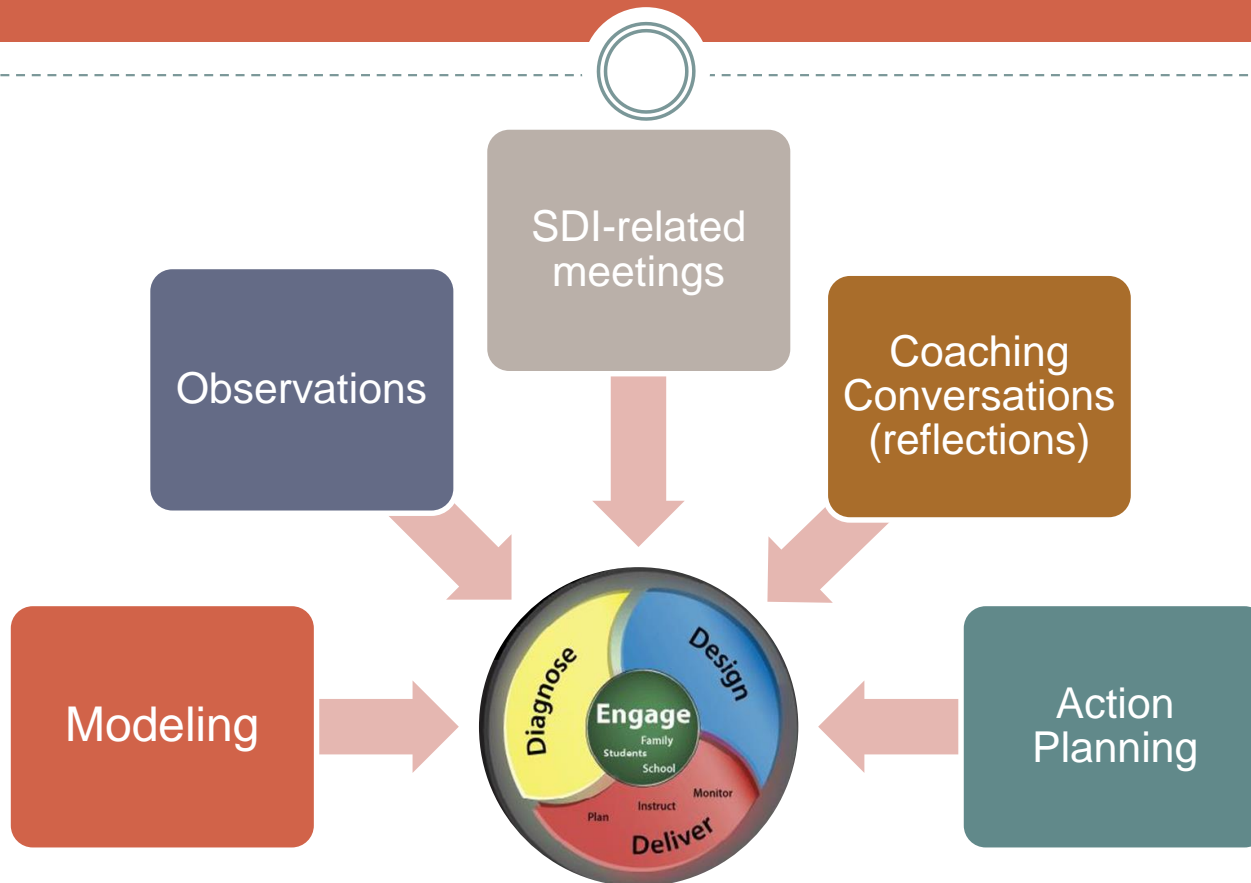


Fall 2017 to Fall 2018 SDI FIT Comparisons by Year of Participation: Mean Scores and Fall 2018 Percentage of Teachers at the Routine/Sustaining (R/S) Implementation Level



Diagnose	Fall 2017	Fall 2018	Fall 2018 % R/S
Two years (n=53)	9.25	10.94	57%
Three years (n=42)	10.21	11.93	75%
Four years (n=6)	11.33	12.67	89%
Design	Fall 2017	Fall 2018	
Two years (n=53)	9.70	11.08	63%
Three years (n=42)	10.55	11.57	73%
Four years (n=6)	11.67	12.83	100%
Deliver	Fall 2017	Fall 2018	
Two years (n=53)	9.89	10.60	53%
Three years (n=42)	10.50	11.21	61%
Four years (n=6)	11.17	12.33	72%

Coaching Supports for SDI Implementation



Coaching Support Frequency and SDI Implementation



Coaching Supports and Teachers' SDI Implementation



Comparison of the Percentage of Teachers at Routine/Sustained Levels of Implementation in Low and High Coaching Frequency Groups

	Diagnose	Deliver
<i>Coaching Conversations</i>		
Every 2 months	55%	47%
Monthly	74%	72%
<i>Action Planning with the SDI Framework</i>		
Every 2 months	52%	
Monthly	83%	
<i>SDI Meeting and PLCs</i>		
Every 2 months		51%
Monthly		81%



Next Steps

- **Examine the relationship between SDI implementation and student outcomes**
- **Investigate/identify grant activities that are associated with gains in the Design component**
- **Use data to better define coaching practice requirements**