Impact of Iowa's SPDG Grant on Teacher Outcomes

Iowa Specially Designed Instruction

Diagnose Design Deliver Engage

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Grant Overview

Iowa Specially Designed Instruction

Diagnose   Design   Deliver   Engage

Goal

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

Grant Overview

Iowa Specially Designed Instruction
Diagnose · Design · Deliver · Engage

Diagnose · Design · Deliver (Plan, Instruct, Monitor) · Engage (Family, Students, School)

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

Strands: Preschool, K6 Literacy, Significant Disabilities, and Family School Partnerships

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:

Use RIOT and SCIL to:	Sustained (5)	Routine (4)	Partial (3)	Planning (2)	Not at all (1)

1) Define areas of concern and verify potential reasons for the concern
 	
  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
	◯	◯	◯	◯	◯

2) Identify strengths, interests, and preferences that sustain learner engagement
 	
  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 engage
	◯	◯	◯	◯	◯

3) Determine critical supports needed for learner success a. Analyze the data collected in order to recommend and outline where	◯	◯	◯	◯	◯

Changes in SDI Implementation

Time periods

Fall 2017   Spring 2018   Fall 2018

Cohorts

2 years   3 years   4 years
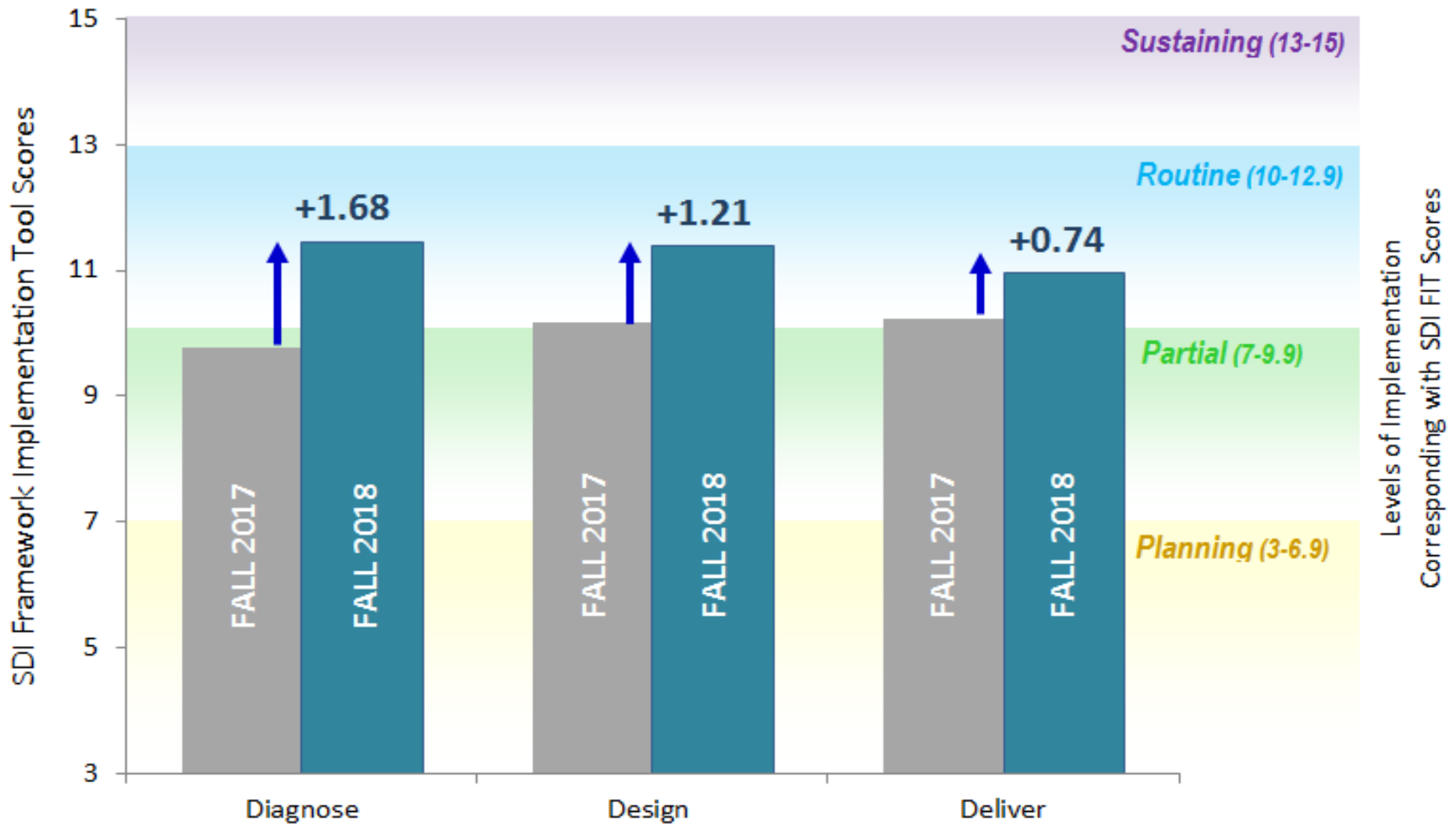
Discussion Question

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
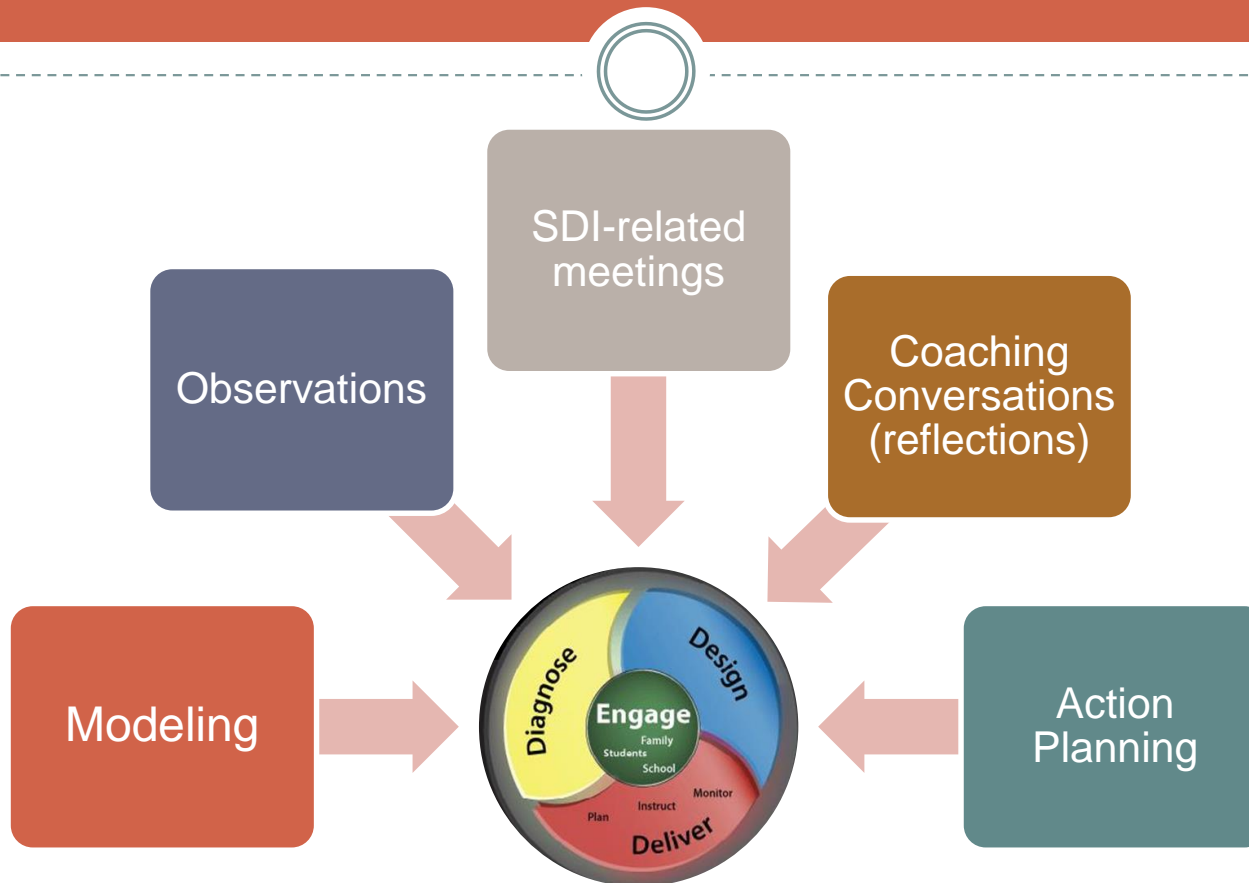
Fall 2017 to Fall 2018 SDI FIT Comparisons by Year of Participation: Mean Scores and Fall 2018 Percentage of Teachers at the Routine/Sustaining (R/S) Implementation Level
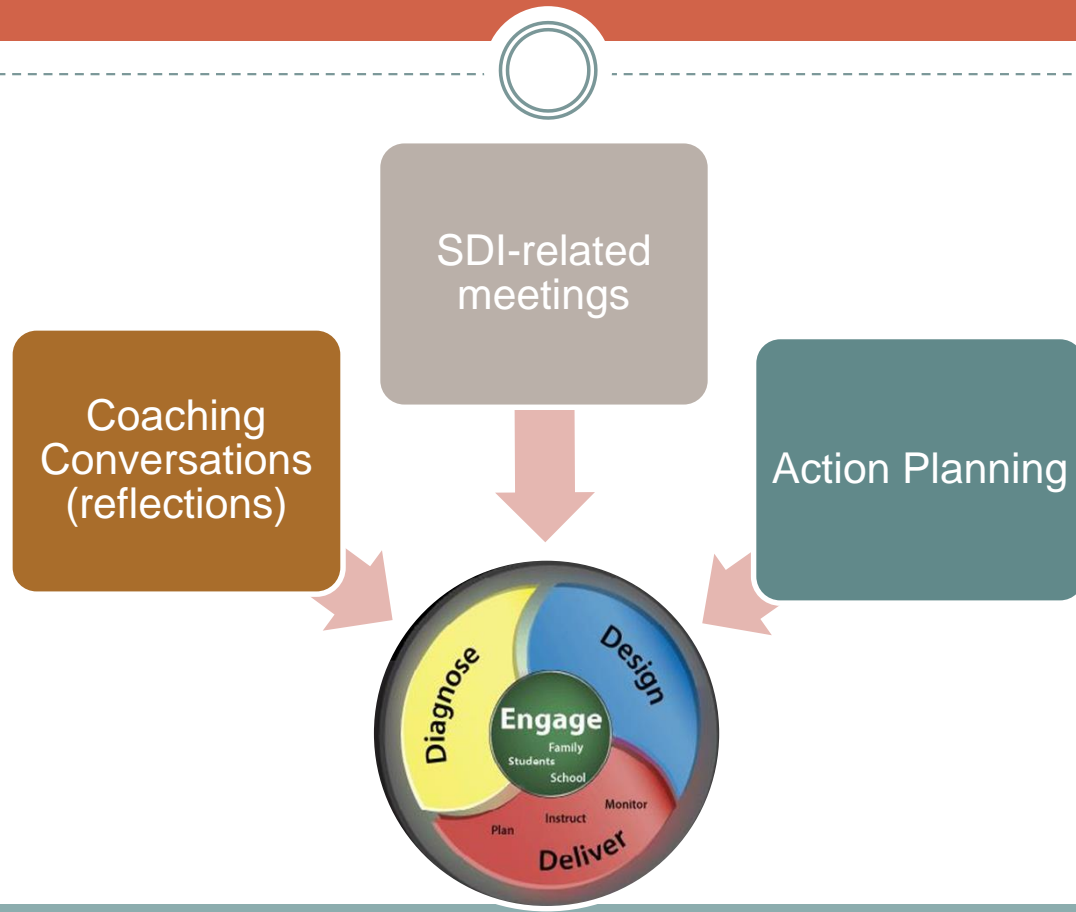
Diagnose	Fall 2017	Fall 2018	Fall 2018 % R/S
Two years (n=53)	9.25	10.94	57%
Three years (n=42)	10.21	11.93	75%
Four years (n=6)	11.33	12.67	89%
Design	**Fall 2017**	**Fall 2018**	
Two years (n=53)	9.70	11.08	63%
Three years (n=42)	10.55	11.57	73%
Four years (n=6)	11.67	12.83	100%
Deliver	**Fall 2017**	**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

SDI-related meetings

Coaching Conversations (reflections)

Action Planning

Diagnose

Design

Engage
Family
Students
School

Plan

Instruct

Monitor

Deliver

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
Coaching Conversations		
Every 2 months	55%	47%
Monthly	74%	72%
Action Planning with the SDI Framework		
Every 2 months	52%	
Monthly	83%	
SDI Meeting and PLCs		
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