



SPDG Directors’ Webinar

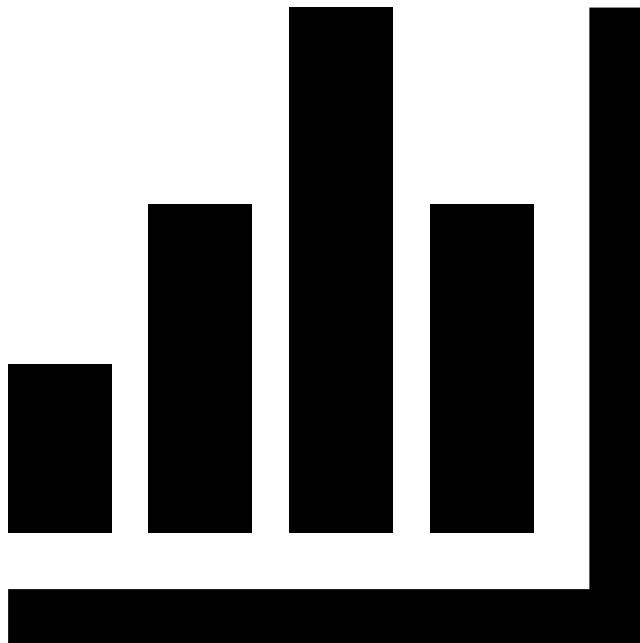
Coaching Tool & NJ SPDG Partnership

January 8, 2026



High-level Agenda

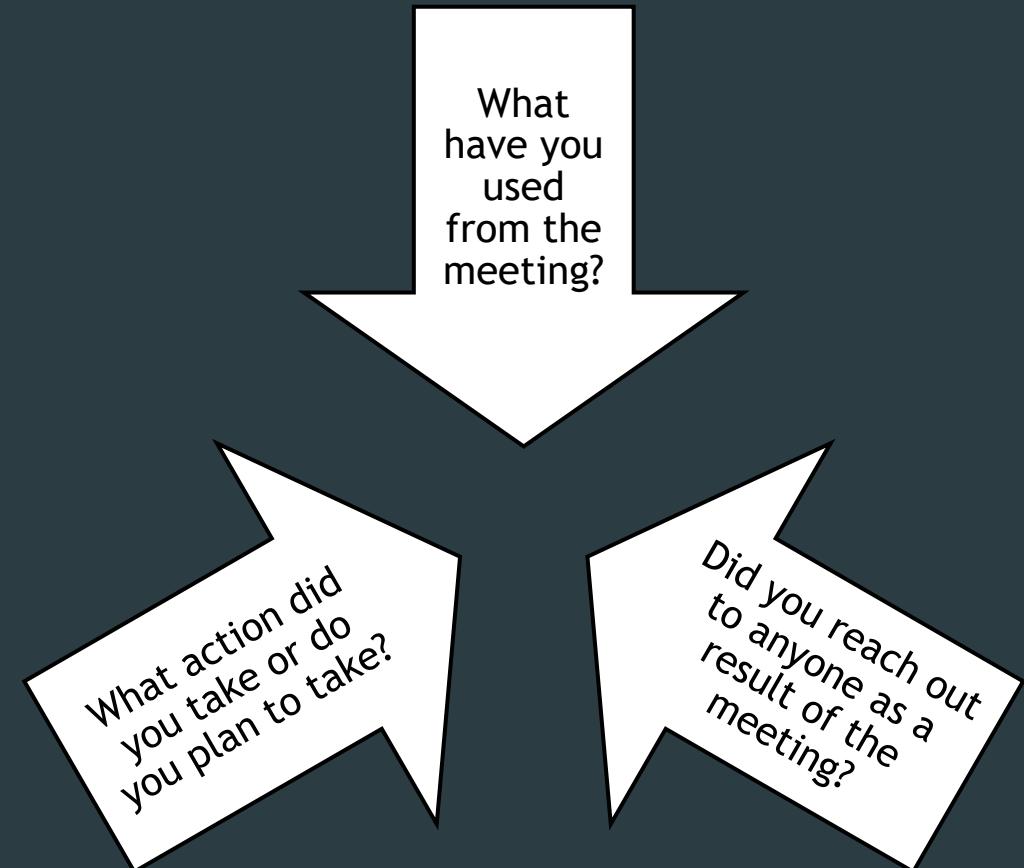
- ▶ SPDG National Meeting Takeaways & Data Needs
- ▶ This month's resources
- ▶ Technology Support & Coaching Observation Tool
- ▶ CLSD Quiz
- ▶ NJ SPDG scales via partnership with CLSD



SPDG National Meeting Takeaways & Data Needs

Your Feedback

SPDG National Meeting

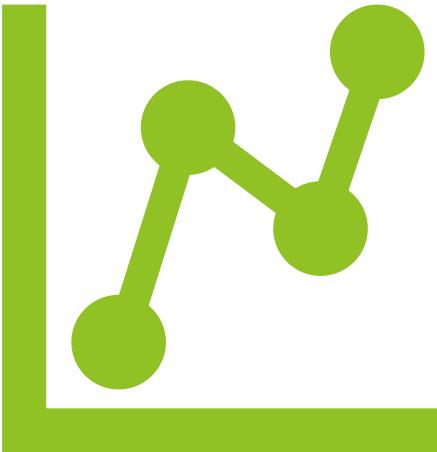


Takeaways from the National Meeting



- ▶ Using Dissemination Workbook
 - ▶ More mindful of dissemination
- ▶ 15% Solutions
 - ▶ Using various strategies/format beyond the SPDG
- ▶ Themed Playlist/Name That Tune
- ▶ The Knoster Model for Managing Complex Change (explanation [here](#))
- ▶ Stories & Audiences
- ▶ Shared Eliana's keynote with other colleagues
- ▶ Plan for Sustainability
- ▶ Infographics

Data Needs



- ▶ User-friendly platforms to share data
 - ▶ How to effectively and efficiently share data
 - ▶ Create a data dashboard districts can use
- ▶ Visualizations
- ▶ Impact one-pager or story

Help Needed

Please let us know if you're willing to support other SPDGs with any of the following:

- ▶ Data
 - ▶ Create a data dashboard districts can use
 - ▶ User-friendly platforms to share data
 - ▶ How to effectively and efficiently share data
 - ▶ Visualizations
- ▶ Impact one-pager/Impact story



A close-up photograph of a brown paper gift bag. The bag is tied with a red ribbon in a knot, and a white tag is attached to the knot. The tag has a small hole in the center. The background is a solid green.

Resources
& TA for
You!

This Month's Resources

HLP-UDL-EBP
Crosswalk

Online
Professional
Learning Self-
assessment

Data
Visualization
Toolkit

Dr. Lisa Dieker, *Williamson Family Distinguished Professor at the University of Kansas*



- ▶ Flite STEM Coaching
 - ▶ Innovative virtual coaching to support educators in STEM concepts for students with disabilities
 - ▶ Real-time feedback (including biometrics)
 - ▶ Practical strategies
 - ▶ Center for Innovation, Design, and Digital Learning (CIDDL)
 - ▶ OSEP-funded National Center
 - ▶ Free resources, podcasts, and collaborative communities
 - ▶ Assists educators in integrating technology into their teaching practices.
 - ▶ Opportunities for future partnerships to embed technology-driven approaches that advance educational outcomes.



CLSD Quiz

How well do you know this
national literacy program?

CLSD Quiz

1. What does “CLSD” stand for?
2. What office in the U.S. Department of Education supports this program?
3. Who may apply for a CLSD grant?
4. How many States have a CLSD grant?
5. What age range is the grant focused on?
6. What percentage of the grant must the State subgrant?
7. Name one “Professional Development” component required for a CLSD grantee.

Excerpt from the FY 2024 CLSD Notice Inviting Applications (NIA)

An eligible entity that receives a subgrant from the SEA under CLSD must use CLSD funds to carry out the following activities pertaining to children in grades 6 through 12:

- (i) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that—
 - (A) Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;
 - (B) Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and
- (v) Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children served.

Professional Development (FY24 NIA)

An eligible entity that receives a subgrant from the SEA must use the CLSD funds, consistent with the entity's approved application, to—

- (i) Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders (as defined in this notice), paraprofessionals, specialized instructional support personnel, and instructional leaders;
- (b) **Are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—**



Questions?

Email John & Jennifer
(signetwork@uoregon.edu;
Jennifer.coffey@ed.gov)



New Jersey SPDG

Leveraging SPDG Tools & Learning for
the CLSD

Questions for the New Jersey Panel

Case Study

- ▶ The Mississippi Miracle
 - ▶ What did it take to make this “miracle” happen?



[Resource: Defending Mississippi's literacy gains, with Rachel Canter](#)
[The Education Gadfly Show](#)

Success Factors

Mississippi has 4 out of 6.

Leadership 

Policy 

Supports 

Strategic Alignment 

Stakeholder Engagement 

Sustained Commitment 

The True Story of Mississippi

- ▶ The miracle was a more than 20-year journey.
- ▶ Math NAEP scores in MS gained 18 points from 2003 to 2019.
- ▶ 4th grade reading NAEP scores gained 20 scale points from 1992 to 2018.
- ▶ The George W. Bush Center [findings](#) describe the “how.”

A Deeper Dive into MS's Context for Success

- ▶ MS Policy leaders attribute these gains to:
 - ▶ "...upward trajectory of Mississippi in reading and math at BOTH 4th and 8th grade is due to a long-term commitment to **increasing standards and aligning testing and accountability systems.**"
- ▶ They also focused on:
 - ▶ **Comprehensive professional development** focused on high quality, **evidence-based instructional materials.**
 - ▶ They were doing the science of reading before it was sexy.
 - ▶ Hiring decisions.

Mississippi’s “Deep Implementation”

- ▶ Reading Panel advisors (researchers)
- ▶ Intentional about teaching teachers and supporting them in the classroom
- ▶ Partnered with the Barksdale Institute (*Reading Institute in MS*)
- ▶ Provided expert coaches under a system controlled by the state
 - ▶ All teachers had access to high-quality training and coaching
 - ▶ High-quality instructional material so you can make sure you are using the science of reading backed curriculum

Questions

- ▶ Do you have reflections about the MS case study when compared to your own journey?
- ▶ What advice would you give a State that does not have many of these elements in place (governor support, funding, university partnership, desire to use evidence-based interventions and PD, etc.)?
 - ▶ For participants, what is your 15% you have control over?
- ▶ What driver of implementation has been especially powerful for getting you where you are?
- ▶ What data have you shared that made people sit up and take notice?
- ▶ Your literacy efforts have Federal support in the form of the Rutgers' Model Demonstration, the SPDG, SISEP, the CLSD (and probably more). If someone wanted to build in one of these areas without Federally funded support, where should they start?
- ▶ It is noticeable that you are starting schools at Tier 1. How will you ensure schools and districts implement targeted and intensive levels of reading instruction and intervention?