

South Dakota State Personnel Development Grant

Team Launch Training

April 10, 2018, Watertown, SD

April 11, 2018, Rapid City, SD

Who are We?



CO-SPDG Directors

- Teresa Berndt: Reading Specialist,
Division of Learning and Instruction
- Becky Cain: Special Education Programs



Our Bosses

- Linda Turner: Director of Special Education
- Becky Nelson: Director of Learning and Instruction



MTSS Coordinators

- Pat Bruinsma: SD MTSS Coordinator
- Stephanie Weideman: SD MTSS Coordinator



Coaching Coordinator

- Brandi Gerry: Instructional Coach
Literacy Specialist - SSIP Coordinator



Family Engagement

- Carla Miller: Executive Director
SD Parent Connection
- Dawn Smith: Title I Programs,
Family and Community Engagement



SPDG Evaluator

- Susan Wagner: President, Data-Driven Enterprises



Facilitator

- Norm Ames: Associate Director, Center for Technical Assistance for Excellence in Special Education (TAESE)



Birth-3

- Sarah Carter: Director, B-3



Higher Education

- Katie Anderson-Literacy supports
Dakota State University, Instructor of
Reading and Language Arts



Who are You?

- Superintendents
- Sped directors
- Building principals
- Coaches
- General education teachers
- Special education teachers
- Educational assistants
- School psychologists
- Other

School Leadership Teams

- Support implementation of the SYSTEM
 - Superintendent
 - Building principals
 - Key teachers
 - Literacy Coach
- Meet monthly (or more) to ensure fidelity of implementation
- Attend two team trainings per year

What is the SPDG?



SPDG Four Buckets





SPDG Overarching Goals

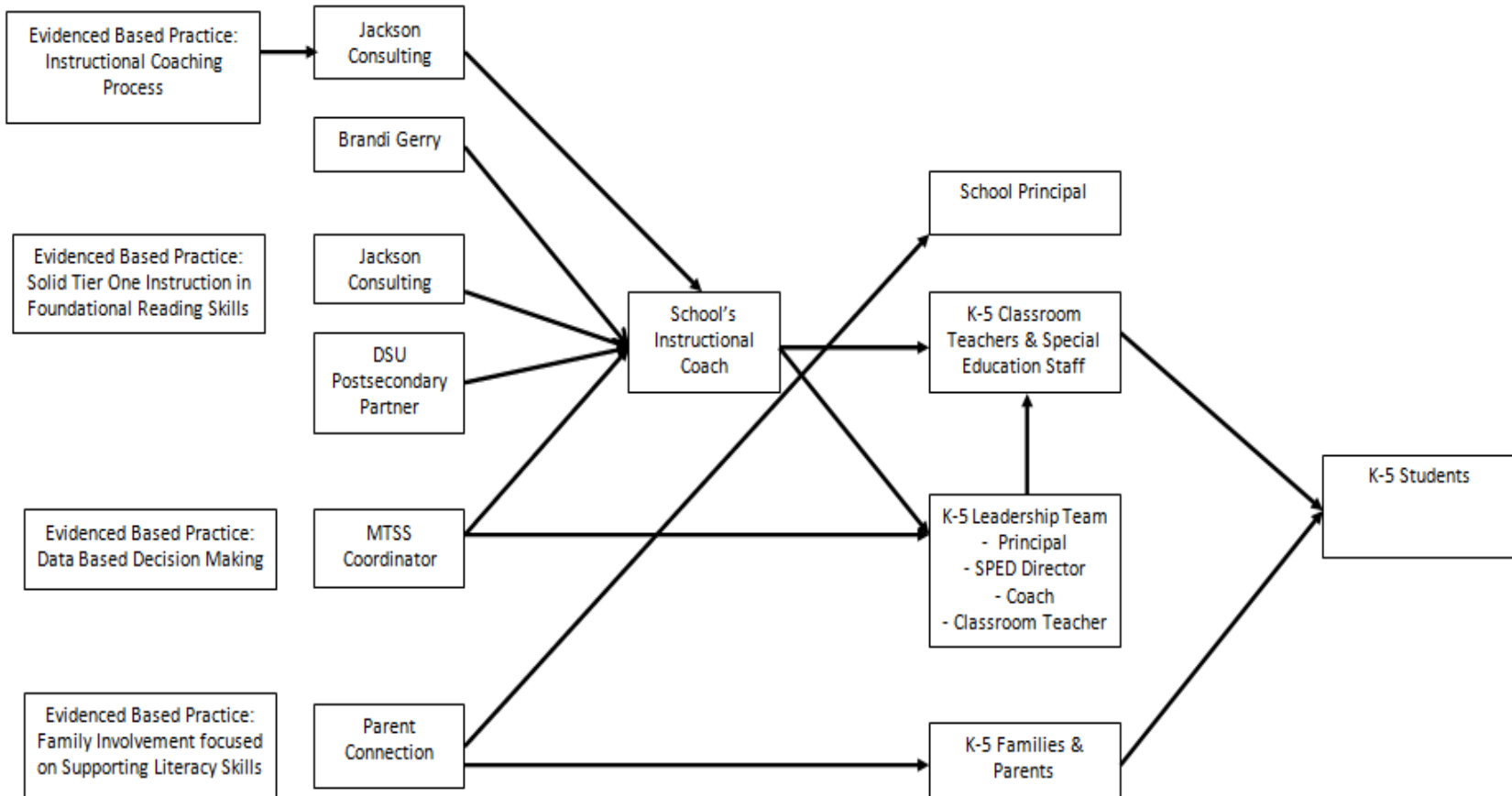
Develop a system that:

- Supports struggling readers (Specific Learning Disabilities) K-5
- Utilizes data-driven decision making
- Implements an evidence-based literacy model
- Embeds coaching to ensure fidelity of implementation models
- Provides a cohesive and collaborative system
- Engages families
- Develops sustainability plan after five year grant completion



- **State Systemic Improvement Plan (SSIP) Goal**
 - Students with SLD will increase reading proficiency prior to 4th grade
- **DOE Aspirational Goal**
 - Students enter 4th grade proficient in reading
- **Multi-tiered Systems of Support (MTSS) Goal**
 - Create structures necessary for system-wide change to improve instructional decision making and practices
- **SD State Plan to Support Struggling Readers including students with Dyslexia**
 - Use the RtI process to identify students with SLD

SPDG Delivery Chain



Website

- Contains the materials you need
- All ppts will be saved there

<http://www.doe.sd.gov/grants/SPDG.aspx>

Another Big White Binder!

- Caution: Do not store this binder on a shelf with other big white binders



Binder Information

- Tab 1: Action Plan
- Tab 2: MTSS-Literacy
- Tab 3: Coaching
- Tab 4: Family Engagement
- Tab 5: Data-Driven Decision Making
- Tab 6: Notes

Action Plan

- Working document
- Use for planning for all the “buckets”
- Please send a copy by April 20 to:
 - Rebecca.cain@state.sd.us and
 - Teresa.berndt@k12.sd.us
- Use at every meeting
- Update frequently
- Celebrate accomplishments!



MTSS/RtI Conferences to Attend

- 2018 MTSS Symposium in Kansas Sep 5-6
- 2019 MTSS Symposium in Kansas Sep 10-13
- As others become scheduled I will send information to coaches

Homework

- For the team to accomplish before June 11
- Put this in your action plan!



Agenda

- Any Questions?



Questions on...?

- **Project Management:**
- Becky Cain at rebecca.cain@state.sd.us
280-3568
- District Recruitment
- Coordination of State Leadership/ State Advisory Team
- MTSS/RTI framework supports
- Budgets (contracts, invoices, annual reports/budget reviews)
- Family Engagement components
- Lead for state level evaluation components
- Primary Contact for federal SIG group
- **Project Implementation:**
- Teresa Berndt at Teresa.berndt@state.sd.us
295- 0335
- Recruitment of district level coaches
- Oversee the Coaches Coordinator and DSU literacy partnership
- Literacy and coaching supports
- Determine, arrange, and approve PD/trainings for district level coaches
- Coordinate with Special education, Birth to3 related to SSIP, MTSS, and dyslexia PD
- Oversight for District leadership teams
- Lead for district level evaluation component

State Personnel Development Grant (SPDG) Program



U.S. Department of Education

**Office of Special Education Programs
(OSEP)**



How Wolves Change Rivers

Consider Your Rivers

- Small changes can produce big results - but the areas of highest leverage are often least obvious.
- Leverage points are well-timed, well-placed actions that can produce significant, lasting improvements.
- You can be doing a lot of work with low leverage points and see no big impact or have any influence.
- You can be doing a lot of work with high leverage points and see a clear impact on the system.

Consider Your Rivers

The goal of the SPDG program is to support districts in implementing elements that can be high leverage points.

SPDG BIG PICTURE

Purpose

“The State Personnel Development program provides grants to help state educational agencies (SEAs) reform and improve their systems for personnel preparation and professional development of individuals providing early intervention, educational, and transition services to improve results for children with disabilities.”

-OSEP

BIG PICTURE

SPDG Requirements:

- Must focus on professional development needs
- 90% must be spent on professional development
- Must be integrated and aligned with other initiatives

BIG PICTURE

Other 2017 Awardees:

Alabama

California

Delaware

Florida

Georgia

Kansas

Kentucky

Michigan

Missouri

New Hampshire

New Mexico

Ohio

Oklahoma

Pennsylvania

Utah

Virginia

South Dakota's Opportunity State's Big Picture

SPDG Grant Was Developed To:

- Leverage Existing Initiatives
 - Support Teachers
- Leverage Family Engagement
- Support Improved Literacy Outcomes

South Dakota's Opportunity

SPDG Project Goal

Develop a systematic, cohesive, collaborative, and sustainable evidence-based literacy model for struggling readers, especially students with specific learning disabilities in grades K-5.

Stated Another Way:

Change Some Rivers!

Thank You!

MTSS

An Overview

Academic- Response to Intervention



The SD DOE will support the implementation of MTSS in providing training for the district literacy coaches to meet the essential elements. The coaches will provide/facilitate:

- Foundational Reading Training to staff to strengthen Universal/Tier 1 reading instruction.
- A monthly MTSS team meeting.
- Modeling evidence-based intervention strategies and providing teacher support through instructional coaching.
- Grade level data analysis after each benchmarking period
- Grade level support for student problem solving and instructional focus on skill deficits for student interventions.

Today's Session Outcomes

Working collaboratively as building level teams, participants will expand their background knowledge of the major components of the Multi-Tiered System of Support (MTSS) framework.

Participants will gain an understanding of what it means to be a member of their MTSS Leadership Team as well as how to support the implementation process and generate buy-in from staff.

Utilizing collaboration time provided, teams will begin the planning process for implementation at the district and building levels.

The Kahoot! logo is a rounded square divided into four quadrants of different colors: top-left is orange, top-right is light blue, bottom-left is yellow, and bottom-right is green. The word "Kahoot!" is written in a white, bold, sans-serif font across the center of the square, with a slight drop shadow.

Kahoot!

History of MTSS in South Dakota

Federal Level

Reauthorization of IDEA, 2004



State Level

2007



State Level MTSS, 2013

PBIS

• the protocol used for behavior supports

Response to Intervention

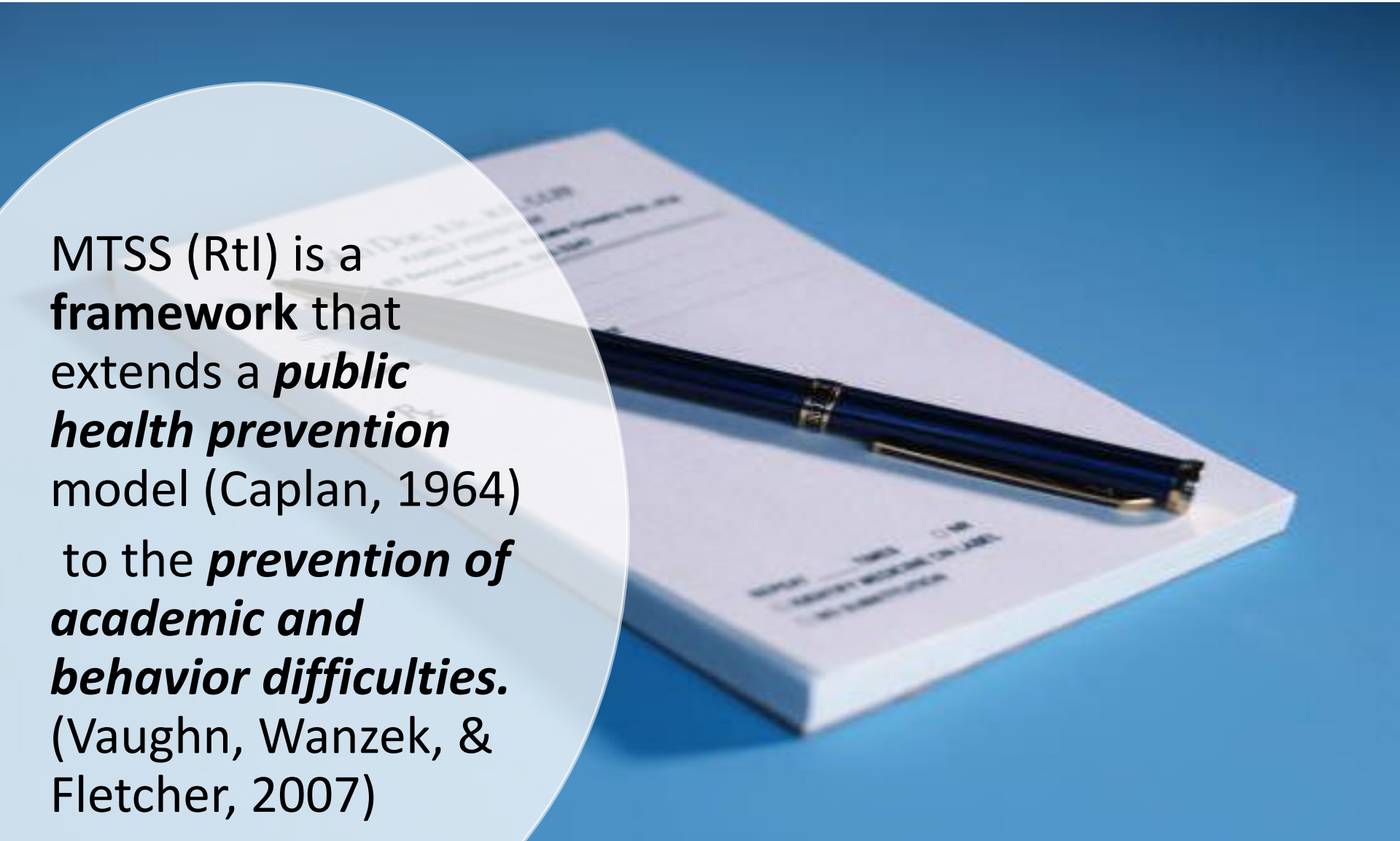
• the process you use to solve academic problems

MTSS/Rtl is not...

- Rtl is **not** an action verb. *You cannot Rtl a student to support his or her learning and behavioral needs.*
- Rtl is **not** a place or a room in your school; *you cannot send a student to the Rtl room.*
- You **cannot** move a child into or out of Rtl.



<https://www.youtube.com/watch?v=T4xqhj-xVNQ>



MTSS (RtI) is a **framework** that extends a ***public health prevention*** model (Caplan, 1964) to the ***prevention of academic and behavior difficulties.*** (Vaughn, Wanzek, & Fletcher, 2007)

MTSS is...

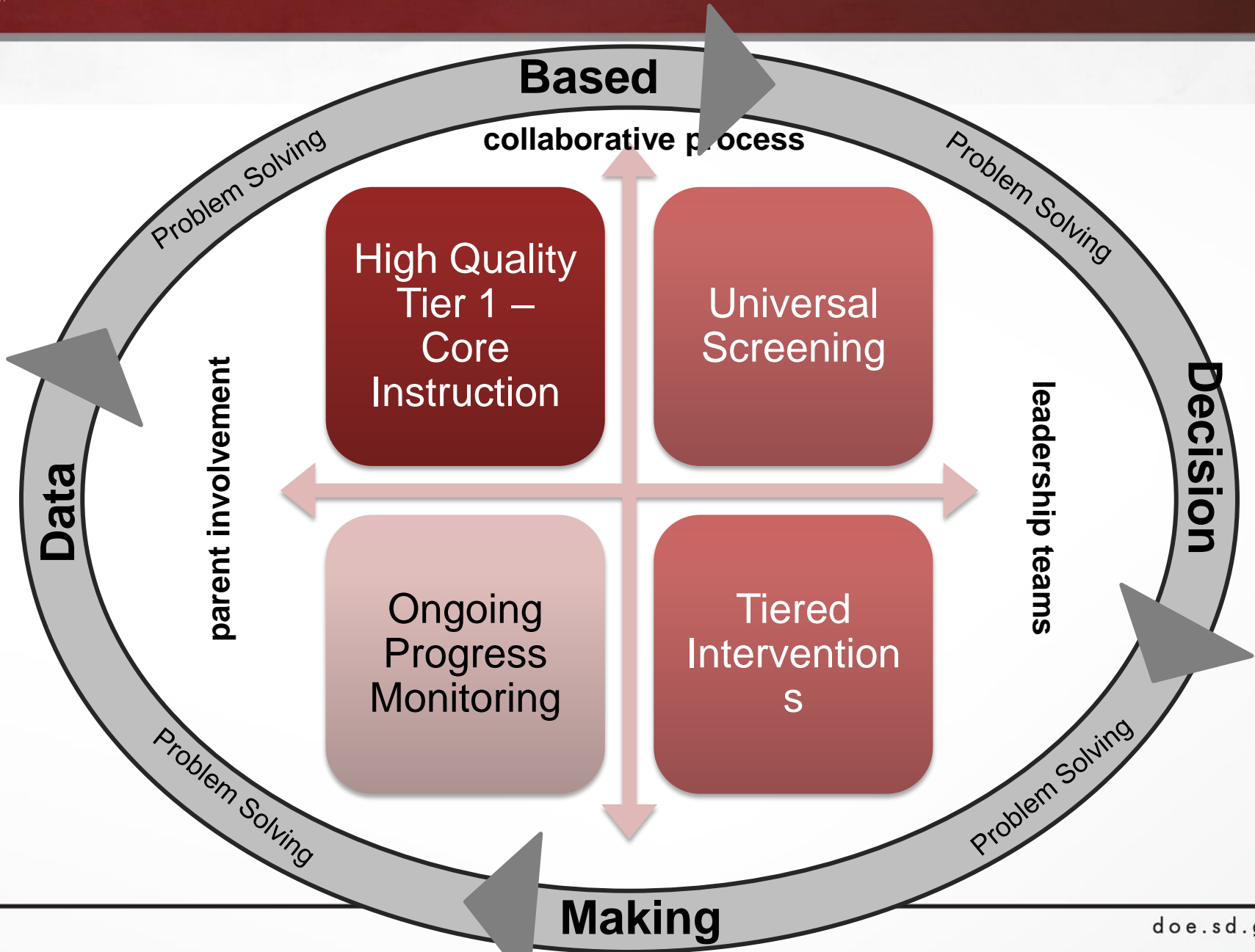
A *framework* for promoting access to high quality core instruction

Provides *increasingly intensive* educational interventions in a *timely* manner for students who struggle with core instruction

Provides educators with systematic measures of student progress that yield data used to make important educational decisions

Most importantly...

MTSS/RtI provides states, districts, and schools with a *framework* for allocating instructional services and resources *in response to student needs*





“Research and field implementation efforts tell us that Rti *can* work, but do not ensure that it *will* work in schools...Rti is vulnerable to the same misuse and subsequent abandonment that has plagued generations of educational innovations”

(VanDerHeyden&Tilly, 2010)



Let's Review the Definitions of RtI

Definitions of MTSS from experts:

A progressive intervention approach that identifies students at risk for learning difficulties, including those who may have a SLD, and provides early intervention with the goal of improving the achievement of all students.

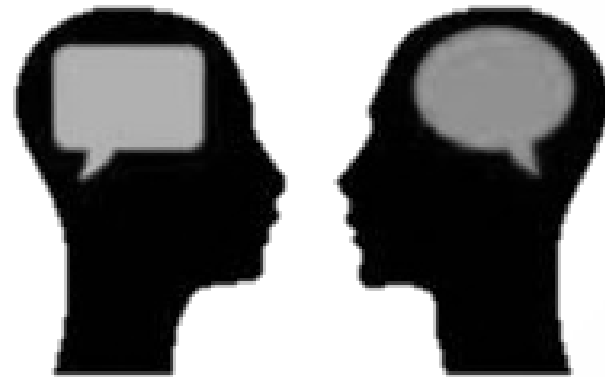
The practice of providing high-quality instruction and interventions based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions.

A dynamic problem-solving process in which data is integral in making decisions about which skills struggling readers lack and whether intervention instruction provided to date has been effective.

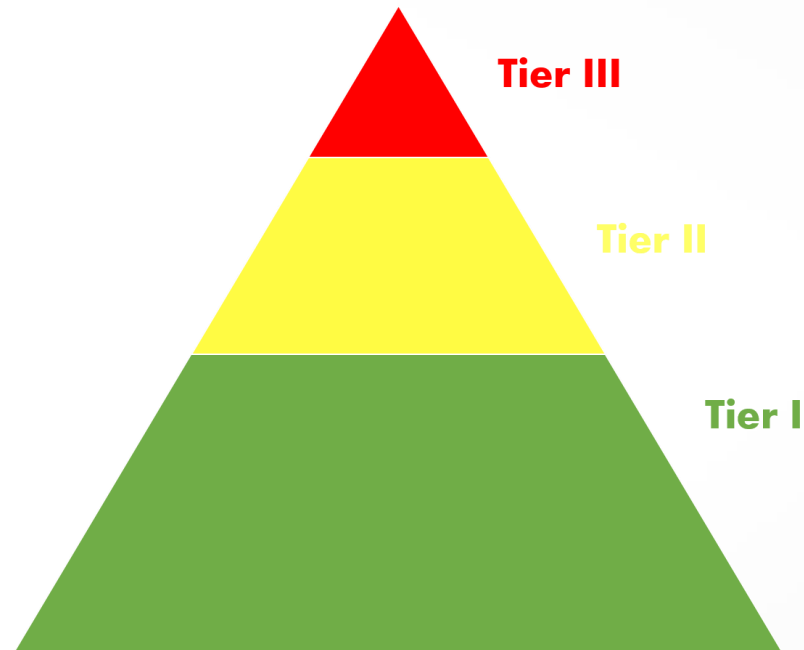
A framework for using data to allocate educational resources to improve learning for all students. Decisions are made for all students using a problem-solving, decision-making method. It includes processes to:

- universally screen all students to determine which students need additional instruction
- match instruction to the specific needs of students,
- implement effective instruction with fidelity
- monitor the effectiveness of instruction.

Discuss at your
table the
definitions and
which one
matches your
understanding of
the process



A Multi-Tiered System of Support



What we are striving for...

Intensive
(High-risk students)
Individual Interventions
(3-5% of students)

- In addition to Universal and Targeted
- Diagnostic – skill specific
- Behavior/Academic Plan
- Highly explicit
- Research based
- Weekly progress monitoring

Targeted
(At-risk Students)
Classroom & Small
Group Strategies
(10-20% of students)

- In addition to Universal
- Often small group
- Based on specific skill deficits
- Explicit
- Research based interventions
- Frequent progress monitoring – re-grouping

Universal
(All Students)

School-wide, Culturally Responsive
Systems of Support
(75-85% of students)

- Adequate time allowed
- Fidelity to curriculum
- Research based curriculum
- Inclusive of all basic literacy skills/all social skills relevant to SW expectations
- Explicit
- Differentiated

Tier 1 – All Students

- Evidence based curriculum for all students and staff that are implemented across grade levels/settings
- All students receive high quality core reading (content area) instruction.

**Universal
(All Students)**

**School-wide, Culturally
Responsive
Systems of Support
75-85%**

- Adequate time allowed
- Fidelity to curriculum
- Research based curriculum
- Inclusive of all basic literacy skills/all social skills relevant to SW expectations
- Explicit
- Differentiated

Tier 2 – Some Students

- Specialized interventions typically provided in a standardized manner for small student groupings
- Students identified through the universal screening as “at risk” or “struggling” move through the general education curriculum with differentiation and individualized interventions that increase in intensity.

Targeted

(At-risk Students)
Classroom & Small
Group Strategies

10-20%

- In addition to Universal
- Often small group
- Based on specific skill deficits
- Explicit
- Research based interventions
- Frequent progress monitoring – re-grouping

Tier 3 – Small amount of Students

- ⦿ Intensive interventions that are highly specialized to meet the particular student's strengths and needs
 - Based on R-CBM data
 - Errors are many and varied, generally cannot read the words on the page
 - Lack fundamental skills
 - Significantly below benchmark with words read correctly
 - Low accuracy percentage

Intensive
(High-risk students)
Individual
Interventions
(3-5%)

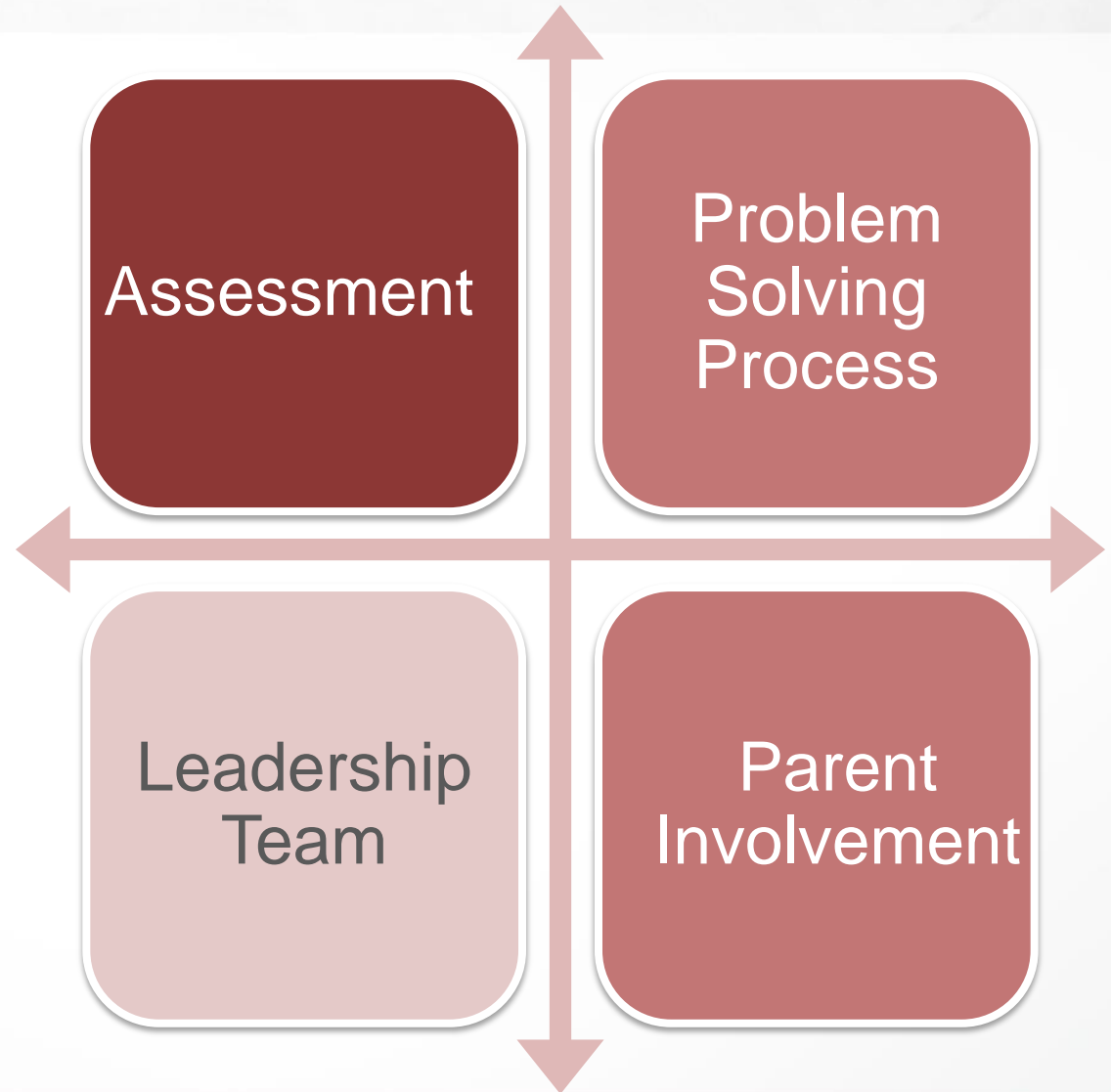
- In addition to Universal and Targeted
- Diagnostic – skill specific
- Behavior/Academic Plan
- Highly explicit
- Research based
- Weekly progress monitoring

Key Elements of Academic MTSS

*(Response to
Intervention)*



Elements

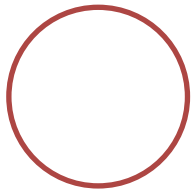




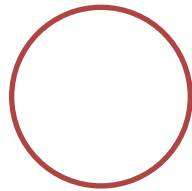
Assessment

Universal Screening: Use an approved screening tool with documented reliability and validity to screen all students three times per year to determine grade level mastery of basic reading skills.

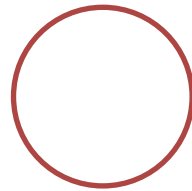
Purposes of Assessment



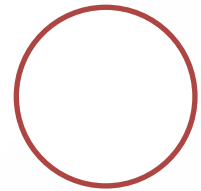
Screening &
identification



Diagnosis &
instructional
planning



Progress
monitoring



Program
evaluation &
accountability

Our Responsibility...

Choose the correct assessment for the correct purpose

Response to Intervention uses assessment for three purposes:



Screening &
identification



Diagnosis &
instructional
planning



Progress
monitoring



Program
evaluation &
accountability

Screening Essentials

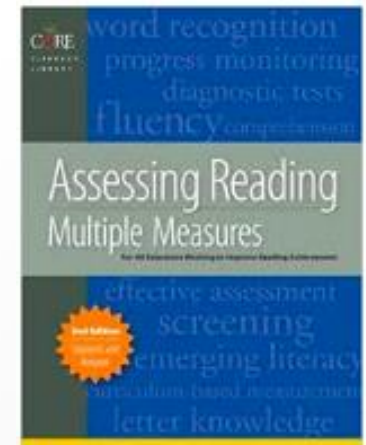
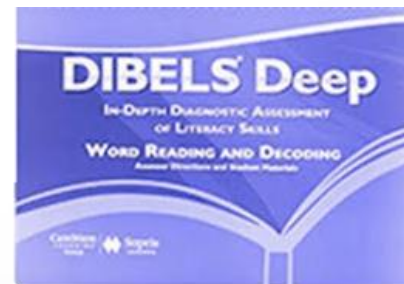
- Curriculum Based Measurement (CBM)
- Time and cost efficient
- Measure basic grade level skills
 - Don't measure everything but measure important things
- Results are available immediately
- Scientifically based with considerable field testing
- Reasonably authentic and we can “see” whether students are engaged and motivated
- Have a progress monitoring feature
 - Seamless across grade levels and tiers

FastBridge
Learning



Diagnostics

- Assessments used when the screening tool doesn't provide a definitive error pattern
- Diagnostic assessments help pin point the areas of weakness and determine where instruction should begin based on skill continuums
- Not used with all students



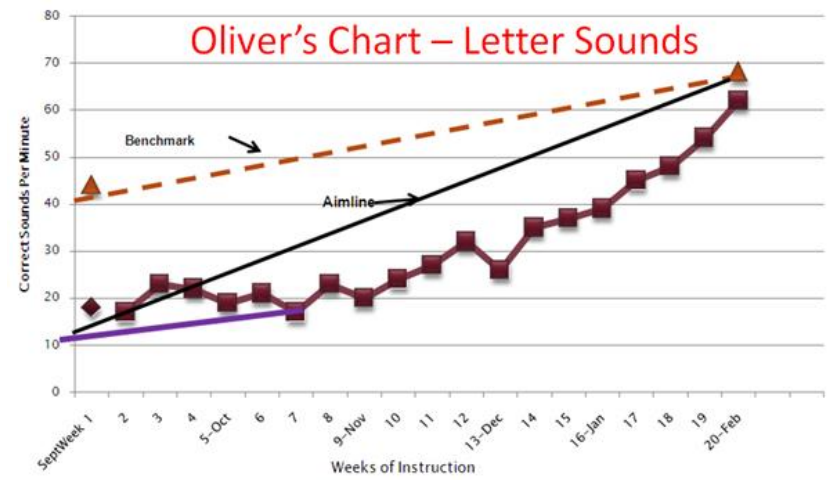
Progress Monitoring


Assessments used to determine whether or not intervention instruction is effective

Conducted on a frequent basis

- Weekly, bi-weekly
- Change instruction

Student progress is consistently checked to determine whether the evidence-based instruction provided for each student is working. If adequate progress is not being made, appropriate changes are made to the instruction and progress monitoring continues.





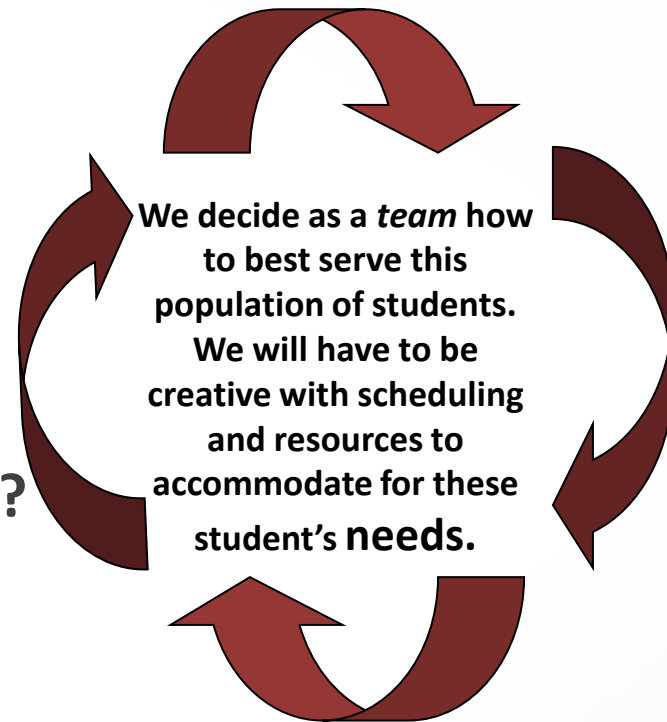
Problem Solving Process/Team

Data Based Decision
Making

Collaboration

Is the
plan
working?

What is the problem?



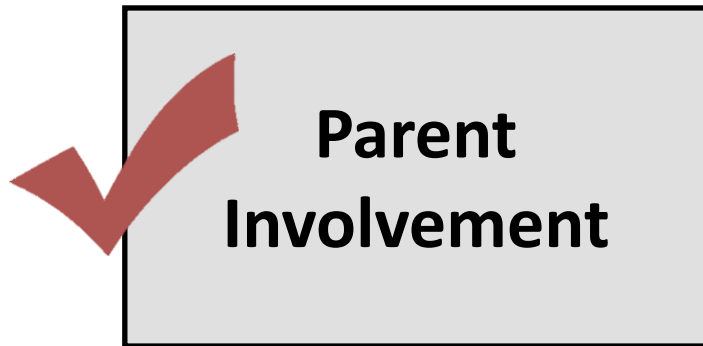
Why is it
occurring?

What are we going to do
about it?



Leadership Team

- **Developed at the school level**
- **Helps guide the processes and procedures**
- **Generates staff buy-in**



How will parents be kept informed of the process and kept informed of their child's progress?





ACTIVITY

FEELING LIKE A STRUGGLING READER A READING SIMULATION

Presented to:

Presented with permission by:
Pat Bruinsma
MTSS Coordinator/RtI Specialist
SD Department of Education

PERMISSION TO USE SLIDES

- **Pat Bruinsma** has agreed to the following terms and will not share the slides with anyone.
“I understand that:
 1. The slides are copyrighted.
 2. I will be the only person to use/present these slides.
 3. I will not share the slides with anyone in any form, including by paper or electronic means.
- If you would like to learn how to use the slides, contact info@readsters.com to ask about a train-the-trainer workshop.

UNDERSTANDING THE RELATIONSHIP AMONG DECODING, FLUENCY, VOCABULARY, AND READING COMPREHENSION

PURPOSE OF THIS ACTIVITY

- Help teachers understand how difficult it can be to read.
- To illustrate the reasons a student might have difficulty reading.
- To promote discussion about the reading process.

VOLUNTEERS, PLEASE

- I need 4 volunteers who don't mind reading in front of others.



Tragnexes

A tragnex is a simple jiid used for finding pliyvns. Most will fit in your bryzpn. The wynz is lismad to that of a bronty, but it has no numbers to mark huwrens. Instead, a grimnjic bruffown is in the middle of the tragnex wynz. No matter which pliyvn you are wynzing, the end of the bruffown always rantles or submubs until it is plaikqueeing themx.

Scinpems aren't sure exactly why tragnexes work. One flormy is that a huge deposit of ronet cemd is gogind at the Themx Liddom and the ronet cemd acts as a grimnj.

Tell me everything you remember that you just read.

Questions

1. What tool is the topic of the passage?
2. Why is the face of a clock mentioned?
3. What is one theory to explain the tool's behavior?

Tragnexes

A **tragnex** is a simple **jiid** used for finding **plyvns**. Most will fit in your **bryzpn**. The **wynz** is **lismad** to that of a **bronty**, but it has no numbers to mark **huwrens**. Instead, a **grimnjic** **bruffown** is in the middle of the **tragnex wynz**. No matter which **plyvyn** you are **wynzing**, the end of the **bruffown** always **rantles** or **submubs** until it is **plaikqueing** themx.

Scinpems aren't sure exactly why **tragnexes** work. One **flormy** is that a huge deposit of **ronet cemd** is **gogind** at the **Themx Liddom** and the **ronet cemd** acts as a **grimnj**.

30 errors out of 97 total words = 67 correct (70% accuracy)

Tragnexes

A tragnex is a simple tool used for finding pliyvns. Most will fit in your palm. The face is similar to that of a bronty, but it has no numbers to mark huwrens. Instead, a grimnjic bruffown is in the middle of the tragnex face. No matter which pliyvn you are facing, the end of the bruffown always rantes or submubs until it is pointing themx.

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Tragnexes

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Scinpems aren't sure exactly why **tragnexes** work. One theory is that a huge deposit of **ronet** ore is **gogind** at the **Themx Liddom** and the **ronet** ore acts as a **grimnj**.

20 errors out of 97 total words = 77 correct (80% accuracy)

Tragnexes

A tragnex is a simple tool used for finding directions. Most will fit in your palm. The face is similar to that of a clock, but it has no numbers to mark hours. Instead, a grimnjic arrow is in the middle of the tragnex face. No matter which direction you are facing, the end of the arrow always rantles or submubs until it is pointing themx.

Scientists aren't sure exactly why tragnexes work. One theory is that a huge deposit of iron ore is buried at the Themx Liddom and the iron ore acts as a grimnj.

Tell me everything you remember that you just read.

Questions

1. What tool is the topic of the passage?
2. Why is the face of a clock mentioned?
3. What is one theory to explain the tool's behavior?

Red – nonsense words

Tragnexes

A **tragnex** is a simple tool used for finding directions. Most will fit in your palm. The face is similar to that of a clock, but it has no numbers to mark hours. Instead, a **grimnjic** arrow is in the middle of the **tragnex** face. No matter which direction you are facing, the end of the arrow always **rantles** or **submubs** until it is pointing **themx**.

Scientists aren't sure exactly why **tragnexes** work. One theory is that a huge deposit of iron ore is buried at the **Themx Liddom** and the iron ore acts as a **grimnj**.

10 errors out of 97 total words = 87 correct (90% accuracy)

Tragnexes

A tragnex is a simple tool used for finding directions. Most will fit in your palm. The face is similar to that of a clock, but it has no numbers to mark hours. Instead, a grimnjic arrow is in the middle of the tragnex face. No matter which direction you are facing, the end of the arrow always spins or rotates until it is pointing north.

Scientists aren't sure exactly why tragnexes work. One theory is that a huge deposit of iron ore is buried at the North Pole and the iron ore acts as a

grimnjic.

Tell me everything you remember that you just read.

Questions

1. What tool is the topic of the passage?
2. Why is the face of a clock mentioned?
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Tragnexes

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Scientists aren't sure exactly why **tragnexes** work. One theory is that a huge deposit of iron ore is buried at the North Pole and the iron ore acts as a **grimnj**.

5 errors out of 97 total words = 92 correct (95% accuracy)

Compasses

(no errors)

A compass is a simple tool used for finding directions. Most will fit in your palm. The face is similar to that of a clock, but it has no numbers to mark hours. Instead, a magnetic arrow is in the middle of the compass face. No matter which direction you are facing, the end of the arrow always spins or rotates until it is pointing north.

Scientists aren't sure exactly why compasses work. One theory is that a huge deposit of iron ore is buried at the North Pole and the iron ore acts as a magnet.

DISCUSSION

- How did the volunteers feel when they were “on the spot” and the passage didn’t make sense?
- What did the observers notice about the readers?
- Did you see some of the behaviors that your students have when they read?
- What comprehension difficulties were related to:
 - Decoding?
 - Vocabulary?
- Was fluency affected by:
 - Decoding?
 - Vocabulary?

One more volunteer, please.

#1

#2

DISCUSSION

- Which set of words were more difficult?
- Why?

RELATING THE ACTIVITY TO TEACHING

- How might you change your teaching after participating in this activity?



What is necessary for



SUCCESS

Begin with a belief system...

- All students can be taught effectively
- Intervene early
- Use a multi-tiered model of service delivery
- Commit to using research-based (evidence based) instruction and interventions
- Consistently monitor student progress and **use** the information to drive all instructional decisions
- Use data-based decision making for all instructional decisions
- Maintain communication between school staff and parents with regard to student progress

Commit to fidelity

- Assessment
- Data analysis
- Evidence based instruction
- Process
- Team responsibilities
- Train staff
 - Process
 - Assessment
 - Instruction

MTSS is a Culture Change

Changing the culture of a school to one in which teachers and administrators collaborate on data analysis, progress monitoring, and the organizational tasks necessary to make the intervention periods truly responsive to students' learning needs is very difficult!"

Michael D. Rettig and Robert Lynn Canady, School Scheduling Associates

Our biggest challenge?

The central question is not:

What about the students is causing the performance discrepancy?

but

“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

To be successful, we must...

- Be given the support necessary to make the change
- Be given the opportunity to receive continuing, job-embedded professional development that addresses relevant areas essential to effective implementation
 - Implement the training with fidelity
- Stop working in isolation
 - Problem solve as a team
 - Work together to find and provide interventions
- Tap into evidence-based, proven interventions
 - Implement with fidelity
- STOP doing what doesn't work for kids

Table Discussion:

What do you have in place and what might be potential speed bumps?



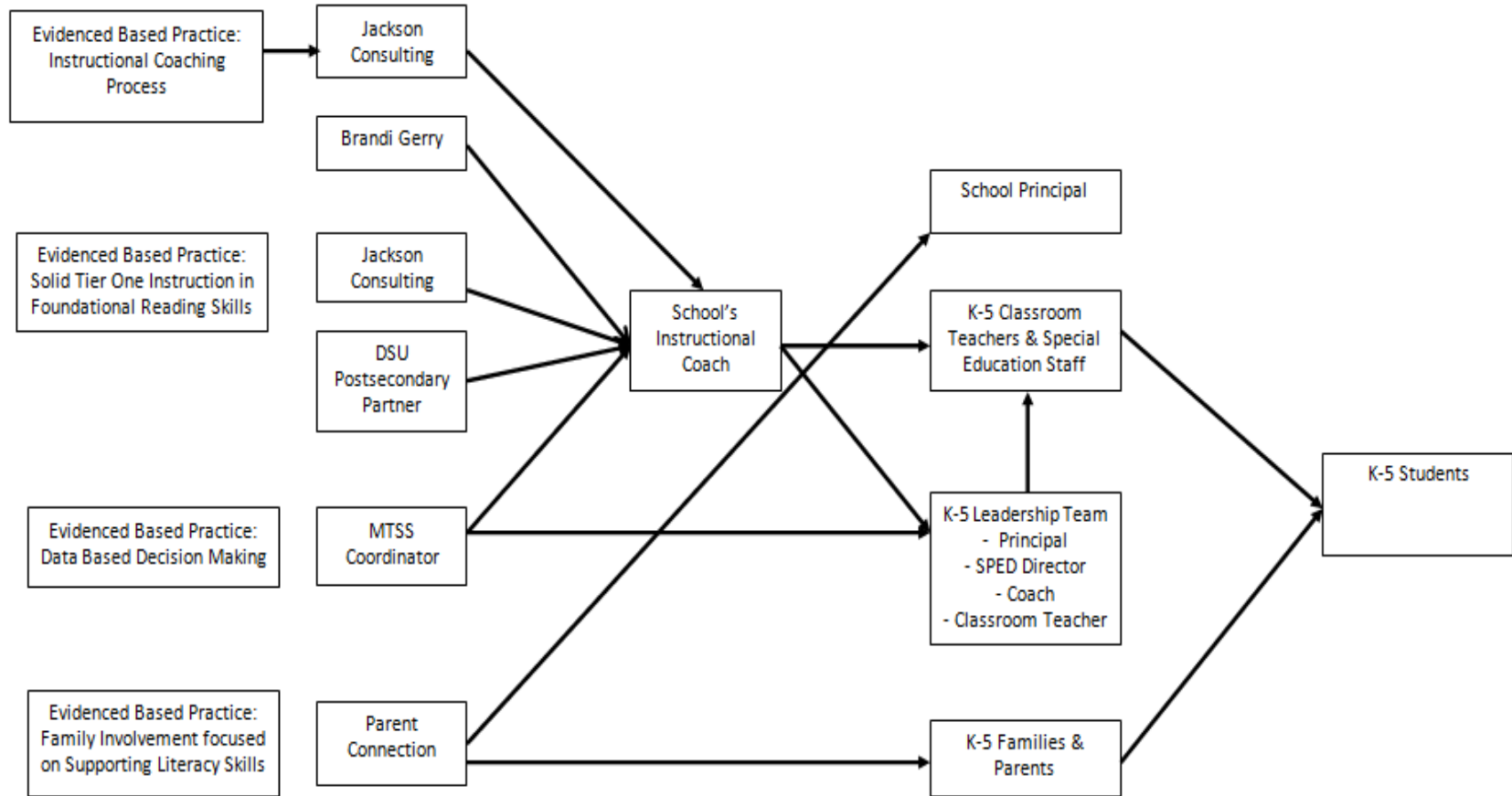
- What is in place?
- What needs to be addressed? Training? Screener? Who?
- Monthly Team meetings?
- Data Check points after benchmarking?
 - 40% guide?





Questions?




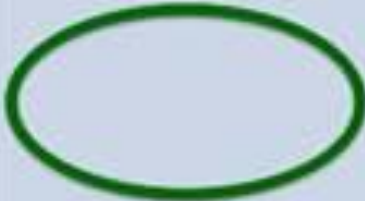
Role of Literacy and Coaching



Why Instructional Coaching?

Why Coaching?...

Developing Intentional Teaching

		Ability to explain own teaching practice	
		Don't Know	Know
Ability to teach	Can't Do	 <p>Mysterious <i>Unknown</i></p>	 <p>Theoretical <i>Unable to demonstrate</i></p>
	Can Do		

Source: Gage, Kubiak, and Villanueva (2004) *Advancing Instructional Impact Through Instructional Coaching*.
 Copyright © 2004 by Corwin Press, Inc. All rights reserved.

Why Instructional Coaching?

Why Coaching?...Attainment of Outcomes with Professional Learning Approaches

Professional Learning Approaches	Outcomes%		
	Knowledge (thorough)	Skill (strong)	Transfer (executive implementation)
Study of Theory	10	5	0
Demonstrations	30	20	0
Practice	60	60	5
Peer Coaching	95	95	95

Why Coaching?...Visible Learning Effect Size on Student Learning

*John Hattie's Visible Learning:
Synthesis of Over 800 Meta-
Analyses Relating to Achievement*


Collaborative Learning...

teachers working together to establish
1) essential learning purposes, 2)
gathering evidence of learning, and 3)
using evidence to discuss, evaluate,
plan, and improve instruction

VI Effect Size: .84...double the
typical student learning impact



Source: Hattie, John, Masters, Debbie, & Birch, Katie (2016). *Visible Learning In Action: International Case Studies*

 Routledge, Abingdon, Oxon OX.

Why Instructional Coaching?

- Danielson Framework & Coaching Connections

<p>Domain 1: Planning & Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <p>1b Demonstrating Knowledge of Learners and Learning</p> <p>1c #2 COACHing Focus: High-Leverage Learning through Backwards Lesson Design</p> <p>1d Designing Culturally Responsive Instruction</p> <p>1e Designing Student Assessments</p>	<p>Domain 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport</p> <p>2b Establishing a Culture for Learning</p> <p>2c #1 COACHing Focus: Soft Skills of Engagement for Classroom Culture & Management</p> <p>2d Managing Student Behavior</p> <p>2e Organizing Physical Space</p>
<p>Domain 4: Professional Responsibilities</p> <p>4a Maintaining Professionalism</p> <p>4b Communicating with Families</p> <p>4c Ongoing COACHing Focus: Reflection, analysis and learning as an individual and colleague</p> <p>4d Growing and Leading Others</p> <p>4e Showing Professionalism</p>	<p>Domain 3: Instruction</p> <p>3a Connecting with Learners</p> <p>3b #3 COACHing Focus: High-Leverage Learning through Instructional Gradual Release</p> <p>3c Engaging Learners in Learning</p> <p>3d #4 COACHing Focus: Using Assessment and Data as a Guide to Student Learning</p> <p>3e Demonstrating Student Learning</p>

Why Instructional Coaching?

So “Why Coach?”



When we move **COACH** away from being a **NOUN** and instead move it toward a **VERB...COACHing** becomes an professional learning **OPPORTUNITY** AND ultimately a **RESPONSIBILITY** for all educators!

 **C**olleagues **O**bserving **A**ssisting **C**ommunicating & **H**elping

Team Discussion Activity

The Instructional Coach Will...	The Instructional Coach Will Not...
--	--

SPDG Coaching Components

Components of the Literacy Coaching:

- Foundational Reading Skills PD to K-5
TIER 1---Instructional Supports
- Facilitate Data Analysis Digs (BOY, MOY, EOY)
- Onsite Coaching for K-5 teachers
- Administrative & Building Team Support

Training Dates



Summer 2018

8:00- 5:00 p.m.

May 29, 30, 31

Mackay-Library

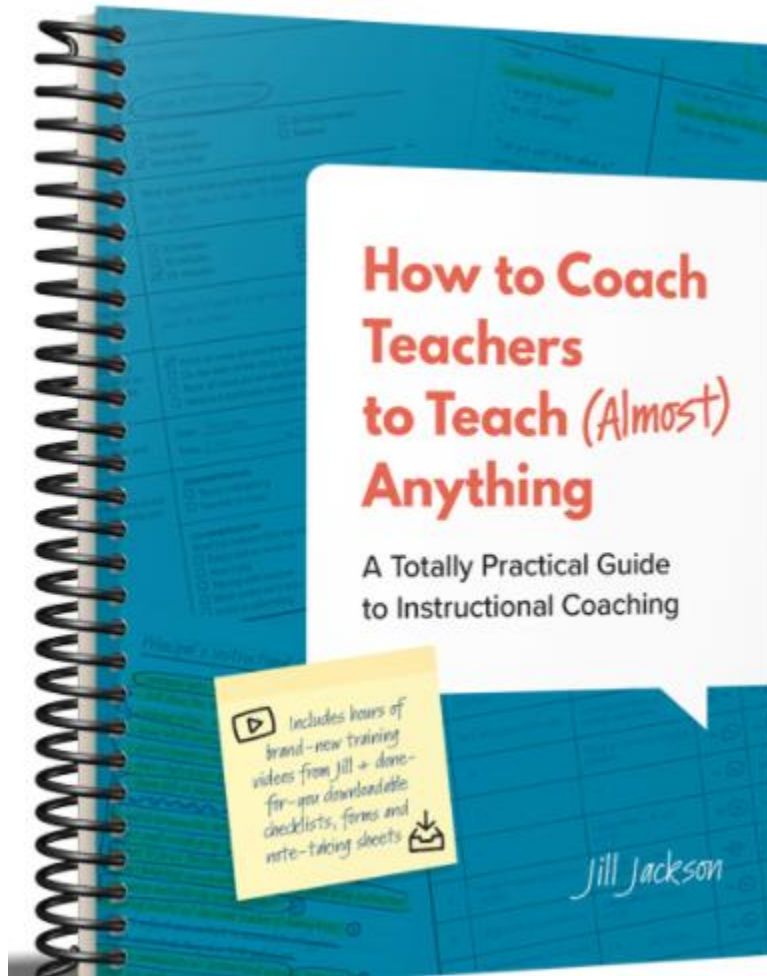
Commons

Pierre, SD

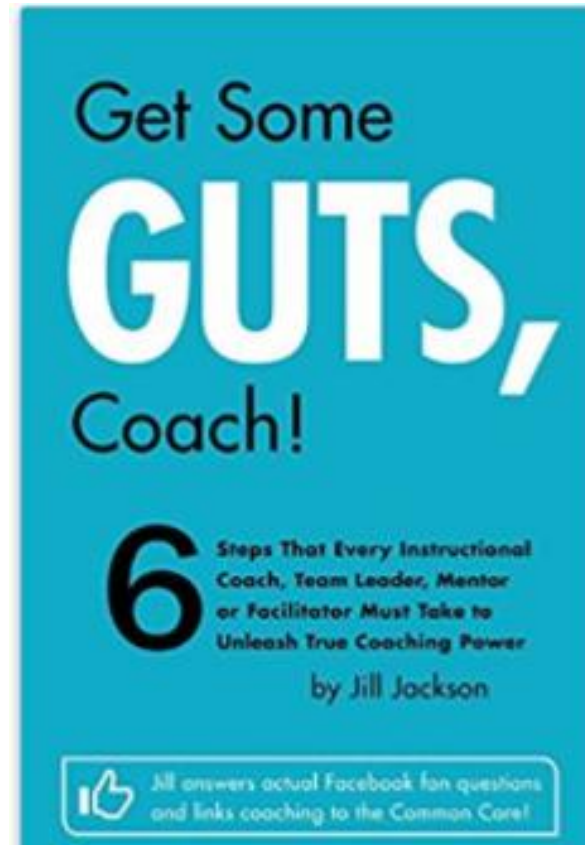
Coaching: Days 1, 2, & 3

New coaches




Trainer: Jill Jackson



Evidenced Based Practice:
Instructional Coaching Process



Instructional Coaching: Cheat Sheet for Teachers

 Pre-Conference	 Gathering Data	 Debriefing
<p>STEPS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Link to principal's instructional goal <input type="checkbox"/> 1-3 potential starting points <input type="checkbox"/> Style of coaching <input type="checkbox"/> Data to gather <input type="checkbox"/> Length of time <input type="checkbox"/> Notetaking <input type="checkbox"/> Where to sit <input type="checkbox"/> Debrief start and ending time 	<p>STEPS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Demonstration <input type="checkbox"/> Side-by-Side <input type="checkbox"/> Co-Observation <input type="checkbox"/> Shadow 	<p>STEPS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restate purpose <input type="checkbox"/> Teacher reflects <input type="checkbox"/> Share data and notes <input type="checkbox"/> One encouragement <input type="checkbox"/> 1-2 specific adjustments <input type="checkbox"/> Reflect on how to implement <input type="checkbox"/> Set next coaching date <input type="checkbox"/> Reflect on coaching relationship
<p>QUESTIONS TO ASK MYSELF PRIOR:</p> <ul style="list-style-type: none"> • What are 1-2 things that currently frustrate me during my teaching? • What professional development have I had success with or struggled to implement that I think is really important? • What are the names of a couple of students that I can't seem to move? Why do I think they're stuck? • My data is showing that _____ is a trend. Do I need help in this area? 	<p>QUESTIONS TO ASK MYSELF PRIOR:</p> <ul style="list-style-type: none"> • What teaching data would mean a lot to me? • Have I/we set up the notes to capture the most important information? • Are there specific students that I would like to check on during this phase? • How can I carry the feedback I get from the data into my lesson planning in the future? 	<p>QUESTIONS TO ASK MYSELF PRIOR:</p> <ul style="list-style-type: none"> • If I were in the balcony of the classroom, what would I have wanted to see during this lesson? • What questions about the data or the lesson do I have for my coach? • What stands out as a "needs to change right away" from this lesson? • What am I really feeling confident about in my teaching? • What content do I need to work on?

- Pre-Conference Session
- Coaching Session-Gather Data
- Debriefing Session

Admin/Coaching Supports

Principal and Coach 15 Minute Weekly Calibration

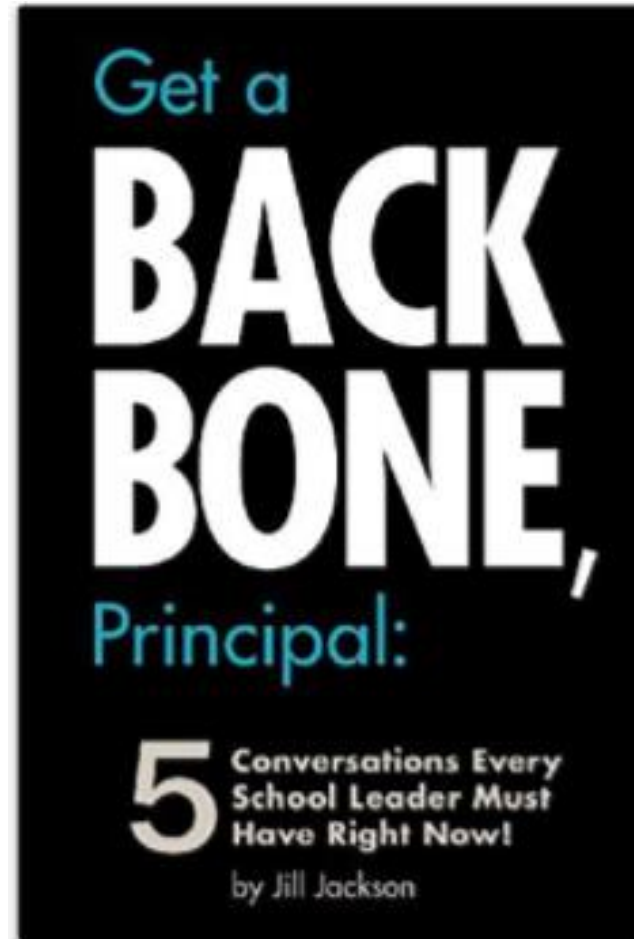
DATE _____

Take a few minutes prior to the meeting to jot down your own notes in each of the boxes. Be sure to use teacher names and be as specific and direct as possible. These notes are private between you and the principal and will never be seen by any staff member. This quick reflection will allow both of you to get your gut-checks out into conversation and prepare to get down to the nitty gritty of your coaching work in these 15 minutes together.

<p>How are we doing on accomplishing our instructional goal in the big picture? (2 MINUTES)</p>	<p>Which grade levels/teachers are struggling to make progress toward the instructional goal? (2 MINUTES)</p>	<p>Which grade levels/teachers are making progress toward the instructional goal? (2 MINUTES)</p>
<p>What type of adjustment do we need to make in our team meetings to continue our progress or to jump-start it? (2 MINUTES)</p>	<p>Are there specific teachers who are struggling with coaching and receiving feedback? What can we do to address their reluctance and move forward? (3 MINUTES)</p>	<p>Are there specific teachers who are progressing really well in coaching who need direct encouragement from the principal? (1 MINUTE)</p>
<p>Coach to principal: What would you like to see from me next week as I coach? (1 MINUTE)</p>	<p>Principal to coach: What support do you need from me to continue progressing in your coaching? (1 MINUTE)</p>	<p>What is the date and time for our next meeting? (1 MINUTE)</p>

Administrative Supports

- MTSS Supports
- Literacy Supports
- Jackson Consulting
- Book Studies
- Webinars





Katie Anderson

SPDG Literacy Partner

Instructor of Reading and Language Arts



Brandi Gerry

SPDG Coaching Coordinator

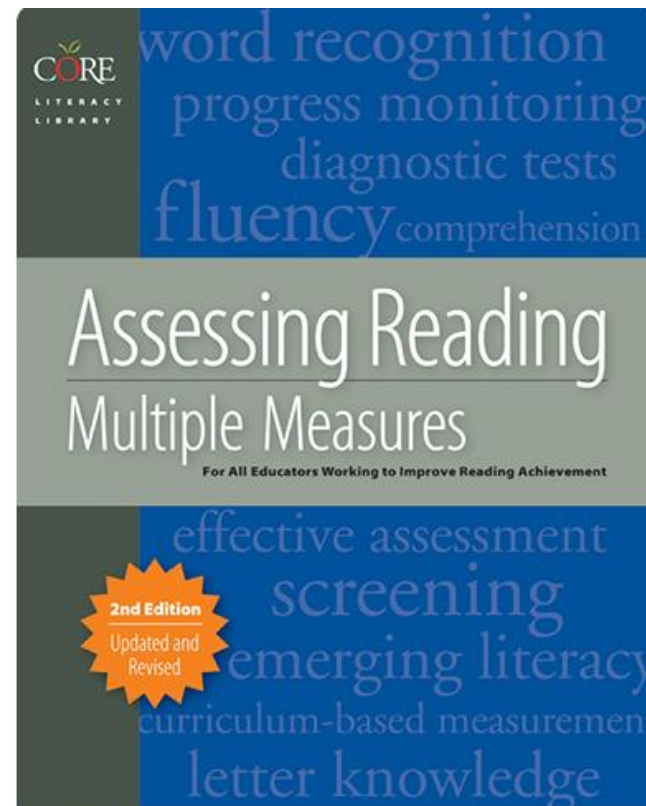
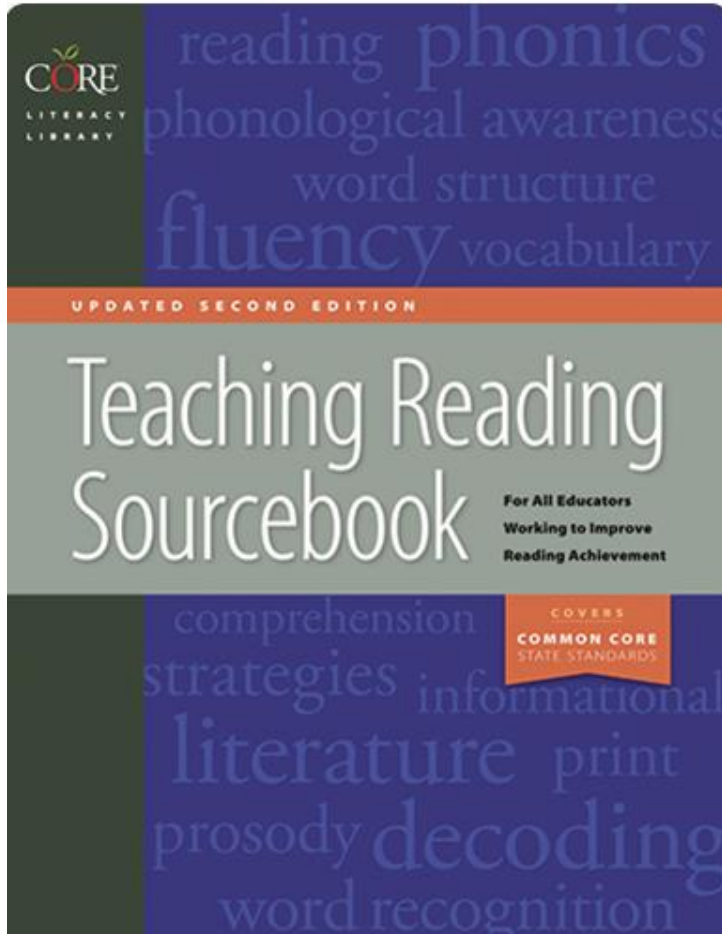
Training Dates




Summer 2018 8:00- 5:00 p.m. June 13 & 14	Mackay Conf. Room 1 Pierre, SD	Literacy Training: Days 1 & 2 Train the trainer	New coaches Trainer: Jill Jackson
Summer 2018 8:00- 5:00 p.m. July 11, 12, 13	Mackay Conf. Room 1 Pierre, SD	Literacy Training: Days 3, 4 & 5 Train the trainer	New coaches Trainer: Jill Jackson


Foundational Reading Skills

Evidenced Based Practice: Solid Tier One Instruction in Foundational Reading Skills


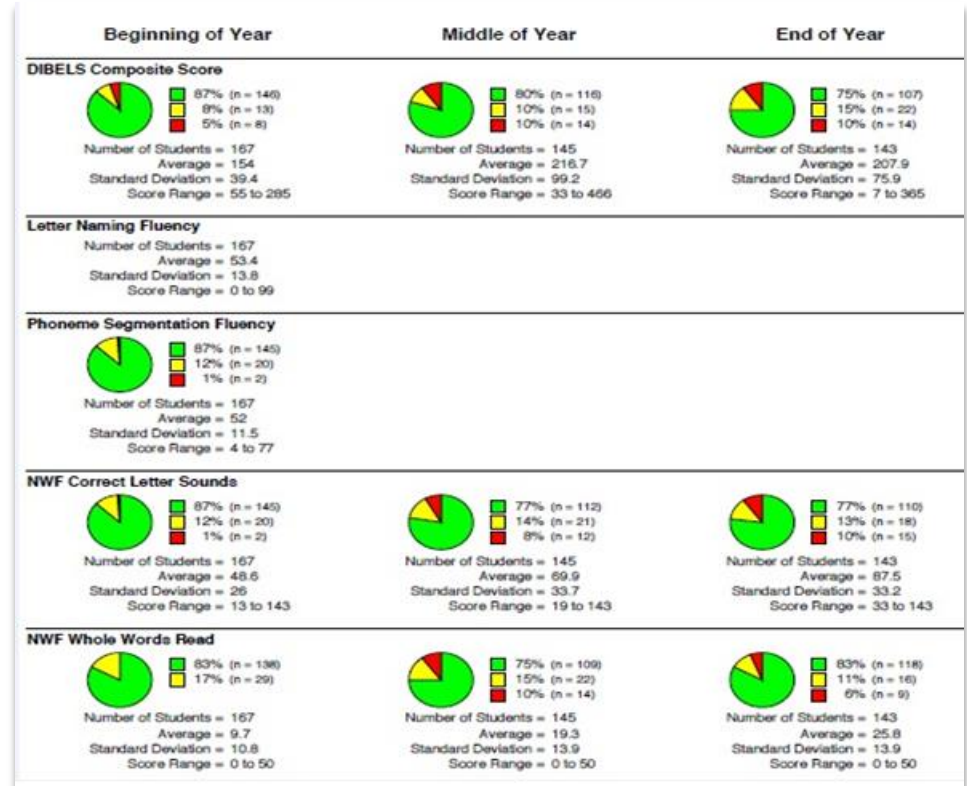




South Dakota Multi-Tiered System of Supports



Data Workbook for Reading

➤ **This information can be located in the Binder:**

➤ **Teresa Berndt**

- **SPDG Co-director**
- **Teresa.Berndt@state.sd.us**
- **605.295.0335**
-

➤ **Brandi Gerry**

- **Coaching Coordinator**
- **Brandi.Gerry@teachwell.org**

➤ **Katie Anderson**

- **Dakota State University Literacy Partner**
- **Katie.Anderson@dsu.edu**

Family Engagement



Family Engagement Introduction

- Over 50 years of research links the variety of roles parents play in the lives of their children.
- One role parents serve is as an advocate for the education of their child.
- We know that parent and family engagement has a sustained and systemic effect on learning outcomes for children.

Joining Process

- Welcoming, honoring and connecting with families create a school community in which everyone can say they feel like “members of a family”. Parents respond to this culture by becoming loyal members of the school community, and by taking part in their children’s education in ways they had never envisioned.

Goals for this session

- To reflect on our definition of family engagement and to come to a common consensus as to what we mean by family engagement.
- To identify strengths in promoting family engagement in our schools.
- To identify barriers we face in engaging families at school.
- To share strategies that strengthen family engagement and address barriers.

Small Group Activity

- Define family engagement.
- What could you change or add to your definition to address family engagement in literacy development?

Large Group

- As a group, let's come up with a good, working definition of what we all mean when we talk about family engagement.

Small Group

- Discuss barriers you have encountered with engaging families in school events, in particular literacy activities.

Large Group Discussion

Let's discuss the barriers you came up with in your groups.

(refer to large sticky note pad from each group)

Discussion on Barriers

What are ways we can work to elevate the barriers we encounter when we seek to involve parents in as partners with our schools?

(use large sticky pad to capture ideas from large group)

Generalization

As we work through this project together, we will be asking you to take this information and look at a family engagement plan for your district.

What would you identify as the strengths in your plan?

Are there any thoughts or ideas that you want to take back with you to reflect on in your district teams?

Next Steps

- Dialogue with each district regarding family engagement
- Our goal is to work with each district individually to come along side you in where you are with family engagement and in moving forward.
- We will also be assisting you with any parent training specific to your school and will be creating a resource guide for families that you can share with them.

- Thank you for your participation if you have further questions please don't hesitate to reach out to us.
- Carla Miller, SD Parent Connection, 605-361-3171
- Dawn Smith, SDDOE, 605-773-2535
- Brandi Gerry – Teachwell, 605-367-7680



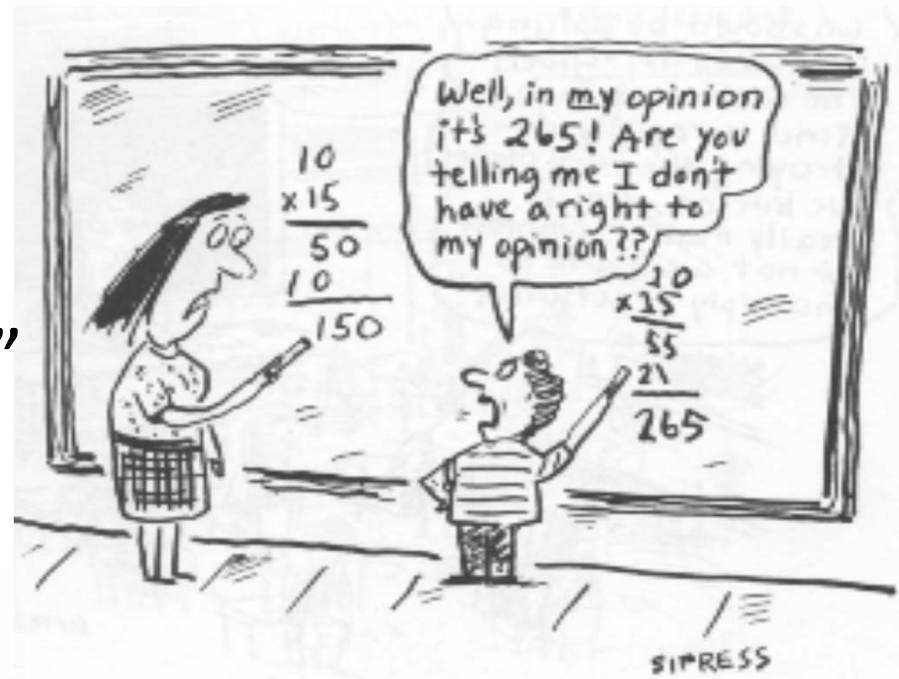
SPDG Evaluation

“If you cannot measure it, you cannot improve it.”

Lord Kelvin

“Without data, all you are is just another person with an opinion.”

Author unknown



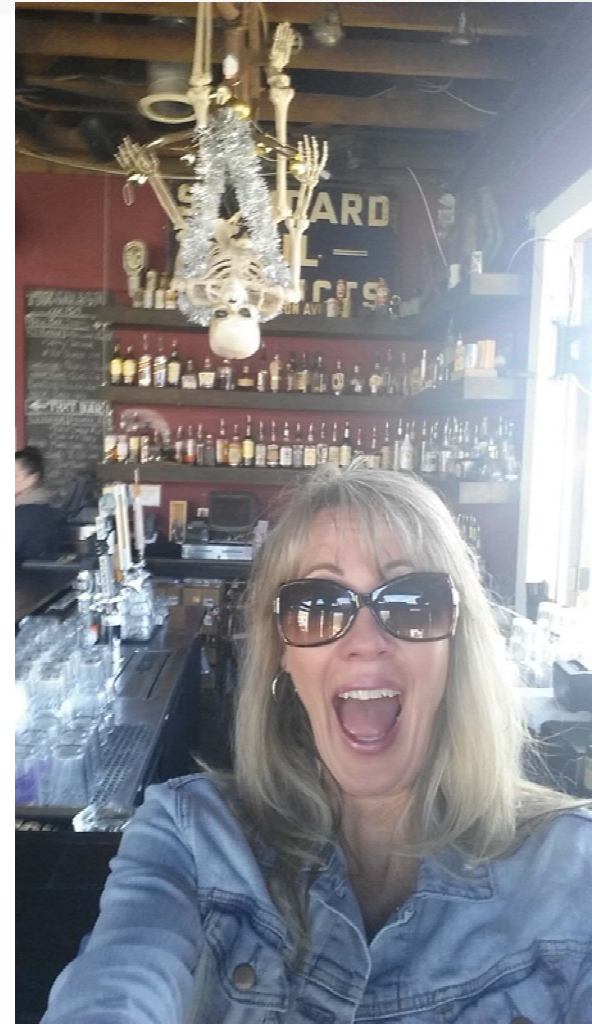
Who Am I?

Susan Wagner, Ph.D.

President, Data Driven Enterprises
Phone: 303-255-4648

Susan@DataDrivenEnterprises.com

www.DataDrivenEnterprises.com





What do I do?

I evaluate! I measure! I count!

But to tell you the truth, we all count, don't we?

Counting. . .

“When you can, count.” -*Sir Francis Bacon*





Reflection

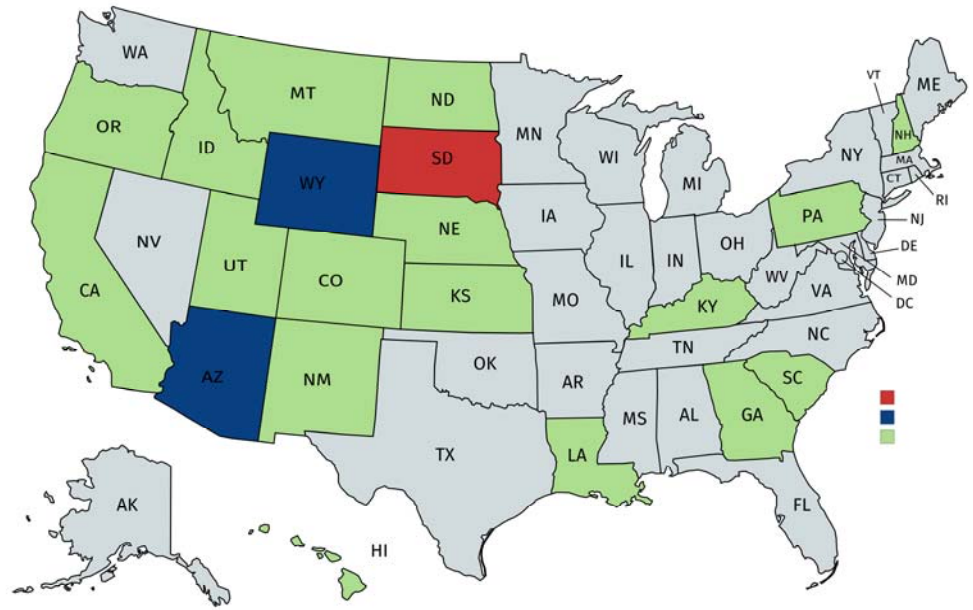


Questions:

1. When was the last time you counted something?
2. What was it?

What do I do?

- SPDG Evaluator for AZ and WY and now SD.
- MTSS and SSIP Evaluator for SD.
- Psychometrician for several states re data for students with and without disabilities.





What is my role for SD SPDG?

- Develop evaluations
- Analyze and report out on evaluations
- Ensure that all OSEP evaluation reporting requirements are fulfilled
- Enjoy my trips to various cities and towns in SD!

Can my SD trips top my UT and WY trips?





south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Uh, maybe. . .





What is **your** evaluation role?

As a member of a SPDG **school team**:

- Complete the evaluations in a sincere and timely fashion.
- Use the data from the evaluations.



What is **your** evaluation role?

As a SPDG **coach**:

- Complete the evaluations in a sincere and timely fashion.
- Use the data from the evaluations.
- Make sure that staff members at your schools complete the evaluations.
- Offer feedback regarding the evaluations.
 - E.g., if reports can be more useful, I want to hear about it!



What supports will you get?

- Clear directions on how to complete the evaluations.
- Reports of your evaluation data that are user-friendly and relevant.



The Big Picture

- When evaluating a program, there are several components that should be measured:
 1. Outputs
 2. Fidelity of Implementation
 3. Outcomes

Plus, in the case of the SPDG:

4. OSEP-Required Measures



1. Outputs

- Are we doing the activities (e.g., delivering trainings, developing materials) we said we would do?
- Are the targeted people participating in the activities?
- Are participants satisfied with the trainings/activities?
- Are we implementing the PD trainings/activities as they were intended (e.g., fidelity of training)?



2. Fidelity of Implementation

- Are participants implementing the program/practice as it was intended (adherence, exposure/dosage, quality of delivery, student responsiveness)?



3. Outcomes

- Are participants gaining new knowledge, skills, attitudes, behaviors?
- Are participants implementing new skills and practices?
- Are students gaining new knowledge, skills, behaviors, attitudes?

*Note: Participants can include staff members and/or family members depending on the focus.

4. OSEP-Required Measures

Performance Measure 1. PD Components Worksheet

Performance Measure 2. Fidelity of Implementation by External Observers

Performance Measure 3. Sustainability Funding

“Project Measures” – What the State had defined as their measures to indicate progress/success (these relate to 1 Outputs, 2 Fidelity, 3 Outcomes)



Reflection



Questions:

1. What data would be most useful to you to determine how the SPDG project is going at your school?
2. How will you know that the SPDG project is successful at your school?

The Nitty Gritty Details

- Evaluation Plan
- Evaluation Calendar
- Evaluation Manual



South Dakota
State Personnel
Development Grant (SPDG)
Manual of Evaluation Tools
for 2018-19



Evaluation Plan

- Organized by the four SPDG activities:
 - Literacy (*Section B*)
 - Coaching (*Section C*)
 - Data Analysis (*Section D*)
 - Family Engagement (*Section E*)

Evaluation Plan

- AND Organized by other categories of data:
 - Some evaluation measures pertain to all activities
(Section A)
 - Student Data *(Section F)*
 - OSEP-Required Measures *(Section G)*
 - Optional Measures *(Section H)*

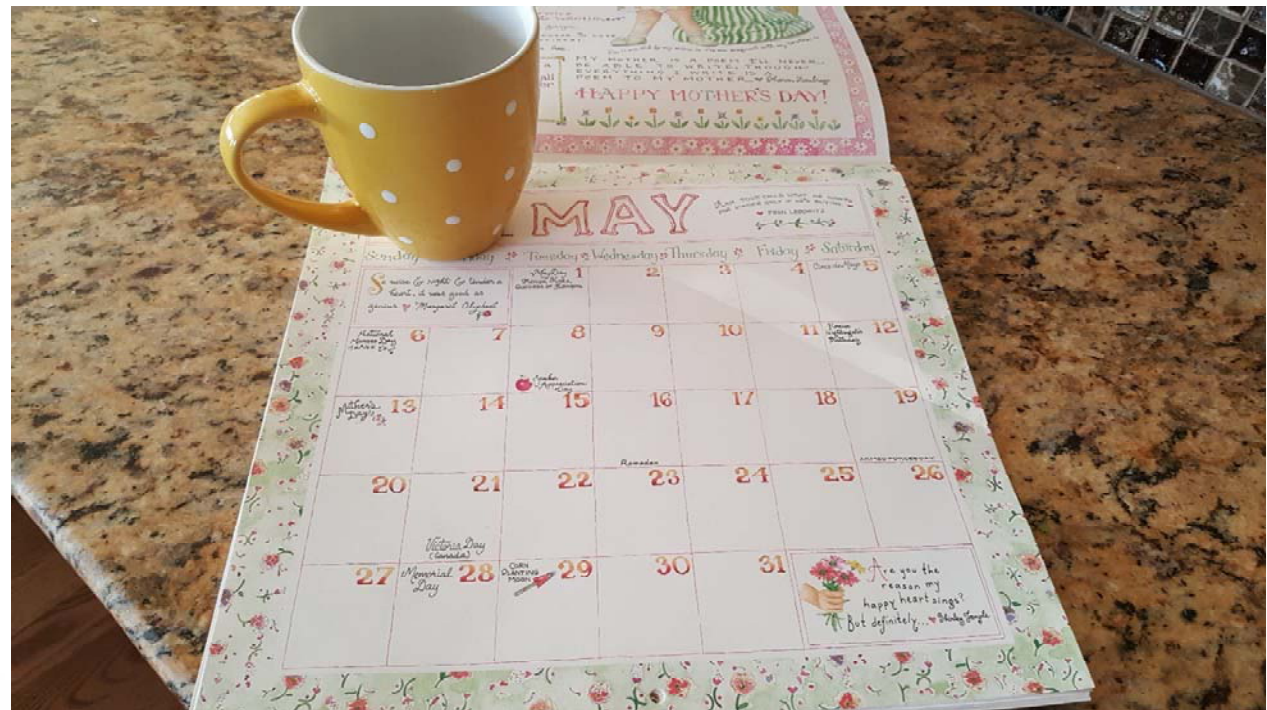


Evaluation Calendar

- Organized by Who Collects/Completes the Evaluation Tool
 - Coaches
 - School Staff
 - Families
 - Students
 - SD DOE

Evaluation Calendar

Let's discuss!

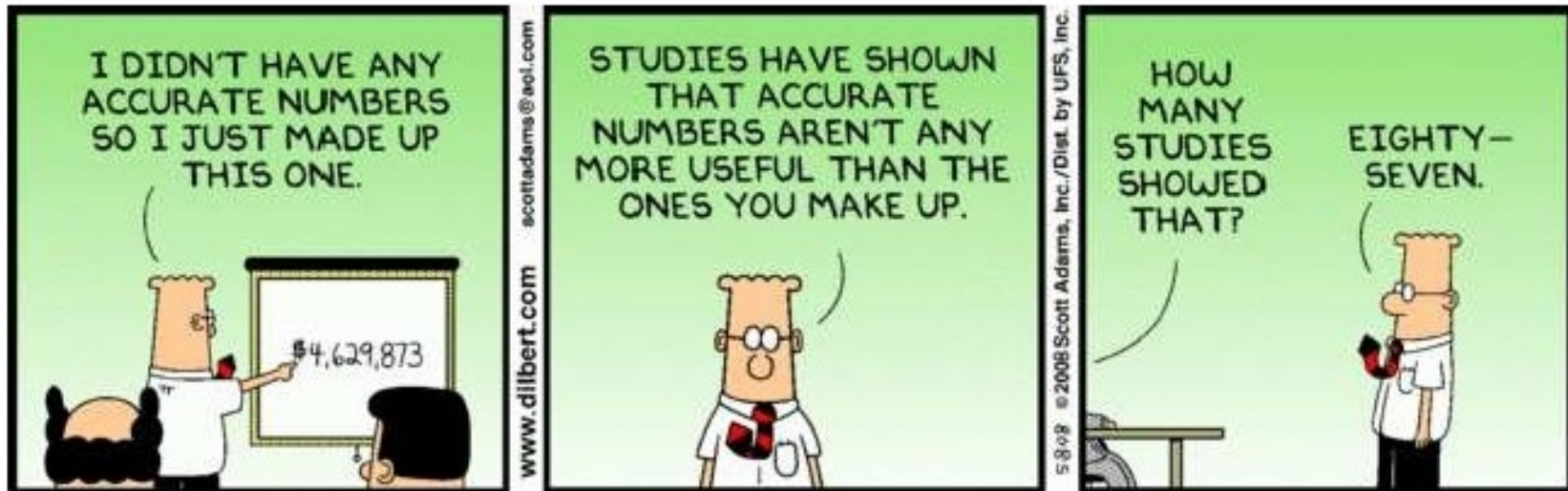




Yes evaluation is important, but. . .

“Not everything that counts can be counted, and not everything that can be counted, counts.”

- *Albert Einstein*



However:

Let's make our work
on the SPDG count!

I'm counting on YOU!



Questions/Comments



Wrapping Up

Next Steps:

- SPDG Action Plan – Send what you started today to Becky and Teresa by April 20
- Coaching Handout – by May 12
- By June Launch Meeting
 - Identify literacy curriculum
 - Review data
- Review Evaluation Tools
- Family Engagement

THANK YOU!