

Ohio's State Personnel Development Grant (SPDG)

Improving Instruction and Student Learning for Students with Disabilities and Other At-Risk Learners: A Statewide Capacity Building Model to Foster the Scalability and Sustainability of Effective District-wide Practice Supported by the Ohio Improvement Process (OIP)

The Ohio Department of Education-Office for Exceptional Children will expand the effective use of the Ohio Improvement Process (OIP) developed through previous School Improvement Grant (SIG)/SPDGs as a vehicle for addressing the academic and behavioral needs of students with disabilities, and students at risk of being inappropriately identified as disabled, as part of district-wide reform efforts that foster shared responsibility and accountability for the success of all students.

The project addresses all disability conditions, Kindergarten through 12th grade, and will involve partner districts in providing feedback on the expansion and refinement of statewide professional development (PD)/ technical assistance (TA) that is applicable to all districts.

The *OH-SPDG Comprehensive Capacity Building* model will provide centralized training for cohort districts, delivered in conjunction with quadrant-level training, in-district PD and PD on the development of peer coaches, and follow-along process coaching to provide opportunities for practice, feedback and correction to support aligned team implementation of selected instructional practices, as well as build the capacity of regional consultants to support districts in intentionally including and benefitting all children through district-wide implementation. Major PD areas include shared instructional leadership, integrated comprehensive services, and deeper use of OIP to support full implementation of evidence-based practices on an ongoing basis.

An alliance of diverse stakeholders will contribute to the development of components and ensure the meaningful involvement of multiple perspectives. The project will intentionally incorporate strategies for scalability and sustainability of evidence-based practices supported through the grant through a variety of mechanisms, including partnerships with institutions of higher education, professional associations, parent/family organizations, and others.

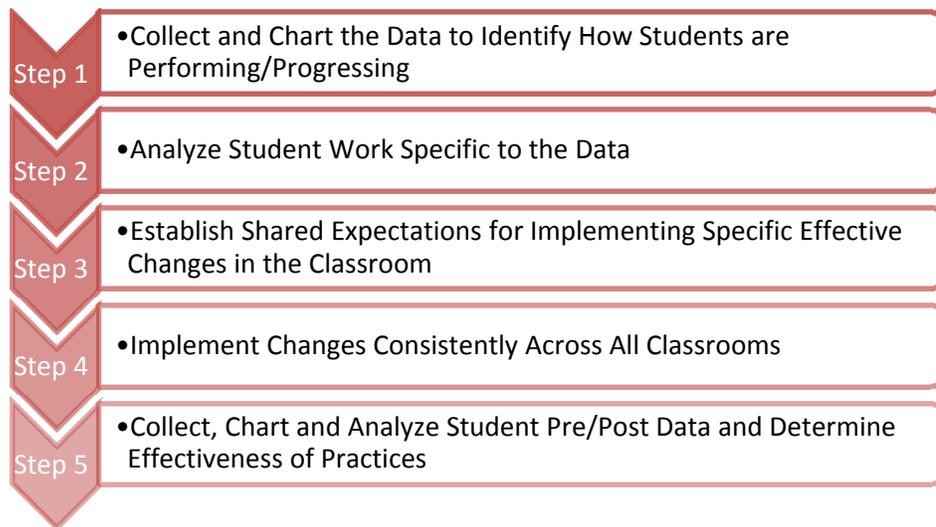
Purpose:

The purpose of Ohio's SPDG is to reform and improve the state's system of personnel development to better support all Ohio districts and their schools in significantly improving the quality and consistency of instruction and services provided to students receiving special education services, and other struggling learners at risk of being identified as disabled, as part of district-wide continuous improvement.

The Ohio Improvement Process (OIP) is a structured process based on the use of a connected set of tools for reviewing, analyzing, and basing decisions on relevant data. The process provides a vehicle for initiating Ohio's Leadership Development Framework in ways that are responsive to stakeholders' insights about local commitments, needs, and assets.

One of the structured processes embedded in the OIP is **Ohio's Five Step Process**. A focus of the SPDG is to expand development of a replicable five-step teacher-based team (TBT) process in 16 districts per cohort (one district per each State Support Team (SST) region, or four districts per quadrant of the state) for each of the initial three years of the grant. Aligned and district-wide use of the TBT five-step process

will be achieved through a combination of centralized and quadrant-level face-to-face PD/TA for District Leadership Teams (DLTs), Building Leadership Teams (BLTs) and principals; intensive follow-along process coaching with opportunities for feedback and correction; and development of TBT members as peer coaches to build the capacity of teams to continue to learn. The 5 Step Process consists of:



Partnering with Districts:

The immediate targets of SPDG PD/TA are district and school personnel in high- and medium-risk districts, as identified through Ohio's approved differentiated accountability plan

Components of the Grant:

- **The OH- SPDG Capacity Building model** represents a comprehensive effort to improve teaching and learning aligned with rigorous academic standards for all students by addressing and promoting shared leadership for instructional improvement and accountability at all levels of the district, coupled with structured processes, embedded tools, and skilled coaches for supporting adults in working together to make and sustain improvements in instructional practice and student achievement.
- **Partnering with the Ohio Coalition for the Education of Children with Disabilities (OCECD)** Ohio's PTI, will ensure that the perspectives and insights of parents are brought to bear on the planning, implementation, and evaluation of project activities. Personnel from OCECD's regional offices will work as part of each quadrant to reinforce the message of high expectations and high-quality instruction for all children.
- **Strong Parent-Professional Partnerships**, based on mutual respect and shared goals, have a positive effect of student learning. For students with disabilities, engaging families in their child's education at school and at home supports the successful inclusion of students with disabilities. The *Parent Teacher Partnership Model* proposed by Murray and Mereoiu (2012), is intended to lead to changes in parent and teacher knowledge, attitudes and dispositions necessary to establish and maintain effective parent/teacher relationships for the purpose of improving student outcomes. The model is built around two sets of practices that are taught to an equal number of parents and teachers who participate together in the PD: (1) relational practices (e.g., active listening, cultural sensitivity, respect) and (2) participatory practices (i.e., a set of practices that facilitate informed decision making, active participation in setting and implementing goals). In a recent study using the model, Murray and Mereoiu (in press), the attitudes and dispositions of parents changed toward professionals, and the attitudes and dispositions of teachers changed toward the parents with both

groups citing similar issues. Strong partnerships are more likely to occur and be successful if educators value partnership and re confident in their partnering skills (Murray, Curran, & Zellers, 2008, p. 106).

- **Developing Competence in Process Coaching** is a focus of professional development and technical assistance for the SPDG. Research on effective coaching validates the need for individuals or, in the case of the OH-SPDG Capacity Building model, DLT/BLT/TBT members to have time to practice what they're learning and reflect on newly acquired knowledge and skills.
- **Differentiating Instruction**, use of formative instructional practices, teacher collaboration to support higher levels of student learning, and teachers engaging in continuous, purposeful PD are components emphasized in the implementation of Ohio's New Learning Standards. These priority actions are supported through the leadership structures of OIP, especially at the TBT level.

SPDG OBJECTIVES

Objective 1	<ul style="list-style-type: none">• Ensure diverse stakeholder involvement through the establishment of partner roles and responsibilities in relation to the development, implementation, evaluation, and ongoing sustainability of evidence-based practices targeted through the grant.
Objective 2	<ul style="list-style-type: none">• Establish and employ aligned structures to coordinate the development, implementation, evaluation, and sustainability of project activities.
Objective 3	<ul style="list-style-type: none">• Develop regional provider, district/district leadership team (DLT), building/building leadership team (BLT), teacher-based team (TBT) and family engagement PD/TA, and process and peer coaching components (including the development and refinement of content, protocols, implementation checklists, delivery format and on-line modules with video examples).
Objective 4	<ul style="list-style-type: none">• Deliver a combination of centralized, quadrant-level and in-district and virtual PD/TA/coaching to a cadre of regional providers in each of the 16 SST regions, and to each cohort district using established protocols to ensure consistency and quality in delivery.
Objective 5	<ul style="list-style-type: none">• Support full implementation of effective practices learned through PD, through the development of products for universal access, the dissemination of project-related information through a variety of strategies, and the provision of assistance in monitoring the degree of implementation using a variety of web-based tools.
Objective 6	<ul style="list-style-type: none">• Maximize the capacity for scaling and sustaining effective practice by using the established quadrant/regional infrastructure to foster communities of practice (CoP) around OIP implementation.
Objective 7	<ul style="list-style-type: none">• Evaluate the effectiveness of project activities in improving SEA capacity to achieve desired outcomes.