Instruction and Systemic Improvement Unit Updates

October 10, 2023

Instruction and Systemic Unit

➢School Psychologists

➢State Systemic Instruction Plan (SSIP)

➢Special Education and School Based Administrator Academy (SESAA)

➢Georgia Learning Resource Systems (GLRS)

➢Teacher Induction (TPRP) & Mixed Reality Simulation (MRS)

➢Specially Designed Instruction (SDI)

➢Assistive Technology (AT)

School Psychologists
Alicia.Mercer@doe.k12.ga.us

Statewide Support for School Psychologists

2020 – Statewide 6 out of 18 regions- 6 consortia

2023 –Consortia participation increase to 15 regions

45+ Regional Meetings

10+ Exclusive Technical Assistance (average attendance 450+)

- Cross functional collaboration across units and divisions
- Serves on Disproportionality Team
- Assisted and served on the Dyslexia Task Force

Georgia Learning Resource Systems (GLRS)
Frankie.Strickland@doe.k12.ga.us

- Deliverables checked and reviewed in Project Tracking System and invoices are processed quarterly

- 18 GLRS Professional Learning Calendars – State & Regional Priorities

- Redeliver High Leverage Practices and Mixed Reality Simulations Lab

- Check and Connect Trainers across the state

Teacher Provider Retention Program (TPRP) Mixed Reality Simulations (MRS)
Alisha.Williamson@doe.k12.ga.us

- High Quality "Train the Trainer" High Leverage Practices (HLPS) Training

- Monthly High Leverage Practice for new teachers

- Coaching provided for new teachers

- MRS lab

FY 24
Teacher Provider Retention Program (TPRP) & Mixed Reality Simulation Lab
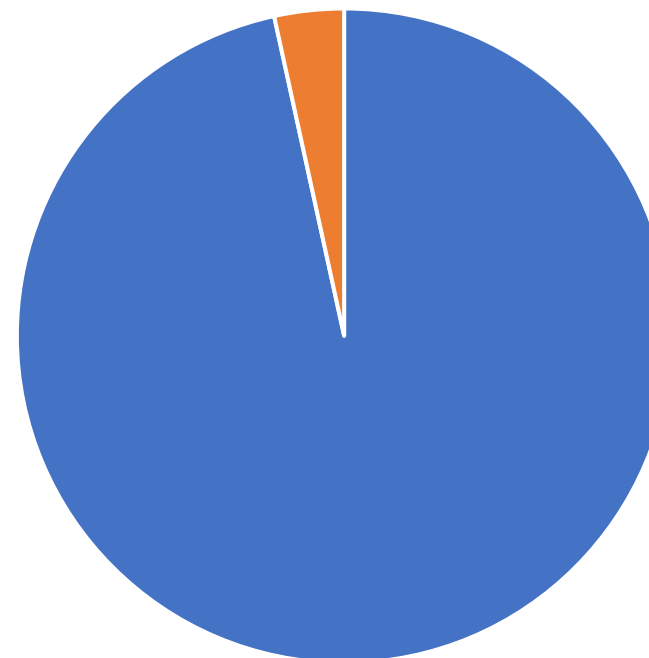
Trainer and Participant Information:

- 578 current TPRP participants
- 71 High-Leverage Practice (HLP) Trainers and Coaches

Teaching Experience:

- 336 First Year teachers
- 99 Second Year teacher
- 37 Third Year teachers
- 103 Other
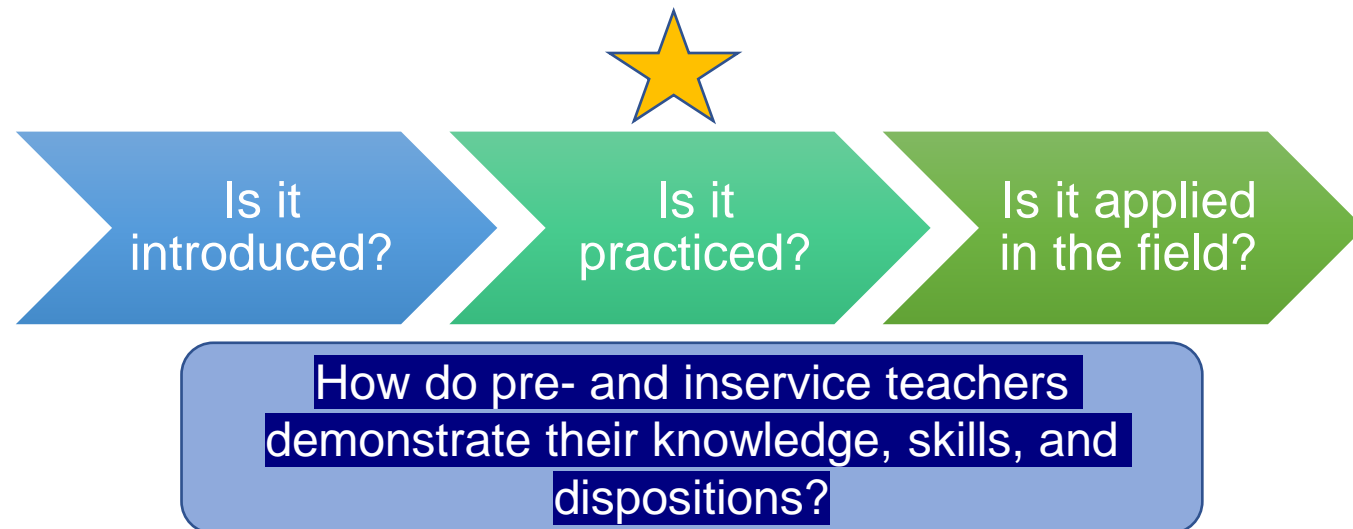
Teacher Type FY 2024

■ Special Education ■ General Education

Why Mixed-Reality Simulation

Teacher candidates need opportunities to practice their craft in **structured**, **scaffolded**, and **supervised** experiences (Leko, Brownell, Sindelar, & Kiely, 2015).

Is it introduced? → Is it practiced? → Is it applied in the field?

How do pre- and inservice teachers demonstrate their knowledge, skills, and dispositions?

Simulated Practice

- The use of simulations is a **well-validated approach** for students in fields **outside of education** such as military and medical training (McGaghie, Issenberg, Petrusa, & Scalese, 2010).

An Innovative Solution: The AVATAR Lab

- Simulations allow individuals to **learn and master new skills** in an **environment that does not put others** (e.g., students) or relationships at **risk** (Dieker et al., 2014).

- This enables candidates **to practice decision-making** and **receive feedback on decisions** through virtual responses and peer observers (Brown, 1999).

Unique Blend of Human & Artificial Intelligence

- Artificial intelligence allows a simulation specialist to control single or multiple avatars: "Human in the Loop paradigm"

- Machine learning used to classify learner's simulation performance

- Learners can personalize the learning challenge in real time
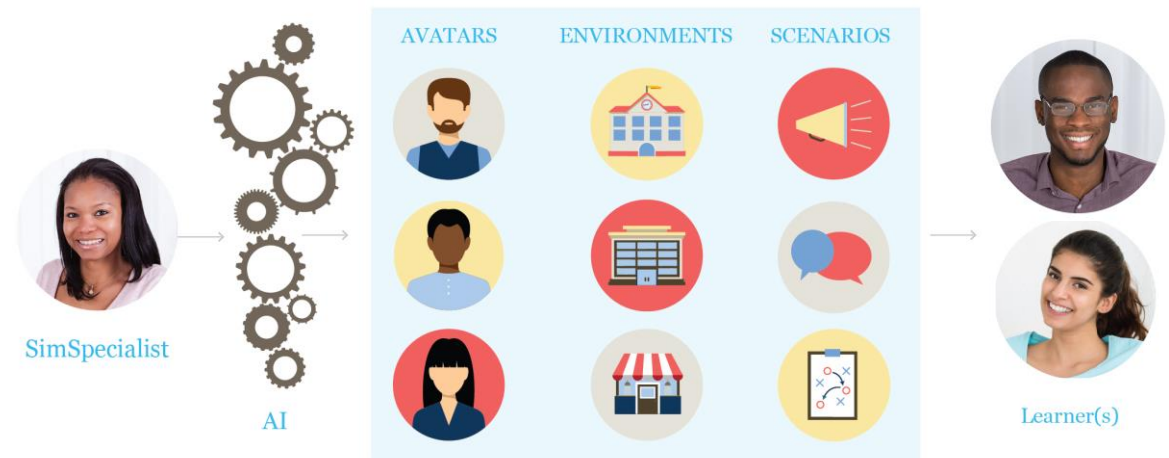
10 minute simulations with guided reflection and feedback

Purposeful & Tailored Practice

Mr. Saul Goodman
(Counselor)

Dr. Jesse Pinkman
(School Admin)

Mrs. Reed
(parent of Harrison)

Simulation Overview

Scenario Overview: This is an opportunity to practice conducting an annual IEP meeting with a parent/guardian. The goal of the scenario is for the parent to understand the purpose of the IEP for his child, as well as progress towards annual goals, and to provide input on the IEP development. For this scenario, participants can practice facilitating segments of the meeting (i.e., 10-15 minute session) or a full meeting from start to finish (i.e., 45-60 minute session).

Background on IEP Meeting: Harrison, a middle school student, has been receiving special education services for one year. This IEP meeting is the second IEP meeting to occur, after the initial IEP development. A sample, draft, IEP is included. This draft has been

Appendix B
Recommended IEP Meeting Feedback Rubric

The following IEP Feedback Rubric can be used for providing

| Mock IEP Meeting Rubric	
Parts of an IEP	**Feedback**
Introduction of all team members, purpose of meeting • All participants introduced • The purpose of the meeting is clear	Feedback:
Request for input from parent(s) • Offer parents Parent's Rights • Ask parent about child's strengths • Ask parent about goals for child	Feedback:
School counselor • Advocate for student and share social, emotional, and behavior information	Feedback:
Review Special Factors page • Discuss whether accommodations will be made	Feedback:
General education teacher • Report on classroom expectations for child of similar age	Feedback:

In Person & Virtual Delivery

Benefits of the AVATAR Lab

Participants can learn and apply new skills in as few as four 10-minute sessions.
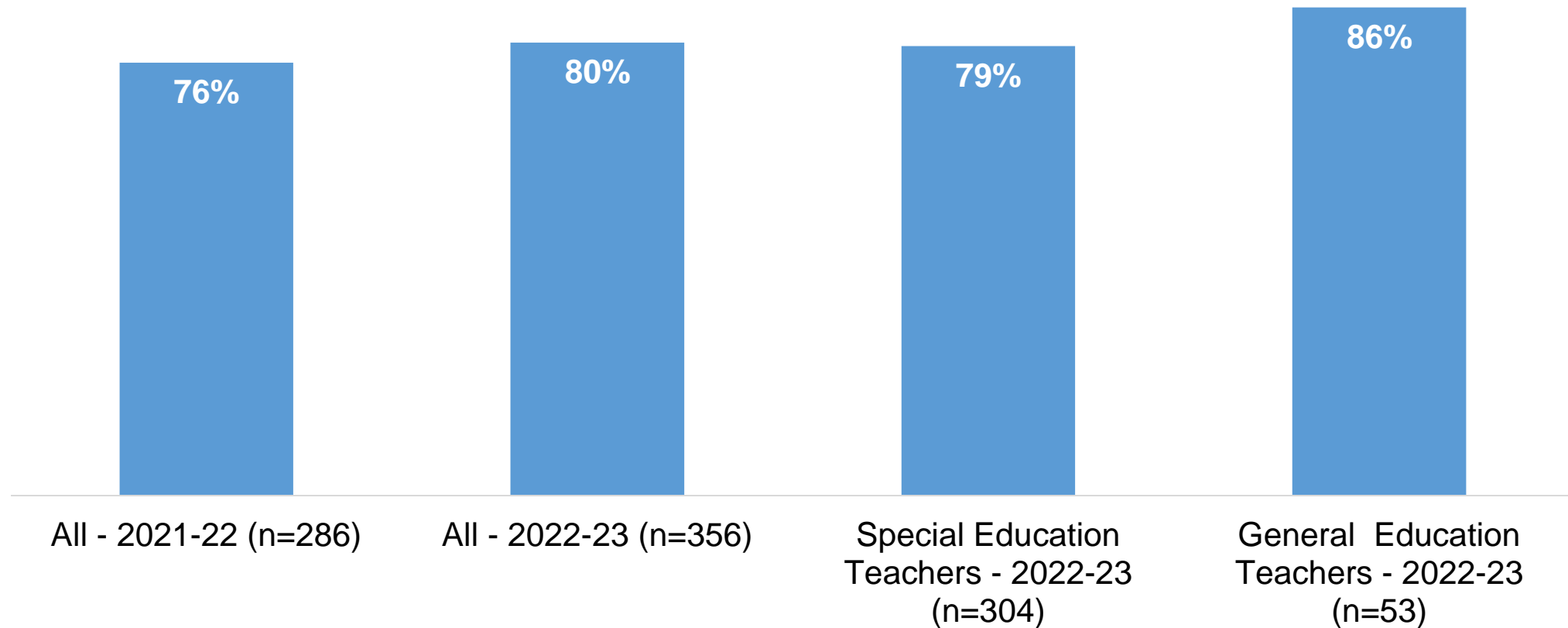
MRS experience can improve participants communication skills, ability to engage students and implement evidence-based practices.
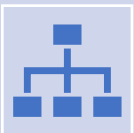
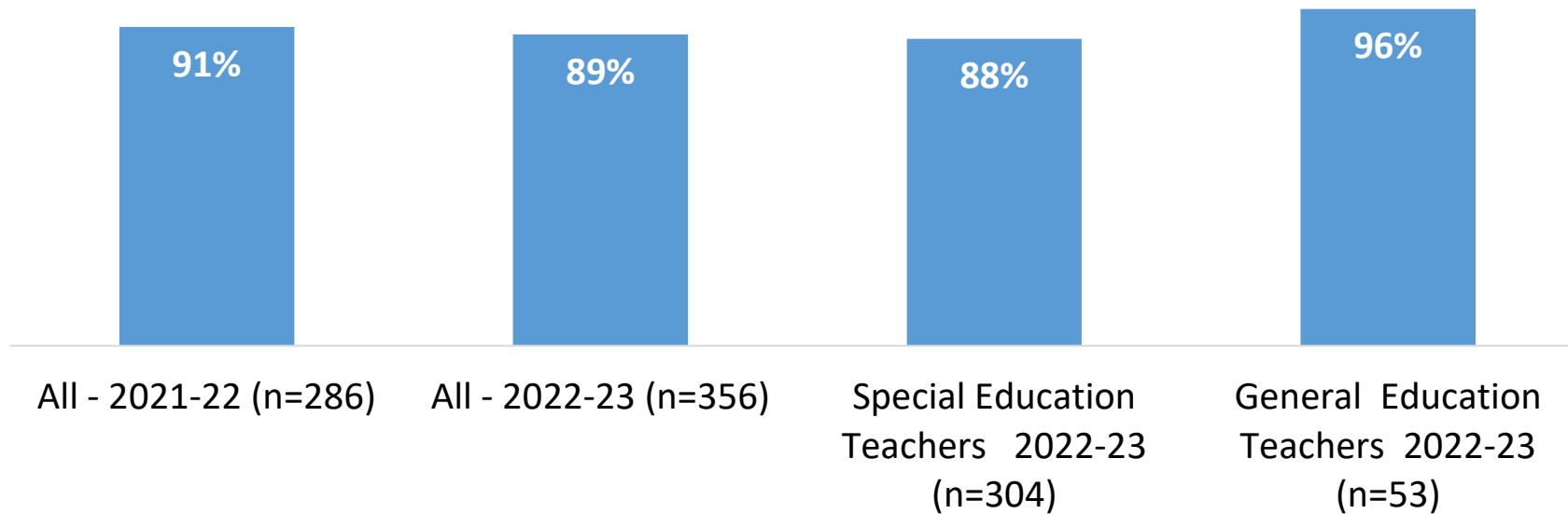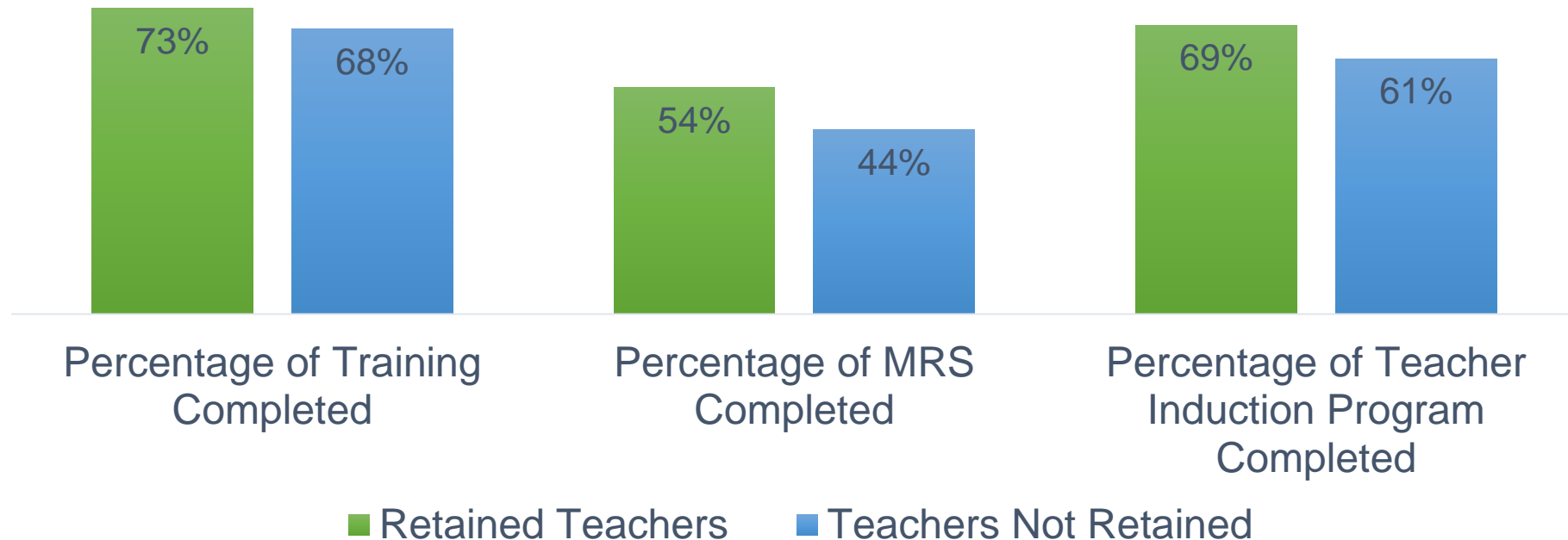The environment is structured, adaptable, and responsive to participant behavior.

Percentage of TPRP Participants in Agreement that the Mixed Reality Simulations/Avatar Labs Increased Their Capacity to Use HLPs in Their Teaching

Bar chart:
- All - 2021-22 (n=286): 76%
- All - 2022-23 (n=356): 80%
- Special Education Teachers - 2022-23 (n=304): 79%
- General Education Teachers - 2022-23 (n=53): 86%

Percentage of TPRP Participants in Agreement that the Professional Learning (Training, Coaching, MRS Labs) Influenced Their Plans to Continue Teaching

All - 2021-22 (n=286)	All - 2022-23 (n=356)	Special Education Teachers 2022-23 (n=304)	General Education Teachers 2022-23 (n=53)
91%	89%	88%	96%

GaDOE
Georgia Department of Education

Completion of TPRP Training & MRS:
Retained teachers more likely to complete Teacher Induction Program components.

Chart showing percentages for Retained Teachers (green) and Teachers Not Retained (blue):

- Percentage of Training Completed: Retained Teachers 73%, Teachers Not Retained 68%
- Percentage of MRS Completed: Retained Teachers 54%, Teachers Not Retained 44%
- Percentage of Teacher Induction Program Completed: Retained Teachers 69%, Teachers Not Retained 61%

Legend: ■ Retained Teachers ■ Teachers Not Retained

Georgia's Specially Designed Instruction
Yyanisha.Bass@doe.k12.ga.us

Georgia's Specially Designed Instruction Project is designed as a multi-year project with ongoing statewide instruction-based professional learning.

<u>Pilot Districts</u>

- Training for administrators and teachers
- Coaching
- IEP review
- Collaborative district data collection & analysis with
- Strategic planning for systemic improvement with state team, implementation checks and sustainability planning.

Specially Designed Instruction Pilot
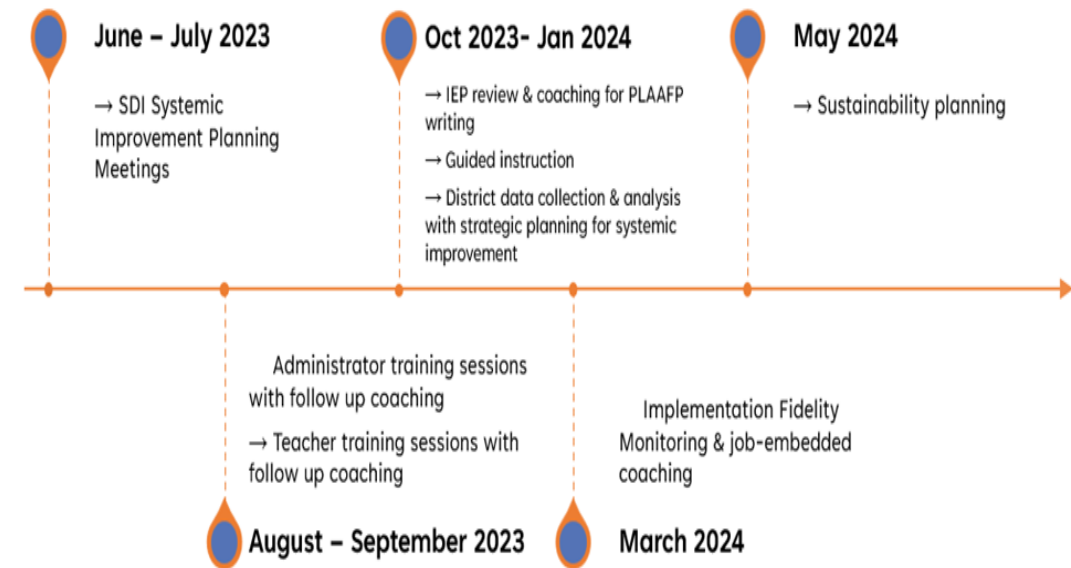
Participating Pilot Districts

(8 Schools)

- Academy for Classical Education
- Burke County
- Clayton County
- Early County
- Seminole County

FY24s PL Topics

- Effective Co-Teaching & Collaborative Practices
- Appropriate Goal-Setting
- Communicating High Expectations in Special Ed.
- High Leverage Practices
- Inclusion Strategies for Math & Literacy

Implementation Timeline

June – July 2023
→ SDI Systemic Improvement Planning Meetings

Oct 2023- Jan 2024
→ IEP review & coaching for PLAAFP writing
→ Guided instruction
→ District data collection & analysis with strategic planning for systemic improvement

May 2024
→ Sustainability planning

Administrator training sessions with follow up coaching
→ Teacher training sessions with follow up coaching

August – September 2023

Implementation Fidelity Monitoring & job-embedded coaching

March 2024

State Systemic Improvement Plan (SSIP)
Works Collaboratively with School and District Improvement
James.Vaughn@doe.k12.ga.us

Aug.-Sept. SSIP Professional Learning:

- Delivered four PL sessions based on need survey.

- August:
  - Utilizing Explicit Instrucitonal Strategies for SWDs

- September:
  - Integrating Mathematics Content for SWDs
  - Integrating Social Students Content for SWDs
  - HLP #14 Cognitive and Megacognitive Strategies

Upcoming
October 18th
  Integrating Science Content for SWDs

Special Education and School Administrator Academy (SESAA)
James.Vaughn@doe.k12.ga.us

- **253 Participants in Cohort 3:**
  - Principals- 54
  - Assistant Principals- 94
  - District Office Staff- 11
  - Special Education Directors-14
  - Special Education Coordinators- 23
  - Others- 57

- **UWGLive Avatar Labs for Administrators**

- **Executive Coaching** (Five coaches)
  - Individual & small group contacts = 3,075

Professional Learning

- August:
  - Special Education Law
  - Parental Rights, Complaints and Due Process
  - MTSS, SST, and Intensive Intervention
- September:
  - Student Record
  - Special Education Discipline and Positive, Proactive Approaches
- **Upcoming:**
  - **October 18th Co-Teaching**

GaDOE
Georgia Department of Education

Georgia Dept of Education Assistive Technology Partnership
Paula.Gumpman@doe.k12.ga.us

## Center for Inclusive Design and Innovation (CIDI)
Tools for Life

- Software Program – TextHelp (Reading, Writing and Math)

- Statewide Lending – Districts can purchase devices at low cost or borrow devices for a trial.

- uPar – Reading Accommodations Protocol
(New for 2023 – 2024 school year)

Partnership Districts

Assistive Technology Partnership software request by districts
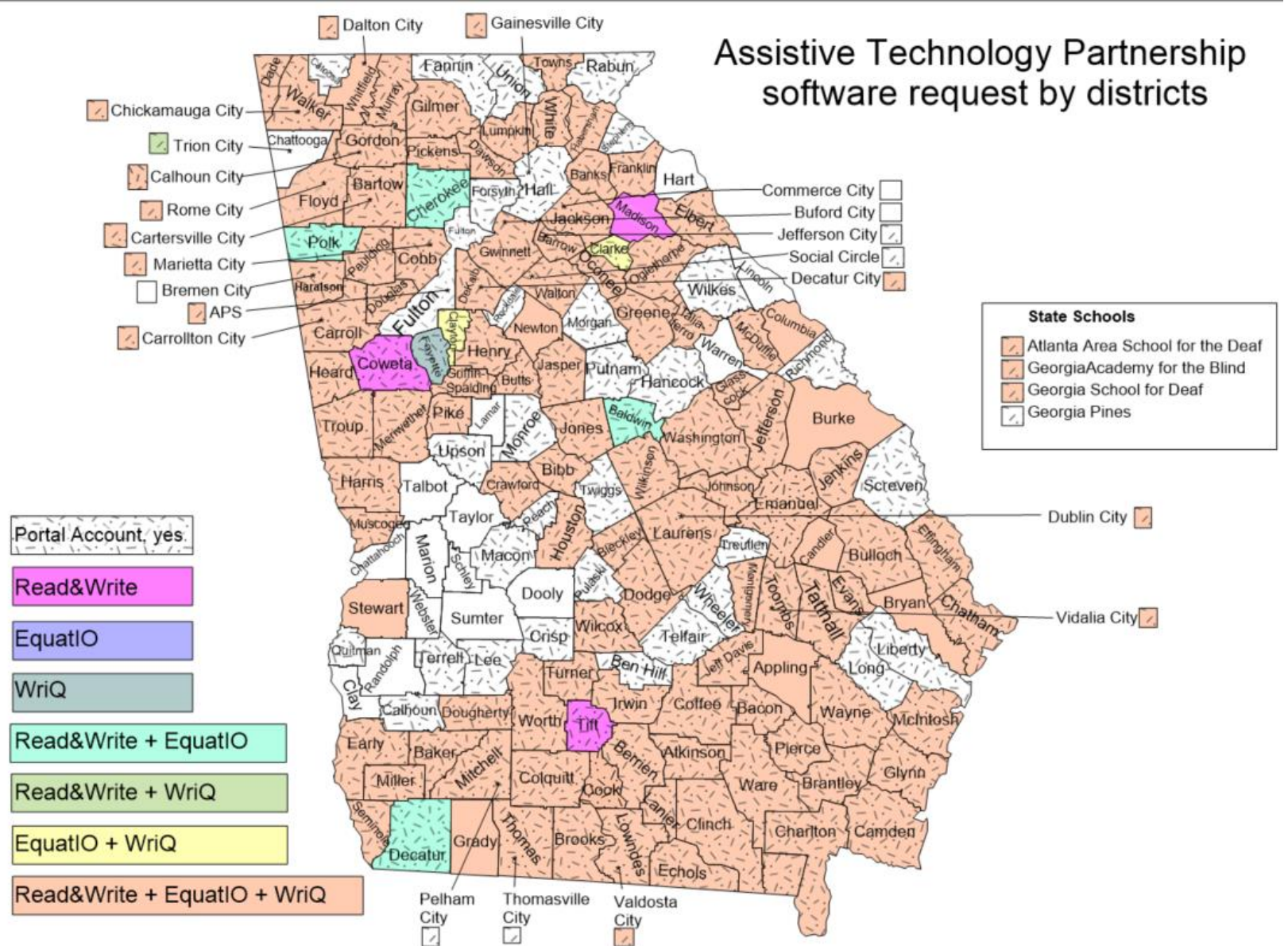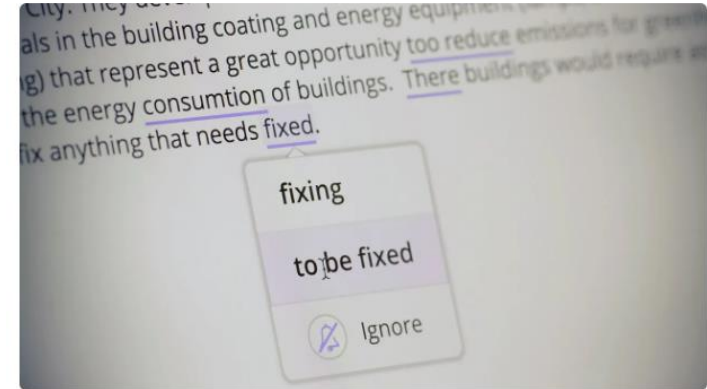
June 2022
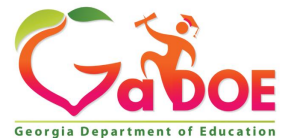
TextHelp Read&Write
uPar

Every student in Georgia with an IEP
- **Highlights text**
- **Vocabulary lists**
- **Reads text aloud**
- **Underlines and provide definitions and pictures**
- **Software aligns with university supports**

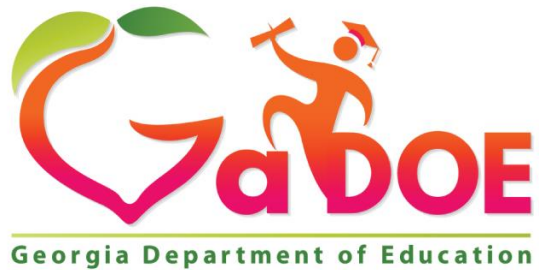**Universal Protocol for Accommodations in Reading uPar**

Contact:

Dr. Katherine Johnson

Katherine.Johnson@doe.k12.ga.us

www.gadoe.org

@georgiadeptofed

youtube.com/user/GaDOEmedia

GaDOE
Georgia Department of Education

EDUCATING GEORGIA'S FUTURE