

**Division of Elementary and Secondary Education - Special Education Unit
Advisory Council for the Education of Children with Disabilities
State Systemic Improvement Plan (SSIP) and
State Personnel Development Grant (SPDG), April 2021**

State Personnel Development Grant (SPDG)

UPDATE

The Office of Innovation, in collaboration with SPDG/DESE, has been conducting educator focus groups across the state of Arkansas.

Purpose:

- To engage a variety of stakeholders across the state
- To co-design professional learning to implement inclusive practices in Arkansas schools

Focus Group Participants:

- Approximately 25 groups consisting of 15 or fewer participants
- Groups are arranged by
 - Classroom Teachers (Gen. Ed, SPED, ECE)
 - Administrators
 - Instructional Facilitators/Coaches
 - Support Services (OT, Speech, PT, Counselors, etc.)
 - Outside Educators (Co-ops., ERZs, DESE, etc.)

Focus:

- What should a professional learning opportunity include in order to be authentic, valuable, and impactful?
- How might opportunities for ongoing collaboration impact the implementation and sustainability of professional learning?
- What might be some of the most impactful practices and supports of a coaching system? (Instructional or systems level)

SPDG is partnering with American Institutes for Research to create competency-based micro-credentials related to inclusive practices. See timeline below.

Timeline for Workstream 1 Microcredential development (as of 3/9/21)

	3/2021	4/2021	5/2021	6/2021	7/2021	8/2021
UDL Principles and Practices	X					
UDL Means of Engagement		X				
HLP 1 Collaborating with Colleagues			X			
HLP 2 Leading Effective Meetings			X			
HLP 3 Collaborate with Families				X		
HLP 15 Provide Scaffold Supports				X		
HLP 22 Providing Positive and Corrective Feedback				X		
HLP 18 Active Student Engagement					X	
HLP 16 Use Explicit Instruction					X	
UDL Means of Representation					X	
HLP 13 Adapt Curriculum Tasks and Materials to Learning Goals						X
UDL Means of Action and Expression						X
HLP 19 Use Assistive and Instructional Technologies						X

SPDG is currently working to create an implementation and support plan for micro-credential access. The support plan will include regional content specialist and district personnel being trained in Cognitive Coaching to support the implementation of HLPs and UDL into job-embedded professional learning.

Micro-credential Implementation and Support Plan

State Level

- SPDG CMT creates Micro-credential platform
- SPDG CMT collaborates with Cognitive Coaching to create a formal process, structure, and tools to coach and support regional and district coaches related to MCs
- SPDG provides ongoing coaching to Regional and District MC Coaches to build capacity of evidence-based, inclusive practices to support teacher leaders

Regional Level

- Regional MC Coaches participate in Cognitive Coaching to utilize the formal coaching structure and tools
- Regional MC coaches provide ongoing coaching and job-embedded professional learning to selected teacher leaders as they access MCs

District Level

- District MC Coaches participate in Cognitive Coaching to utilize the formal coaching structure and tools
- SPDG collaborates with districts to create a process to select teacher leaders for MC access
- District MC coaches support selected teacher leaders to determine a MC pathway
- District MC coaches provide ongoing coaching and job-embedded professional learning to selected teacher leaders as they access MCs

Building Level

- Selected teacher leaders are provided ongoing coaching and job-embedded professional learning to build capacity on inclusive practices
- Utilize SPDG Self-Efficacy Inventory to inform areas of support
- Offer educator stipends for MC pathways
- State outcome data used to inform impact of inclusive practices

State Systemic Improvement Plan (SSIP)

The FFY19 SSIP APR was submitted to the Office of Special Education Programs on 4-1-2021. Due to the pandemic, the U.S. Department of Education waived statewide assessments for the 2019-2020 school year; therefore, Arkansas is unable to report FFY 2019 SiMR data. In August 2020, Arkansas school districts reopened and the Arkansas Division of Elementary and Secondary Education encouraged districts to administer interim assessments to monitor student growth during the 2020-2021 school year.

SSIP State-identified Measurable Result

Progress on the State-identified Measurable Result

FFY	Actual	Target
2017	50.63%	61.03%
2018	59.45%	62.53%
2019*	No Data	62.53%

***No data due to the waiver on statewide ACT Aspire Assessment because of the COVID-19 Pandemic.**

Arkansas SSIP Theory of Action (Revised)

Strands of Action	If DESE	Then
<p>Collaboration: Create a system of support that is aligned with other DESE Units and is differentiated based on LEAs' needs as evidenced by data.</p>	<p>...aligns and coordinates existing resources, systems, and DESE initiatives: High Reliability Schools, Professional Learning Communities at Work®, High-Leverage Practices, Inclusive Principal Leadership, Reading Initiative for Student Excellence (RISE), Response to Intervention, and the Strategic Instructional Model™</p>	<p>...DESE will more effectively leverage resources to improve services for SWD</p> <p>...DESE will increase the reach and impact of its work with LEAs</p>
<p>Professional Development/ Technical Assistance Development and Dissemination: In collaboration with other DESE Units, restructure Arkansas' Response to Intervention model using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.</p>	<p>...creates a system of professional development and technical assistance that is aligned with other DESE Units and is differentiated based on LEAs needs</p> <p>...designs and implements evidence-based PD and TA for educators of SWD</p> <p>...restructures Arkansas' Response to Intervention model using evidence-based PD and TA to implement a multi-tiered system of supports for behavior and literacy</p>	<p>...DESE will increase its ability to support LEAs capacity to implement evidence-based systems and practices</p> <p>...DESE will have aligned and effective resources available to support LEAs in differentiated and individualized evidence-based practices for all SWD</p>

The State SSIP Team is directly involved with agency leaders in all initiatives reflected in the theory of action including High Reliability Schools (HRS), Professional Learning Communities (PLC), High-Leverage Practices (HLPs) for Inclusive Classrooms, Inclusive Principal Leadership, Reading Initiative for Student Excellence (R.I.S.E.), Response to Intervention (RTI) and the Strategic Instructional Model (SIM™). The SSIP Theory of Action reflects Arkansas' commitment to ensuring that all students have access to highly reliable schools that are safe, supportive, collaborative and that provide a guaranteed and viable curriculum with effective teaching in every classroom (High Reliability Schools). Through a multi-tiered system of support (RTI Arkansas) educators build collective efficacy through team-based and action-oriented coaching, modeling and support with the following four critical questions in mind: 1) What is it we expect students to learn? 2) How will we know when they have learned it? 3) How will we respond when they don't learn? 4) How will we respond when they already know it? (PLC at Work™). The system of support in Arkansas is dependent upon administrators who advance inclusive leadership and practices (Inclusive Principal Leadership). The SSIP promotes knowledge and implementation of high-leverage and other evidence-based practices that promote inclusive classrooms to facilitate novice and experienced educators' self and collective efficacy to meet the needs of diverse learners (PLC at Work™, R.I.S.E., HLPs and SIM™).