

Phase III – Trainings on Increasing Access to Core Instruction

In the 2016-17 school year, trainings were deployed in three rounds across the state in the participating cohort. These trainings focused the first coherent improvement strategy of the State Systemic Improvement Plan (SSIP): increasing access to core instruction for students with disabilities. Participants in these trainings were comprised of school team members for each of the 30 participating districts in the SSIP initial cohort. At a minimum, school team members had to include: a school administrator, a special educator, and a general educator.

Based on responses to surveys sent subsequent to the fall, winter, and spring trainings, there has been a consistently positive trajectory in increased knowledge in this strategy of increasing access for students with disabilities. The department is currently brainstorming solutions to ensure the response rate stays consistent across all survey cycles, as in the 2016-17 school year, there was a marked decrease in responses from the fall to the spring.

Responses to Trainings	Fall Mean (n=448)	Winter Mean (n=384)	Spring Mean (n=274)
My knowledge of how to support students with disabilities in the general education classroom has increased.	3.12	3.22	3.36
My ability to support students with disabilities in the general education classroom has increased.	3.07	3.19	3.29
My knowledge of Universal Design for Learning (UDL) has increased.*	3.19	3.31	3.38*
My ability to use UDL in the general education classroom has increased.*	3.03	3.21	3.32*
I am confident in my ability to use UDL strategies to support students with disabilities in the general education classroom.*	2.97	3.15	3.30*
My knowledge of differentiation has increased.*	3.12	3.25	3.31*
My ability to use differentiated instruction to support students with disabilities in the general education classroom has increased.*	3.05	3.19	3.26*
I am confident in my ability to use differentiated instruction to support students with disabilities in the general education classroom.	3.14	3.29	3.28
I understand the next steps I need to take to implement this training. (n=448)	3.11	3.27	3.34

Table 1 – Fidelity rating scale is as follows: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree

*The spring survey asked similar questions about different training concepts.

Additional questions regarding the overall trainings were asked in the spring survey, eliciting the following responses:

As a Result of the Trainings this Academic Year...	Percent Agree/Strongly Agree (n=274)
My ability to implement Universal Design for Learning with fidelity has increased.	93.7%
My ability to implement differentiated instruction with fidelity has increased.	94.8%
My ability to implement KUDs (Know-Understand-Do) with fidelity has increased.	94.1%
My ability to implement appropriate accommodations with fidelity has increased.	95.6%
My ability to implement small group instruction with fidelity has increased.	94.8%
My ability to implement differentiated students' end products with fidelity has increased.	96.7%
My ability to implement task analysis with fidelity has increased.	95.2%
My ability to implement Universal Design for Learning with fidelity has increased.	93.7%
My ability to implement differentiated instruction with fidelity has increased.	94.8%

Phase III – Submission of SSIP Phase III Report

In early April, the department submitted the initial Phase III report. A link to the complete report can be found [here](#). In the final report, information on implementation of the increasing access to core instruction for students with disabilities strategy was detailed, along with a focus on infrastructure changes within the department, data quality concerns, methods of communication, opportunities for stakeholder feedback, changes to the plan outlined in Phase II, baseline data, and next steps. The Office of Special Education Programs (OSEP) will be reviewing the plan and will provide feedback to the department in early July of 2017.

Phase III – Next Steps

With established baselines in place in the initial Phase III report, the department will begin pulling data over the summer and fall to determine change for relevant evaluation questions. In addition, in June the department is hosting train-the-trainer events for academic coaches in each of the 30 participating school districts focusing on the second strategy of ensuring special education is the most intensive intervention in a continuum of service model. These trainings will be supplemented with support from department staff on the third coherent improvement strategy, which focuses on addressing skill deficits through writing instructionally appropriate IEPs.

The data gleaned from the 2016-17 school year assessment results will be evaluated to establish a baseline for the SSIP. While not a true baseline, this assessment data will provide a data point upon which to measure growth throughout implementation of the SSIP. Information about the second strand of training implementation, refinements to the first strand of training, and responses from OSEP will be the focus of the fall 2017 Quarterly Update.

For more information or questions about the SSIP, please contact Rachel.Wilkinson@tn.gov.