



LaSPDG is a federal 5-year grant to improve literacy outcomes for students with disabilities (SWD) through the development of a systematic professional development (PD) framework using evidence-based practices: (1) Data-Driven Decision Making, (2) Literacy Strategies, (3) Coaching, and (4) Family Partnerships for districts, schools, teachers, and families.

SPDG PD Framework Components

Initial On-Site PD @ Annual Summer Leadership Launch in June

- Day 1 for General/Special Education ELA Teachers grades 3-5 plus 1 SLT & 1 DLT member
- Day 2 for School Leadership Team (SLT)/ District Leadership Team (DLT) Meetings

On-going PD throughout the school year

- Online Modules – Webinars (4x/year)
- PLCs supported by SPDG PLL (Professional Learning Leader) (8x/year)

Follow-up support throughout the school year

- Quarterly SLT/DLT Meetings
- Targeted support to family liaison, internal school/district coaches, etc.
- On-site/Virtual Technical Assistance

The Literacy Framework will be used to develop the content of the PD Opportunities with the integration of family partnerships, coaching, and data-driven decision making.

Framework for Literacy Instruction: Support for Students with Disabilities

Read	Understand	Express Understanding
Word Recognition/Fluency	Comprehension	Speaking/Writing
<ul style="list-style-type: none"> • Decoding and encoding multisyllabic words • Developing fluency and selecting text 	<ul style="list-style-type: none"> • Selecting vocabulary words for instruction • Evidence-Based Practices for Teaching vocabulary • Understanding complex text • Evidence-Based Practices for developing comprehension 	<ul style="list-style-type: none"> • Writing mechanics • Writing process • Language and oral expression • Adaptations/Modifications of expression

Communication (e.g., writing, speaking, listening) will be integrated

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On-Site PD

The On-Site PD will occur each June to provide initial PD on the literacy practices for the year. The PD opportunity will consist of 2 days. Day 1 is for the general and special education teachers in grades 3-5. The content of the literacy practices will be delivered by literacy consultants to provide the knowledge and skills needed to implement practices with fidelity. Day 2 is for the SLT and DLT members to provide information on all focus areas: literacy, data, family and coaching.

Online Modules

The online modules will be interactive webinars using Adobe Presenter to provide ongoing PD as extended learning of knowledge and skills from the summer literacy training. The webinars will be designed in a series of interactive steps with challenges, resources, interactive polls, quizzes, etc.

Components of the Online Modules:

- Occur 4 x/year (30 – 45 minutes) for general and special education teachers in grades 3-5
 - Completed individually or organized by school for whole group (school decides on structure)
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Professional Learning Communities (PLCs)

The PLCs will provide on-going literacy support to general and special education teachers in grades 3-5. The PLCs will provide teachers the opportunity to practice the knowledge, skills, and application of evidence-based literacy practices from the summer literacy training.

Components of the PLCs:

- Occur 8x/year (4x/semester) at each school facilitated by the SPDG PLL
- Duration will be determined by school (suggestion 45 – 60 minutes)
- Teachers will bring student work, lessons, and provide feedback to process

Example of PLC Structure

- **Opening (about 10-15 minutes)**
 - Objective of PLC & Problem Solving (Success & Barriers)
 - Data Discuss on literacy progress and outcome data
 - **Practice & application of Literacy Practices (about 20 minutes)**
 - Modeling and practice of literacy practices
 - **Closure (about 10 minutes)**
 - How to support families with extending literacy practices at home? and Next Steps
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SLT/DLT Meetings

The SLT/DLT meetings will occur each quarter at school/district site. The agenda and meeting process will be facilitated by the SPDG System Coach with the support of the SLT/DLT contact. These meetings will be driven by data and the action plan (includes all focus areas: data, literacy, family, coaching). The identified actions in the action plan to improve literacy outcomes for SWD in grades 3-5 will be assessed and adjusted as needed throughout the school year.