

Technology: A Strong Building Block to Support Special Education Professional Learning and Program Outcomes

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2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





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Session Overview

- Lessons from Using an LMS to Support Special Education Professional Learning
 - Findings from an NCSI state survey
 - Lessons learned and available resources from National Center on Intensive Intervention, PROGRESS Center, and Rhode Island's BRIDGE-RI
- Puerto Rico presentation
- Questions



Lessons from Using an LMS to Support Special Education Professional Learning



What is a state LMS?

A learning management system (LMS) is a software application that can support state agencies with the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, materials or learning and development programs.

How are States Using an LMS?

- The National Center for Systemic Improvement (NCSI) conducted a short survey to better understand how states are using an LMS for professional learning.
- One representative per state was asked to fill out the survey.
- Survey requests came through the NCSI evidence-based practices cross state learning collaborative and targeted outreach.

Understanding State Education Agencies Use of an LMS for Professional Learning

A learning management system (LMS) is a software application that can support state agencies with the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, materials or learning and development programs. Many states have begun using an LMS to support training and professional learning within their technical assistance/professional development (TA/PD) systems, particularly as it relates to delivery of content through e-learning. It can either be a purchase system or locally developed.

This brief survey is intended to help the National Center on Systemic Improvement better understand the extent to which states agencies use an LMS, particularly as it relates to their special education TA/PD system. This information will help NCSI refine its technical assistance supports and resources that it provides to state agencies.

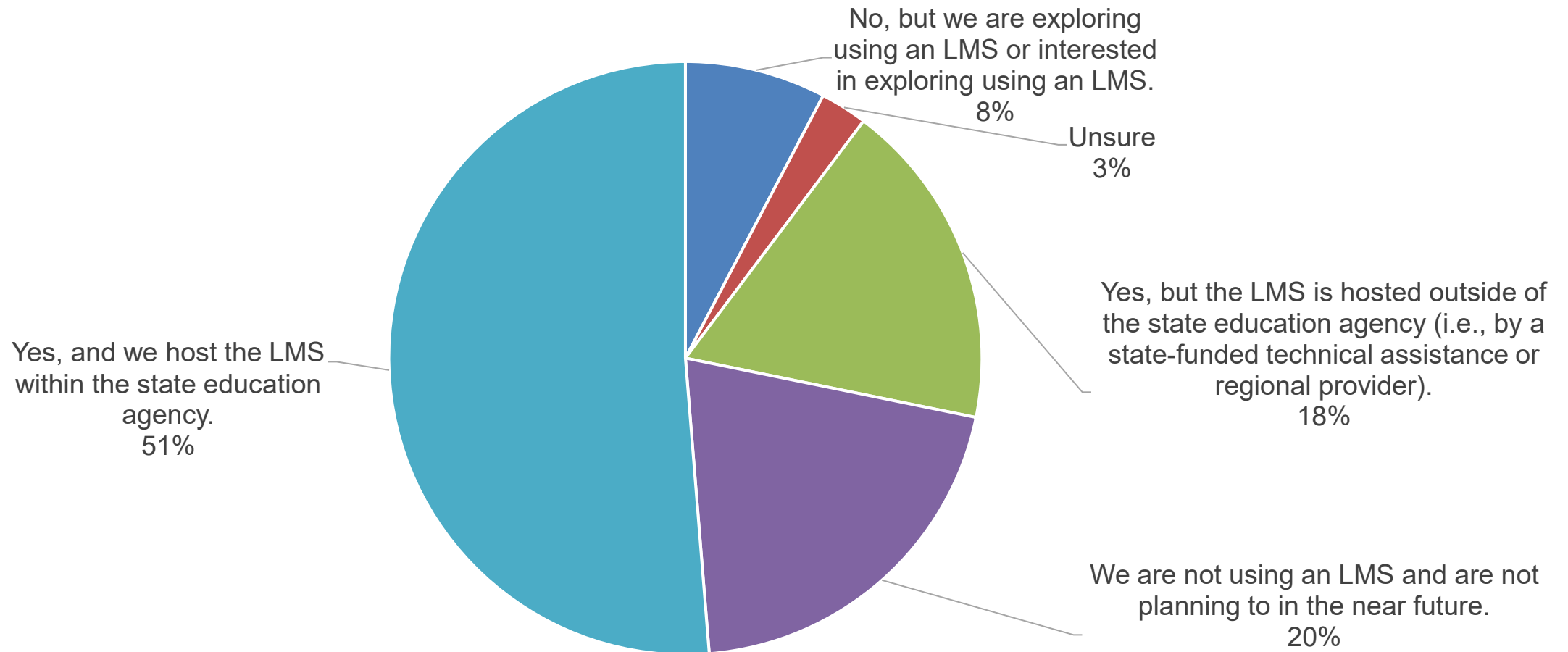
* State Name

* Your Information

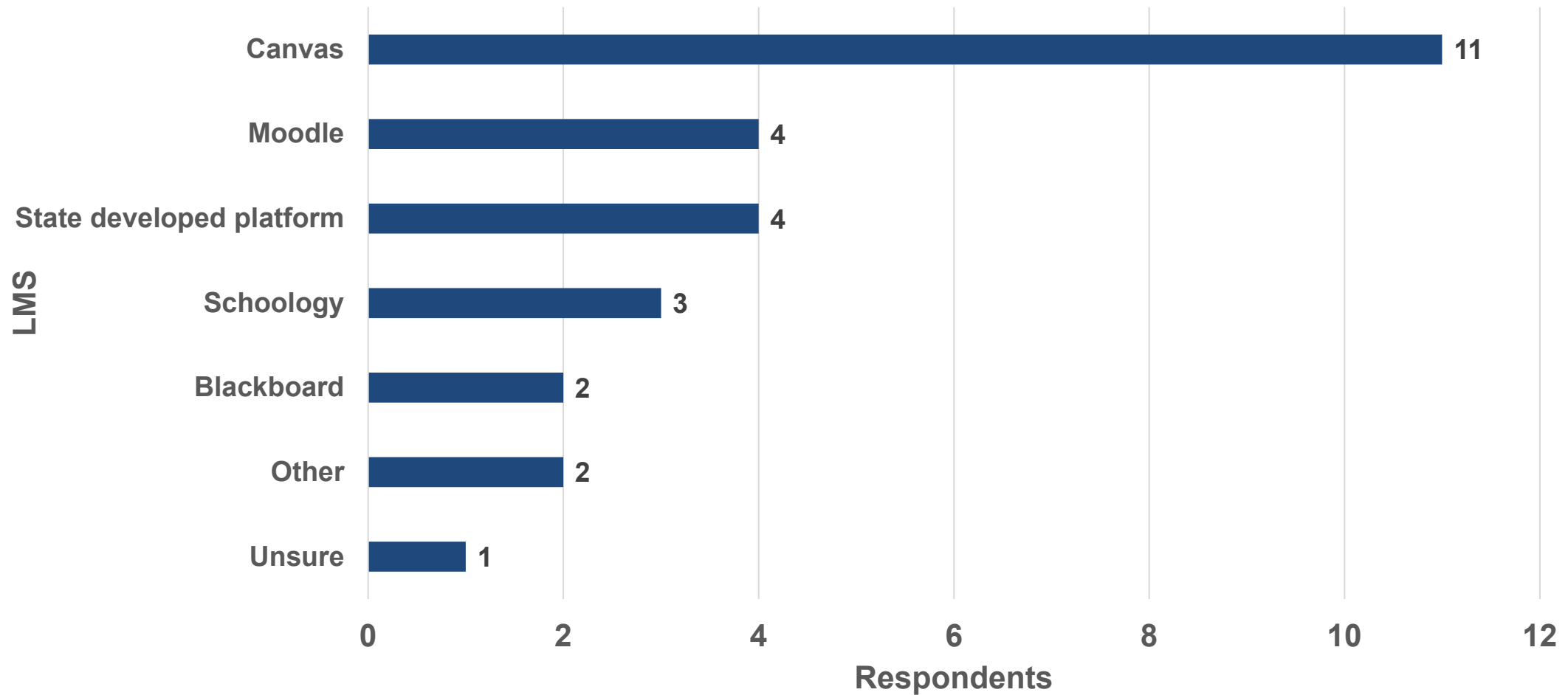
Person Filling Out
Survey

Role of Person Filling
Out Survey

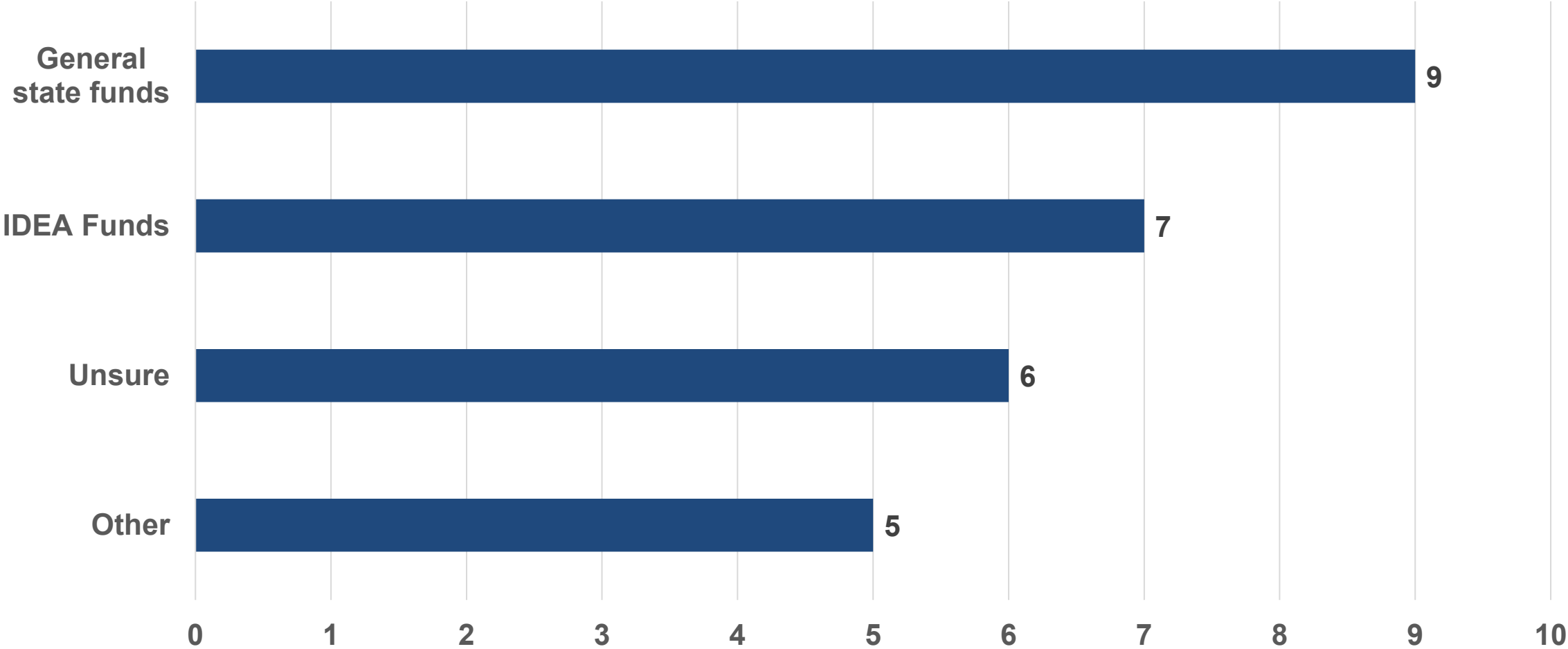
Do States Use an LMS to provide TA/PD? (n=39)



What LMS do states use? (n=24)

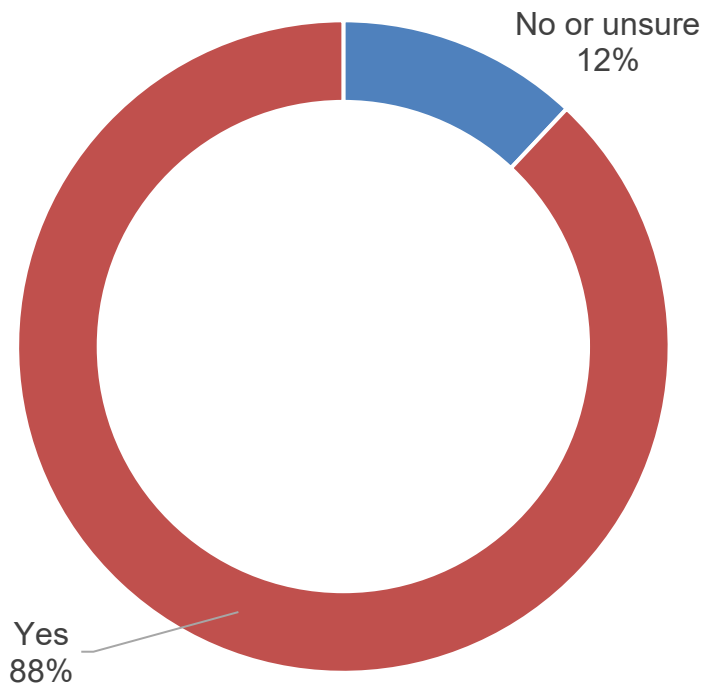


How do states fund their LMS? (n=24)

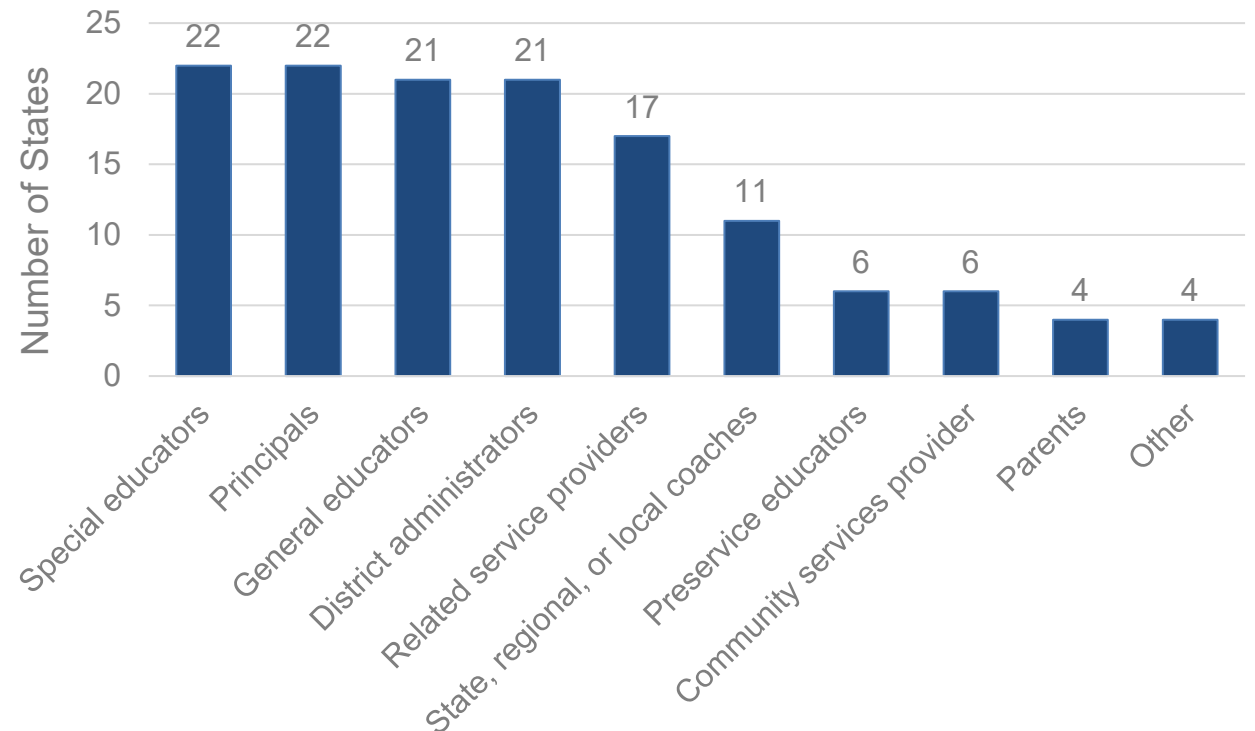


Using the LMS to Improve Outcomes for Students with Disabilities

Percent of States using LMS to support TA/PD needs related to improving outcomes for students with disabilities (n=25)



Who are the intended audiences for content shared within the LMS focused on improving outcomes for students with disabilities? (n=22)



Top responses to “How are States using the LMS?” (n=22)

- Provide self-paced (22) asynchronous professional learning (PL) opportunities (22)
- Increase access and flexibility PL (21)
- Disseminate resources and information (16)
- Monitor and manage TA/PD participation requirements among educators (16)
- Provide facilitated asynchronous professional learning (PL) opportunities (15)

NCII & PROGRESS Center Learning Module Library



Welcome to the Learning Modules Library from the PROGRESS Center and the National Center on Intensive Intervention

Site Navigation and Tour →

<https://courses-studentprogress.org/>

THE HOME OF MTSS RHODE ISLAND

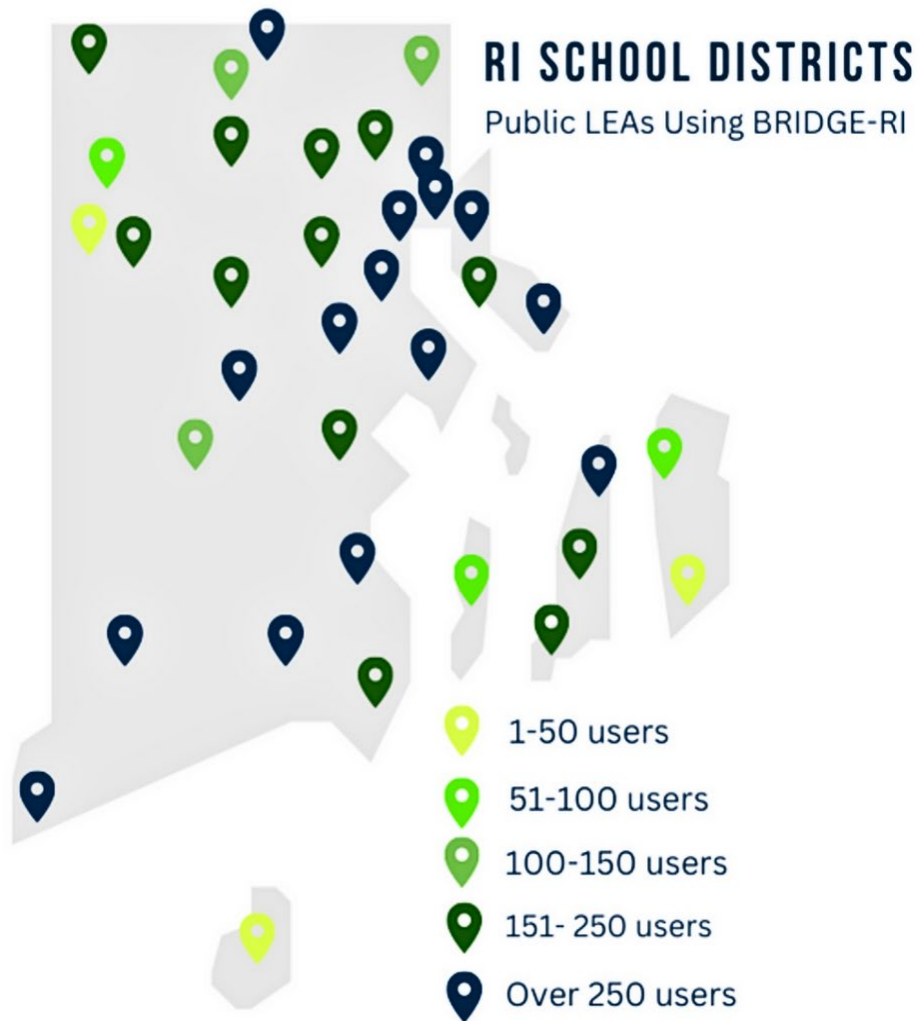
BRIDGE-RI

Bridging Research, Implementation, & Data to Guide Educators in Rhode Island

Rhode Island's free learning management platform to increase school and district implementation of MTSS evidence-based practices by providing resources and quality professional learning opportunities.



WHO IS USING BRIDGE-RI?



Additionally, BRIDGE-RI is used by

- 748 Charter School educators
- 192 Private School educators
- 589 users from other educational organizations including RIDE, Technical Assistance Centers, and out-of-state educators

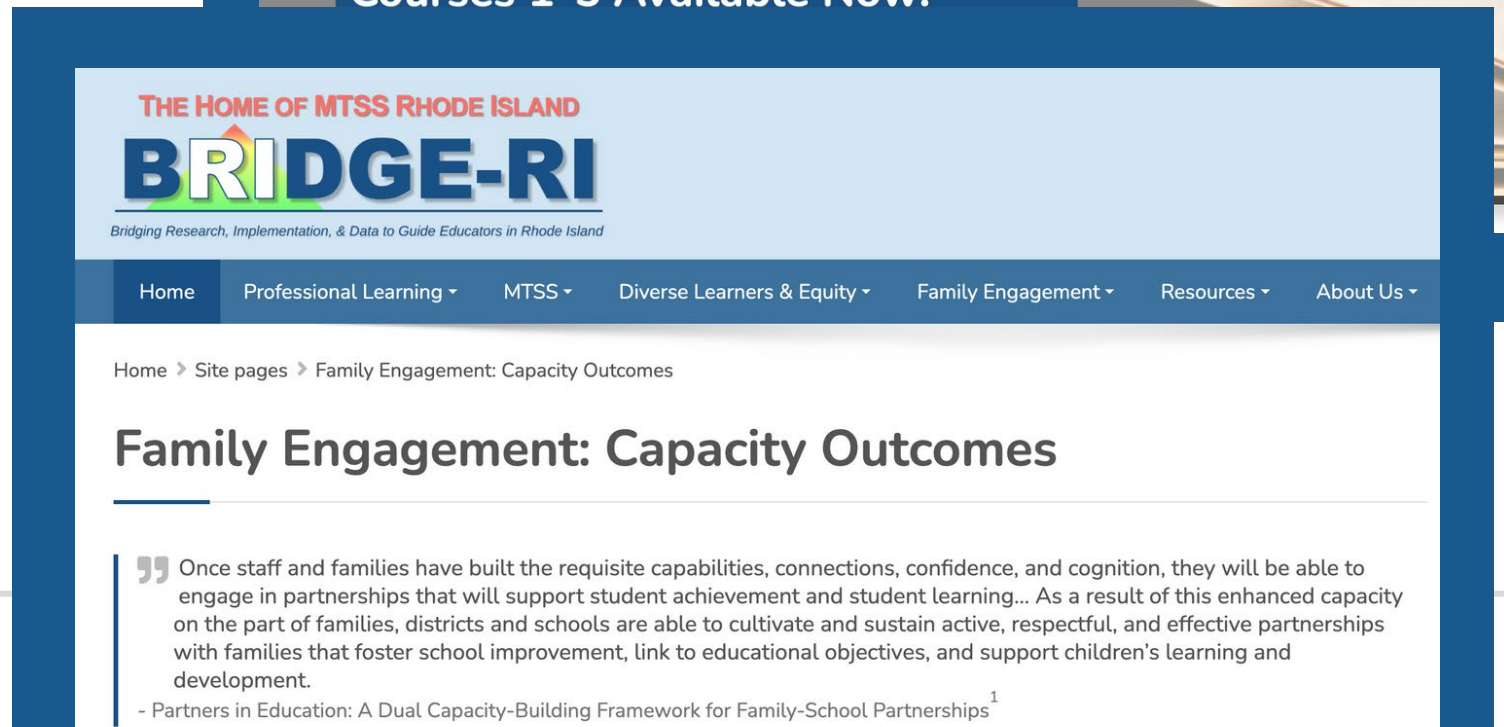
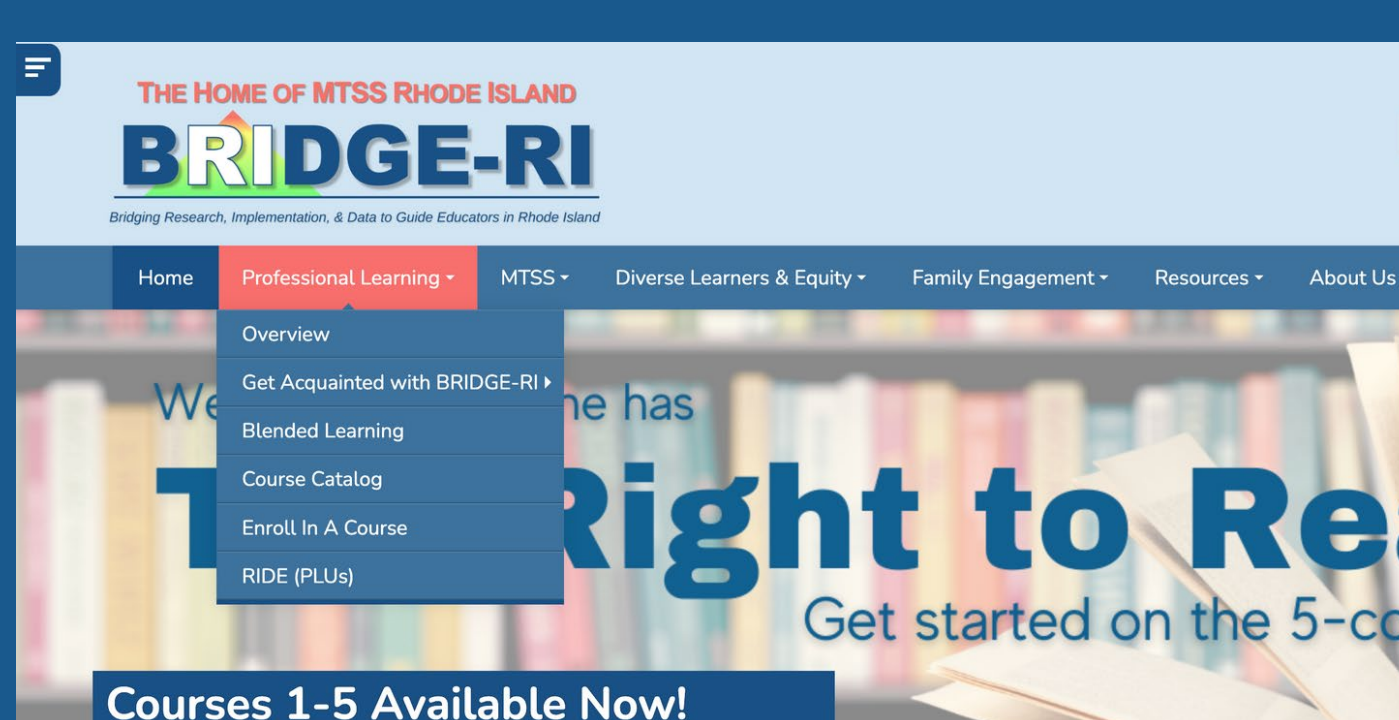
Reach

With over 11,000 users and over 18,000 professional learning units awarded this school year, BRIDGE-RI's reach across Rhode Island and beyond has surpassed all expectations.

Over 11,000 Users!

Structure of the LMS

Front facing, it is a **website** to provide basic information, explain and connect professional learning opportunities, and support marketing and communication.



LMS for Professional Learning

Rear facing, it is a learning management system for free, available 24 hours a day **professional learning** resources for educators in Rhode Island.

THE HOME OF MTSS RHODE ISLAND
BRIDGE-RI
Bridging Research, Implementation, & Data to Guide Educators in Rhode Island

Home Professional Learning ▾ MTSS ▾ Diverse Learners & Equity ▾ Family Engagemen

Home > My courses > MTSS Overview

Welcome!

Have you ever wondered...

- "How can we approach..."
- "How can we get our d..."
- "How do we integrate t... are related?"

If you can relate, you've co... (other) commonly asked qu... to really understand what... most importantly for gettin...

Section 1 What is Multi-Tiered System of Supports (MTSS) in RI

SECTION 1
20-30 MINS

Press play for a short description

0:00

Access **the transcript** for this recording (it will open in a separ...)

Please note if you are using Safari as your browser, you will not be able to play the record...

- 🔥 MTSS - The Why
- 📄 MTSS supports Equity
- 🔥 What is a Multi-Tiered System of Supports?
- 📣 MTSS Misconceptions Feedback
- 📄 Reflecting on MTSS Misconceptions

Learning Models

Self-Paced

Typically, 1-3 hr courses designed to either be completed asynchronously or used as part of a group learning. Participants can enroll at any time and complete the activities at their own pace.

Facilitated

Asynchronous coursework as well as synchronous sessions to support action planning, implementation, and knowledge sharing.

Community of Practice

A CoP values the collective wisdom of the community rather than a facilitator sharing their expertise.

PLC

Led by a formal leader, educators engage collaboratively in recurring cycles of collective inquiry and action research (using BRIDGE resources) to improve outcomes.

Community of Practice

Communities of Practice are opportunities for members to come together in real time to learn together, problem solve, and collaborate on a particular topic (or topics).

Membership

Diverse group voluntarily joined to address a shared passion or implementation goal

Leadership

Grassroot collaborative culture (facilitator may lead a routine, but not "sage on the stage")

Organizational Culture

Knowledge building together, broader in goal(s); focus on trust and relationships

Knowledge Sharing

Socially-constructed routines (e.g., consultancy-like), knowledge sharing occurs within CoP group members

Scale Up:

Rhode Island has been a decade-long technical assistance state for the ***National Center on Intensive Intervention***

NCII worked first with LEAs in Rhode Island using SEA staff and technical assistance providers as coaches, then moved to an SEA focus

2012-2019

BRIDGE-RI now has
Intensive Intervention Self-Assessment (to drive training)
Fidelity Tools
Four Aligned Tier 3 Trainings

2023 on

2020-2022

Embedding the work in multiple SEA initiatives

Build out all intensive intervention and data-based individualization resources on BRIDGE-RI for use across multiple initiatives and providers

Lessons Learned

- You can't just take face-to-face trainings and put them in an LMS. Instructional design matters and is time consuming.
- Not just training content anymore: Contrast Check, Alt-Text, accessibility, descriptive transcripts, oh my!
- Even the best LMS training and resources, still require strong and consistent leadership at the school and district level for real change.




Get in Touch



Contact us to get more info

 mtss.bridgeri@gmail.com

 West Bay Collaborative
Warwick, RI

 www.mtssri.org



@MTSSRI



Check out our NCII and PROGRESS Center Learning Module Library Course Offerings



Courses Currently Cover

Introduction to Intensive Intervention
Progress Monitoring
Special Education Law
IEP
Instructional Practices



Courses Include

Self-Paced Modules
Featured Resources
Course Completion Certificate

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Puerto Rico Department of Education Special Education Snapshot



**PRDE Child Count
FY2022-23**



**Percent of Special
Education Students of
Total Enrollment for
PRDE**

31%

*Total Public-School Students y Special
Ed 77,410 / Total Public-School Students
247,440)



PRDE Public Schools

867



**Special Education
Teachers**

4,844



Paraprofessionals

5,445



Specialists

4,973



**Related Services
on IEPs**

211,237



**Therapy session
provided**

11,979,660

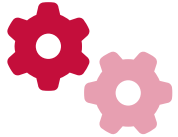


**Average Therapy
Service type per
Student**

2



PRDE Data Collection Process Driven to Compliance



PRDE ORGANIZATION

- PRDE is a unitary system, a sole SEA/LEA.
- PRDE has 7 Educational Regions which administratively work similar to LEAs.
- Central level operates as the SEA, all funds are managed at this level.
- Central level establishes all public policies through the Associate Secretariat of Special Education.

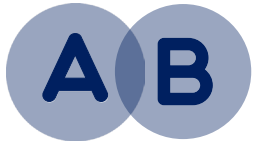


DATA COLLECTION

- PRDE developed a compliance driven Information System called Mi Portal Especial (MiPE), that is evolving to maintain the electronic file for Special Education students.
- Educational regions are required to document all the special education process in MiPE.
- PRDE ensured that all data collection for their state and federal data and reporting requirements are documented and collected through MiPE.
- The system was developed to ensure that IDEA compliant IEPs are the foundation to provide services to students with disabilities.
- Most of the data collection for the SPP/APR indicators is done through MiPE.



MiPE - Modules



PART C TO PART B INTEGRATION

Part C refers potentially eligible toddlers to Part B through the module.



PART B – STUDENT MODULE

Modules where the user documents the general process regarding the special education students.

*24 major features



IEP

Electronic IEPs and the coordination for related services.

*14 major features



Related Services and Family Engagement



ASSISTIVE TECHNOLOGY

Application where PRDE documents all services required regarding Assistive Technology.



RELATED SERVICES PROVIDERS MODULE

This application manages the process of electronic billing for the special education providers.

*30 major features



PARENT PORTAL

Application where the parents have access to the students' documents included in MIPE such as: IEPs, related services, due process complaints and others.



Administrative Modules



DUE PROCESS

Application where PRDE process complaints and Due process hearings for Special Ed students.



EDEN Files

618 Part B data EDENs files are develop to be exported from MiPE. The files included are:

- Child count
- Environment
- Discipline
- Exciting
- Personnel
- Due Process



REPORTS

Application where users can export data from standardized reports.

*99 standardized reports & dashboards



Administrative Modules



HUMAN RESOURCES

Module where the special education human resources are requested and assigned to the students.

*3 major features



REQUEST FOR PROPOSALS

Portal where PRDE publishes the RFPs, receives and evaluates proposals.

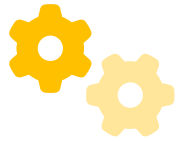


DE-TICKET

Application that manages the help desk tickets related to the ecosystem of MiPE.



PRDE System Integration



MiPE is integrated with PRDE major information systems such as:

- PRDE Financial System
- PRDE Human Resources System
- PRDE Student Information System
- PRDE Data Warehouse
- PRDE Transportation System





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