

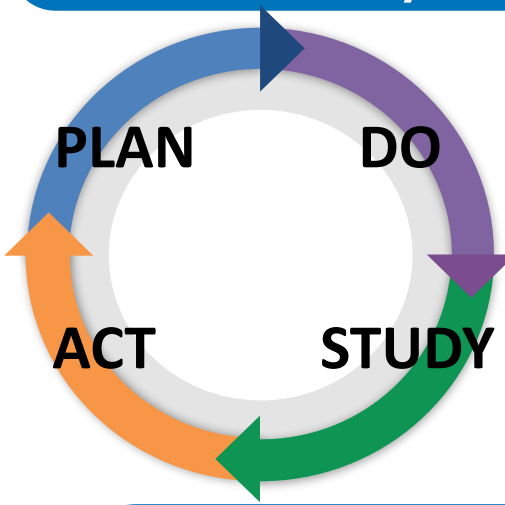
Getting the Word Out Part 2: Interactive Infographics for Novice Resource Teachers

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Problem Statement

Our district has identified ongoing compliance concerns related to the implementation of federally mandated Special Education requirements. To address these challenges and support our staff, the team will develop a centralized, user-friendly hub of resources and visual guides, including infographics, to assist SPED teachers in implementing Special Education practices, processes, and procedures effectively.



PLAN

To address the problem, the team planned to develop a permanent, centralized hub of visual guides and infographics to support resource teachers in implementing compliant practices. The research aimed to identify the area of the district's DSE processes that demonstrates the greatest need for additional resources to better equip SPED resource teachers. Initially, the team hypothesized that one clear consensus topic would emerge as the starting point.

DO

To test our hypothesis, the team conducted empathy interviews with mentors assigned through OPLL to support the district's large influx of newly hired special education teachers. We also surveyed new teachers who attended the February DSE Institute and consulted with PGCPs personnel in the Professional Learning and Compliance Offices. In addition, we researched appropriate platforms for developing, housing, and distributing the resources to ensure long-term accessibility and sustainability.

ACT

The PWN-writing training is being updated this summer, so Developing and Evaluating IEPs, the drivers of Specially Designed Instruction (SDI) were selected. We examined the training materials and found they are product-based, not procedure-based. This does not fit our goal to help train people in procedures, so we paused to reconsider our project.

We will **ADAPT** our timing and our current focus in order to work with that office to refine training before we begin to create the infographics and hub.

STUDY

Interviews with mentors and the teachers at the DSE Institute revealed a broad range of procedures needing support, preventing a clear consensus. District leaders identified three areas they perceived as the greatest needs, highlighting differing stakeholder perspectives. Overall, feedback indicated that teachers and mentors needed clarification and support across many aspects of the process. Quantitative analysis prioritized IEP development, evaluation procedures, and Prior Written Notices (PWN) as the top three areas, all sharing a common need for effective data collection and analysis.

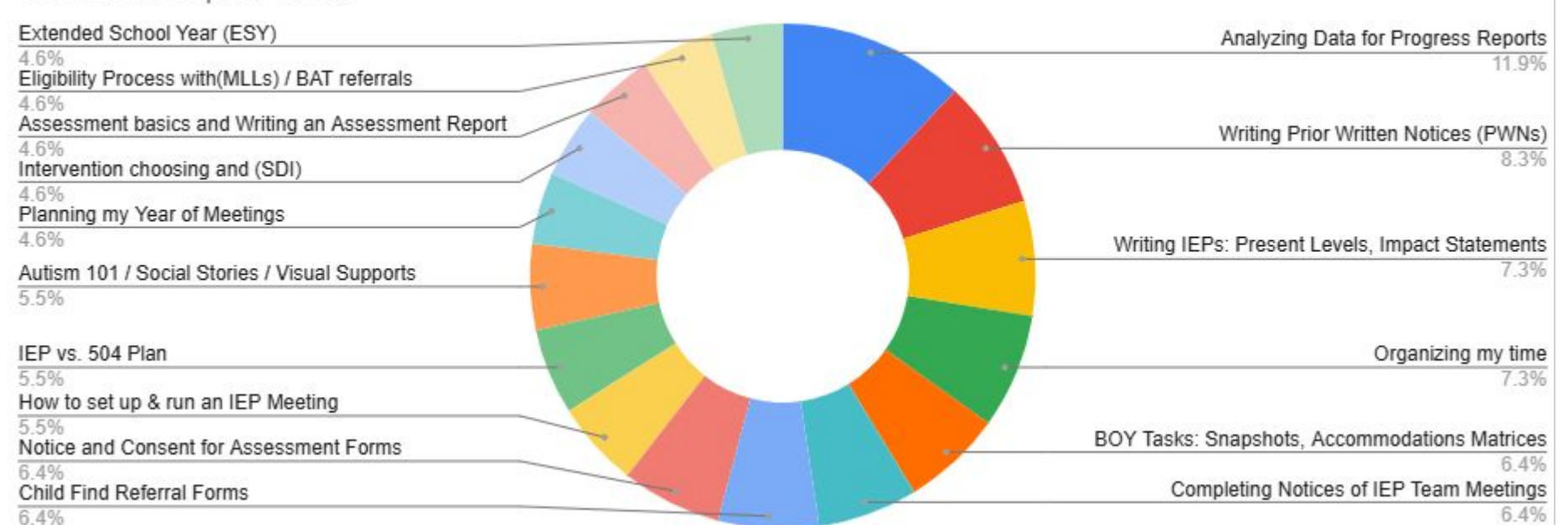
Key Results

- In interviewing our new teachers, we found a sense of overwhelm with every procedure under question.
- In discussions with the PLO Office, we found that DSE trainings have shifted over time from teaching procedures for developing cohesive, analysis-driven IEPs to describing the content of well-written IEPs.
- In reviewing platforms, we found that options are subject to change, so we first need to identify the most sustainable long-term solution.

Lessons Learned

In a true PDSA cycle of Improvement Science, outcomes do not always align with the initial plan. We learned that the practice being improved may first need to be reexamined to determine whether additional supports will be effective or whether the practice itself requires adjustment to meet current needs. Adding another layer of support, even if feasible, may not be the most effective solution.

Count vs. Topic / Area



*Choices with <5 responses were not included.

