

Demonstration classrooms (“demos”) are an in-house professional development model. These classrooms give teachers access to high-quality models where they can observe instructional practices in real-time with an opportunity to debrief what they saw and discuss how they can incorporate the practices into their own classrooms. The Co-op is building a network of demos across the District of Columbia, each highlighting an evidence-based practice, serving as models for schools striving to improve outcomes for students with disabilities.



Demo Discovery: Evidence-Based Academic Interventions

Many students with disabilities require intensive support in reading, writing, and math in addition to accommodations in the general education classroom. Evidence-based interventions are based in research, have proven track records, and are designed to be delivered in specific ways to ensure fidelity. In this model, students who are 2 or more levels below their same aged peers are receiving interventions outside of the general education classroom.



Demo Data

Instruction and data collection for SY19-20 was interrupted during the school closure in March of 2020, however initial data on rates of progress suggest participating students would demonstrate more than one year’s growth in a typical school year. The 14 students receiving reading interventions in the demo classroom in SY19-20 demonstrated an average of .7 years growth in reading between September 2019 and February 2020.



Demo Details

- **Materials:** Evidence-based intervention curricula and materials (Read Naturally, Wilson Reading System, Fountas & Pinnell Leveled Literacy Intervention).
- **Assistive Technology:** Flexible seating, timers, fidgets, and laptops.
- **Training:** Teachers received a 3-day Wilson Reading System training, coaching from Read Naturally, and admin support to develop student participation criteria and classroom scheduling tools. Administrative team received coaching to fine tune the classroom’s purpose, set common expectations for structure and outcomes, as well as explore maximizing use of the model and space for a broader range of students.
- **Infrastructure:** The master schedule was adjusted to accommodate student needs; planning tools were developed and a data-driven process implemented to determine student benefit.

“**[The Intervention Demo]** has allowed DC Bilingual PCS (DCB) to give students the flexibility of learning environments and instruction they need to be successful. It has completely changed how we approach specialized instruction at DCB.”

Rohini Ramnath, *Principal*



I saw...

- Both assistive and instructional technologies are used including flexible seating, fidgets, "chewelry," slant boards, and laptop computers.
- Reading instruction is individualized and provided according to student need, programs are selected based on student data.
- Both students and teachers are tracking and monitoring student growth and progress through data charts and progress monitoring spreadsheets.
- Evidence-based intervention programs are implemented with fidelity (in this classroom: Read Naturally and Wilson Reading System).
- Time in the intervention classroom is not a replacement for general English Language Arts standards of instruction.

I wonder...

As you reflect on the observation, what questions do you have about Evidence-based interventions or this classroom?
