



**U.S. Department of Education**  
**Grant Performance Report (ED 524B)**  
**Project Status Chart**

OMB No. 1894-0003  
Exp. 04/30/2014

PR/Award #H323A120018:

Executive Summary

The Missouri Department of Elementary and Secondary Education (DESE) and its partners, e.g., nine Regional Professional Development Centers (RPDCs), the Missouri Parent Training and Information Center (MPACT), University of Missouri Kansas City (UMKC) Institute for Human Development, and the University of Kansas (KU) Center for Research on Learning, are charged with the goal of improving statewide and local level systems of educational support for children and youth with disabilities. To address this charge, the 2012-17 Missouri State Personnel Development Grant (SPDG) focuses on increasing the statewide capacity to provide high-quality, ongoing professional development that improves the quality of education for all students.

Through this project, the SPDG collaborates with the Statewide System of Support (SSOS) to develop and implement effective evidence-based professional development that is aligned with the Missouri Academic Learning Standards and the Missouri Teacher/Leader Standards. SPDG work focuses on the development, implementation, and evaluation of a targeted system of professional development which includes training, technical assistance and coaching. To accomplish this effectively and with cost efficiency, SPDG work also focuses on increasing the use of technologies to support the implementation of professional development and use of data for effective teaching and learning decision-making.

During the reporting period (April 4, 2013 – February 28, 2014), the Missouri SPDG Management Team and State Implementation Advisory Group continued to meet regularly. Partners involved in teams include national experts, state executive leadership, Statewide System of Support leaders and consultants, program area leadership representation across the DESE, content area experts across RPDCs, external evaluators, contracted consultants with implementation expertise, and a team of purveyors to facilitate the implementation processes with fidelity. The development of MO EDU-SAIL, an online content management and collaboration system, enabled continuous collaboration between team members and RPDC staff.

To ensure high-quality professional development with fidelity to content, a continuing priority of this project is the development and widespread adoption of learning packages. A learning package provides detailed materials focused around a systematic approach to professional development content that addresses adult learning principles, upholds specific characteristics of high-quality professional development, and focuses on implementation at the classroom level. Each learning package contains several components: (1) preparation, (2) opening and introductions, (3) why the topic is important, (4) overview of the topic, (5) unpacking the topic, (6) examples of the topic in practice, (7) examples of the topic in action, (8) assessment and reflection, and (9) closing and follow-up. Package materials include pre-readings, handouts, practice profiles, and pre/post-tests. Packages deployed during this reporting period covered the topics of collaborative data teams, data-based decision-making, common formative assessment, internal coaching, and four evidence-based instructional practices (assessment-capable learners, feedback, reciprocal teaching, and spaced vs. massed practice).

These learning packages are intended to be used within the Collaborative Work framework, which encourages school-wide implementation of the selected instructional practices. The Collaborative Work process is founded upon four focus areas: collaborative data teams, effective teaching/learning practices, common formative assessment, and data-based decision making. To begin the Collaborative Work process, RPDC consultants work with building-level teams to use the Getting Started Guide to determine their starting point and the scope of professional development activities. If the four focus areas are not in place at the building level, consultants provide the appropriate content from those learning packages in order to prepare the foundation for the implementation of selected effective teaching/learning practices. Once the Collaborative Work focus areas are in place, the participating building select the effective teaching/learning practice(s) to implement. The four effective practices chosen for learning package rollout in this reporting year – assessment-capable learners, feedback, reciprocal teaching, and spaced vs. massed practice –

were selected according to their effect sizes in John Hattie’s Visible Learning framework. Once training has occurred, follow-up support for the learning packages is provided through school-based implementation coaching delivered by the RPDC consultants. In the upcoming reporting period (14-15), a field-based school-level coaching process will be implemented in order to train and support local-level coaches within the Collaborative Work buildings to help ensure sustainability of the project.

Additionally, each of the nine RPDCs formed a Content Development Team (CDT) to draft enhancements to existing packages and develop new content. Enhancements were developed for each of the four previously identified evidence-based instructional practices, and new packages were developed in the areas of direct instruction, cooperative learning, teacher-student relationships, teacher clarity, differentiated instruction, co-teaching, classroom discussion, mastery learning, using technology in the classroom, and metacognition. For each of these topics, the CDTs translated research into high-quality professional development (HQPD) for each content area by developing standardized training curricula, materials, and measures of fidelity and outcomes to be used when providing professional development to LEAs. The CDTs developed plans, protocols, and materials for initial implementation and full implementation of professional development in targeted content areas.

During the 2012-13 school year, the SPDG began implementation in 250 buildings representing 106 districts. The intention of the project is to limit the 5-year SPDG participants to these 106 original districts but allow for expansion to additional buildings within these districts. In keeping with this goal, the project expanded to an additional 110 buildings within these districts during the 2013-14 school year, bringing the total of participating buildings up to 360. Of these, 260 are elementary schools, 51 are middle schools, and 49 are high schools.

To support the Statewide System of Support (SSoS), which is comprised of State and RPDC leadership and staff, the Missouri SPDG delivered four Shared Learning professional development events in June 2013, July 2013, October 2013, and January 2014. In June 2013, the Shared Learning event focused on the topic of implementation coaching. The July 2013 event included two 3-day trainings covering the rollout of the learning packages detailed above. In October 2013, the professional development instructed participants in how to improve their use of technology to improve professional development and provided additional information and learning package materials regarding implementation coaching. Finally, the January 2014 event, which occurred in tandem with Missouri’s annual Powerful Learning Conference, overviewed the foundational components of the Visible Learning model, which informs the selection of the effective teaching/learning practices to be covered by learning packages.

To provide additional implementation support to RPDC consultants, each region is supported by a State Implementation Specialist (SIS); these SISEs are overseen by one Head Coach who coordinates their activities. SISEs conduct observations of RPDC consultants’ training activities and use the *High Quality Professional Development Checklist* (Noonan, Langham, & Gaumer Erickson, 2013) to provide feedback and coaching. This feedback process ensures that professional development is high-quality, targeted to guide the buildings’ data-driven needs assessment process, and designed to assist in building shared and collaborative leadership.

To assure fidelity to the project vision and plan of operation, a comprehensive evaluation plan including evaluation questions, indicators, and measures was developed in January 2013. Evaluation data was collected at all four professional development events via measures including pre/post knowledge tests, evaluation questions, and the *High Quality Professional Development Checklist*. Additionally, data was collected from building staff regarding their perceptions of the project’s implementation via the *School Implementation Scale* (Gaumer Erickson & Noonan, 2009); this year’s scores can be compared to last year’s baseline data to assess impact.

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)  
**1. Project Objective**  Check if this is a status update for the previous budget period.

SPDG Program Measure 1: Projects use evidence-based professional development practices to support the attainment of identified competencies.

Performance Measure	Measure Type	Target				Actual Performance Data			
		Raw Number	Ratio	%	Raw Number	Ratio	%		
1.a. By the end of the second year of funding the SPDG initiative, 50% of evidence-based professional development components score 3 or 4 on the SPDG Rubric.	PROGRAM		8 / 16	50		8 / 16	50		
1.b. All (100%) observed face-to-face professional development activities meet criteria for high quality professional development as measured by the High Quality Professional Development Checklist.	PROJECT		100 / 100	100		71 / 78	91		
1.c. 80 percent of building-level respondents scored 80% or above on tested constructs following face-to-face professional development as measured by pre/post knowledge tests specific to each training.	PROJECT		80 / 100	80		1671 / 2292	73		
1.d. Pre/post-tests and satisfaction surveys are administered at 100% of registered Collaborative Work RPDC trainings.	PROJECT		100 / 100	100		999 / 999	100		
1.e. 20% of registered Collaborative Work RPDC trainings are observed by a State Implementation Specialist and evaluated for quality of professional development.	PROJECT		20 / 100	20		75 / 298	25		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

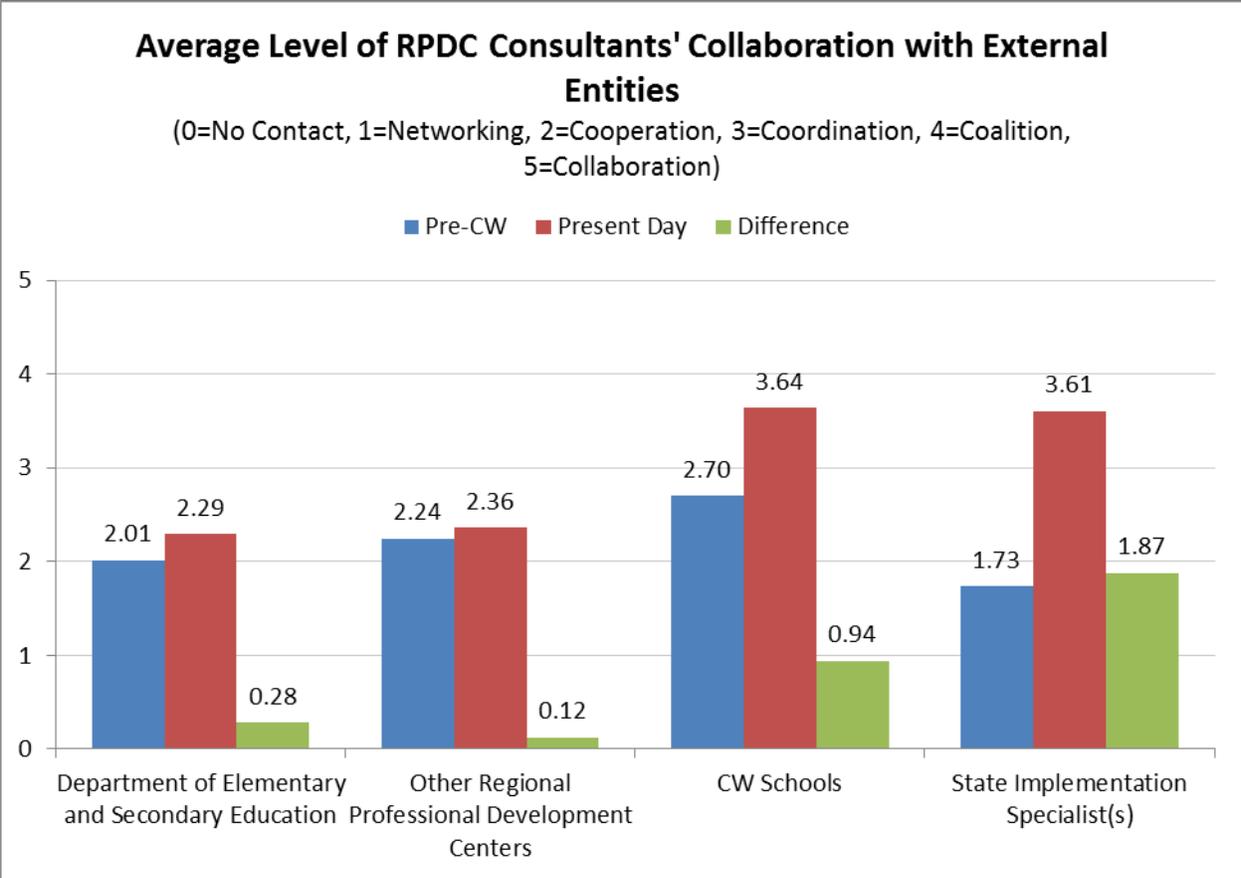
## Explanation of Progress (Include Qualitative Data and Data Collection Information)

**1.a** For the 2013-14 school year, which is Year 2 of the SPDG, the Missouri SPDG scored a 3 (“Good”) or 4 (“Exemplary”) on 50% of the components on their SPDG Rubric. These components are distributed across the domains of selection (2/2 indicators, 100%), training (2/5 indicators, 40%), coaching (0/2 indicators, 0%), performance assessment (3/5 indicators, 60%), and facilitative administrative support/systems intervention (1/2 indicators, 50%). The worksheet/rubric and supporting documentation are provided as supplemental materials to this Annual Performance Report.

During the reporting period, the Missouri SPDG project largely consisted of: (a) refinement of web-based systems (MO Edu-Sail and mospdgdata.org), (b) refinement and development of topical learning packages, (c) the delivery of professional development to the Statewide System of Support (SSoS), and (d) the delivery of learning package-based professional development to staff in participating buildings. In June 2013, July 2013, October 2013, and January 2014, professional development on the topics of implementation coaching, the rollout of the learning packages, the use of technology to improve professional development, and the Visible Learning model were provided to DESE, RPDC leadership, and RPDC staff. Observations to assess the quality of the professional development were conducted by evaluation staff, DESE staff, and RPDC leadership using the *Observation Checklist for High-Quality Professional Development Training*. Evaluation results, which included pre-post knowledge change, a summary of the *Observation Checklist for HQPD* and qualitative participant feedback, were systematically examined by the Management Team and acted upon for improvement to create a self-correcting feedback loop.

Based on the evaluation results collected throughout the first half of the year, the Management Team determined that the learning packages and data site were not being utilized as fully as intended. As a result of this finding, the evaluation team used data including information from staff activity logs concerning hours dedicated to the Collaborative Work, online learning package training registration data, pre- and post-test results for each learning package, satisfaction survey results from trainings, *HQPD Checklist* results from observed training, and common formative assessments submitted by each participating building to create data profiles for each RPDC. These data profiles were used during site visits in January and February of 2014, during which DESE leadership traveled to each RPDC to review the results displayed in the data profiles and discuss opportunities for improvement. Following these site visits, project staff observed an increase in the number of registered trainings as well as in the use of pre/post-tests.

Additionally, the Missouri SPDG MT recognized the importance of the concept of collaboration to the success of this initiative. To this end, DESE, UMKC and evaluation staff worked together to develop an online survey to better understand changes in levels of collaboration over time, as well as identify areas for improvement. The survey, which was distributed to all RPDC personnel participating in the Collaborative work in April 2014, focuses on measuring the levels of collaboration between entities for Collaborative Work activities and RPDC consultants’ levels of comfort with the learning packages. A summary report was developed for the State as well as each RPDC which provides: (a) the demographic traits of respondents, (b) their level of confidence with each of the learning packages from the 2013-14 school year, (c) their satisfaction with the feedback provided by their State Implementation Specialists, (d) their perceived levels of collaboration with external entities both prior to the CW and at the present day, and (e) the changes in those levels of collaboration. Since the beginning of the project, collaboration has increased among several entities, as illustrated in the below table. The results represent an 82% response rate from all RPDC staff participating in the Collaborative Work.



**1.b.** In order to both determine and ensure that the professional development was of high quality, a training observation protocol called the *High Quality Professional Development Checklist* was deployed at 78 trainings. The HQPD Checklist was developed in 2011 specifically to evaluate the quality of professional development in education through observation. Professional development training with a maximum of one item missed per domain on the checklist can be considered high-quality.

The HQPD Checklist is used to evaluate both state-provided Shared Learning training events and RPDC-provided trainings on the learning packages. State-provided Shared Learning events are evaluated by the evaluation team, while RPDC-provided trainings are evaluated by State Implementation Specialists. Overall, 91.0% of all events (i.e., Shared Learning and RPDC-provided trainings) were considered to be high-quality. Regarding the Shared learning events, three of the four state-delivered Shared Learning events were observed by a stakeholder group (i.e., DESE staff, evaluator, SIS, and RPDC representative). At the first training, Coaching for Implementation Results, 77.3% of indicators were observed by the team; the training was not considered high-quality because it failed to meet requirements in the Mastery domain. At the second training, Technology for Improving Professional Development, 52.4% of indicators were observed by the team; the training was not considered high-quality because it failed to meet requirements in the Introduction, Evaluation, and Mastery domains. At the third training, Visible Learning Framework, 72.7% of indicators were observed by the team; the training was not considered high-quality because it failed to meet requirements in the Introduction domain.

Regarding the RPDC-provided training events, seventy-five of the 298 registered trainings on the learning packages delivered by RPDC consultants (25.2%) were observed by a State Implementation Specialist (SIS). Overall, 94.7% of these events were considered to be high-quality. Observation data indicates that an average of 96.1% of 22 indicators across six domains were observed for each training, including averages of 98.7% in Preparation, 100.0% in Introduction, 97.3% in Demonstration, 100.0% in Engagement, 100.0% in Evaluation, and 97.3% in Mastery.

**1.c.** As part of the learning package development process, standardized pre/post-tests were developed for each of the content areas. The initial pre/post-tests were deployed with the learning packages at the July Shared Learning trainings. Over the course of the fall semester, professional development providers were asked to supply their feedback on various aspects of the learning modules, including the pre/post-tests. At the end of the semester, this feedback was reviewed and it was determined that the pre/post-tests were not meeting consultants’ needs in terms of applicability to the learning packages’ content. To address this need, the pre/post-tests for each learning package were revised in December 2013. The revision process standardized the number and type of items contained in each pre/post-test. It also ensured that each question was aligned to at least one of the learning objectives for the learning package and that all learning objectives for each package were covered by the pre/post-test. As part of the revision process, new items were piloted with an initial group of respondents, then revised and focused according to the results of the pilot survey. These revised pre/post-tests were deployed on January 1, 2014.

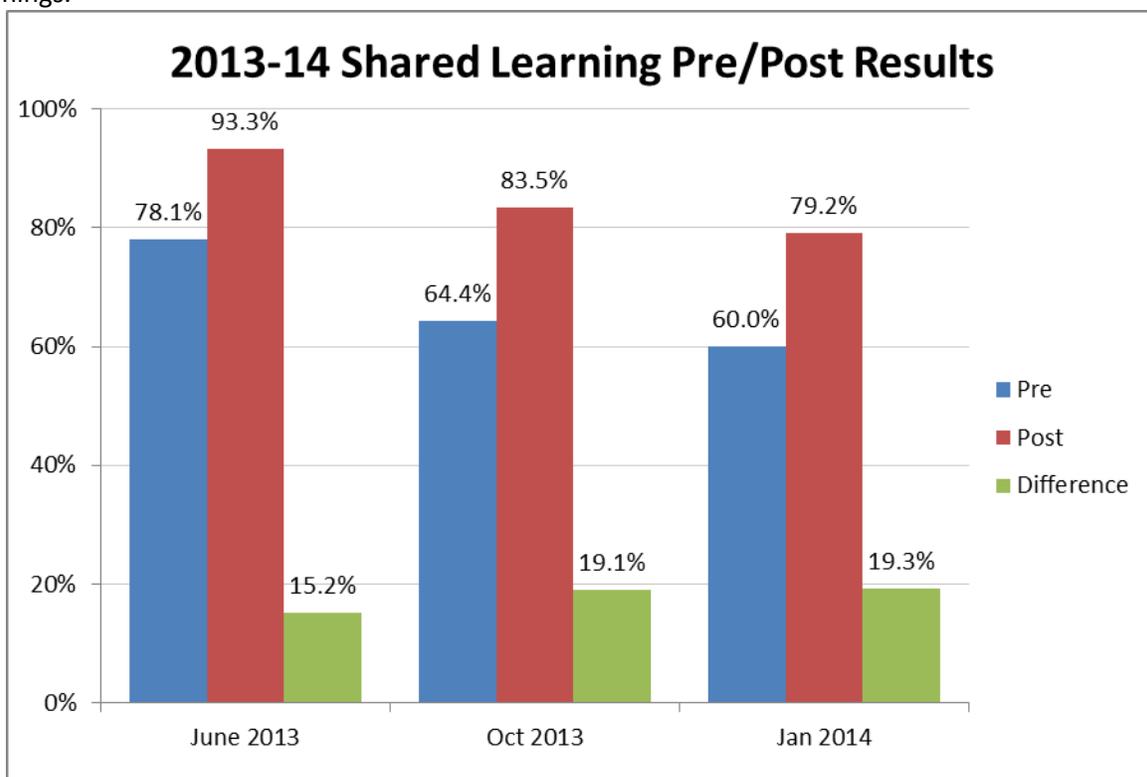
In total, there were 2,840 pre-tests administered during the 2013-14 year; for 1,155 of these (40.7%), the participants scored at 80% or above. Of the 2,292 post-tests administered during the 2013-14 year, participants scored at 80% or above on 1,671 of them (72.9%). When administered through the online system, results from the pre- and post-tests are available in real-time to consultants via [www.mospdgdata.org](http://www.mospdgdata.org). As individuals respond to the survey via the training’s unique survey link, their results are automatically graphed by item on the consultant’s portal. This functionality allows training consultants to use the pre-test results to adapt their training content to trainees’ preexisting knowledge; consultants can also use post-test results to identify learning objectives that may require re-teaching or follow-up support/coaching to insure instructional fidelity for the content.

The table below displays the pre- and post-test results for the 2013-14 school year for each of the learning packages.

Topic	Pre/Post	#Respondents	%Correct	Difference
Assessment-Capable Learners	Pre-Tests:	387	75.0%	2.7%
	Post-Tests:	355	77.7%	
Collaborative Data Teams	Pre-Tests:	148	54.1%	24.5%
	Post-Tests:	58	78.6%	
Common Formative Assessment	Pre-Tests:	770	61.9%	18.2%
	Post-Tests:	669	80.1%	
Data-Based Decision Making	Pre-Tests:	147	51.6%	23.9%
	Post-Tests:	177	75.5%	
Feedback	Pre-Tests:	493	65.4%	17.1%

	Post-Tests:	357	82.5%	
<b>Reciprocal Teaching</b>	Pre-Tests:	599	75.5%	9.2%
	Post-Tests:	411	84.7%	
<b>Spaced vs. Massed Practice</b>	Pre-Tests:	266	76.6%	16.3%
	Post-Tests:	265	92.9%	

Shared Learning events were also evaluated via pre/post-tests to assess participants' knowledge gain. The development process included a collaborative effort between the professional development provider and the evaluators to identify learning objectives, draft multiple choice items and response options, and administer the pre/post-test at the training. Professional development presenters were assisted with development of the tests of knowledge through a guidance document, the *Pre-Post Test Guidance Checklist for Creating Multiple-Choice Tests* (Noonan, P. and Gaumer Erickson, A. (2012), adapted from Frey, B., Peterson, S., Edwards, L., Pedrotti, J., & Peyton, V. (2005). *Item-writing Rules: Collective Wisdom. Teaching and Teacher Education*). Content-specific pre/post-tests were administered at three trainings: June 2013, October 2013, and January 2014. The average pre-test score across these three trainings was 67.5%, while the average post-test score was 85.3%, for an increase in average score of 17.8%. The graph below displays the pre- and post-test results for the three Shared Learning trainings.



(n =108)

(n =91)

(n =93)

**1.d.** This indicator refers to the percentage of pre-post tests and satisfaction surveys administered to school staff attending Collaborative Work RPDC-delivered trainings and will be determined by a comparison of the DESE RPDC training log data and mospdgdata.org pre/post-test and satisfaction

survey results data. Results will indicate to what degree pre/post-tests and satisfaction surveys are being implemented at Collaborative Work trainings.

**1.e.** This indicator refers to the percent of Collaborative Work RPDC-delivered trainings that are observed by a State Implementation Specialist and evaluated for quality of professional development. This percentage was determined by examining the number of registered trainings vs. the number of completed *High-Quality Professional Development Checklists*. During this reporting period, State Implementation Specialists surpassed their goal by observing 25.2% of registered RPDC-delivered face-to-face Collaborative Work trainings.

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)  
 2. Project Objective  Check if this is a status update for the previous budget period.

SPDG Program Measure 2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time.

Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	Ratio	Raw Number	Ratio	
2.a. 80 percent of reporting Collaborative Work buildings demonstrate improvement in implementation of SPDG-supported practices over time.	PROGRAM		80 / 100		999 / 999	100
2.b. The percent of reporting Collaborative Work buildings with high levels of communication, structure, and focus as measured by the Team Functioning Survey will increase.	PROJECT		80 / 100		192 / 216	89
2.c. The percent of reporting Collaborative Work buildings with 80% of school instructional personnel (general and special educators) averaging 4 or 5 within the domain of collaborative data teaming will increase.	PROJECT		80 / 100		162 / 221	73
2.d. The percent of reporting Collaborative Work buildings with 80% of school instructional personnel (general and special educators) averaging 4 or 5 within the domain of data-based decision making will increase.	PROJECT		80 / 100		123 / 221	56
2.e. The percent of reporting Collaborative Work buildings with 80% of school instructional personnel (general and special educators) averaging 4 or 5 within the domain of common formative assessment will increase.	PROJECT		80 / 100		95 / 221	43
2.f. The percent of reporting Collaborative Work buildings with 80% of school instructional personnel (general and special educators) averaging 4 or 5 within the domain of use of effective instructional practices will increase.	PROJECT		80 / 100		106 / 221	48
2.g.	PROJECT		89 / 100		94 / 100	94

The attendance rate for students with IEPs in buildings participating in SPDG professional development will increase.	PROJECT	91 / 100	91	95 / 100	95
2.h. The attendance rate for all students in buildings participating in SPDG professional development will increase.	PROJECT	58 / 100	58	25 / 100	25
2.i. The percentage of students with IEPs in Collaborative Work buildings who meet or exceed proficiency on state assessments in Communication Arts will increase.	PROJECT	58 / 100	58	52 / 100	52
2.j. The percentage of all students in Collaborative Work buildings who meet or exceed proficiency on state assessments in Communication Arts will increase.	PROJECT	59 / 100	59	27 / 100	27
2.k. Collaborative Work buildings who meet or exceed proficiency on state assessments in Mathematics will increase.	PROJECT	59 / 100	59	51 / 100	51
2.l. The percentage of all students in Collaborative Work buildings who meet or exceed proficiency on state assessments in Mathematics will increase.	PROJECT	60 / 100	60	65 / 100	65
2.m. The percentage of students with IEPs within Collaborative Work buildings who were in the regular education classroom greater than 79% of the school day will increase.	PROJECT	100 / 100	100	221 / 360	61
2.n. All (100%) Collaborative Work buildings are represented by respondents on the School Implementation Scale.	PROJECT	10 / 100	10	7 / 100	7
2.o. The percentage of students with IEPs in Collaborative Work buildings who were in the regular education classroom less than 40% of the school day will decrease.	PROJECT	24 / 100	24	17 / 100	17
2.p. The percentage of students with IEPs in Collaborative Work buildings who were suspended or expelled will decrease.	PROJECT	9 / 100	9	10 / 100	10
2.q.	PROJECT				

<p>The percentage of students without IEPs in Collaborative Work buildings who were suspended or expelled will decrease.</p>										
<p>2.r.</p>	<p>PROJECT</p>	<p>100 / 100</p>	<p>100</p>	<p>216 / 360</p>	<p>60</p>					
<p>All (100%) Collaborative Work buildings are represented by respondents on the Team Functioning Survey.</p> <p>Explanation of Progress (Include Qualitative Data and Data Collection Information)</p>										

## Explanation of Progress (Include Qualitative Data and Data Collection Information)

**2.a.** This indicator refers to the percent of buildings involved in the SPDG professional development that met implementation criteria within their evidence-based initiative content (e.g., formative assessment, collaborative teaming, data-based decision making and instructional practices) as determined by content-specific fidelity checklists. These fidelity checklists were developed in alignment with the learning packages for each content area and distributed to building staff this year, but a system to collect and analyze this data has not yet been implemented. Implementation and data collection for this indicator will ensue in fall 2014.

**2.b.** To understand the level of team functioning in the participating buildings, the *Team Functioning Survey* (Gaumer Erickson & Noonan, 2012) was developed in 2012 to assess overall functioning in teams within three subdomains: communication, structure, and focus. This online 17-item survey is a rubric/Likert scale hybrid where participants view characteristics of low-functioning teaming on the left (e.g., irregular attendance, nonexistent or limited use of agendas, disagreements/conflicts aren't addressed, lack of meeting purpose) and corresponding characteristics of high-functioning teaming on the right (e.g., multiple meeting roles assigned, team members communicate effectively, all viewpoints shared and given adequate time prior to decision-making). Survey participants were instructed to respond to the survey by taking into consideration the last three team meetings and scoring each item from 1-5.

For the Missouri SPDG, Indicator 2.b. refers to the percentage of reporting buildings that demonstrate high levels of communication, structure, and focus as measured by the *Team Functioning Survey*. The survey was administered in March 2013 to all 360 participating elementary and middle schools. 2,932 instructional staff representing 216 of the 360 total buildings (60.0%) responded to the survey. These 2,932 respondents consisted of 2,113 general educators, 349 special educators, 312 other certified staff, 104 administrators, and 49 non-certified staff. The 2,932 respondents represent a response rate of 24.7% (2,932/11,880 staff in participating buildings). 192 of the 216 buildings (88.9%) had responses averaging three or better on a five-point scale, which is a decrease from the baseline data collected during the 2013 survey, which indicated that 95.92% of buildings met these criteria. Results from the *Team Functioning Survey* are available in real-time to administrators via the data portal at [www.mospdgdg.org](http://www.mospdgdg.org). As individuals within an administrator's building respond to the survey, their results are automatically graphed by item and domain. Administrators can access their building's results data at any time by logging into the system and viewing the continuously updated report. This functionality allows teams to immediately use the results to strategize for improvement by identifying their unique areas of strengths and needs.

**2.c.** This indicator refers to the percentage of reporting buildings whose personnel report that their administrators facilitate high levels of collaborative teaming (*School Implementation Scale* data clustered items, 2013). For the Missouri SPDG, it is critical to understand how all instructional staff in every participating building improves their daily instruction through improved efforts on the following topics: school-wide collaborative culture, data-based decision-making, formative assessment, and evidence-based instructional practices. To measure personal adoption of key indicators by instructional staff, the *School Implementation Scale* (Gaumer Erickson & Noonan, 2009) was adopted and modified as a repeated measure that is sensitive to change over time. This 42-item online scale asks each instructional staff member to assess his/her personal level of implementation within the subdomains of Formative Assessment, Collaborative Teaming, Data-Based Decision Making, and Instructional Practices. Composite results identify depth of school implementation and provide critical data for improvement

planning. The *School Implementation Scale* is a highly reliable instrument (Coefficient alpha of .961) with results that have shown a correlation between school staff implementation of essential elements of effective school systems and an increase in reading and writing achievement for students with disabilities. Both school and state teams have used the resulting data for ongoing planning, refinement, and improvement in the implementation of high quality professional development around evidence-based practices for improvement. As schools utilize the *School Implementation Scale* across multiple years, comprehensive summary reports are developed to show progress across years. School administrators report that this data provides the information necessary for annual action planning and monitoring their progress toward full implementation. For a complete reliability and validity information, see: Gaumer Erickson, A.S., Noonan, P.M., & Jenson, R. (2012). The School Implementation Scale: Measuring implementation in response to intervention models. *Learning Disabilities: A Contemporary Journal*, 10(2), 33-52.

The *School Implementation Scale* was disseminated to all 360 participating schools in March 2014 via an online data site (<http://www.mospdgdgdata.org>). 221 buildings participated in data collection (61.4%). Administrators were e-mailed instructions on how to support the administration of the measure to instructional staff as well as a timeline for completion. Each survey participant identified their district and building, then answered a series of demographic questions (i.e., role, grades taught, subject taught, years worked for district). Of the 11,880 total possible instructional staff in all participating schools, 3,129 participants responded to the survey, yielding a 26.34% response rate. These 3,129 respondents consisted of 2,260 general educators, 375 special educators, 333 other certified staff, 102 administrators, and 59 non-certified staff.

As part of their commitment to the project, schools agreed to form collaborative data teams, which focused on one of four effective teaching/learning practices that they selected to learn and use throughout the year. Additionally, collaborative data teams: (a) taught a specific reading or mathematics core academic standard using the selected effective practice, (b) developed common formative assessments which they used to determine student progress, (c) analyzed data and grouped students into high/medium/low performance on the assessment, and (d) implemented a teaching/learning practice to re-teach the students who are identified as medium and low performing. 74.2% of the respondents to the *School Implementation Scale* reported participating on one or more collaborative data teams within their buildings. Data from the 2014 spring survey shows that 73.3% of responding buildings had 80% of school personnel whose responses averaged 4 or higher within the domain of collaborative data teaming. This represents an increase from the baseline data collected during the 2013 survey, which indicated that 44% of buildings met these criteria.

**2.d.** This indicator refers to the percentage of reporting buildings whose personnel report high levels of data-based decision making (*School Implementation Scale* data clustered items, 2013). Data from the 2014 spring survey shows that 55.7% of buildings had 80% of school instructional personnel whose responses averaged 4 or higher within the domain of data-based decision making. This represents an increase from the baseline data collected during the 2013 survey, which indicated that 42% of buildings met these criteria.

**2.e.** This indicator refers to the percentage of reporting buildings whose personnel report the use of formative assessment (*School Implementation Scale* data clustered items, 2013). Data from the 2014 spring survey shows that 43.0% of buildings had 80% of school instructional personnel whose responses averaged 4 or higher within the domain of formative assessment. This represents an increase from the baseline data collected during the 2013 survey, which indicated that 40% of buildings met these criteria.

**2.f.** This indicator refers to the percentage of reporting buildings whose personnel report the use of instructional practices (*School Implementation Scale* data clustered items, 2013). Data from the 2014 spring survey shows that 48.0% of buildings had 80% of school instructional personnel whose responses averaged 4 or higher within the domain of instructional practices. This represents an increase from the baseline data collected during the 2013 survey, which indicated that 27% of buildings met these criteria.

**2.g.** This indicator refers to the attendance rate for students with IEPs in buildings participating in SPDG professional development during the school year. For each school, the attendance rate is calculated as the total number of hours in school for students with IEPs divided by the total number of possible school hours. The attendance rate across all schools participating in SPDG professional development is then averaged for reporting within this performance measure. During the 2012-13 school year, the average attendance rate for students with IEPs in SPDG buildings was 93.93%, a slight decrease from the 2011-12 rate of 94.50%.

**2.h.** This indicator refers to the attendance rate for all students in buildings participating in SPDG professional development during the 2011-12 school year. For each school, the attendance rate is calculated as the total number of hours in school for all students divided by the total number of possible school hours. The attendance rate across all schools participating in SPDG professional development is then averaged for reporting within this performance measure. During the 2012-13 school year, the average attendance rate for all students in SPDG buildings was 94.80%, a slight decrease from the 2011-12 rate of 95.39%.

**2.i.** This indicator refers to the percentage of students with IEPs in participating buildings that met or exceeded proficiency (advanced and proficient) on state assessments in Communication Arts. During the 2012-13 school year, the average percentage of students with IEPs in SPDG buildings meeting or exceeding proficiency in Communication Arts was 24.76%, a decrease from the 2011-12 rate of 26.85%.

**2.j.** This indicator refers to the percentage of all students in participating buildings that met or exceeded proficiency (advanced and proficient) on state assessments in Communication Arts. During the 2012-13 school year, the average percentage of all students in SPDG buildings meeting or exceeding proficiency in Communication Arts was 51.68%, a slight decrease from the 2011-12 rate of 51.82%.

**2.k.** This indicator refers to the percentage of students with IEPs in participating buildings that met or exceeded proficiency (advanced and proficient) on state assessments in Mathematics. During the 2012-13 school year, the average percentage of students with IEPs in SPDG buildings meeting or exceeding proficiency in Mathematics was 27.27%, a decrease from the 2011-12 rate of 32.17%.

**2.l.** This indicator refers to the percentage of all students in participating buildings that met or exceeded proficiency (advanced and proficient) on state assessments in Mathematics. During the 2012-13 school year, the average percentage of all students in SPDG buildings meeting or exceeding proficiency in Mathematics was 50.65%, a decrease from the 2011-12 rate of 53.63%.

**2.m.** This indicator refers to the percentage of students with IEPs in participating buildings that were placed in the regular education classroom greater than 80% of the school day. During the 2012-13 school year, the average percentage of students with IEPs in SPDG buildings in the regular classroom greater than 80% of the school day was 64.7%, an increase from the 2011-12 rate of 40.2%.

**2.n.** This indicator refers to the percentage of Collaborative Work buildings that responded to the *School Implementation Scale*. All Collaborative Work buildings are expected to participate in the annual implementation survey; the *School Implementation Scale* was disseminated to all 360 participating schools in March 2014 via an online data site, and 221 buildings participated in data collection (61.4%).

**2.o.** This indicator refers to the percentage of students with IEPs in participating buildings that were placed in the regular education classroom less than 40% of the school day. During the 2012-13 school year, the average percentage of students with IEPs in SPDG buildings in the regular classroom less than 40% of the school day was 7.2%, an increase from the 2011-12 rate of 4.6%.

**2.p.** This indicator refers to the percentage of students with IEPs in participating buildings that were suspended or expelled (out-of school incidents). These students had an IEP at the time of the incident. During the 2012-13 school year, the average percentage of students with IEPs in SPDG buildings who were suspended or expelled was 16.80%, a slight decrease from the 2011-12 rate of 17.78%.

**2.q.** This indicator refers to the percentage of students without IEPs that were suspended or expelled (out-of school incidents) in participating buildings. These students did not have an IEP at the time of the incident. During the 2012-13 school year, the average percentage of students without IEPs in SPDG buildings who were suspended or expelled was 9.85%, a decrease from the 2011-12 rate of 10.48%.

**2.r.** This indicator refers to the percentage of Collaborative Work buildings that responded to the *Team Functioning Survey*. All Collaborative Work buildings are expected to participate in the annual implementation survey; the *Team Functioning Survey* was disseminated to all 360 participating schools in March 2014 via an online data site, and 216 buildings participated in data collection (60.0%).

**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

**PR/Award #: H323A120018**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)  
 3. **Project Objective**  Check if this is a status update for the previous budget period.

SPDG Program Measure 3: Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices.

Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	Ratio	Raw Number	Ratio	
3.a. 50 percent of Missouri SPDG funds are used for activities designed to sustain the use of the SPDG-supported practices. Targets: Year 1: 0%, Year 2: 50%, Year 3: 65%, Year 4: 75%, Year 5: 80%.	PROGRAM		50 / 100		640275 / 807024	79

Explanation of Progress (Include Qualitative Data and Data Collection Information)

3.a. At 79%, the percentage of MO SPDG professional development funds allocated for follow-up activities in the second year exceeded the target for Year 2 of 50%. The MO SPDG is strongly based upon the implementation science concepts supported by the National Implementation Research Center (NIRN). The project was developed from the beginning to implement practices which support sustainability so most activities are focused upon building a sustainable system.

## SECTION B - Budget Information



### U.S. Department of Education Grant Performance Report (ED 524B) Project Status Chart

OMB No. 1894-0003  
Exp. 04/30/2014

PR/Award #H323A120018:

## SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

**NOTE:** Budget figures on the cover sheet have changed from the last reporting period. During a routine audit of our SPDG expenditures, it was discovered that an expense from another project had been erroneously charged to the 2012 SPDG. This was corrected through a journal voucher. Thus the figure from the last reporting period is 2,196 less than originally reported (\$20,642 as opposed to \$22,838).

Even though the figures in Section 8. *Budget Expenditures* indicate a relatively high amount of funds still unspent, it is anticipated that *SPDG* funds for this budget period will be expended at the expected rate for all activities. As of this reporting period, we are only reporting on seventeen months for this grant. Based upon the amount of encumbered funds in our budget, again there has not been time for contractors to complete and invoice us for their contractual activities or for all of this year's planned Professional Development activities to have taken place. It is expected that the bulk of the obligated funds listed below will be invoiced and paid within the next two to three months. It is also anticipated that the funds not spent as anticipated during this reporting period will be spent as budgeted during the next one to two reporting periods. In addition, during the upcoming third year of the grant, our implementation plan calls for the development and implementation of several major technology projects which will incur a rather significant amount of costs.

### **The following is a listing of obligated funds which we expect will be invoiced and paid within the next two-three months:**

1. *University of Missouri—Kansas City Institute for Human Development (UMKC IHD)*—The University of Missouri-Kansas City Institute for Human Development (UMKC IHD) supports the MO SPDG by (a) providing research and product development to guide the design and implementation of high quality professional development in specific content areas, (b) developing and maintaining technologies to enhance high quality professional development provided statewide, (c) providing project management for maintaining timelines and fidelity of implementation.

**\$370,627.00 obligated through a contract. MoDESE has not been invoiced as of 2/28/14.**

2. *University of Kansas Center for Research on Learning*—Through a contract, the KU Center for Research on Learning assists the State of Missouri in the implementation of a statewide system of evaluation of activities related to the 2012-2017 Missouri State Personnel Development Grant (SPDG) (CFDA #84.323A).

**\$131,125.00 obligated through a contract. MoDESE has not been invoiced as of 2/28/14.**

3. *Regional Professional Development Centers (RPDCs)*—The nine RPDCs in the state are part of the Statewide System of Support. The RPDCs are charged with providing the training and follow-up support to the buildings involved in the MO SPDG project activities. The MO SPDG awards the RPDCs grants in the amount of \$25,000 per center (total \$225,000) to support the costs of training for RPDC staff and provision of training and follow-up support to the buildings in their region involved in the project.

**\$225,000.00 obligated through grants. MoDESE has not been invoiced as of 2/28/14.**

4. *University of Missouri—Kansas City Institute for Human Development (UMKC IHD)*--Through a contract, the University of Missouri-Kansas City Institute for Human Development (UMKC IHD) supports the MO SPDG by maintaining and supporting a team of purveyors to monitor and coach fidelity of implementation through a contract; however, since the SPDG grant was awarded on October 1, 2012 it has taken some time to draft the job descriptions, advertise and complete the hiring process for these positions. All of the 10 positions were finally hired and working by June 1, 2014; however, that did not use all of the allocated funds.

**\$489,483.00 obligated through a contract. MoDESE has not been invoiced as of 2/28/14.**

5. *Missouri Parent Training and Information Center (PTI)—Missouri Parents Act (MPACT)*—The MO SPDG budgets funds each year for the Missouri PTI to support their involvement in parent information and training activities associated with the grant. Because the first two years predominantly involved planning and development of training materials for state, regional and school staff, these funds were not expended. It is anticipated that more involvement of the PTI will occur in years 3-5 and that all budgeted funds will be expended.

**\$10,000.00 obligated through a contract. MoDESE has not been invoiced as of 2/28/14.**

**Funds which will not be or were not spent as expected during this reporting period (but will be expended during the next reporting period(s)):**

1. *Professional Development*—Again, as this grant was not awarded until October 1, 2012 and it took time to get contracts developed and awarded and most of the emphasis has been on planning and developing the Professional Development which will be provided to state, regional and local staff, there have not been as many Professional Development activities occur between October 1, 2012 and February 28, 2014 as budgeted for; however, many Learning Packages and PD tools have now been developed. A great deal of PD will be occurring during the coming budget period.

**Budgeted \$260,362. \$29,418 spent as of 2/28/14. It is anticipated that unexpended funds (\$230,944) will be expended during the next budget period.**

2. *Technology Development*—An important part of the MO SPDG is the development/identification and training on the use of technology to support implementation of the Collaborative Work (CW) project. Technology for the provision of Professional Development, for communication and dissemination of PD materials and tools, and technology to facilitate the collection/analysis and use of data to make decisions by state, regional, district and building teams, as well as individual classroom teachers. As the first few months of the project were focused on building the framework of the project and developing PD materials/tools, the technology piece has not been addressed. It is anticipated that this will begin during the upcoming year of the project and continue throughout.

**Budgeted \$780,000. \$0 spent as of 2/28/14. It is anticipated that unexpended funds (\$780,000) will be expended during the next budget period(s).**

There were no significant changes to the budget resulting from modification of project activities nor were there changes to the budget that affected the ability to achieve approved project activities and/or project objectives.

## SECTION C – Additional Information



### U.S. Department of Education Grant Performance Report (ED 524B) Project Status Chart

OMB No. 1894-0003  
Exp. 04/30/2014

PR/Award #H323A120018:

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**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

#### **SPDG Program Measure 4**

The Missouri SPDG project does not address teacher retention activities and therefore SPDG Program Measure 4: (Highly qualified special education teachers who have participated in SPDG-supported special education teacher retention activities remain as special education teachers two years after their initial participation in these activities) is not applicable.

#### **Current partners on this grant are:**

- Missouri Parents Act (MPACT), the Missouri Parent Training and Information Center (PTI)
- The University of Kansas (KU) Center for Research on Learning (Project Evaluators)
- The University of Missouri-Kansas City Institute for Human Development (UMKC IHD)
- Missouri Regional Professional Development Centers (RPDC)
- Missouri Professional Learning Communities (MoPLC) Project
- Missouri Schoolwide Positive Behavior Support (MoSW-PBS) Project
- Central Comprehensive Center (C3)
- North Central Regional Resource Center (NCRRC)

None of the above partners changed during the present budget period and no change is anticipated for this next period.

At this time we do not anticipate any changes to the grant's activities for the coming year.

**Missouri SPDG Evidence-based Professional Development Components**

Prof Dev Domain	Prof Dev Component	Project Description of Related Activities	Project's self-rating
<p>A(1) Selection</p> <p><i>Participation is clearly explained and commitment attained.</i></p> <p><i>LEA level</i></p>	<p>Clear expectations are provided for Professional Development (PD) participants.</p> <p>Schools, districts, or other agencies agree to provide the necessary resources, supports and facilitative administration for the participants (LF, NIRN, Guskey)</p>	<ol style="list-style-type: none"> <li>1) DESE determines all target districts/buildings based on student data.</li> <li>2) DESE provides a detailed description of the collaborative work to each eligible district annually.</li> <li>3) Grant awards to offset all of the costs of participation (e.g., teacher stipends, substitute costs and mileage for training attendees) are made available for all participating buildings each year if all agreement criteria, including submission of evaluation data, are met.</li> <li>4) Agreement letters meet all of the following criteria:               <ul style="list-style-type: none"> <li>• Outline the requirements for the district coordinator, building administrator, and building instructional staff.</li> <li>• Are signed by both the superintendent and building principal</li> <li>• Are returned to DESE by specified due date</li> <li>• Assure that the participation expectations and agreements have been shared with all staff</li> <li>• Assure that all staff will be trained and participate on building collaborative data teams</li> </ul> </li> </ol>	<p align="center">4</p>
<p>A(2) Selection</p> <p><i>Participation is clearly explained and commitment attained.</i></p> <p><i>State &amp; Regional levels</i></p>	<p>Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors (NIRN)</p>	<ol style="list-style-type: none"> <li>1) A contract is in place for each RPDC that has clear expectations and requirements for the DESE-supported scope of work and use of funds.</li> <li>2) Contract includes expected participation in statewide professional development of 100% of identified regional staff.</li> <li>3) RPDC staff representing each region contribute their time and expertise to the development of PD content, processes, and materials, through the work of SPDG content development teams.</li> <li>4) A .50FTE Fidelity Coach is in place for each RPDC region.</li> </ol>	<p align="center">4</p>
<p>B(1) Training</p> <p><i>High quality delivery of training.</i></p>	<p>Accountability for delivery and quality monitoring of training is clear (e.g. lead person designated and supported)</p>	<ol style="list-style-type: none"> <li>1) At least 20% of SPDG delivered training is observed by SPDG evaluators and/or Fidelity Coaches to ensure that the training delivery meets the criteria for high-quality PD</li> <li>2) All RPDC consultants who are observed receive timely feedback and coaching.</li> <li>3) Each participating RPDC consultant is observed at least twice annually.</li> <li>4) 100% of SPDG delivered training is evaluated by participants and reported to address at least 80% of High Quality Professional Development Criteria.</li> <li>5) All training evaluations are compiled and summarized and results are shared with the RPDC consultant and RPDC Director.</li> </ol>	<p align="center">3</p>

**Missouri SPDG Evidence-based Professional Development Components**

<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Project Description of Related Activities</b>	<b>Project's self-rating</b>
<p>B(2) Training</p> <p><i>Designed with adult learning principles incorporated</i></p>	<p>Adult learning principles used (NIRN, LF)</p>	<ol style="list-style-type: none"> <li>1) Each SPDG-developed training package meets the criteria for high-quality PD and incorporates adult learning principles.</li> <li>2) Fidelity of training is at least 0.90 on fidelity checklist.</li> <li>3) Pre/post assessments are used in 100% of training.</li> </ol>	<p align="center">2</p>
<p>B(3) Training</p> <p><i>Designed with relevance and application practice incorporated</i></p>	<p>Skill-based (NIRN, Guskey)</p>	<ol style="list-style-type: none"> <li>1) 90% of training meets the criteria for behavior rehearsals and reflection.</li> <li>2) 90% of training provides opportunities to plan for initial and continued implementation.</li> <li>3) 80% of participants track and report the use of new skills as monitored through fidelity measures built into the training packages.</li> <li>4) Of the 80% of participants tracking and reporting the use of new skills, 90% receive coaching and feedback.</li> <li>5) 100% of participating buildings submit a Common Formative Assessment developed by the collaborative data teams monthly to the SPDG data portal.</li> <li>6) 100% of the submitted Common Formative Assessments are vetted by the RPDC consultants and posted to the public access area of the SPDG data portal.</li> </ol>	<p align="center">2</p>
<p>B(4) Training</p> <p><i>Participant learning data is incorporated</i></p>	<p>Outcome data collected and analyzed (pre and post testing) of participant knowledge and skills (NIRN)</p>	<ol style="list-style-type: none"> <li>1) 100% of pre-assessment results are reviewed prior to each training to inform delivery.</li> <li>2) 100% of pre- and post-assessment results are reviewed following each training event to identify follow-up and coaching needs and to improve coaching and training delivery and content.</li> </ol>	<p align="center">1</p>
<p>B(5) Training</p> <p><i>Continuous quality improvement</i></p>	<p>Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN)</p>	<ol style="list-style-type: none"> <li>1) A composite summary report of training evaluation results including pre/post assessments, participant satisfaction, and observation are provided to the RPDC consultant, RPDC director, and SPDG management team quarterly.</li> <li>2) Evaluation results are discussed at all monthly SPDG management team meetings and RPDC Director meetings to support data-based improvements to the project.</li> </ol>	<p align="center">4</p>
<p>C(1) Coaching</p> <p><i>High quality delivery of coaching</i></p>	<p>Accountability for development and monitoring of quality and timeliness of coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (NIRN)</p>	<ol style="list-style-type: none"> <li>1) 90% of RPDC staff follows recommended processes for providing coaching.</li> <li>2) 90% of RPDC-provided coaching interactions are reported using SPDG-developed forms.</li> <li>3) 90% of RPDC staff use technology at least 20% of the time to increase educator access to feedback and guidance.</li> <li>4) 100% of the SPDG Fidelity Coaches use technology at least 20% of the time to increase RPDC staff access to feedback and guidance.</li> <li>5) Training on coaching is provided to 100% of RPDC identified staff and Fidelity Coaches.</li> <li>6) 70% of designated coaches at the LEA level participate in coaching training and track and report their coaching interactions.</li> </ol>	<p align="center">2</p>

**Missouri SPDG Evidence-based Professional Development Components**

Prof Dev Domain	Prof Dev Component	Project Description of Related Activities	Project's self-rating
<p>C(2) Coaching</p> <p><i>Coaching responds to participant learning data</i></p>	<p>Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.</p>	<ol style="list-style-type: none"> <li>1) 100% of coaching occurs in the teaching context in the school setting both with and without the use of technology.</li> <li>2) Implementation data is collected via surveys, observations, fidelity measures, and student results.</li> <li>3) RPDC staff who are coaching instructional staff have access to all of their districts' fidelity, implementation, and outcome data.</li> <li>4) Data are used 100% of the time to make mid-course corrections to training and coaching.</li> </ol>	<p align="center">2</p>
<p>D(1) Performance Assessment</p> <p><i>Data systems</i></p>	<p>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN)</p>	<ol style="list-style-type: none"> <li>1) Fidelity and outcomes measures are outlined at all of the trainings and accessible anytime by districts through either <a href="http://www.mospdgdata.org">www.mospdgdata.org</a> or the MCDS portal.</li> <li>2) As part of the training sequence and coaching, all of school collaborative data teams are supported to review and use their data for planning and decision making.</li> <li>3) Each school-identified data management individual is provided with detailed instructions for using <a href="http://www.mospdgdata.org">www.mospdgdata.org</a> and the MCDS portal and sent reminders on data requirements.</li> </ol>	<p align="center">3</p>
<p>D(2) Performance Assessment</p> <p><i>Data-based Decision-making</i></p>	<p>Data are used to make decisions at all education levels (SEA, regional, LEA, school)</p>	<ol style="list-style-type: none"> <li>1) Implementation teams at all levels use a data teaming process for decision making.</li> <li>2) The feedback system, as supported by the <a href="http://mospdgdata.org">mospdgdata.org</a> as well as the MCDS portal, links all of the following: student-level data to classroom implementation data to building-level coaching data to regional implementation data to state-level implementation data to state-level student outcome data.</li> <li>3) Analysis of available data is disaggregated by all of the following: implementation settings (LEA or regional), diversity of student learners, as well as overall state participation.</li> </ol>	<p align="center">3</p>
<p>D(3) Performance Assessment</p> <p><i>Data-driven processes</i></p>	<p>Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN)</p>	<ol style="list-style-type: none"> <li>1) All of training content is research-based and follows the principles of implementation science.</li> <li>2) All school administrators and collaborative data teams are trained in data-based decision-making and supported through coaching to analyze all relevant data sources to track implementation and student outcomes as well as continually adjust and improve implementation.</li> <li>3) Every instructional staff member of a participating school serves on a collaborative data team.</li> <li>4) All new school staff members are supported by their collaborative data team to master the training content, implement effective teaching and learning practices, collaboratively develop and administer common formative assessments, analyze data, and make data-based decisions.</li> </ol>	<p align="center">1</p>

**Missouri SPDG Evidence-based Professional Development Components**

Prof Dev Domain	Prof Dev Component	Project Description of Related Activities	Project's self-rating
<p>D(4) Performance Assessment</p> <p><i>Implementation &amp; outcome data analysis</i></p>	<p>Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN)</p>	<ol style="list-style-type: none"> <li>1) All learning packet rubrics are clearly outlined with defined expectations and evidence.</li> <li>2) The rubrics are used by 100% of the participating LEAs to track implementation progress and compare with student outcomes.</li> <li>3) Collective LEA rubrics are used at both the regional and state levels to track implementation progress and compare with student outcomes.</li> <li>4) Schools are recognized annually for improvement through state recognition protocols and SPDG-sponsored trainings and events.</li> </ol>	<p align="center">1</p>
<p>D(5) Performance Assessment</p> <p><i>Data collection and reporting</i></p>	<p>Participants are instructed in how to provide data to the SPDG Project</p>	<ol style="list-style-type: none"> <li>1) Data requirements, including detailed data collection procedures and tools, submission methods, and due dates are provided and are clearly outlined through multiple methods, such as the districts' expectations document, trainings, and <a href="http://www.mospdgdata.org">www.mospdgdata.org</a> data portal.</li> <li>2) All identified DESE and RPDC staff are trained in data collection procedures; in using data to monitor student progress; in using data to monitor school, district, regional and statewide performance; and in supporting data-based decision making in school collaborative data teams.</li> <li>3) A SPDG Evaluation Plan is developed and implemented that includes all of the following: data collection and reporting requirements, the rationale for all data requirements, methods of collection, and feedback loops for data-based decision making.</li> <li>4) SPDG evaluators are available during regular business hours to school staff and RPDC consultants for consultation/problem solving.</li> <li>5) SPDG evaluators provide reminder emails at least monthly to districts to assist them with data submission deadlines and requirements.</li> </ol>	<p align="center">3</p>
<p>E(1) Facilitative Administrative Support / Systems Intervention</p> <p><i>Leadership team fluency in expected process</i></p>	<p>Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation</p>	<ol style="list-style-type: none"> <li>1) DESE provides all identified RPDC and DESE staff with an orientation to the expectations of participation and the process.</li> <li>2) Commitment letter signed by LEA administrators requires administrator participation in all building-level training and support of collaborative data team activities.</li> <li>3) All RPDCs provide all building-level/district-level leadership teams with an orientation to the expectations of participation and the process.</li> <li>4) School administrator has access to all of the data submitted by school collaborative data teams.</li> <li>5) A training module focused on leadership that incorporates principles of HQPD is developed.</li> <li>6) All RPDCs use the leadership module to train all administrators and provide follow-up.</li> </ol>	<p align="center">3</p>

**Missouri SPDG Evidence-based Professional Development Components**

<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Project Description of Related Activities</b>	<b>Project's self-rating</b>
<p>E(2) Facilitative Administrative Support / Systems Intervention</p> <p><i>Data team process</i></p>	<p>Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support new way of work.</p>	<ol style="list-style-type: none"> <li>1) At least 30% of school instructional staff (e.g., teachers, coaches, and administrators) completes the <i>School Implementation Scale (SIS)</i> and <i>Team Functioning Scale (TFS)</i> annually.</li> <li>2) Through the <a href="http://www.mospdgdata.org">www.mospdgdata.org</a> data portal and specified reports, survey results are immediately accessible to school, district, regional, and state leadership.</li> <li>3) All of the following review report and survey results monthly: LEAs review classroom and building-level results, RPDCs review classroom, district and building results and DESE reviews state and regional results.</li> <li>4) All RPDCs support all building-level collaborative data teams to discuss student-level data at least quarterly in order to monitor the implementation and outcomes of common formative assessments and effective teaching and learning practices.</li> <li>5) Report and survey results are used at all levels (state, regional, district, building) to inform changes in policies, procedures and practices.</li> </ol>	<p align="center">2</p>

**Missouri Rubric: SPDG Evidence-based Professional Development Components**  
*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

Prof Dev Domain	Prof Dev Component	Specifications	Exemplar Description (=4)	Good Description (=3)	Barely Adequate Description (=2)	Inadequate Description (=1)	Evidence/Data
A(1) Selection  <b>Participation is clearly explained and commitment attained.</b>  <b>LEA level</b>	Clear expectations are provided for Professional Development (PD) participants.  Schools, districts, or other agencies agree to provide the necessary resources, supports and facilitative administration for the participants (LF, NIRN, Guskey)	Clear descriptions of participants and expectations for participants are provided  Requirements for schools/districts described  Commitment form(s) used for these agreements is provided	1) DESE determines <u>all (100%) of target districts/buildings based on student data.</u> 2) DESE provides a <u>detailed description of the collaborative work to each eligible district annually.</u> 3) Grant awards to offset <u>all of the costs of participation (e.g., teacher stipends, substitute costs and mileage for training attendees) are made available for all participating buildings each year if all agreement criteria, including submission of evaluation data, are met.</u> 4) Agreement letters meet all of the following criteria: <ul style="list-style-type: none"> <li>Outline the requirements for the district coordinator, building administrator, and building instructional staff.</li> <li>Are signed by both the superintendent and building principal</li> <li>Are returned to DESE by specified due date</li> <li>Assure that the participation expectations and agreements have been shared with all staff</li> <li>Assure that all staff will be trained and participate on building collaborative data teams</li> </ul>	1) DESE determines <u>most (80%) target districts/buildings based on student data.</u> 2) DESE provides a <u>detailed description of the collaborative work to each eligible district, but not annually.</u> 3) Grant awards to offset <u>some of the costs of participation (e.g., teacher stipends, substitute costs and mileage for training attendees) are made available for all participating buildings each year if all agreement criteria, including submission of evaluation data, are met.</u> 4) Agreement letters meet 4/5 of the following criteria: <ul style="list-style-type: none"> <li>Outline the requirements for the district coordinator, building administrator, and building instructional staff.</li> <li>Are signed by both the superintendent and building principal</li> <li>Are returned to DESE by specified due date</li> <li>Assure that the participation expectations and agreements have been shared with all staff</li> <li>Assure that all staff will be trained and participate on building collaborative data teams</li> </ul>	1) DESE determines <u>some (60%) target districts/buildings based on student data</u> 2) DESE provides a description of the collaborative work to each eligible district <u>annually, but description lacks sufficient detail.</u> 3) Grant awards to offset <u>some of the costs of participation (e.g., teacher stipends, substitute costs and mileage for training attendees) are made available for some participating buildings each year if some agreement criteria, including submission of evaluation data, are met.</u> 4) Agreement letters meet 3/5 of the following criteria: <ul style="list-style-type: none"> <li>Outline the requirements for the district coordinator, building administrator, and building instructional staff.</li> <li>Are signed by both the superintendent and building principal</li> <li>Are returned to DESE by specified due date</li> <li>Assure that the participation expectations and agreements have been shared with all staff</li> <li>Assure that all staff will be trained and participate on building collaborative data teams</li> </ul>	1) DESE determines target districts/buildings <u>without regard for student data.</u> 2 DESE provides a description of the collaborative work to each eligible district, but <u>description lacks sufficient detail and is not provided annually.</u> 3) Grant awards to offset some costs of participation (e.g., teacher stipends, substitute costs and mileage for training attendees) are <u>made available for participating buildings each year without agreement criteria, including submission of evaluation data, being met.</u> 4) Agreement letters meet 2 or fewer of the following criteria: <ul style="list-style-type: none"> <li>Outline the requirements for the district coordinator, building administrator, and building instructional staff.</li> <li>Are signed by both the</li> </ul>	LEA data spreadsheet  LEA Data Performance spreadsheet  Criteria for LEA eligibility  Detailed description of expected participation.  Rate of signed commitments  Budget and expenditures  RPDC report of commitment shared with building-leadership teams

**SPDG Evidence-based Professional Development Components**

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Prof Dev Domain	Prof Dev Component	Specifications	Exemplar Description (=4)	Good Description (=3)	Barely Adequate Description (=2)	Inadequate Description (=1)	Evidence/ Data
						superintendent and building principal <ul style="list-style-type: none"> <li>• Are returned to DESE by specified due date</li> <li>• Assure that the participation expectations and agreements have been shared with all staff</li> <li>• Assure that all staff will be trained and participate on building collaborative data teams</li> </ul>	
A(2) Selection  <b>Participation is clearly explained and commitment attained.</b>  <b>State &amp; Regional levels</b>	Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors (NIRN)	Clear descriptions of PD providers requirements and expectations	1) A contract is in place for each RPDC that has clear expectations and requirements for the DESE-supported scope of work and use of funds. 2) Contract includes expected participation in statewide professional development of <u>100% of identified regional staff.</u> 3) RPDC staff, <u>representing each region,</u> contributes their time and expertise to the development of PD content, processes, and materials, through the work of SPDG content development teams. 4) A .50FTE Fidelity Coach is in place for	1) A contract is in place for 8 of the 9 RPDCs that has clear expectations and requirements for the DESE-supported scope of work and use of funds. 2) Contract includes expected participation in statewide professional development of <u>90% of identified regional staff.</u> 3) RPDC staff, <u>representing at least 8 of 9 regions,</u> contributes their time and expertise to the development of PD content, processes, and materials, through the work of SPDG content development teams. 4) A .50FTE Fidelity Coach is in place	1) A contract is in place for 7 of the 9 RPDCs that has clear expectations and requirements for the DESE-supported scope of work and use of funds. 2) Contract includes expected participation in statewide professional development of <u>80% of identified regional staff.</u> 3) RPDC staff, <u>representing at least 7 of 9 regions,</u> contributes their time and expertise to the development of PD content, processes, and materials, through the work of SPDG content development teams. 4) A .50FTE Fidelity Coach is in place	1) A contract is in place for <u>6 or fewer RPDCs</u> that has clear expectations and requirements for the DESE-supported scope of work and use of funds. 2) Contract <u>does not include</u> expected participation in statewide professional development of regional staff. 3) RPDC staff,	Executed contracts for RPDCs in 9 regions.  Roster of content development teams.  Completed Learning Packets from each of the 9 regions.

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Prof Dev Domain	Prof Dev Component	Specifications	Exemplar Description (=4)	Good Description (=3)	Barely Adequate Description (=2)	Inadequate Description (=1)	Evidence/ Data
			each RPDC region.	for each RPDC region.	for at least 7 RPDC regions.	representing 6 or fewer regions, contributes their time and expertise to the development of PD content, processes, and materials, through the work of SPDG content development teams. 4) A .50FTE Fidelity Coach is in place for less than 6 RPDC regions.	Roster of SPDG Fidelity coaches
B(1) Training	Accountability for delivery and quality monitoring of training is clear (e.g. lead person designated and supported)	Clear description of expected fidelity to be achieved and protocols for measuring fidelity.	<p>1) <u>At least 20%</u> of SPDG delivered training is observed by SPDG evaluators and/or Fidelity Coaches to ensure that the training delivery meets the criteria for high quality professional development.</p> <p>2) <u>All (100%)</u> of RPDC consultants who are observed receive timely feedback and coaching.</p> <p>3) <u>Each</u> (100%) participating RPDC consultant is observed <u>at least twice annually</u>.</p> <p>4) <u>100%</u> of SPDG delivered training is evaluated <u>by SIses and reported to meet High Quality Professional Development Criteria</u>.</p> <p>5) <u>All (100%)</u> of training evaluations are compiled and summarized and results shared with the RPDC consultant and RPDC Director.</p> <p>6) <u>All (100%)</u> of trainings are evaluated via a participant satisfaction survey and found to be worthwhile by at least <u>80%</u> of participants.</p>	<p>1) <u>15 -20%</u> of SPDG developed training is observed by SPDG evaluators and/or Fidelity Coaches to ensure that the training delivery meets the criteria for high quality professional development.</p> <p>2) <u>At least 80%</u> of RPDC consultants who are observed receive timely feedback and coaching.</p> <p>3) <u>80%</u> of participating RPDC consultants are observed <u>at least twice annually</u>.</p> <p>4) <u>90%</u> of SPDG delivered training is evaluated <u>by SIses and reported to meet High Quality Professional Development Criteria</u>.</p> <p>5) <u>Most (90%)</u> of training evaluations are compiled and summarized and results shared with the RPDC consultant and RPDC Director.</p> <p>6) <u>Most (90%)</u> of trainings are evaluated via a participant satisfaction survey and found to be worthwhile by at least <u>80%</u> of participants.</p>	<p>1) <u>10% to 15%</u> of SPDG developed training is observed by SPDG evaluators and/or Fidelity Coaches to ensure that the training delivery meets the criteria for high quality professional development.</p> <p>2) <u>At least 60%</u> of RPDC consultants who are observed receive timely feedback and coaching.</p> <p>3) <u>60%</u> of participating RPDC consultants are observed <u>but less than twice annually</u>.</p> <p>4) <u>80%</u> of SPDG delivered training is evaluated <u>by SIses and reported to meet High Quality Professional Development Criteria</u>.</p> <p>5) <u>Some (80%)</u> of training evaluations are compiled and summarized and results shared with the RPDC consultant and Director.</p> <p>6) <u>Some (80%)</u> of trainings are evaluated via a participant satisfaction survey and found to be worthwhile by <u>at least 70%</u> of participants.</p>	<p>1) <u>&lt;10%</u> of SPDG developed training is observed by SPDG evaluators and/or Fidelity Coaches to ensure that the training delivery meets the criteria for high quality professional development.</p> <p>2) <u>&lt;60%</u> of RPDC consultants who are observed receive timely feedback and coaching.</p> <p>3) <u>&lt;60%</u> of participating RPDC consultants are observed <u>less than twice annually</u>.</p> <p>4) Less than <u>80%</u> of SPDG delivered training is evaluated <u>by SIses and reported</u></p>	<p>SPDG Fidelity Coach logs and coaching notes</p> <p>Observation Checklist for High-Quality Professional Development Training</p> <p>Training Evaluation Form</p>

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						<p>to meet High Quality Professional Development Criteria.</p> <p>5) <u>Less than 80%</u> of training evaluations are compiled and summarized and results shared with the RPDC consultant and Director.</p> <p>6) <u>Less than 80%</u> of trainings are evaluated via a participant satisfaction survey and found to be worthwhile by at least <u>70%</u> of participants.</p>	
B(2) Training <b>Designed with adult learning principles incorporated</b>	Adult learning principles used (NIRN, LF)	Description of effective learning strategies used (see Trivette & Dunst document)	<p>1) <u>Each (100%)</u> SPDG developed training package meets the criteria for high-quality PD and incorporates adult learning principles.</p> <p>2) Fidelity of training is at least <u>0.90</u> on fidelity checklist.</p> <p>3) Pre/post assessments are used in <u>100%</u> of training.</p>	<p>1) 90% of SPDG developed training packages meet the criteria for high-quality PD and incorporate adult learning principles.</p> <p>2) Fidelity of training is at least <u>0.80</u> on fidelity checklist.</p> <p>3) Pre/post assessments are used in <u>90%</u> of training.</p>	<p>1) 80% of SPDG developed training packages meet the criteria for high-quality training addressing adult learning principles.</p> <p>2) Fidelity of training is at least <u>0.70</u> on fidelity checklist.</p> <p>3) Pre/post assessments are used in <u>80%</u> of training.</p>	<p>1) <u>&lt;80%</u> SPDG developed training package meets the criteria for high-quality training addressing adult learning principles.</p> <p>2) Fidelity of training is <u>&lt;0.70</u> on fidelity checklist.</p> <p>3) Pre/post assessments are used in <u>&lt;80%</u> of training.</p>	<p>Required training component checklist</p> <p>Observation Checklist for High-Quality Professional Development Training</p> <p>Pre/post assessment training participant data</p>
B(3) Training <b>Designed with relevance and</b>	Skill-based (NIRN, Guskey)	Describes how training is skill-based	<p>1) <u>90%</u> of training meets the criteria for behavior rehearsals and reflection as observed by an outside evaluator or as reported by participants in training</p>	<p>1) 80% of the training meets the criteria for behavior rehearsals and reflection as observed by an outside evaluator or as reported by</p>	<p>1) 60% training meets the criteria for behavior rehearsals and reflection as observed by an outside evaluator or as reported by participants in training</p>	<p>1) Less than 60% of training meets the criteria for behavior rehearsals and</p>	

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application practice incorporated		Participant behavior rehearsals to criterion with an expert observing	<p>evaluation.</p> <p>2) 90% of the training provides opportunities to plan for initial and continued implementation as observed by an outside evaluator or as reported by participants in training evaluation.</p> <p>3) 80% of participants track and report the use of new skills as monitored through fidelity measures built into the training packages.</p> <p>4) Of the 80% of participants tracking and reporting the use of new skills, 90% receive coaching and feedback.</p> <p>5) 100% of participating buildings submit a Common formative assessment developed by the collaborative data teams monthly to the SPDG data portal.</p> <p>6) 100% of the submitted Common Formative Assessments are vetted by the RPDC consultants and posted to the public access area of the SPDG data portal.</p>	<p>participants in training evaluation.</p> <p>2) 80% of the training provides opportunities to plan for initial and continued implementation as observed by an outside evaluator or as reported by participants in training evaluation.</p> <p>3) 70% of participants track and report the use of new skills as monitored through fidelity measures built into the training packages.</p> <p>4) Of the 70% of participants tracking and reporting the use of new skills, 80% receive coaching and feedback.</p> <p>5) 90% of participating buildings submit a Common formative assessment developed by the collaborative data teams monthly to the SPDG data portal.</p> <p>6) 90% of the submitted Common Formative Assessments are vetted by the RPDC consultants and posted to the public access area of the SPDG data portal.</p>	<p>evaluation.</p> <p>2) 60% of the training provides opportunities to plan for initial and continued implementation as observed by an outside evaluator or as reported by participants in training evaluation.</p> <p>3) 50% of participants track and report the use of new skills as monitored through fidelity measures built into the training packages.</p> <p>4) Of the 50% of participants tracking and reporting the use of new skills, 70% receive coaching and feedback.</p> <p>5) 80% of participating buildings submit a Common formative assessment developed by the collaborative data teams monthly to the SPDG data portal.</p> <p>6) 80% of the submitted Common Formative Assessments are vetted by the RPDC consultants and posted to the public access area of the SPDG data portal.</p>	<p>reflection as observed by an outside evaluator or as reported by participants in training evaluation.</p> <p>2) Less than 60% of the training provides opportunities to plan for initial and continued implementation as observed by an outside evaluator or as reported by participants in training evaluation.</p> <p>3) Less than 50% of participants track and report the use of new skills as monitored through fidelity measures built into the training packages.</p> <p>4) Of the participants tracking and reporting the use of new skills, less than 70% receive coaching and feedback.</p> <p>5) Less than 80% of participating buildings submit a Common formative assessment developed by the collaborative data teams monthly to the SPDG data portal.</p> <p>6) Less than 80% of</p>	

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						the submitted Common Formative Assessments are vetted by the RPDC consultants and posted to the public access area of the SPDG data portal.	
B(4) Training  <b>Participant learning data is incorporated</b>	Outcome data collected and analyzed (pre and post testing) of participant knowledge and skills (NIRN)	Data is collected that demonstrates an increase in the skills of the participants (e.g., post/post testing of skills)  Describes how these data are used to make appropriate changes to the training and to provide further supports through coaching	1) <u>100%</u> of Pre-assessment results are reviewed <u>prior</u> to each training and <u>inform delivery</u> of the training. 2) 100% of Pre- and Post-assessment results are reviewed following each training event to identify training follow-up and coaching needs and to improve coaching and training delivery and content.	1) <u>100%</u> of Pre-assessment results are reviewed <u>prior</u> to each training and <u>inform delivery</u> of the training. 2) 100% of Pre- and Post-assessment results are reviewed following each training event to identify training follow-up and coaching needs and to improve coaching and training delivery and content.	1) 100% of Pre-assessment results are reviewed but not prior to each training and do not inform delivery of training. 2) 100% of Pre- and Post-assessment results are reviewed following each training event but are not used to identify training follow-up or coaching needs or to improve coaching and training delivery and content.	1) Pre-assessment results are not reviewed. 2) Pre- and Post-assessment results are not reviewed following training events.	
B(5) Training  <b>Continuous quality improvement</b>	Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN)	Describes how fidelity measures are collected and analyzed related to training (e.g. schedule, content, processes, qualification of trainers) Describes how fidelity measures are used to work with trainers (NIRN)	1) A composite summary report of training evaluation results including pre/post assessments, participant satisfaction, and observation are provided to the RPDC consultant, RPDC director, and SPDG management team <u>quarterly</u> . 2) Composite training, coaching, and fidelity of implementation results are discussed at <u>all (100%) monthly</u> SPDG management team meetings and <u>all (100%) monthly</u> RPDC Director meetings to support data-based improvements to the project.	1) A composite summary report of training evaluation results including pre/post assessments, participant satisfaction, and observation are provided to the RPDC consultant, RPDC director, and SPDG management team <u>twice yearly</u> . 2) Composite training, coaching, and fidelity of implementation results are discussed at <u>most (80%) monthly</u> SPDG management team meetings and <u>most (80%) monthly</u> RPDC Director meetings to support data-based improvements to the project.	1) A composite summary report of training evaluation results including pre/post assessments, participant satisfaction, and observation are provided to the RPDC consultant, RPDC director, and SPDG management team <u>annually</u> . 2) Composite training, coaching, and fidelity of implementation results are discussed at <u>some (60%) monthly</u> SPDG management team meetings and <u>some (60%) monthly</u> RPDC Director meetings to support data-based improvements to the project.	1) A composite summary report of training evaluation results including pre/post assessments, participant satisfaction, and observation are not provided to the RPDC consultant, RPDC director, and SPDG management team. 2) Composite training, coaching, and fidelity	

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		Describes how participant feedback is used to improve trainer skills and revise the training content				of implementation results are not discussed at SPDG management team meetings or RPDC Director meetings.	
C(1) Coaching  <b>High quality delivery of coaching</b>	Accountability for development and monitoring of quality and timeliness of coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (NIRN)	<p>Description of responsibilities for the person in charge of coaching and who this person is.</p> <p>Description of how implementation and outcomes data are used to modify coaching strategies</p> <p>Description of supports that are provided to coaches as a result of having these data</p>	<p>1) <u>90%</u> of RPDC staff follows recommended processes for providing coaching.</p> <p>2) <u>90 %</u> of RPDC provided coaching interactions are tracked and reported using SPDG developed forms.</p> <p>3) <u>90%</u> of RPDC staff use technology at least <u>20%</u> of the time to increase educator access to feedback and guidance.</p> <p>4) <u>100%</u> of the SPDG Fidelity Coaches use technology at least <u>20%</u> of the time to increase RPDC staff access to feedback and guidance.</p> <p>5) <u>Training focused on coaching is provided to 100% of RPDC identified staff and Fidelity Coaches.</u></p> <p>6) <u>70 %</u> of designated coaches at the LEA-level participate in coaching training and track and report their coaching interactions.</p>	<p>1) <u>80%</u> of RPDC staff follows recommended processes for providing coaching.</p> <p>2) <u>80 %</u> of RPDC provided coaching interactions are tracked and reported using SPDG developed forms.</p> <p>3) <u>80%</u> of RPDC staff use technology at least <u>20%</u> of the time to increase educator access to feedback and guidance.</p> <p>4) <u>90%</u> of the SPDG Fidelity Coaches use technology at least <u>20%</u> of the time to increase RPDC staff access to feedback and guidance.</p> <p>5) Training focused on coaching is provided to <u>90%</u> of RPDC identified staff and Fidelity Coaches.</p> <p>6) <u>60 %</u> of designated coaches at the LEA-level participate in coaching training and track and report their coaching interactions.</p>	<p>1) <u>70%</u> of RPDC staff follows recommended processes for providing coaching.</p> <p>2) <u>70 %</u> of RPDC provided coaching interactions are tracked and reported using SPDG developed forms.</p> <p>3) <u>70%</u> of RPDC staff use technology at least <u>20%</u> of the time to increase educator access to feedback and guidance.</p> <p>4) <u>80%</u> of the SPDG Fidelity Coaches use technology at least <u>20%</u> of the time to increase RPDC staff access to feedback and guidance.</p> <p>5) Training focused on coaching is provided to <u>80%</u> of RPDC identified staff and Fidelity Coaches.</p> <p>6) <u>50 %</u> of designated coaches at the LEA-level participate in coaching training and track and report their coaching interactions.</p>	<p>1) <u>Less than 70% of RPDC staff follows recommended processes for providing coaching.</u></p> <p>2) <u>Less than 70 % of RPDC provided coaching interactions are tracked and reported using SPDG developed forms.</u></p> <p>3) <u>Less than 70% of RPDC staff use technology less than 20% of the time to increase educator access to feedback and guidance.</u></p> <p>4) <u>Less than 80% of the SPDG Fidelity Coaches use technology less than 20% of the time to increase RPDC staff access to feedback and guidance.</u></p> <p>5) Training focused on coaching is provided to <u>Less than 80%</u> of RPDC identified staff and Fidelity Coaches.</p>	

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						6) Less than 50 % of designated coaches at the LEA-level participate in coaching training and track and report their coaching interactions.	
C(2) Coaching  Coaching responds to participant learning data	Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.	Describes the coaching strategies used and their appropriateness for use with adults (i.e., evidence provided for coaching strategies). Describe how coaches monitor implementation progress Describe how coaches help sustain continuous improvement.	1) 100% of coaching, as a follow-up to training and provided by the RPDC staff, occurs in the teaching context, in the school setting both with and without the use of technology. 2) Implementation data is collected through all of the following methods: surveys, observations, fidelity measures, and student results. 3) RPDC staff who are coaching instructional staff have access through a secure online database to all of their districts' fidelity, implementation, and outcome data. 4) Data are used 100% of the time to make mid-course corrections to training and coaching across the project.	1) 90% of coaching, as a follow-up to training and provided by the RPDC staff, occurs in the teaching context, in the school setting both with and without the use of technology. 2) Implementation data is collected through most of the following methods: surveys, observations, fidelity measures, and student results. 3) RPDC staff who are coaching instructional staff have access through a secure online database to most of their districts' fidelity, implementation, and outcome data 4) Data are used 100% of the time to make mid-course corrections to training and coaching across the project.	1) 70% of coaching, as a follow-up to training and provided by the RPDC staff, occurs in the teaching context, in the school setting both with and without the use of technology. 2) Implementation data is collected through some of the following methods: surveys, observations, fidelity measures, and student results. 3) RPDC staff who are coaching instructional staff have access through a secure online database to some of their districts' fidelity, implementation, and outcome data. 4) Data are used 80% of the time to make mid-course corrections to training and coaching across the project.	1) Less than 70% of coaching, as a follow-up to training and provided by the RPDC staff, occurs in the teaching context, in the school setting both with and without the use of technology. 2) Implementation data is not collected. 3) RPDC staff who are coaching instructional staff do not have access to their districts' fidelity, implementation, and outcome data. 4) Data are not used to make mid-course corrections to training and coaching across the project.	
D(1) Performance Assessment  Data systems	Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN)	Role/job description provided  Describe how fidelity measures are compared with outcomes, are	1) Fidelity and outcomes measures are outlined at all (100%) of the trainings and accessible anytime by districts through either the <a href="http://www.mospdgdta.org">www.mospdgdta.org</a> website or the MCDS portal. 2) As part of the training sequence and coaching, all (100%) of school collaborative data teams are supported	1) Fidelity and outcomes measures are outlined at most (90%) of the trainings and accessible most of the time by districts through either the <a href="http://www.mospdgdta.org">www.mospdgdta.org</a> website or the MCDS portal. 2) As part of the training sequence and coaching, most (90%) of school	1) Fidelity and outcomes measures are outlined at some (80%) of the trainings and accessible some of the time by districts through either the <a href="http://www.mospdgdta.org">www.mospdgdta.org</a> website or the MCDS portal. 2) As part of the training sequence and coaching, some (80%) of school	1) Fidelity and outcomes measures are not outlined at trainings and are not accessible anytime by districts through either the <a href="http://www.mospdgdta.org">www.mospdgdta.org</a>	

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		<p>available on a regular basis, and are used for decision-making (NIRN)</p> <p>Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs</p>	<p>to review and use their data for planning and decision-making.</p> <p>3) Each (100%) school-identified data management individual is provided with detailed instructions for using the <a href="http://www.mospdg.org">www.mospdg.org</a> website and MCDS portal and sent reminders on data requirements.</p>	<p>collaborative data teams are supported to review and use their data for planning and decision-making.</p> <p>3) Most (90%) of school-identified data management individuals are provided with detailed instructions for using the <a href="http://www.mospdg.org">www.mospdg.org</a> website and MCDS portal and sent reminders on data requirements.</p>	<p>collaborative data teams are supported to review and use their data for planning and decision-making.</p> <p>3) Some (80%) of school-identified data management individuals are provided with detailed instructions for using the <a href="http://www.mospdg.org">www.mospdg.org</a> website and MCDS portal and sent reminders on data requirements.</p>	<p>website or the MCDS portal.</p> <p>2) As part of the training sequence and coaching, less than 80% of school collaborative data teams are supported to review and use their data for planning and decision-making.</p> <p>3) Less than 80% of school-identified data management individuals are provided with detailed instructions for using the <a href="http://www.mospdg.org">www.mospdg.org</a> website and MCDS portal and sent reminders on data requirements.</p>	
D(2) Performance Assessment	Data are used to make decisions at all education levels (SEA, regional, LEA, school)	Describe feedback system for decision-making to ensure continuous academic and behavioral growth for all students.	<p>1) Implementation teams at all levels (state, regional, and LEA) use a data teaming process to review data for decision-making.</p> <p>2) The feedback system, as supported by the mospdgdata.org as well as the MCDS portal, links all of the following: student-level data to classroom implementation data to building-level coaching data to regional implementation data to state-level implementation data to state-level student outcome data.</p> <p>3) Analysis of available data is disaggregated by all of the following: implementation settings (LEA or</p>	<p>1) Implementation teams at all levels (state, regional, and LEA) use a data teaming process to review data for decision-making.</p> <p>2) The feedback system, as supported by the mospdgdata.org as well as the MCDS portal, links most of the following: student-level data to classroom implementation data to building-level coaching data to regional implementation data to state-level implementation data to state-level student outcome data.</p> <p>3) Analysis of available data is disaggregated by all of the following:</p>	<p>1) Implementation teams at 2 of the 3 (state, regional, and LEA) levels use a data teaming process to review data for decision-making.</p> <p>2) The feedback system, as supported by the mospdgdata.org as well as the MCDS portal, links some of the following: student-level data to classroom implementation data to building-level coaching data to regional implementation data to state-level implementation data to state-level student outcome data.</p> <p>3) Analysis of available data is disaggregated by 2 out of 3 of the</p>	<p>1) Implementation teams at 1 or none of the 3 (state, regional, and LEA) levels use a data teaming process to review data for decision-making.</p> <p>2) The feedback system, as supported by the mospdgdata.org as well as the MCDS portal, does not link any of the following: student-level data to</p>	

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			regional), diversity of student learners, as well as overall state participation.	implementation settings (LEA or regional), diversity of student learners, as well as overall state participation.	following: implementation settings (LEA or regional), diversity of student learners, as well as overall state participation.	classroom implementation data to building-level coaching data to regional implementation data to state-level implementation data to state-level student outcome data. 3) Analysis of available data is disaggregated by 1 or none of the following: implementation settings (LEA or regional), diversity of student learners, as well as overall state participation.	
D(3) Performance Assessment  <b>Data-driven processes</b>	Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN)	Describe the following (at least 2 of the following): How schools/districts plan for proactive staff orientation to the process and procedures Use of Appropriate Data Sources (e.g. for competency - observation) (NIRN)  Use of multiple sources of information to	1) <u>All (100%) of training content is research-based and follows the principles of implementation science.</u> 2) <u>All (100%) of school administrators and collaborative data teams are trained in data-based decision-making and supported through coaching to analyze all relevant data sources to track implementation and student outcomes as well as continually adjust and improve implementation.</u> 3) <u>Every (100%) instructional staff member of a participating school serves on a collaborative data team.</u> 4) <u>All (100%) of new school staff members are supported by their collaborative data team to master the training content, implement effective teaching and learning practices,</u>	1) <u>Most (90%) of training content is research-based and follows the principles of implementation science.</u> 2) <u>Most (90%) of school administrators and collaborative data teams are trained in data-based decision-making and supported through coaching to analyze all relevant data sources to track implementation and student outcomes as well as continually adjust and improve implementation.</u> 3) <u>Every (100%) instructional staff member of a participating school serves on a collaborative data team.</u> 4) <u>All (100%) of new school staff members are supported by their collaborative data team to master the training content, implement effective</u>	1) <u>Some (80%) of training content is research-based and follows the principles of implementation science.</u> 2) <u>Some (80%) of school administrators and collaborative data teams are trained in data-based decision-making and supported through coaching to analyze all relevant data sources to track implementation and student outcomes as well as continually adjust and improve implementation.</u> 3) <u>Most (80%) instructional staff member of a participating school serves on a collaborative data team.</u> 4) <u>Most (80%) of new school staff members are supported by their collaborative data team to master the training content, implement effective</u>	1) <u>Less than 80%</u> of training content is research-based and follows the principles of implementation science. 2) <u>Less than 80% of school administrators and collaborative data teams are trained in data-based decision-making and supported through coaching to analyze all relevant data sources to track implementation and student outcomes as well as continually</u>	

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		<p>guide improvement and demonstrate its impact. (LF)</p> <p>Prepares educators to apply research to decision making. (LF)</p>	<p>collaboratively develop and administer common formative assessments, analyze data, and make data-based decisions.</p>	<p>teaching and learning practices, collaboratively develop and administer common formative assessments, analyze data, and make data-based decisions.</p>	<p>teaching and learning practices, collaboratively develop and administer common formative assessments, analyze data, and make data-based decisions.</p>	<p>adjust and improve implementation. 3) <u>Less than 80%</u> instructional staff member of a participating school serves on a collaborative data team. 4) <u>Less than (80%)</u> of new school staff members are supported by their collaborative data team to master the training content, implement effective teaching and learning practices, collaboratively develop and administer common formative assessments, analyze data, and make data-based decisions.</p>	
D(4) Performance Assessment  <b>Implementation &amp; outcome data analysis</b>	Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN)	<p>Describe how fidelity data over time informs modifications to implementation drivers (e.g. how can Selection, Training, and Coaching better support high fidelity) (NIRN)</p> <p>Uses</p>	<p>1) <u>All (100%)</u> learning packet rubrics are clearly outlined with defined expectations and accompanying evidence. 2) The rubrics are used by <u>100%</u> of the participating LEAs to track implementation progress and compare with student outcomes. 3) Collective LEA rubrics are used at <u>both</u> the regional and state levels to track implementation progress and compare with student outcomes. 4) Schools are recognized <u>annually</u> for</p>	<p>1) <u>Most (90%)</u> learning packets rubrics are clearly outlined with defined expectations and accompanying evidence. 2) The rubrics are used by <u>90%</u> of the participating LEAs to track implementation progress and compare with student outcomes. 3) Collective LEA rubrics are used at <u>both</u> the regional and state levels to track implementation progress and compare with student outcomes. 4) Schools are recognized <u>annually</u></p>	<p>1) <u>Some (80%)</u> learning packets rubrics are clearly outlined with defined expectations and accompanying evidence. 2) The rubrics are used by <u>80%</u> of the participating LEAs to track implementation progress and compare with student outcomes. 3) Collective LEA rubrics are used at only 1 of the 2 (regional and state) levels to track implementation progress and compare with student outcomes. 4) Schools are recognized but less than</p>	<p>1) <u>Less than 80%</u> of learning packets rubrics are clearly outlined with defined expectations and accompanying evidence. 2) The rubrics are used by <u>less than 80%</u> of the participating LEAs to track implementation progress and</p>	

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		disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (LF)  Describe positive recognition processes in place for participation	improvement through state recognition protocols and SPDG-sponsored trainings and events.	for improvement through state recognition protocols and SPDG-sponsored trainings and events.	annually for improvement through state recognition protocols and SPDG-sponsored trainings and events.	compare with student outcomes. 3) Collective LEA rubrics are not used 4) Schools are not recognized for improvements.	
D(5) Performance Assessment  <b>Data collection and reporting</b>	Participants are instructed in how to provide data to the SPDG Project	Procedures described for data collection  Guidance provided to schools/districts shared	1) <u>Data requirements, including detailed data collection procedures and tools, submission methods and due dates are provided and are clearly outlined through multiple methods, such as the districts' expectations document, trainings, and <a href="http://www.mospdgdata.org">www.mospdgdata.org</a> data portal.</u> 2) <u>All (100%) identified DESE and RPDC staff are trained in data collection procedures, in using data to monitor student progress, and in supporting the data-based decision making of school collaborative data teams.</u> 3) <u>All (100%) identified DESE and RPDC staff are trained in data collection procedures and in using data to monitor school, district, regional and statewide performance.</u> 4) <u>A SPDG Evaluation Plan is developed and implemented that includes all of the following: data collection and reporting requirements, the rationale for all data requirements, methods of collection, and feedback loops for data-based decision making.</u> 5) <u>The SPDG evaluators are available</u>	1) <u>Data requirements, including detailed data collection procedures and tools, submission methods and due dates are provided and are clearly outlined through multiple methods, such as the districts' expectations document, trainings, and <a href="http://www.mospdgdata.org">www.mospdgdata.org</a> data portal.</u> 2) <u>Most (90%) identified DESE and RPDC staff are trained in data collection procedures, in using data to monitor student progress, and in supporting the data-based decision making of school collaborative data teams.</u> 3) <u>Most (90%) identified DESE and RPDC staff are trained in data collection procedures and in using data to monitor school, district, regional and statewide performance.</u> 4) <u>A SPDG Evaluation Plan is developed and implemented that includes all of the following: data collection and reporting requirements, the rationale for all</u>	1) <u>Data requirements, including detailed data collection procedures and tools, submission methods and due dates are provided but are not clearly outlined and are not provided through multiple methods, such as the districts' expectations document, trainings, and <a href="http://www.mospdgdata.org">www.mospdgdata.org</a> data portal.</u> 2) <u>Some (80%) identified DESE and RPDC staff are trained in data collection procedures, in using data to monitor student progress, and in supporting the data-based decision making of school collaborative data teams.</u> 3) <u>Some (80%) identified DESE and RPDC staff are trained in data collection procedures and in using data to monitor school, district, regional and statewide performance.</u> 4) <u>A SPDG Evaluation Plan is developed and implemented that includes some of the following: data collection and reporting requirements, the rationale for all data requirements, methods of collection, and feedback loops for data-based decision making.</u>	1) <u>Not all data requirements, (including detailed data collection procedures and tools, submission methods and due dates) are provided, are not clearly outlined and are not provided through multiple methods, such as the districts' expectations document, trainings, and <a href="http://www.mospdgdata.org">www.mospdgdata.org</a> data portal.</u> 2) <u>Less than 80% identified DESE and RPDC staff are trained in data collection procedures, in using data to monitor student progress, and in supporting the data-based decision</u>	

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			<p>during regular business hours to school staff and RPDC consultants for consultation/problem solving.</p> <p>6) SPDG evaluators provide reminder emails at least monthly to districts to assist them with data submission deadlines and requirements.</p>	<p>data requirements, methods of collection, and feedback loops for data-based decision making.</p> <p>5) The SPDG evaluators are available during most hours during the business day to school staff and RPDC consultants for consultation/problem solving.</p> <p>6) SPDG evaluators provide reminder emails at least quarterly to districts to assist them with data submission deadlines and requirements.</p>	<p>5) The SPDG evaluators are available for limited hours during the business day to school staff and RPDC consultants for consultation/problem solving.</p> <p>6) SPDG evaluators provide reminder emails at least semi-annually to districts to assist them with data submission deadlines and requirements.</p>	<p>making of school collaborative data teams.</p> <p>3) Less than 80% of identified DESE and RPDC staff are trained in data collection procedures and in using data to monitor school, district, regional and statewide performance.</p> <p>4) A SPDG Evaluation Plan is not developed.</p> <p>5) The SPDG evaluators are not available to school staff and RPDC consultants for consultation/problem solving.</p> <p>6) SPDG evaluators do not provide reminder e-mails to districts to assist them with data submission deadlines and requirements.</p>	
E(1) Facilitative Administrative Support / Systems Intervention	Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation	<p>Role/job description relative to program implementation provided</p> <p>Describe how steps are taken by the appropriate</p>	<p>1) DESE provides all (100%) identified RPDC and DESE staff with an orientation to the expectations of participation and the process.</p> <p>2) Commitment letter signed by LEA administrators requires administrator participation in all building-level training and support of collaborative data team activities.</p> <p>3) All (100%) of RPDCs provide all (100%)</p>	<p>1) DESE provides most (90%) identified RPDC and DESE staff with an orientation to the expectations of participation and the process.</p> <p>2) Commitment letter signed by LEA administrators requires administrator participation in all building-level training and support of collaborative data team activities.</p> <p>3) All (100%) of RPDCs provide all</p>	<p>1) DESE provides some (80%) identified RPDC and DESE staff with an orientation to the expectations of participation and the process.</p> <p>2) Commitment letter signed by LEA administrators only requires administrator participation in some building-level training and limited support to collaborative data team activities.</p>	<p>1) DESE provides less than 80% of identified RPDC and DESE staff with an orientation to the expectations of participation and the process.</p> <p>2) Commitment letter signed by LEA administrators does</p>	

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		person (administrator, trainer, coach) to meet PD participants' needs	<p>of building-level/district-level leadership teams with an orientation to the expectations of participation and the process.</p> <p>4) School administrator has access to <u>all</u> (100%) of the data submitted by school collaborative data teams.</p> <p>5) A training module focused on leadership that incorporates principles of HQPD is developed.</p> <p>6) <u>All</u> (100%) RPDCs use the leadership module to train <u>all</u> administrators and <u>provide follow-up</u>.</p>	<p>(100%) of building-level/district-level leadership teams with an orientation to the expectations of participation and the process.</p> <p>4) School administrator has access to <u>most</u> (90%) of the data submitted by school collaborative data teams.</p> <p>5) A training module focused on leadership that incorporates principles of HQPD is developed.</p> <p>6) Most (90%) RPDCs use the leadership module to train <u>most</u> (90%) administrators and <u>provide follow-up</u>.</p>	<p>3) Less than 100% of RPDCs provide less than 100% of building-level/district-level leadership teams with an orientation to the expectations of participation and the process.</p> <p>4) School administrator has access to <u>some</u> (80%) of the data submitted by school collaborative data teams.</p> <p>5) A training module focused on leadership is <u>developed but does not</u> incorporate all of the principles of HQPD.</p> <p>6) Most (90%) RPDCs use the leadership module to train <u>most</u> (90%) administrators but <u>do not provide follow-up</u>.</p>	<p>not require administrator participation in building-level training or to <u>support</u> collaborative data team activities.</p> <p>3) RPDCs do not provide building-level/district-level leadership teams with an orientation to the expectations of participation and the process.</p> <p>4) School administrator does not have access to data submitted by school collaborative data teams.</p> <p>5) A training module focused on leadership is <u>not developed</u></p> <p>6) The leadership training module is <u>not used</u> by the RPDCs to provide training to school administrators on leadership.</p>	
E(2) Facilitative Administrative Support / Systems Intervention  <b>Data team process</b>	Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support new way of	Describe processes for collecting, analyzing and utilizing student and teacher data to recognize barriers to implementation success.	<p>1) <u>At least 30%</u> of school instructional staff (e.g., teachers, coaches, and administrators) completes the <i>School Implementation Scale (SIS)</i> and <i>Team Functioning Scale (TFS)</i> annually.</p> <p>2) Through the <a href="http://www.mospdgd.org">www.mospdgd.org</a> data portal, <u>specified reports</u> and survey results are <u>immediately accessible to school, district, regional, and state</u></p>	<p>1) <u>At least 20%</u> of school instructional staff (e.g., teachers, coaches, and administrators) completes the <i>School Implementation Scale (SIS)</i> and <i>Team Functioning Scale (TFS)</i> annually.</p> <p>2) Through the <a href="http://www.mospdgd.org">www.mospdgd.org</a> data portal, <u>specified reports</u> and survey results</p>	<p>1) <u>At least 10%</u> of school instructional staff (e.g., teachers, coaches, and administrators) completes the <i>School Implementation Scale (SIS)</i> and <i>Team Functioning Scale (TFS)</i> annually.</p> <p>2) Through the <a href="http://www.mospdgd.org">www.mospdgd.org</a> data portal, <u>specified reports</u> and survey results are <u>accessible within one week</u> to school, district, regional, and</p>	<p>1) <u>Less than 10%</u> of school instructional staff (e.g., teachers, coaches, and administrators) completes the <i>School Implementation Scale (SIS)</i> and <i>Team Functioning Scale</i></p>	

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	work.	Describe processes for revising policies and procedures to support new way of work.	<p><b>leadership.</b></p> <p>3) <u>All</u> of the following review report and survey results <b>annually</b>: LEAs review classroom and building-level results, RPDCs review classroom, district and building results and DESE reviews state and regional results.</p> <p>4) <u>All (100%)</u> of RPDCs support <u>all (100%)</u> of building-level collaborative data teams to discuss student-level data <u>at least quarterly</u> in order to monitor the implementation and outcomes of common formative assessments and effective teaching and learning practices.</p> <p>5) Report and survey results are used at <u>all</u> levels (state, regional, district, building) to inform <u>changes</u> in policies, procedures and practices.</p>	<p>are <u>accessible</u> the following day to school, district, regional, and state leadership.</p> <p>3) <u>All</u> of the following review report and survey results <b>annually</b>: LEAs review classroom and building-level results, RPDCs review classroom, district and building results and DESE reviews state and regional results.</p> <p>4) <u>Most (90%)</u> of RPDCs support <u>most (90%)</u> of the building-level collaborative data teams to discuss student-level data <u>at least quarterly</u> in order to monitor the implementation and outcomes of common formative assessments and effective teaching and learning practices.</p> <p>5) Report and survey results are used at <u>all</u> levels (state, regional, district, building) to inform <u>changes</u> in policies, procedures and practices.</p>	<p>state leadership.</p> <p>3) 2 out of 3 of the following review report and survey results <b>annually</b>: LEAs review classroom and building-level results, RPDCs review classroom, district and building results and DESE reviews state and regional results.</p> <p>4) <u>Some (80%)</u> of RPDCs support <u>some (80%)</u> of the building-level collaborative data teams to discuss student-level data <u>semi-annually or less</u> in order to monitor the implementation and outcomes of common formative assessments and effective teaching and learning practices.</p> <p>5) Report and survey results are used at 2 of the 3 levels (state, regional, district, building) to inform <u>changes</u> in policies, procedures and practices.</p>	<p>(TFS) <u>annually</u>.</p> <p>2) Through the <a href="http://www.mospdgdata.org">www.mospdgdata.org</a> data portal, <u>specified reports</u> and survey results are <u>not accessible</u> to school, district, regional, and state leadership.</p> <p>3) One or none of the following review report and survey results <b>annually</b>: LEAs review classroom and building-level results, RPDCs review classroom, district and building results and DESE reviews state and regional results.</p> <p>4) Most RPDCs do not support building-level collaborative data teams to discuss student-level data.</p> <p>5) Report and survey results are not used at 1 or none of the level(s) to inform <u>changes</u> in policies, procedures and practices.</p>	