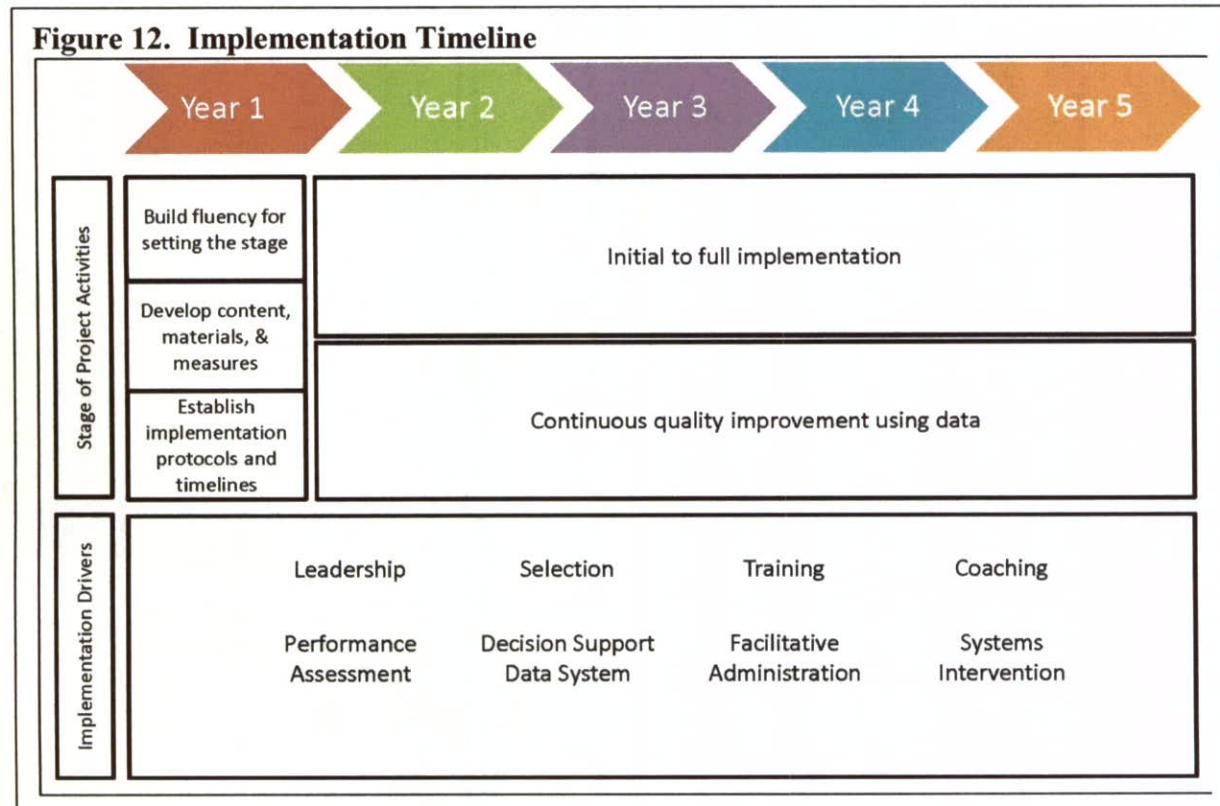


(see Appendix A, Table 7) are designed to support project implementation across all five years. The Plan of Operation (see Appendix A, Table 8) in the Quality of Management section lists specific activities and timeline.



Goal 1, Objective 1 Strategy: Provide professional development in selected areas aligning with the Missouri Teacher and Leader Standards.

Activities

- a) **Build fluency for setting the stage:** SPDG MT, QCT, and ELT review teacher evaluation data, Missouri Teacher and Leader Standards, and identify priority content areas among selected standards (see Figure 10) to focus professional development and to strategize alignment with the SPDG focus content area professional development (collaboration, data-based decision-making, formative assessment, and evidence-based

instructional practices). This group assesses the level of expertise within the SSOS network matching to the standards and provides for HQPD where expertise is lacking.

- b) ***Collaboratively develop content as well as materials and measures:*** The SPDG MT convenes Content Development Teams (CDT) to focus on core content across standards. The CDTs translate research into HQPD for each content area developing standardized training curricula, materials, and measures of fidelity and outcomes to be used when providing professional development to LEAs. The CDT focused on teacher/leader standards is charged with developing professional development materials aligning teacher evaluation with the focus SPDG content areas.
- c) ***Establish protocols and timelines for initial implementation:*** The CDTs develop a plan, protocols, and materials for initial implementation and steps toward full implementation of professional development in targeted content areas. The action plan includes steps, timelines, responsibilities, and data to be systematically monitored and to align with teacher evaluation.
- d) ***Initial to full implementation:*** Initial implementation begins with RPDCs partnering with building and district level leadership to prioritize needs for professional development using measures developed by CDT and teacher evaluation data. SSOS and SPDG MT will review data and implementation processes quarterly to discuss effectiveness, impact, and fidelity. Bi-annually, strengths and challenges to implementation of professional development aligned with teacher and leader standards are discussed and strategic plans for revising protocols and procedures are made.
- e) ***Continuous quality improvement using data:*** Data is collected and shared with the SSOS network including the QCT and SPDG MT. Effectiveness, fidelity, and impact

are discussed quarterly by the SPDG MT and QCT and shared in reports to the SSOS network. Through technology, the SSOS network responds to reports providing clarification, confirmation, challenges, and other information for ongoing systems-level problem-solving.

Goal 1, Objective 2 Strategy: Develop and implement a model of high quality professional development (HQPD) to be used by the Statewide System of Support (SSOS) Network to include implementation strategies, protocols, measurement tools, and fidelity instruments.

#### Activities

- a) ***Build fluency for setting the stage:*** SPDG MT, with support from Implementation Advisors, provide professional development to the SSOS Network on the characteristics of HQPD, evidence-based processes for supporting implementation, and strategies for measuring implementation and fidelity of HQPD.
- b) ***Collaboratively develop processes and materials:*** SPDG MT convenes a workgroup of RPDC representatives, QCT, and MT representatives to translate the research on HQPD into a statewide system including protocols, timelines, supporting materials, measures of implementation effectiveness and fidelity, and implementation timelines. This draft statewide plan for implementing HQPD across all focus areas is reviewed by the SSOS network, QCT, and ELT and feedback is provided. The workgroup revises plan based on feedback and revised draft is vetted. Process repeats until final plan is approved.
- c) ***Establish protocols and timelines for initial to full implementation:*** This workgroup develops a plan for initial implementation and steps toward full implementation of the HQPD method across content areas and regions. The action plan includes steps,

timelines, responsibilities, and data to be systematically monitored.

d) ***Initial to full implementation:*** Implementation of infusing HQPD into all professional development, regionally and across content areas, follows the action plan developed by the workgroup. The SPDG MT reviews data and implementation processes monthly. Monthly MT agendas and minutes are shared across the SSOS network. Quarterly meetings jointly with the MT and QCT review regional and state level data to examine effectiveness, impact, and fidelity. Bi-annually, strengths and challenges to the structure of infusing HQPD across regions and content areas are discussed and strategic plans for revising protocols and procedures are made.

e) ***Continuous quality improvement using data:*** Data is collected and shared with SSOS network including the QCT and SPDG MT. Effectiveness, fidelity, and impact are discussed quarterly by SPDG MT and QCT and shared in reports to the SSOS network. Through technology, the SSOS network responds to reports providing clarification, confirmation, challenges, and other information for ongoing systems-level problem-solving.

Goal 1, Objective 3 Strategy: Provide professional development to LEAs in the focus areas of school-wide collaborative data teams, data-based decision-making, formative assessment, and effective teaching and learning practices, including systems of matching instruction and supports to student needs.

#### Activities

a) ***Build fluency for setting the stage:*** SPDG MT, QCT, and ELT assess the level of expertise within the SSOS network regarding collaboration, data-based decision-making, formative assessment, selected effective teaching and learning practices, and

implementation of matching instruction and supports to student needs. The SPDG MT provides for HQPD where expertise is lacking.

- b) ***Collaboratively develop content as well as materials and measures:*** The SPDG MT convenes Content Development Teams (CDT) to focus on core content across standards. The CDTs translate research into HQPD for each content area developing standardized training curricula, materials, and measures of fidelity and outcomes to be used when providing professional development to LEAs. Expertise in statewide professional learning communities will inform professional development focused on collaborative teaming. Statewide expertise in implementing Decision Making for Results will inform the professional development focused on data-based decision-making. Expertise for developing training and materials about formative assessment and prioritized instructional practices with research indicating highest impact on student learning, especially students with disabilities exists throughout the SSOS and will be incorporated into the CDTs. Expertise in implementing school-wide academic and behavioral systems will be used extensively to inform the development of an aligned approach of matching instruction and supports to student needs.
- c) ***Establish protocols and timelines for initial implementation, including internal coaching through teacher-learning teams:*** The CDTs develop a plan, protocols, and materials for initial implementation and steps toward full implementation of professional development in targeted content areas. The protocols include instructions and materials for facilitating the development of teacher-learning teams in buildings as a method of internal coaching. The action plan includes steps, timelines, responsibilities, and data to be to be systematically monitored and to align with teacher evaluation.

- d) ***Initial to full implementation:*** Initial implementation of providing content-specific professional development to targeted schools will match levels of need determined by building-level data. RPDC consultants will work directly with teacher-learning teams to build fluency in analyzing the effectiveness of internal coaching. Using technology, data will be uploaded to a database accessible by RPDC and SPDG MT. CDTs and SPDG MT will review data and implementation processes quarterly to discuss effectiveness, impact, and fidelity. Bi-annually, strengths and challenges to the implementation of the professional development and recommended structure of teacher-learning teams are discussed and strategic plans for revising protocols and procedures are made.
- e) ***Continuous quality improvement using data:*** Data is collected and shared with the SSOS network including the QCT and SPDG MT. Effectiveness, fidelity, and impact are discussed quarterly by the SPDG MT and QCT and shared in reports to the SSOS network. Through technology, the SSOS network responds to reports providing clarification, confirmation, challenges, and other information for ongoing systems-level problem-solving.

Goal 2 focuses on the use of technologies to support implementation of HQPD in targeted content areas, use of data to monitor effectiveness, fidelity, and impact, and be a reliable source of current information and resources. The strategies for reaching this goal focus on building or adopting a technology infrastructure and increasing fluency across the SSOS and LEAs in using and maximizing the benefits of the technology.

Goal 2, Objective 1 Strategy: Develop and implement the Missouri Teacher Learning Network (Mo-TLN) a web-based network for enhancing professional development through reliable and timely resources and shared learning, mechanisms for frequent collaboration and

support, structures for organizing materials, and functionalities that support consistent and ongoing use of data.

### Activities

- a) ***Build fluency for setting the stage:*** SPDG MT assess levels of expertise and comfort within SSOS network regarding using technologies to enhance professional development. The SPDG MT addresses concerns and expertise with professional development that includes research supporting the use of technologies in delivering HQPD and strategies for using technologies effectively. The SSOS network will also be asked to identify potential concerns at building-level and this information will be used to inform the design of the support provided to buildings to promote effect use of technology.
- b) ***Collaboratively develop content, functionalities, applications:*** The SPDG MT, in partnership with the Content Development Teams (CDT), identifies aspects of content-specific professional development to be delivered and supported through the Mo-TLN. The SPDG MT, in partnership with Implementation Advisors, design functionalities and applications that match online technologies with needs for information, communication, coaching support, and data for monitoring implementation, fidelity, and outcomes. The SPDG MT works with technology partner(s) to design a web-based system.
- c) ***Establish protocols and timelines for initial implementation:*** The SPDG MT develops an action plan for initial implementation and steps toward full implementation of each component Mo-TLN. The action plan includes steps, timelines, responsibilities, and data to be to be systematically monitored. The plan also addresses the needs for training on use of the Mo-TLN at state, regional, and LEA levels. The SPDG MT recruits a technology purveyor to oversee the day-to-day usage of the web-based system, trouble

shoot problems, and facilitate use to maximize benefit at all levels.

- d) ***Initial to full implementation:*** Initial implementation involves systematic unveiling of functionalities and applications. Each unveiling will be closely monitored before layering on additional features of the system. The SPDG MT will review analytics and request ongoing feedback from users of the technology. Through the SPDG, implementation measures gather perception data regarding the usability and impact of Mo-TLN on teacher learning will be developed and used systematically. This data will be used to improve the web-based system.
- e) ***Continuous quality improvement using data:*** Employing a technology purveyor is critical to continuous quality improvement. This person will focus on the use of the web-based system, field requests and comments from users, and work closely with the web developer to assure the system is reliable, useful, and aligns with HQPD. Data regarding Mo-TLN will be analyzed for reporting outcomes at state, regional, and LEA levels. Data will be reviewed quarterly by the MT and SSOS and used to refine and improve Mo-TLN.

Goal 2, Objective 2 Strategy: Provide HQPD to LEAs on the components of the Mo-TLN, functionalities, applications, benefits, and expectations of use.

#### Activities

- a) ***Build fluency for setting the stage:*** SPDG MT and RPDC assess the levels of expertise and comfort regarding using technologies to access professional development. A training module for LEAs covering the purpose, functions, benefits, and strategies for using Mo-TLN will be developed. Professional development is provided to the RPDCs regarding how to support the LEAs in using the Mo-TLN module.

- b) ***Collaboratively develop content, functionalities, applications:*** The SPDG MT, technology purveyor, and RPDCs will collaborate to design templates, identify resources, and upload the content identified by the CDTs to be included on Mo-TLN. This same group will also design a method for web-based interactions between and among LEAs and the SSOS using Mo-TLN.
- c) ***Establish protocols and timelines for initial implementation:*** The SPDG MT develops an action plan for initial implementation prioritizing the components of the Mo-TLN to be first introduced to the LEAs and supported. The action plan includes steps, timelines, responsibilities, and data to be systematically monitored. The action plan specifies the role of the technology purveyor in supporting implementation in LEAs. The MT also developed pre and post measures for LEAs to guide ongoing PD on using Mo-TLN for professional development.
- d) ***Initial to full implementation:*** As each component of the web-based system is unveiled, the RPDC consultants, in partnership with the technology purveyor, will provide training to the teacher-learning teams and building-level leadership on how to use the system and the benefits. The LEAs will receive ongoing support from the technology purveyor.
- e) ***Continuous quality improvement using data:*** LEAs will report data specific to their experiences with the Mo-TLN. Data describing the extent to which the Mo-TLN influences increase in knowledge, skills, and fidelity will also be collected and closely monitored. This data will be reviewed by the SPDG MT quarterly and used to inform the design and scope of Mo-TLN.

## **Up-to-date knowledge from research and effective practice**

The research literature identifies nine characteristics of high quality professional development (HQPDP) and these are outlined in the Significance section of this proposal. The National Staff Development Council points to six benefits of technology that when implemented effectively can enhance professional development. The attributes are: (a) provide more just-in-time professional learning; (b) create job-embedded learning opportunities; (c) ensure content-rich learning opportunities; (d) expand personalized professional development; (e) increase access to professional learning experiences; and (f) potentially reduce the costs of professional development programs. Missouri's SPDG is designed with consideration for the characteristics of HQPDP and the benefits of incorporating technology in the following ways.

- The Missouri SPDG professional development topics align with Missouri Teacher & Leader Standards and address teacher and leader learning needs as identified by student assessments.
- The Missouri SPDG professional development addresses data identified critical needs indicated by student assessment data.
- In the design of the Missouri SPDG highly relevant professional development content is selected based on data identified needs and the delivery balances the needs for training, technical assistance, and modeling.
- Through the Missouri SPDG, building-level collaborative teacher teams provide opportunities for (a) discussing assessment data, (b) analyzing teaching practices and problem-solving instructional dilemmas, and (c) guiding each other through applying new instructional strategies. The use of technology through the Mo-TLN will increase access to learning that is just-in-time, job-embedded, and content-rich.

- The Missouri SPDG addresses collaborative culture as a priority for professional development. Additionally, the web-based Mo-TLN expands opportunities for collaborating across buildings within an LEA and with other LEAs.
- The Missouri SPDG is designed as an aligned full professional development package of training, technical assistance, and modeling intended to (a) increase depth of knowledge, (b) provide systematic practice of newly learned skills, and (c) guide implementation of effective teaching and learning practices with fidelity. The Mo-TLN expands access to learning experiences and offers opportunities for personalized learning connected to day-to-day teaching in classrooms.
- Missouri statewide approach to professional development (a) incorporates training, technical assistance, and modeling; (b) is job-embedded; and (c) matches frequency and intensity with data identified needs for teacher and leader learning.
- The development of the Mo-TLN and also the support provided to LEAs to implement teacher-learning teams provide opportunities for teachers to apply new learning and receive timely feedback.
- Integral to the Missouri SPDG is a data driven cycle to inform policy and practice. Additionally, the SPDG design recognizes the importance of attending to the research-based implementation drivers which are designed to support implementation from the initial stages to full and deep implementation.

### **Partnerships**

This project is designed to incorporate partner expertise across all aspects of the project.

The Quality of Management section of this proposal describes the team structure for conducting the work and the membership on the teams. In summary, teams are critical to completing the

work, garnering ownership, facilitating implementation, and making systems change. 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, external evaluators, contracted consultants with implementation expertise, and a team of purveyors to facilitate the implementation processes with fidelity. Annually, all the project partners will gather for shared learning, reflection on data and implementation processes, and strategic planning for the upcoming year.

**Comprehensive effort to improve teaching and learning and support rigorous academic standards**

The Missouri SPDG provides a timely contribution supporting the vision of the DESE. In 2011, the Missouri Department of Elementary and Secondary Education (DESE) launched *Top 10 by 20*, a major improvement effort that aims for student achievement in Missouri to rank among the top ten states by 2020. The goals for the Top 10 by 20 Plan are listed in the Significance section. In that section there is also a description of the Missouri Statewide System of Support (SSOS). The SSOS is based on the following assumptions/beliefs and are directly supported by the work outlined by this SPDG:

- Improvement is everyone’s responsibility and all districts/schools, regardless of improvement status and/or accountability designation, can improve;
- Effective leadership practices provide the foundation for Missouri’s SSOS and are focused on the improvement of instructional practices that ensure significant improvements in student performance are made and sustained;
- State-developed and/or provided products and tools, including professional development, are designed for universal accessibility and applicability to/for all

districts and schools in the state;

- A consistent set of tools and protocols, required by all state-approved providers, ensures universal access and applicability, high quality deployment, and capacity for continuous improvement on a statewide basis.

The work of the SSOS is to recognize that the goals of *Top 10 by 20* apply to all students, including students with disabilities. The Missouri SPDG provides an opportunity to invest in focused high quality professional development on evidence-based practices designed to result in improved student achievement, especially students with disabilities.

#### **D. Quality of Project Personnel**

##### **Qualifications, including relevant training and experience, of key project personnel**

Qualifications of key personnel, subcontractors, and contractual partners are included in the sections below. Vitae or Resumes for key project personnel are included in Appendix C. The Missouri Department of Elementary and Secondary Education will implement the goals and objectives for this statewide initiative through the collaboration of the following personnel.

##### **SPDG DESE Leadership**

**Stephen Barr, Ed.D.**, rejoined the Missouri Department of Education in May of 2010. He serves as the Assistant Commissioner for the Office of Special Education. Prior to his return to Missouri, he served as the Associate Superintendent for the Center for School Improvement (CSI) at the Ohio Department of Education (ODE). In that position, his main objective was to develop unified systems to focus the various state and federal programs and the statewide system of support on district and school improvement efforts. He is a member of Moving Your Numbers advisory/work group. Dr. Barr will devote 5% of his time to SPDG-related activities.

**Project Director, Pam Williams, Ed.S.** is the Coordinator for Special Education Services

in the Office of Special Education at the Department of Elementary and Secondary Education. In this capacity, she is responsible for oversight of the activities of the Compliance and Effective Practices sections, development and implementation of the State Performance Plan (SPP) and Annual Performance Report (APR), development of State Regulations implementing Part B of the IDEA, serving as State Director for Section 619 and Project Director for the current State Personnel Development Grant (SPDG). Ms. Williams is a member of the Missouri Council of Chief State School Officers (CCSSO) Implementing the Common Core Standards (ICCS) State Team. She also works closely with other Offices in the Department and other state agencies and organizations in relation to school improvement initiatives, early childhood education, statewide assessment and Postsecondary Transition. Ms. Williams' role will be to supervise the outcomes of this project. One responsibility will be obtaining input from and reporting to the Special Education Advisory Panel (SEAP). She will also coordinate the activities with the subcontractors and Regional Professional Development Centers (RPDC). Finally, Ms. Williams will be responsible for assuring that the evaluation process of this grant is of high quality. Ms. Williams will devote 25% of her time to SPDG-related activities.

#### **SPDG Program Support Staff**

**Dana Desmond** is a Program Analyst for Project Evaluation and Reporting in the Office of Special Education. In this capacity, Ms. Desmond works with the Project Director, Project Evaluators and Data Coordination Director to ensure that all project evaluation activities are carried out and required reports are generated and disseminated to appropriate stakeholders. She will also be the DESE liaison working closely with the technology aspects of the SPDG. Ms. Desmond will devote 15% of her time to SPDG-related activities.

**Ginger Henry** is the Director in the Effective Practices Section. Ms. Henry has extensive background and experience in the area of elementary achievement as a kindergarten through fifth grade teacher for more than 30 years and with the Department for more than five years. Ms Henry's primary responsibilities include assisting LEAs with the programmatic part of Missouri's Early Childhood Special Education program, assisting with the coordination of professional development activities for the Regional Professional Development Center Consultants and serving on the Department's Cross Agency Team which assisted in the development of the Statewide System of Support. Ms. Henry will devote 15% of her time to SPDG-related activities.

**Megan Freeman** is the Assistant Director in the Effective Practices section of the Office of Special Education. A significant part of her duties involves collaborating with the MU Center on Positive Behavioral Supports (PBS) on the statewide SW-PBS Initiative and coordinating the work of the State PBIS Coordinator and Regional PBIS consultants. Ms. Freeman will devote 10% of her time to SPDG-related activities.

**Beth Bashore** is a supervisor in the Effective Practices Section. A part of Ms. Bashore's duties center around work with the RPDC special education consultants. These consultants will be instrumental in assisting the State in the implementation of the SPDG activities within their region. Ms. Bashore will coordinate details pertaining to professional development events hosted by DESE, coordinate meeting logistics for SPDG teams, and assist with the dissemination of information and announcements to LEAs and SPDG partners. Ms. Bashore will devote 25% of her time to SPDG-related activities.

**Mary Corey** oversees the Special Education Data Coordination section in the Office of Data Systems Management. This Office collects data for analysis and reporting to support Missouri State Personnel Development Grant (CFDA 84.323A)

effective decision-making at federal, state and local levels. This section, under the direction of Ms. Corey, will be responsible for the collection, analysis and summarization of data related to performance measures. These will be disaggregated for the schools that participate in these activities. The Data Coordination section will provide data for each of the participating schools for evaluation purposes. Ms Corey will devote 5% of her time to grant-related activities.

**Michele Fehlings** is a Supervisor in the Special Education Finance section in the Office of Financial and Administrative Services. This Office is responsible for distributing all federal and state funds to local school districts and other agencies that provide education-related services. As part of the SPDG personnel group, Ms. Fehlings will be responsible for managing the grant funds, tracking grant-related expenditures, and providing monthly budget report updates to other members of the SPDG group. Ms. Fehlings holds a MBA and has over twenty years experience in accounting and finance in the healthcare sector and other private industries. She will devote 5% of her time to grant-related activities.

**Mary Ann Burns, Ed.D.** is the Director of School Improvement Initiatives in the Office of Quality Schools at the Missouri Department of Elementary and Secondary Education. She has served in this position for five years where her duties include serving as the state liaison for the U.S. Department of Education Blue Ribbon Schools Program and the Missouri Gold Star Schools Award Program. Dr. Burns' primary responsibilities are to coordinate the state-wide efforts of the Missouri Professional Learning Communities (MO PLC) Project. This statewide school improvement effort is supported by nearly 30 resource specialists serving in nine Regional Professional Development Centers across the state. Over 500 schools have participated in this school improvement initiative focused on creating collaborative cultures in

schools that are focused on learning by being results driven to meet the needs of all students.

Dr. Burns will devote 10% of her time to SPDG-related activities.

**Paul Katnik** currently serves as a Director in the Office of Educator Quality at the Missouri Department of Elementary and Secondary Education. He has been in education for over 25 years working with kids of all ages Kindergarten through 12<sup>th</sup> grade as both teacher and a building principal. He has served at the Department of Education for the past 7 years. His current responsibilities include coordinating the state model Educator Evaluation System. Mr. Katnik will devote five percent of his time to SPDG related activities.

**Thea Scott, Ed.S,** currently serves as the Director of Three-Tiered Model Coordination at the Missouri Department of Elementary and Secondary Education. In this role, she promotes and aligns multi-tiered models of intervention (School-Wide Positive Behavior Supports, Response to Intervention, and Professional Learning Communities) efforts in Missouri. This work focuses on promoting educational systems that improve academic outcomes for all students. Ms. Scott will devote fifteen percent of her time to SPDG related activities.

### **Qualifications project consultants or subcontractors**

#### **SPDG Program Partners**

**Regional Professional Development Centers (RPDCs)** under the guidance of the RPDC Directors will be instrumental in implementing this project. Each center is located in an institution of higher education and supported through federal funds, other grant funds, fee-for-service revenue and university support. The mission of each of the nine regional centers is to improve student achievement for all students in their region by providing appropriate, and timely professional development to school communities in their service area. Through this project the RPDC director will coordinate training and support with the DESE Project Director

and with the LEA teams.

**University of Missouri (MU) Center for School-wide Positive Behavioral Supports** is a collaboration between graduate students and faculty with a focus on building capacity within schools, districts, and states to implement a three-tiered system that provides effective support for children and youth with problem behavior. The MU Center has a three part mission: a) conduct research in schools to ascertain the most effective and efficient methods for addressing problem behavior, b) disseminate information regarding school-wide PBS, and c) provide training and technical assistance to schools, districts, and states supporting their efforts to build systems of school-wide PBS. The MU Center is funded through several federal grants and is affiliated with the national OSEP Center for Positive Behavioral Interventions and Supports housed at the University of Oregon.

Tim Lewis, Ph.D., Director of the University of Missouri Center for School-wide Positive Behavioral Supports, has collaborated with DESE on previous SPDG activities to support and train district and regional personnel. Through this project, Dr. Lewis will continue his collaboration with DESE by (a) providing technical assistance on the design and implementation of the project activities; (b) assisting the state leadership team in action planning and setting target evaluation points; and (c) facilitating planning meetings of key constituents throughout project implementation.

**Missouri Parents Act (MPACT)** MPACT is a statewide parent training and information center serving all disabilities. Their mission is to ensure that all children with special needs receive an education that allows them to achieve their personal goals. MPACT serves parents of children with all disabilities and works with public and private agencies, parent groups, professional organizations and advocacy groups. They also provide training, resources, and

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support to volunteer Parent Mentors across the State. These Parent Mentors are parents of children with disabilities who help empower other parents. MPACT is a member of the Special Education Advisory Panel (SEAP) which will serve as the advisory panel for this project. MPACT will also partner with the Division of Special Education to develop, implement, and distribute materials and provide training to educate families of children with disabilities on the Missouri Core Academic Standards and effective teaching and learning practices.

**Missouri Professional Learning Communities (MoPLC) Project** The Missouri Professional Learning Communities Project, a state-sponsored initiative for school-improvement, began during the 2003-2004 school year. The present PLC Project evolved from the Missouri Accelerated Schools Project which had served as a school reform initiative for many years. During the 2007-2008 school year, the professional learning communities state-wide staff nearly doubled in number and is currently serving schools in all parts of the state. Professional learning communities see student learning, not teaching, as their mission. The policies, instruction, curriculum, programs, professional development, and other functions of the school all support student learning. The state PLC school-improvement model focuses on increasing student achievement by building the capacity of school personnel to create and sustain the conditions that promote high levels of student and adult learning.

**Missouri School-wide Positive Behavior Support (MoSW-PBS) Project** SW-PBS is a process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. SW-PBS methods are research-based, proven to significantly reduce the

occurrence of problem behaviors in schools and supported by a three-tiered model. Schools in Missouri have been implementing SW-PBS for over 10 years. The structure for the implementation timeline for Missouri SW-PBS was developed based on the work of the [National Implementation Research Network](#) report *Implementation Research: A Synthesis of the Literature* by Fixsen, Naoom, Blase, Friedman and Wallace, 2005. The number of schools in Missouri currently implementing SW-PBS reflects the rapid growth of the initiative across the state and the diversity in the locations and demographics of the schools. Regardless of whether we are supporting a small, rural district or one in a metropolitan area, data shows that SW-PBS is effective in helping schools to create an environment that supports learning.

**Mid-Continent Comprehensive Center (MC3).** The Mid-Continent Comprehensive Center (MC3) is part of a network of sixteen regional centers and five national content centers funded by the U.S. Department of Education (ED) to support state education agencies in closing achievement gaps among student populations, improving low-performing districts and schools, and meeting the requirements of the Elementary and Secondary Education Act (ESEA). MC3 serves Arkansas, Kansas, Missouri, and Oklahoma.

**North Central Regional Resource Center (NCRRC).** The NCRRC provides technical assistance and dissemination support to state education and lead agencies in Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio and Wisconsin as they seek to sustain systems change efforts that improve educational results and accountability for children and youth with disabilities and their families.

**Project Evaluators, Drs. Pattie Noonan, Ph.D. and Amy Gaumer Erickson** through the University of Kansas, Department of Special Education will serve as a Co-Project Investigators for the external evaluation. Dr. Noonan has extensive experience in special education research

and program evaluation through her work with the Departments of Education in Kansas, Arizona, New Mexico and Missouri. She is versed in the benefits of both qualitative and quantitative methods of data collection, as well as in self-evaluation methods including empowerment evaluation, peer evaluation, and goal attainment scaling. Dr. Noonan will oversee the external evaluation of this project. She will coordinate data collection with the Data Coordination and Effective Practices sections of the Office of Special Education and oversee external evaluation personnel. Dr. Erickson has conducted a number of research and evaluation projects locally, statewide, and nationally. She has supported the Transition Coalition and the Kansas Department of Education through consultation on their state and national grant activities, including the State Improvement Grant. She has also collaborated with the Missouri Department of Elementary and Secondary Education in the implementation and evaluation of their current State Improvement Grant activities in transition. They will collaborate for the external evaluation of the proposed project.

### **Project Implementation and Materials Development**

**Implementation and Development Director, Ronda Jenson, Ph.D.** will guide the implementation of the SPDG by providing expertise to the design and implementation of statewide high quality model of professional development, technologies for supporting professional development, implementation materials, and implementation measures, including measures of fidelity. Dr. Jenson and her staff will also oversee the team of implementation purveyors as they work directly with the RPDCs and LEAs to facilitate and measure fidelity of implementation. Dr. Jenson is currently the Director of Research at the Institute for Human Development at the University of Missouri—Kansas City. She has been involved with the DESE and the Missouri SPDG since 2008 overseeing the development and implementation of

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the Missouri Integrated Model, an integrated school improvement process began. During that time, she has worked closely with the DESE to pull research into practice by developing a process and accompanying tools to be used by Missouri schools. With a background in special education, her work primarily focuses on state, community, and school approaches to improving access to education and community services for people with disabilities. At UMKC, Dr. Jenson oversees research and demonstration projects focused on K-12 school improvement and instruction, post-secondary education in STEM (science, technology, engineering, and math) for students with disabilities, improving access to victim service organizations for people with disabilities, and multiple program evaluation projects.

### **Implementation Advisors**

A team of implementation advisors will convene quarterly to provide perspective and advice to the SPDG. This group of advisors has national and state level expertise directly related to the focus of the SPDG. The following is a brief biography for each advisor.

**Brian McNulty, Ph.D.** is Vice President, Leadership Development for The Leadership and Learning Center. He will contribute expertise pertaining to effective leadership, school-wide collaborative culture, and implementation of effective instructional practices for improving academic achievement. Dr. McNulty brings 30 years of experience as a nationally recognized educator in leadership development to his current position at the Leadership and Learning Center. Prior to this he served as the Vice President for Field Services at the Mid-continent Research for Education and Learning (McREL). Before coming to McREL, he was an Assistant Superintendent for Adams County School District 14, and the Assistant Commissioner of Education, for the Colorado Department of Education.

Dr. McNulty's work and writing have been featured in books, scholarly journals and

periodicals throughout the world. An author of more than 40 publications, Brian's most recent books include, *Leaders Make It Happen* with Laura Besser (an AASA member book) and *School Leadership that Works: from Research to Results*, an ASCD bestselling publication co-authored with Robert Marzano and Tim Waters. Although Dr. McNulty is well known as both a researcher and a keynote speaker, his primary work has focused on long-term intensive partnerships with schools, districts, state education agencies and educational service agencies in applying the current research to field-based problems. His recent research has focused on developing continuous improvement frameworks based on data and inquiry.

**Tim Lewis, Ph.D.** is Director of the University of Missouri Center for School-wide Positive Behavioral Supports. Dr. Lewis will contribute expertise pertaining to systems and implementation of SW-PBIS. He has been involved in special education for 25 years. Dr. Lewis has taught students with emotional and behavioral disorders in high school, elementary, and self-contained psychiatric settings. At present, Dr. Lewis is Professor of Special Education at the University of Missouri. Dr. Lewis is the Associate Editor of the *Journal of Positive Behavior Interventions* and is a member of ten other editorial boards. Dr. Lewis has been involved with developing school-wide systems of behavioral support for over 20 years.

He has worked directly with school teams around the world, secured several federal grants to support his research and demonstration efforts, and is a frequent contributor to the professional literature examining various aspects of Positive Behavior Support. Dr. Lewis directs the University of Missouri Center for School-wide Positive Behavior Support, is Co-Director of the national OSEP Center for Positive Behavioral Interventions and Supports and the IES Center for Adolescent Research in Schools. Dr. Lewis has directed research, model/demonstration, and personnel preparation grants. His specialty areas include social skill

instruction, functional assessment, and proactive school-wide discipline systems.

**Karen Blase, Ph.D.** is a Senior Scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. Karen is Co-Director of the National Implementation Research Network (NIRN); Co-Director of the OSEP State Implementation and Scaling-up Evidence-based Practices Center (SISEP); and a team member of the OSEP Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI). Dr. Blase has been a program developer, researcher, program evaluator, and published author in human services for over 35 years. Dr. Blase will contribute expertise focused on implementation science, systems change, technical assistance, and professional development.

Dr. Blase has a major interest in the development, implementation, adaptation, and quality improvement of evidence-based programs and practices, and strategies for effective scale-up and systems change. As part of a research team, she was involved in completing a major review and synthesis of the implementation literature. This extensive review is providing guidance for the adoption, utilization, and scale-up of evidence-based programs and practices. For more information, see *Implementation Research: A Synthesis of the Literature*.

**Steve Goodman, Ph.D.** currently serves as Co-Director for Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), a statewide initiative to improve the behavior and reading outcomes of elementary and middle school students. He will contribute expertise in statewide implementation of integrated academic and behavioral system. He will also contribute expertise pertaining to scaling-up effective systems and practices. Holding a Ph.D. in psychology with an emphasis on Applied Behavior Analysis (ABA), he is a specialist in the area of School-wide Positive Behavior Supports. His 27 years in the field of education includes 12 years as a classroom teacher working with a full range of behavioral impairments and

learning challenges, teacher consultant and adjunct professor teaching graduate and undergraduate students. Dr. Goodman has co-authored research articles in professional journals as well as several book chapters promoting a unique approach to intervention that integrates behavioral and reading learning supports.

**Larry Edelman, M.S.** has been a consultant to the SIG Network as well as state departments of education on approaches to using technologies to enhance professional development, technical assistance, dissemination, and strategic communication. Since 1995 Larry has been a Senior Instructor in the Department of Pediatrics at the University of Colorado School of Medicine. He currently serves as Director of Dissemination for JFK Partners and is one of the primary Instructors for the Interdisciplinary Training Program. For more than 35 years, Larry has worked with hundreds of public and private providers in the fields of early care and education, early intervention, health, education, developmental disabilities, family support, and other human services, as well as with parent and advocacy organizations in more than 45 states and abroad. He has written, edited, and produced a wide variety of professional development programs, materials, and videos that have been adopted throughout the United States and internationally. Larry has contributed to initiatives related to early childhood supports and services, early childhood assessment, outcomes measurement systems, instructional design, use of technology for professional development and technical assistance, group processes, strategic communication, and organizational change and development.

#### **Other Program Partners/Consultants**

**Missouri First Steps.** First Steps is Missouri's Early Intervention system for infants and toddlers, birth to age 3, who have delayed development or diagnosed conditions that are associated with developmental disabilities. First Steps offers coordinated services and assistance

to young children with special needs and their families. First Steps is designed for children, birth to age 3, who have delayed development or diagnosed conditions that are associated with developmental disabilities. The Department of Elementary and Secondary Education is the Lead Agency for IDEA Part C program in Missouri.

**Office of Adult Learning and Rehabilitation Services.** This office administers statewide adult learning and rehabilitation services. Adult Learning Services include [Adult Education and Literacy](#), [GED Testing](#) and [Veterans' Education](#). Adult Education and Literacy supports over 40 programs statewide that provide adult basic education including preparation for General Educational Development (GED) testing and English as a Second Language services. GED Testing is administered by OALRS who contracts with over 20 postsecondary locations statewide to provide the test. This section of OALRS also issues diplomas and transcripts for GED recipients. Veterans' Education approves postsecondary schools for GI Bill benefits and on-the-job training locations.

**Missouri Department of Elementary and Secondary Education.** Offices of the Commissioner, Deputy Commissioner, Quality Schools, Educator Quality, Data System Management and College and Career Readiness. The Department of Elementary and Secondary Education (DESE) is the administrative arm of the [State Board of Education](#). It is primarily a service agency that works with educators, legislators, government agencies, community leaders and citizens to maintain a strong public education system. Through its statewide school-improvement activities and regulatory functions, the Department strives to assure that all citizens have access to high-quality public education. DESE does not regulate, monitor or accredit private, parochial or home schools. The Department's responsibilities range from early

childhood to adult education services. The Department employs about 1,700 people throughout the state and has a total budget of about \$5.4 billion. About 96 percent of the budget consists of state and federal funds that are distributed to local school districts and other agencies.

**Local Education Agencies.** This project will partner with approximately 378 schools in 168 districts, which represents over 25% of the districts in the state. Each district participating will provide a letter of commitment agreeing to implement the project activities with a high degree of fidelity for a period of at least three years.

**Missouri Council of Administrators of Special Education.** MO-CASE is a subdivision of the Council of Administrators of Special Education (CASE), a division of the Council for Exceptional Children (CEC). MO-CASE is dedicated to the professional development and support of administrators and supervisors of special education within Missouri's educational settings. The purpose of MO-CASE is (1) To promote professional leadership among special educators, (2) To promote the study of issues common to its members, (3) To communicate, through discussion and publications, information that will assist in the development of improved services for exceptional children in the State of Missouri, (4) To participate actively in the improvement and the expansion of special education programs in the State of Missouri. A member of MO-CASE will serve on the project's Management Team and the organization will be represented on the project's Implementation Advisory Team.

**Special Education Advisory Panel (SEAP).** This project will receive guidance from the Special Education Advisory Panel (SEAP). Membership on the Panel includes parents of children with disabilities, teachers, state and local officials, school administrators, and representatives from IHEs, social services, private and charter schools, vocational organizations,

community and business organizations, homeless assistance, welfare, and DESE. The SEAP currently serves as the advisory committee to the SPDG awarded to Missouri in 2007. Through this project, the SEAP will continue in its role to advise the Office of Special Education on the implementation and outcomes of the all activities targeted with these SPDG funds. The Project Director will obtain input and provide regular updates to the SEAP who will advise her on grant activities and ensure representation from diverse groups of stakeholders.

**Dr. Rebecca Holland** is the Missouri RTI Development Site Coordinator for the Missouri Department of Elementary and Secondary Education. She works with select Missouri districts as they implement RTI to support assessment, data-based decision-making, and research-based instruction, with the goal of assisting the state to better understand how to scale up and support these practices statewide. Rebecca is housed at the University of Central Missouri's College of Education, where she also teaches courses in child and family development. Rebecca earned a PhD in human development and family studies from Penn State and has worked in state and federal education policy since 2005. Prior to her current work with the state of Missouri, she was a senior research analyst at the American Institutes for Research in Washington, DC. She worked on the National Center for Student Progress Monitoring, The National Center on RTI, and the Center for Early Literacy Learning, all of which were OSEP-funded technical assistance and dissemination centers.

**Dr. Erica Lembke** is an associate professor in the Department of Special Education at the University of Missouri, a trainer for the National Center on Response to Intervention, and president-elect for the national board of the Division for Learning Disabilities. Dr. Lembke has numerous publications in peer-reviewed outlets on the topics of Curriculum-Based

Measurement and Response to Intervention, including a recently co-authored book on Tier 2 Interventions. She has presented over 150 national/international and state presentations on these topics. Her research interests include designing and implementing Curriculum-Based Measures in elementary and secondary grades and developing strategies to improve elementary students' academic performance. She has served as Co-PI on a federally funded Goal 5 IES grant, as well as garnering several smaller subcontracts and institutional grants. Prior to her graduate work, including receiving her PhD from the University of Minnesota, Erica was an elementary special education teacher, working with students with learning disabilities and mild mental retardation. Dr. Lembke has served as a researcher, teacher, consultant, and faculty member for 19 years in the area of special education.

#### **Nondiscriminatory Employment Practices**

Active recruitment of minorities is pursued in all state endeavors. Missouri is committed to the goal of affirmative action and equal employment opportunity in all aspects of employment. The State requires that all recruitment, hiring, promotion, education, training and job structuring/classifications be done without regard to an individual's race, religion, color, national origin, sexual orientation, marital status, age, or disabling conditions. This language appears in state contracts, and Missouri affirmative action and equal employment policies will be in force for the recruitment of trainers and coaches for the initiative.

#### **E. Adequacy of Resources**

##### **Adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization**

The Missouri SPDG has commitment for support from all members of the Statewide System of Support (SSOS). The Department of Elementary and Secondary Education is located

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in Jefferson City, Missouri and has access to a variety of state facilities and technological resources for holding meetings and other PD activities. In addition, the nine Regional Professional Development Centers (RPDC) are located at major universities around the state and have access to many of the facilities and resources (physical, intellectual and technological) in those agencies. The Office of Special Education has commitments from other Offices in the Department (Office of Data System Management, Office of Quality Schools, Office of College and Career Readiness, and Office of Educator Quality), from the nine RPDCs and other partners to combine and align efforts in order to make the most effective and efficient use of time, resources and technology when implementing the activities of this grant.

#### **Relevance and commitment of each partner**

The Missouri SPDG has a number of partners who are committed to the goals/objectives/activities of this grant (see Letters of Support/Partnership, Appendix C). Each of these partners has at least one or more area(s) of expertise that is/are relevant to the focus areas in the grant and who is uniquely positioned to make a significant contribution to the successful implementation of the grant activities.

**Intellectual Resources:** Partnerships in this grant bring with them a great deal of intellectual capital. Aside from the DESE personnel assigned to work on the grant who have years of experience in classrooms, building leadership and state level implementation of school improvement initiatives, we are fortunate to have within our state a nationally and internationally recognized group of individuals with expertise in research, development and implementation of school-wide systems of academic and behavioral support and school improvement initiatives. Dr. Tim Lewis is an international/national/state consultant on systems change and implementation of effective social-behavioral systems at the state, district, school

and classroom levels. Dr. Lewis is the Director of the MU Center for School-wide Positive Behavioral Support at the University of Missouri-Columbia and Co-Director of the national OSEP Center for Positive Behavioral Interventions and Support. Missouri has partnered with Dr. Lewis for over a decade in the initiation of its statewide SW-PBS system. He is also a member of the Management Team for Missouri's current SPDG. Dr. Rebecca Holland, from the College of Education at the University of Central Missouri, brings her work with the National Center for Response to Intervention in the area of academic systems of support, including methods for progress monitoring and data-based decision-making. Dr. Holland currently serves as an advisor to the Department, working with a group of schools implementing effective academic support systems at the elementary, middle school and secondary levels. Dr. Erika Lembke, Professor in Special Education at the University of Missouri-Columbia, has expertise in academic supports systems, with particular emphasis in progress monitoring methods. Dr. Lembke currently serves as a consultant to the National Center on Intensive Interventions.

As part of the management structure for the grant, we have established an Implementation Advisory Team comprised of nationally and internationally recognized experts in the areas of focus for the grant. This team will meet four times per year to advise the SPDG Management Team on implementation processes and other technical issues that arise. Among those on the Implementation Advisory Team are Dr. Brian McNulty, Vice President, The Leadership and Learning Center (effective leadership, school-wide collaboration, effective instructional practices, systems change); Dr. Karen Blasé, Senior Scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill and Co-Director of the National Implementation Research Network (NIRN) and Co-Director of the OSEP State Implementation and Scaling-up Evidence-based Practices Center (SISEP)

(implementation science, systems change, coaching); Dr. Steve Goodman, Co-Director for Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) (implementation of statewide initiatives, integration of behavioral and academic initiatives); Dr. Larry Edelman, Senior Instructor in the Department of Pediatrics at the University of Colorado School of Medicine and Director of Dissemination for JFK Partners at CU-Boulder. Dr. Edelman has been a consultant to the SIG Network as well as state departments of education and brings expertise on approaches to using technologies to enhance professional development, technical assistance, dissemination and strategic communication.

**Resources for Research, Development, and Implementation Support.** Ronda Jenson and her staff, of the University of Missouri-Institute for Human Development (UMKC-IHD), will provide support to the SPDG in the areas of research, development, and implementation. The UMKC-IHD is an applied research and training center for human services and has been in existence for over 36 years. UMKC-IHD and its approximately 50 faculty and staff work with a variety of university, community, state, and national constituents to build the capacity of systems, organizations, programs, families, and individuals through the following:

- Applied Research that develops, implements, and evaluates new ideas and practices.
- Interdisciplinary University Training that infuses best practices into the curriculum of graduate and undergraduate students in a wide range of professional disciplines.
- Community Services and Supports that assist people, organizations, and communities to build the capacity of their programs through community training, technical assistance, and evaluation.
- Information Dissemination includes the development and dissemination of products.

UMKC-IHD has an annual budget of over \$8 million, the majority of which comes from grants and contracts. UMKC-IHD has extensive experience in administering federal, state, and local grants; has a well-developed internal fiscal and programmatic structure; and has access to the full complement of management systems and resources within the university. All accounting and fiscal procedures follow established University guidelines. UMKC-IHD has a strong track record in successfully managing federal grants and programs including U.S. Department of Education initiatives.

**Resources for Evaluation.** Drs. Pattie Noonan and Amy Gaumer-Erikson of the University of Kansas, Center for Research on Learning (KU-CRL) will oversee all aspects of the evaluation. KU-CRL is a multidisciplinary organization of researchers and program developers consisting of approximately 150 researchers and support staff. The KU-CRL is one of six designated research centers and is the second largest research center on campus. The KU-CRL has a four-fold mission of research, product development, dissemination/system change, and professional development. Since its inception in 1978, KU-CRL has successfully completed in excess of 200 million dollars of contracted research. KU-CRL will oversee the evaluation of the Missouri SPDG through ongoing collaboration with the DESE, UMKC and all SPDG partners. KU has provided the SPDG evaluation for the DESE, as well as for other State Departments of Education, since the inception of the SIG program in 1999.

**Technological Resources:** As indicated above, the grant will have a nationally recognized consultant in the area of PD technologies, Dr. Larry Edelman. In addition, another partner, North Central Regional Resource Center (NCRRC), will be working with the grant to assist with researching, developing and implementing technologies to support collection and display of PD resources and data. As part of their responsibilities in the Research and