

Missouri SPDG

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Appendix A: Tables and Figures

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A. Need for the Project:

Table 1: NAEP Performance Indicators

NAEP	Comparison Year		Current Year		Missouri	National Comparisons	
	Base Year	Rank	2011	Rank	State Rank	#10 State	#1 State
Math Grade 4	31.0	36 th	41.0	24 th	↑	47.0	58.0
Math Grade 8	26.0	34 th	32.0	33 rd	↑	41.0	51.0
Reading Grade 4	33.0	24 th	34.0	22 nd	↑	36.0	50.0
Reading Grade 8	31.0	25 th	35.0	20 th	↑	39.0	46.0
Science Grade 4	40.0	14 th			NA	41.0	47.0
Science Grade 8	36.0	13 th	36.0	18 th	↓	40.0	45.0

Table 2: SPP Indicators and State Targets

SPP Indicator Performance Measure		2010-2011	
		Target	Actual
1	Graduation rate for students with IEPs	81.2%	81.5
2	Dropout rate for students with IEPs	4.8%	3.98
3A	Percent of districts meeting AYP	37.0%	17.5%
3B	Participation rate for children with IEPs on statewide assessments	95.0%	99.3%
3C	Proficiency rate for children with IEPs on statewide assessments (communication arts, math)	75.5% / 72.5%	27.0% / 29.6%
4A	Percent of districts with significant discrepancies in suspension/expulsion rates	0.5%	0.0%
4B	Percent of districts with significant discrepancies in suspension/expulsion rates by race/ethnicity	0.0%	0.7%
5A	Placements inside regular class \geq 80%	59.5%	58.6%
5B	Placements inside regular class $<$ 40%	10.2%	9.3%
5C	Placements in separate settings	3.5%	3.6%
6	ECSE children in settings with typically developing peers	N/A	N/A
7A	Early Childhood Outcomes: Improved positive social emotional skills (two summary statements)	92.7% / 55.6%	93.9% / 51.7%
7B	Early Childhood Outcomes: Improved acquisition and use of knowledge and skills (two summary statements)	93.8% / 42.4%	95.6% / 40.8%
7C	Early Childhood Outcomes: Improved use of appropriate behaviors to meet needs (two summary statements)	90.7% / 60.7%	93.0% / 57.0%
8	Parent involvement	80.0%	71.4%
9	Disproportionate representation as the result of inappropriate identification	0.0%	0.0%
10	Disproportionate representation in specific disability categories as the result of inappropriate identification	0.0%	0.0%
11	60-day initial evaluation timelines	100%	97.8%
12	Part C to Part B transition timelines	100%	96.6%
13	IEP transition planning	100%	79.4%
14	Post-high school outcomes	A: 24.4% B: 46.9% C: 51.3%	A: 30.2% B: 53.1% C: 58.6%
15	Percent of findings of noncompliance corrected within 12 months	100%	100.0%
16	Timely child complaint resolutions	100%	100.0%
17	Timely due process hearing adjudication	100%	100.0%
18	Percent of resolution sessions resulting in settlement agreements	35.3%	19.6%
19	Percent of mediations that result in a mediation agreement	35.3%	95.3%
20	Percent of state reported data that are timely and accurate	100.0%	100.0%

Table 4: Missouri 2010-2011 High School Graduation Rates

Student Group	Graduation Rate
All Students	79.8
Asian	85.7
Black	63.9
Hispanic of any race	73.9
American Indian or Alaskan Native	76.8
Multi-Racial	91.8
Native Hawaiian or Other Pacific Islander	81.0
White	84.5
Special Education Students	66.9
English Language Learners (LEP/ELL)	61.2
Free and Reduced Lunch	73.0
Female	83.5
Male	76.4

B. Significance

Figure 5: Increase in Percentage of Students that Met Proficiency in Communication Arts in MIM and Comparison Schools

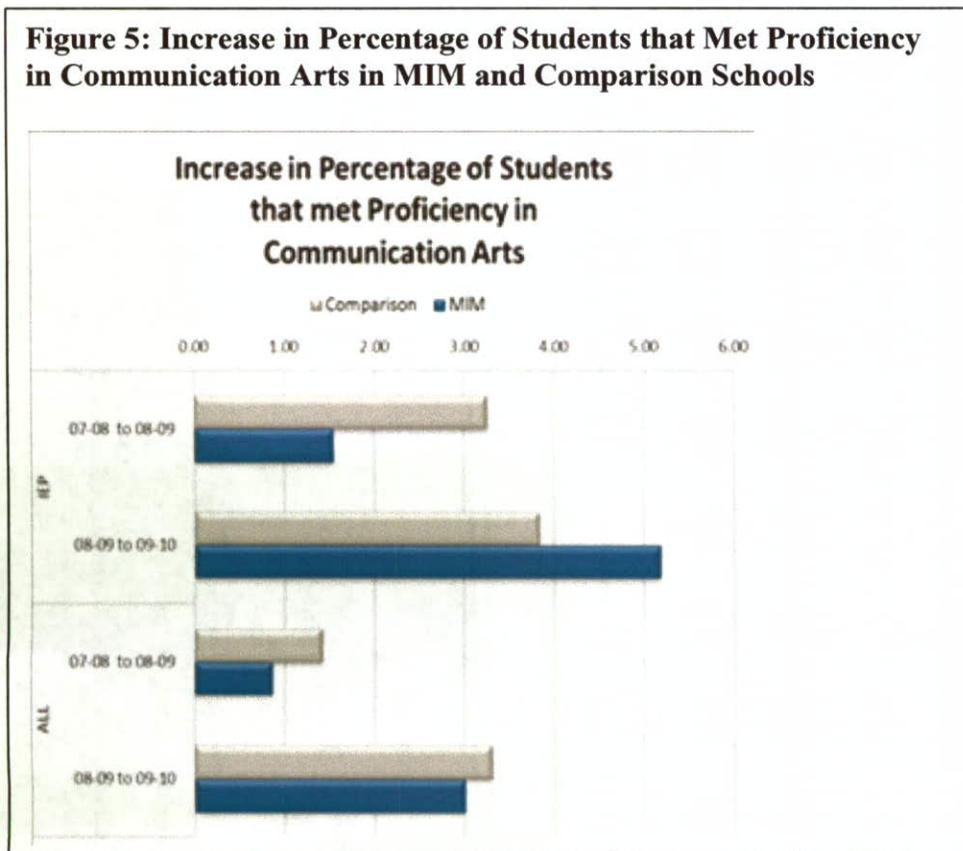


Figure 6: Percentage of Students in MIM Schools that Met Proficiency in Communication Arts

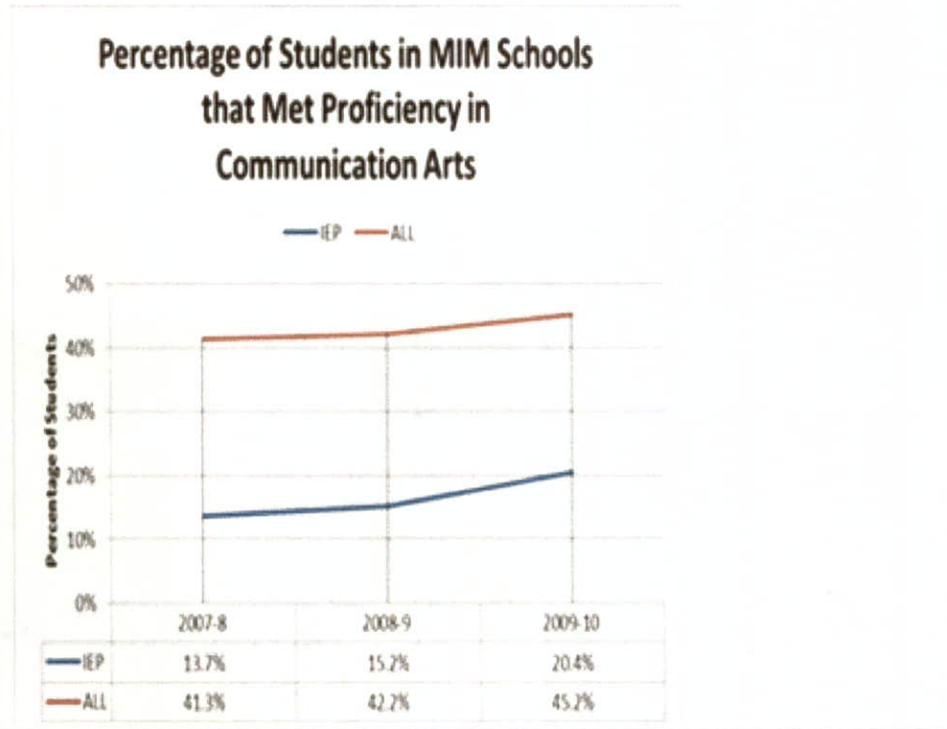


Figure 7: Increase in Percentage of Students that Met Proficiency in Math in MIM and Comparison Schools

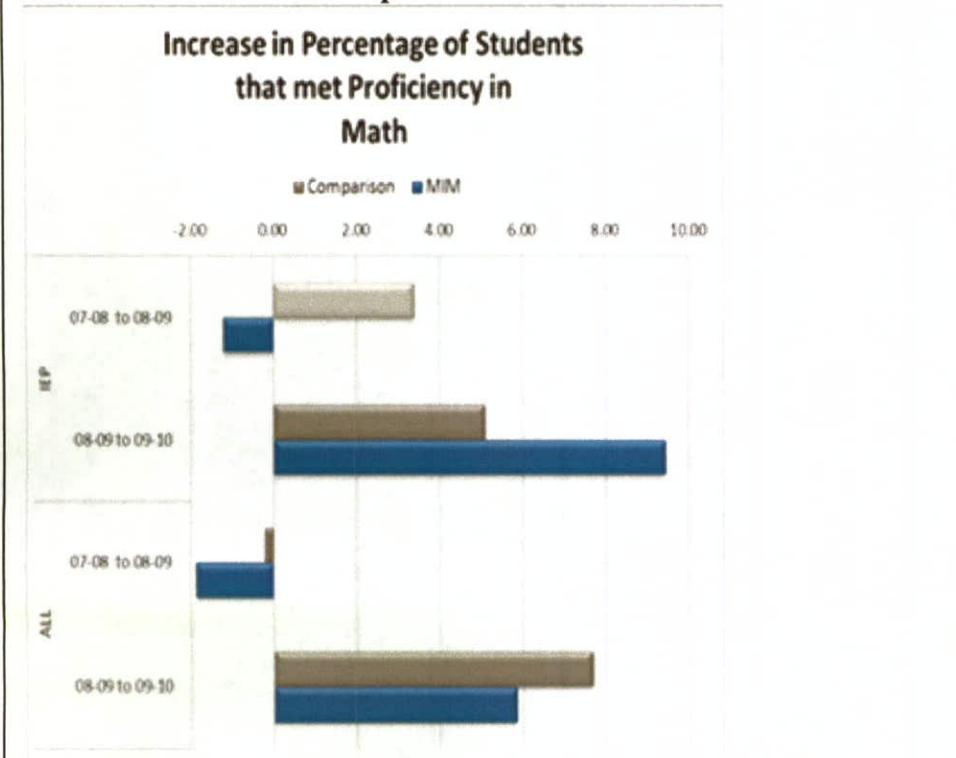


Figure 8: Percentage of Students in MIM Schools that Met Proficiency in Math

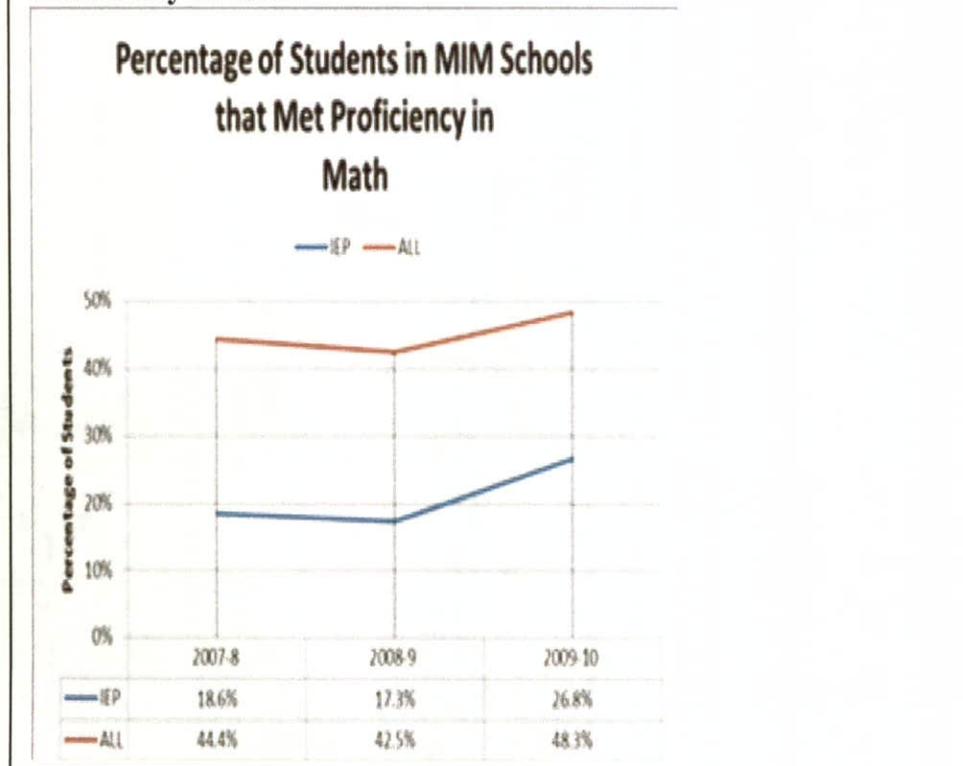
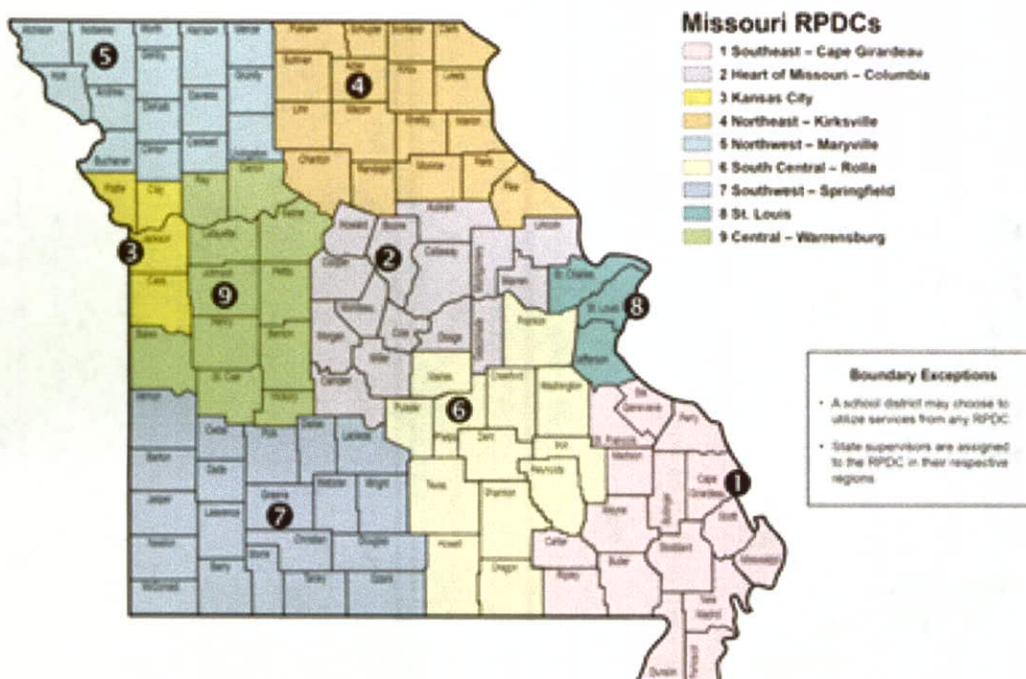


Figure 9: Regional Professional Development Centers Map



C. Quality of Project Design

Management Plan Timeline	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5			
Table 7: Implementation Drivers																				
Leadership																				
MT shares minutes and reports across SSOS and DESE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MT develops and implements a work plan tracking all project activities and partner involvement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MT builds competency by quarterly engaging the Implementation Advisors in reflection and problem-solving	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MT provides representation and leadership to the CDTs	X	X	X	X																
Selection																				
Fluency of SSOS in focused content areas, HQPD, and use of technology to support PD is measured.	X				X				X				X				X			
CDT include experts at all levels of implementation of a specific content area	X	X	X	X																
Implementation Advisors are recognized as national experts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MT includes state partners with background and expertise to guide the work	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Data reports of fluency in regions is shared with regions and the SSOS Quality Control Team (QCT)	X				X				X				X				X			
Training																				
MT works closely with the QCT to analyze implementation, outcomes, and fidelity data.		X			X	X			X	X			X	X			X	X		
HQPD for SSOS is provided in the data-identified areas needing improvement			X		X	X			X	X			X	X			X	X		
Training is uploaded to Mo-TLN to encourage re-learning and to use with new team members/employees			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Coaching																				
Statewide model of HQPD includes PD on the implementation of teacher-			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Management Plan Timeline	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5			
Table 7: Implementation Drivers																				
learning teams in LEAs (internal coaching)																				
RPDCs receive PD on assisting LEAs with developing, conducting, and sustaining teacher-learning teams			x	x																
PD on teacher-learning teams is uploaded to Mo-TLN giving opportunity to refresh learning			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
LEAs receive PD on developing conducting, and sustaining teacher-learning teams; as well as ongoing support from the RPDCs			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Effectiveness and impact of teacher learning teams are measured and data reports are shared with each LEA and regionally with the SSOS and statewide with the MT and QCT							x	x	x	x	x	x	x	x	x	x	x	x	x	x
MT receives external coaching from the Implementation Advisors	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Performance Assessment																				
LEAs receive ongoing implementation feedback from RPDCs through Mo-TLN	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
RPDCs receive ongoing implementation feedback from the MT and QCT	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MT and QCT receive ongoing implementation feedback from the Implementation Advisors	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Advisory Group meets to share perspectives and recommendations annually.		x				x				x				x				x		
Decision-Support Data System																				
MT, QCT, SSOS adhere to data review schedule	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
The data system includes data collection and review of outcomes, impact, and fidelity at state, regional, and LEAs levels	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Revisions and refinements are addressed bi-annually.							x			x				x				x		
Mo-TLN provides an organizational system for promoting data usage at regional and LEA levels			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Facilitative Administration																				

Management Plan Timeline	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Table 7: Implementation Drivers					
MT and QCT strategize alignment of state systems to support implementation	X X X X	X X X X	X X X X	X X X X	X X X X
CDT include representatives across the state system and are charged with aligning work	X X X X				
Systems Intervention					
MT, QCT, and RPDC develop a communication plan with the DESE Executive Leadership Team (ELT) that includes the topics and data to be shared and a schedule for sharing to be bi-annual at a minimum.	X X	X X	X X	X X	X X
Common data to be collected across SSOS on implementation effectiveness is identified and shared with the MT, QCT, and ELT.	X X X X	X X X X	X X X X	X X X X	X X X X

Management Plan Timeline	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Table 8: Plan of Operation					
Goal 1: Improve the educational achievement of all students, but especially students with disabilities, through the development, implementation, & evaluation of a targeted system of HQ professional development that includes training, technical assistance, and coaching to improve teaching/learning and leadership practices in selected schools.					
<i>Objective 1.1: Enhance DESE's capacity to align local and regional data and teacher/leader evaluation with professional development aligned with selected Missouri Teacher & Leader Standards.</i>					
Activity 1.1.1: Build fluency for setting the stage					
MT assembles Content Development Teams (CDT) focused on aligning teacher/leader standards, teacher evaluation, and the SPDG focus content areas.	X				
Review teacher evaluation data	X X				
Review teacher and leader standards identifying priority areas for professional development (PD) aligning with data and SPDG focus areas	X X				
Develop measure of expertise in priority areas among SSOS consultants	X X				

Management Plan Timeline	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5			
Table 8: Plan of Operation																				
Measure level of expertise in SSOS	x																			
Provide HQPD to SSOS where expertise is lacking		x																		
Post-test knowledge and follow-up in regions where competency does not reach 90% level		x	x																	
Activity 1.1.2: Develop content, materials, and measures																				
Develop template and guiding principles for aligning PD with teacher evaluation	x																			
Develop standards/ teacher evaluation related content, materials, and measures to align with SPDG focus areas		x	x																	
Activity 1.1.3: Establish implementation protocols & timelines																				
Teacher/Leader Standards CDT develops action plan for aligning with the SPDG focus areas	x	x																		
Collaborate with other Content Development Teams (CDT) to embed content and materials	x	x																		
Collaborate with other CDT to develop implementation timeline	x	x																		
Activity 1.1.4: Initial to full implementation																				
RPDCs receive PD on the materials, content, and implementation expectations		x																		
At the beginning of the academic year, RPDCs use CDT developed measures as well as teacher evaluation data to determine school-wide need for PD			x			x				x					x				x	
RPDCs partner with LEA leaders to develop and implement a PD action plan addressing needs				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
RPDCs and LEAs implement PD plan, monitor progress, and report data.					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
SSOS and MT review implementation and progress data					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

Management Plan Timeline	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Table 8: Plan of Operation					
quarterly.					
Bi-annually, modifications to the model based on implementation challenges are strategized and revisions made accordingly		X	X	X	X
Activity 1.1.5: Continuous quality improvement using data					
Implementation data is shared with SSOS network and DESE quarterly		X	X	X	X
Effectiveness, fidelity, and impact are discussed quarterly by MT and QCT		X	X	X	X
Feedback to data shared is garnered through technology		X	X	X	X
<i>Objective 1.2: Enhance the capacity of the Regional Professional Development Centers (RPDCs) to provide effective, high quality professional development.</i>					
Activity 1.2.1: Build fluency for setting the stage					
Implementation Director , RPDC Directors, and MT develop measure of HQPD knowledge	X				
Implementation Director , RPDC Directors, and MT develop training module on the characteristics of HQPD	X	X			
Pretest knowledge of HQPD among SSOS and the DESE		X			
Provide PD on the characteristics of HQPD to SSOS and DESE			X		
Post-test knowledge of HQPD among SSOS and follow-up in regions where competency does not reach 90% level		X	X		
Activity 1.2.2: Collaboratively develop processes and materials					
Develop template for statewide model of HQPD including outline of components.	X				
Develop model of statewide HQPD including protocols, timelines, implementation materials, and measures.		X	X		
Activity 1.2.3: Establish implementation protocols & timelines					

Management Plan Timeline	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
Table 8: Plan of Operation										
Develop action plan for initial implementation of HQPD model	x	x								
Share draft model and action plan across the SSOS network and DESE		x								
Revise and finalize model and action plan based on feedback		x								
Activity 1.2.4: Initial to full implementation										
RPDCs implement the model of HQPD and report data			x	x	x	x	x	x	x	x
SSOS and MT review implementation and progress data quarterly.			x	x	x	x	x	x	x	x
MT shares minutes across the SSOS network			x	x	x	x	x	x	x	x
Bi-annually, modifications to the model based on implementation challenges are strategized and revisions made accordingly				x		x		x		x
Activity 1.2.5: Continuous quality improvement using data										
Implementation data is shared with SSOS network and DESE quarterly			x	x	x	x	x	x	x	x
Effectiveness, fidelity, and impact are discussed quarterly by MT and QCT			x	x	x	x	x	x	x	x
Feedback to data shared is garnered through technology				x		x		x		x
Data is used to refine implementation processes				x		x		x		x
<i>Objective 1.3: Enhance the capacity of LEAs demonstrating achievement gaps between students with disabilities and students without disabilities to implement an integrated school improvement process focused on effective academic and behavioral supports and systems in schools.</i>										
Activity 1.3.1: Build fluency for setting the stage										
MT assembles Content Development Teams (CDT) focused on aligning teacher/leader standards, teacher evaluation, and the SPDG focus content areas	x									
Implementation Director, RPDC Directors, and CDTs develop measure	x									

Management Plan Timeline	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5			
Table 8: Plan of Operation																				
of SSOS knowledge in the content areas																				
Develop training module on the content areas for SSOS	x	x																		
Pretest knowledge of content areas among SSOS and the DESE		x																		
Provide PD on the content areas to SSOS and DESE			x																	
Post-test knowledge among SSOS and follow-up in regions where competency does not reach 90% level			x	x																
Activity 1.3.2: Develop content, materials, and measures																				
Develop template for statewide implementation of PD in focus areas including outline of components.	x																			
Develop PD blueprint including protocols, timelines, implementation materials, and measures.		x	x																	
Activity 1.3.3: Establish implementation protocols & timelines																				
Develop action plan for initial implementation of the PD		x	x																	
Share draft model and action plan across the SSOS network			x																	
Revise and finalize model and action plan based on feedback			x																	
Activity 1.3.4: Initial to full implementation																				
RPDCs receive PD on the all materials, content, and implementation expectations, including facilitating teacher-learning teams			x																	
At the beginning of the academic year, RPDCs use CDT developed measures as well as teacher evaluation data to determine school-wide need for PD				x			x				x				x				x	
RPDCs partner with LEA leaders to develop and implement a PD action plan addressing needs				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
RPDCs and LEAs implement PD					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Management Plan Timeline	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Table 8: Plan of Operation					
plan, monitor progress, and report data					
SSOS and MT review implementation and progress data quarterly.		X X X X	X X X X	X X X X	X X X X
Bi-annually, modifications to the model based on implementation challenges are strategized and revisions made accordingly			X X	X X	X X
Activity 1.3.5: Continuous quality improvement using data					
Implementation data is shared with SSOS network and DESE quarterly		X X X	X X X X	X X X X	X X X X
Effectiveness, fidelity, and impact are discussed quarterly by MT and QCT		X X X	X X X X	X X X X	X X X X
Feedback to data shared is garnered through technology			X X	X X	X X
Data is used to refine implementation processes		X X	X X	X X	X X
Goal 2: Increase and improve the use of technologies to support implementation of HQ professional development and use of data for effective teaching and learning decision-making.					
<i>Objective 2.1: Enable the SSOS Network to use technology to increase opportunities for HQPD through the development and implementation of the Missouri Teacher Learning Network (Mo-TLN): a web-based network for enhancing PD through reliable resources, shared learning, frequent collaboration and support, structures for organizing materials, and consistent and ongoing use of data.</i>					
Activity 2.1.1: Build fluency for setting the stage					
Implementation Director , RPDC Directors, and MT develop measure of confidence, comfort, and competency in using technology for PD	X				
Implementation Director , RPDC Directors, and MT develop training module on using technology for PD	X X				
Pretest knowledge of technology and PD among SSOS and the DESE	X				
Provide PD on the benefits and strategies for using technology for PD		X			
Post-test knowledge among SSOS and follow-up in regions where competency does not reach 90% level		X X			

Management Plan Timeline	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Table 8: Plan of Operation					
Activity 2.1.2: Develop content, functionalities, & applications					
MT and CDT identify content and methods for technology to support PD	x	x			
MT and Implementation Advisors design Mo-TLN features, functions, and applications	x	x	x		
Activity 2.1.3: Establish implementation protocols & timelines					
MT develops an action plan for developing Mo-TLN detailing priorities, templates, and timelines for roll out	x				
MT develops PD plan for training SSOS on Mo-TLN	x				
Activity 2.1.4: Initial to full implementation					
Pre-test knowledge and skill in using Mo-TLN among SSOS	x				
SSOS receives ongoing PD on Mo-TLN as features and functions are enhanced	x	x	x	x	x
Post-test knowledge and skill in using Mo-TLN and follow-up in regions where competency does not reach 90%	x	x			
SSOS receives ongoing support for using Mo-TLN efficiently and effectively from the technology purveyor		x	x	x	x
Activity 2.1.5: Continuous quality improvement using data					
Technology purveyor maintains frequent communication with SSOS regarding use of Mo-TLN		x	x	x	x
Technology purveyor uses Mo-TLN SSOS usage data as well as periodic satisfaction data to create reports to be reviewed by the MT and SSOS			x	x	x
Mo-TLN data is reviewed quarterly by the MT and SSOS		x	x	x	x
Data is used to refine and improve			x	x	x

Management Plan Timeline	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Table 8: Plan of Operation					
Mo-TLN					
<i>Objective 2.2: Enhance LEAs' use of technologies through the Mo-TLN.</i>					
Activity 2.2.1: Build fluency for setting the stage					
MT and technology purveyor develop module for training LEAs in Mo-TLN	x				
Technology purveyor provides training to RPDCs on the content and purpose of the Mo-TLN module for LEAs		x			
Activity 2.2.2: Develop content, functionalities, & applications					
Technology purveyor, RPDCs, and CDT design templates, identify resources, and create content-specific materials to be included on Mo-TLN	x	x			
Technology purveyor and RPDCs design password protected LEA portions of Mo-TLN to be used for organizing meeting materials, data, resources, and communication.	x	x	x		
Activity 2.2.3: Establish implementation protocols & timelines					
MT develops PD plan for training LEAs on Mo-TLN	x				
Timeline for systematically piloting features of Mo-TLN is developed by MT	x				
MT develops pre and post measures for LEAs to be used by the RPDCs and technology purveyor delivering PD	x	x			
Activity 2.2.4: Initial to full implementation					
Training modules for using Mo-TLN efficiently and effectively are posted on Mo-TLN		x	x	x	x
Technology purveyor and RPDC partner to provide PD on Mo-TLN to LEAs		x	x	x	x
LEAs receive ongoing support for using Mo-TLN efficiently and		x	x	x	x

Management Plan Timeline	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5			
Table 8: Plan of Operation																				
effectively from the technology purveyor																				
RPDCs and LEAs use Mo-TLN to access resources, content materials, and learning modules					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
RPDCs and LEAs use Mo-TLN to communicate with RPDCs					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
RPDCs and LEAs use Mo-TLN to organize materials and data					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LEA teacher-learning teams use Mo-TLN to share resources and discuss effective teaching					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Activity 2.2.5: Continuous quality improvement using data																				
LEAs report perception data regarding Mo-TLN					X		X		X		X		X		X		X		X	
Usage data is reviewed by region and LEA					X		X		X		X		X		X		X		X	
LEAs usage data is analyzed with other project data to look at correlations					X		X		X		X		X		X		X		X	

F. Management Plan

Figure 13: SPDG Teams and Connected Work

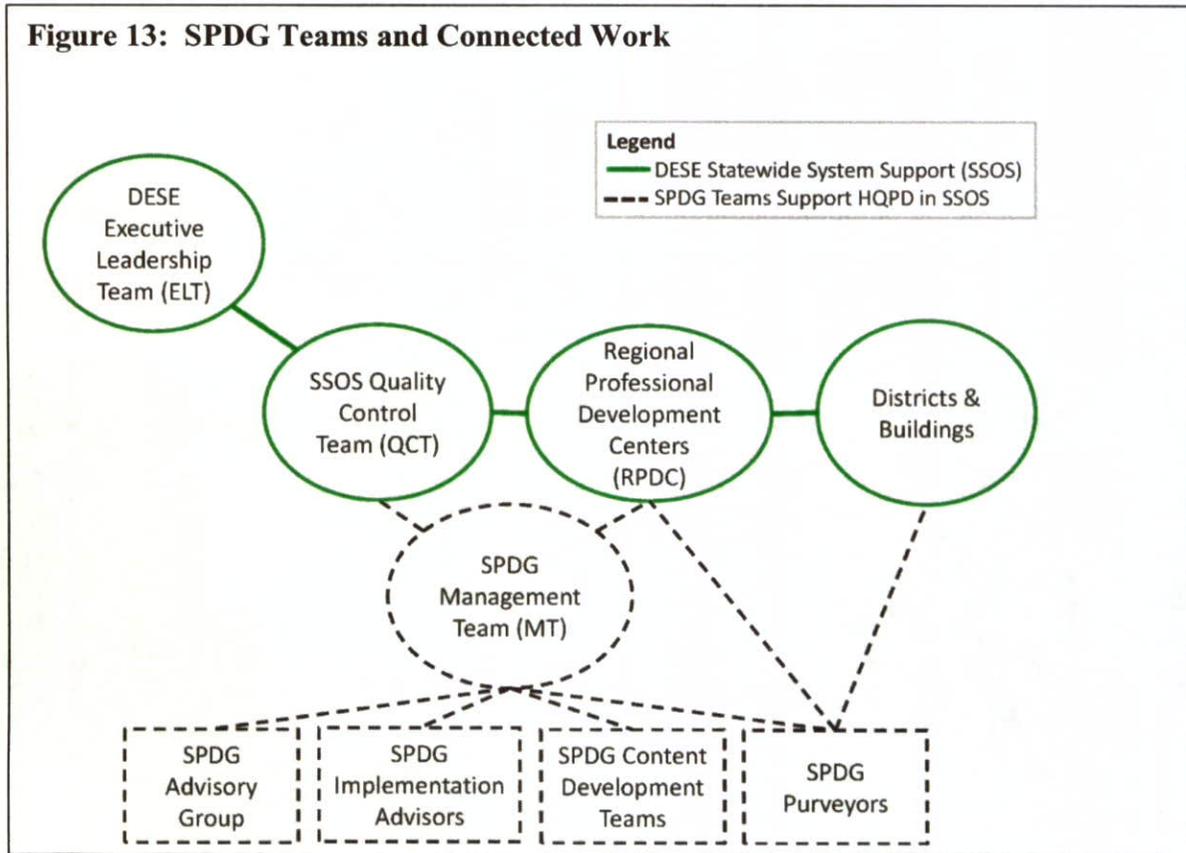
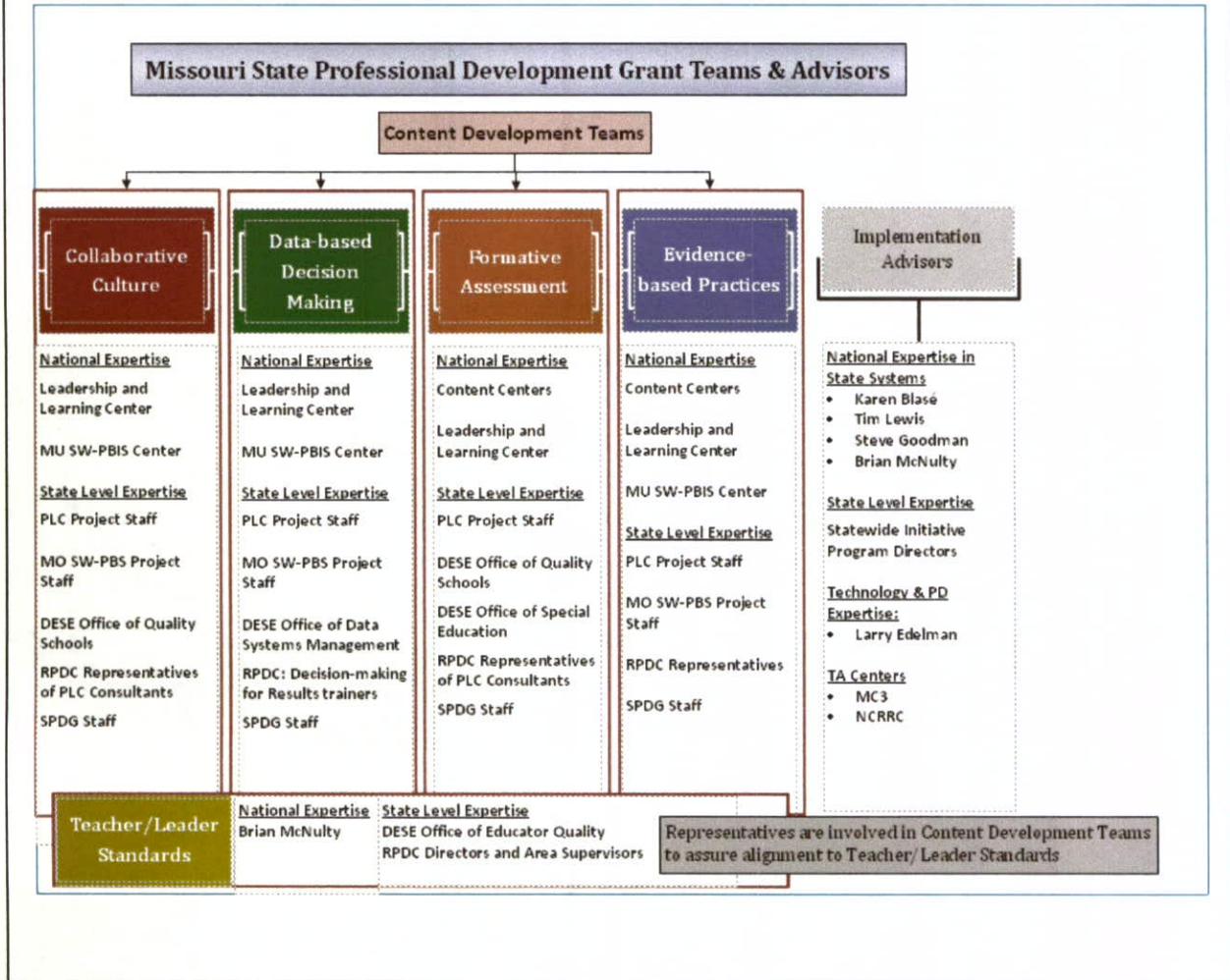


Figure 14: Content Development Teams and Implementation Advisors



G. Project Evaluation

Table 9: Outcomes for the Department of Elementary and Secondary Education (DESE)

Objective 1.1: Enhance DESE’s capacity to align the results of local and regional data and teacher/leader evaluations with PD focused on selected Missouri Teacher & Leader Standards			
	Short-Term	Intermediate	Long-Term
DESE Outcomes	<ul style="list-style-type: none"> - Increased knowledge of evidence-based PD strategies - Increased awareness of RPDC and LEA needs 	<ul style="list-style-type: none"> - Development of framework for job-embedded PD - Development of implementation procedures - Increased fluency for using data to inform decisions 	<ul style="list-style-type: none"> - Increased evidence of selected Teacher and Leader Standards being met
Evaluation Methods	<ul style="list-style-type: none"> - Knowledge surveys - Capacity surveys 	<ul style="list-style-type: none"> - Collaboration scale - Implementation surveys - Artifacts 	<ul style="list-style-type: none"> - Teacher & Leader Standards outcome data - Goal attainment scaling
Objective 2.1: Enhance the capacity of the SSOS Network to use technology as a means of increasing opportunities for high quality professional development.			
DESE Outcomes	<ul style="list-style-type: none"> - Increased knowledge of evidence-based technology-supported PD - Development of data collection and sharing mechanisms with input from stakeholders 	<ul style="list-style-type: none"> - Development of training and support mechanisms for technology-supported PD and resource sharing 	<ul style="list-style-type: none"> - Implementation of data collection, analysis, and sharing of PD resources across DESE and RPDC regions
Evaluation Methods	<ul style="list-style-type: none"> - Knowledge surveys - Goal attainment scaling 	<ul style="list-style-type: none"> - Goal attainment scaling - Artifacts 	<ul style="list-style-type: none"> - Collaboration scale - Website statistics

Table 10: Outcomes for the Regional Support Centers

Objective 1.2: Enhance the capacity of the RPDCs to provide effective, evidence-based, high-quality professional development.			
	Short-Term	Intermediate	Long Term
RPDC Outcomes	<ul style="list-style-type: none"> - Increased knowledge of evidence-based PD strategies - Increased knowledge of content and PD strategies - Increased awareness of district needs 	<ul style="list-style-type: none"> - Increased implementation of high quality PD - Increased fluency in using data to inform decisions - Improved collaborative approaches for RPDCs 	<ul style="list-style-type: none"> - Sustainable implementation of high quality PD - Alignment of LEA PD needs with PD provided by RPDCs
Evaluation	<ul style="list-style-type: none"> - Knowledge surveys 	<ul style="list-style-type: none"> - Observation protocols 	<ul style="list-style-type: none"> - Teacher & Leader

Methods	- Interviews - Capacity surveys	- Social networking analysis - Implementation surveys - PD evaluations	Standards regional outcome data - PD follow-up outcomes
Objective 2.1: Enhance the capacity of the SSOS Network to use technology as a means of increasing opportunities for high-quality professional development.			
RPDC Outcomes	- Increased knowledge of evidence-based technology-supported PD - Development of data collection and sharing mechanisms with input from stakeholders	- Development of training and support mechanisms for technology-supported PD and resource sharing	- Implementation of data collection, analysis, and sharing of PD resources across RPDC regions
Evaluation Methods	- Knowledge surveys - Goal attainment scaling	- Goal attainment scaling - Artifacts	- Collaboration scale - Website statistics

Table 11: Outcomes for the LEAs and students

Objective 1.1: Enhance the capacity of LEAs demonstrating achievement gaps to implement an integrated school improvement process focused on tiered levels of academic and behavior supports in schools.			
	Short-Term	Intermediate	Long-Term
LEA Outcomes	- Commitment from LEA staff - Increased participation in high-quality PD - Increased knowledge of evidence-based instructional strategies - Increased knowledge of formative assessment	- Improved collaboration between general education and SPED personnel - Increased use of evidence-based models of instruction - Increased appropriate assessment, identification, and placement of students - System-wide approach to academic and behavior strategies	- Improved school culture - Sustainable implementation of evidence-based instructional practices - Sustainable implementation of formative assessment - Data-based decision-making protocol
Student Outcomes	- Increased knowledge of school rules - Increased proficiency in English Language Arts and Math	- Increased levels of appropriate behavior - Increased engagement in classroom and school activities - Improved formative assessment results	- Increased access to the general education environment/curriculum - Improved academic performance

Evaluation Methods	<ul style="list-style-type: none"> - School Implementation Scale - PD participant lists - PD evaluations - Knowledge surveys - Interviews - Capacity surveys 	<ul style="list-style-type: none"> - School Implementation Scale - Action plan implementation - Student engagement scale - Office disciplinary referrals - Formative assessments - School statistics - Observation protocols - Implementation surveys - Artifacts 	<ul style="list-style-type: none"> - School Implementation Scale - School statistics - Teacher & Leader Standards outcome data - Goal attainment scaling - Focus groups - Artifacts
Objective 2.2: Enhance LEAs' use of technologies to support section and implementation of PD.			
LEA Outcomes	<ul style="list-style-type: none"> - Increased knowledge of evidence-based technology-supported PD 	<ul style="list-style-type: none"> - Increased use of evidence-based models of instruction 	<ul style="list-style-type: none"> - Data-based decision making protocol
Evaluation Methods	<ul style="list-style-type: none"> - Knowledge surveys 	<ul style="list-style-type: none"> - Website statistics - Artifacts 	<ul style="list-style-type: none"> - Artifacts

Missouri SPDG

Appendix B – Resumes

Stephen L. Barr, Ed.D.

CURRENT POSITION

2010-Present Assistant Commissioner, Office of Special Education, Missouri Department of Elementary and Secondary Education (DESE)

WORK HISTORY

2005-2009 Associate Superintendent, Center for School Improvement, Ohio Department of Education (ODE).

Oversight of major Elementary and Secondary Education Act (ESEA) federal programs, No Child Left Behind (NCLB) Act, and of the state's efforts to scale improvement to all districts and buildings.

Developed technology tools to assist districts, schools and the state:

- Decision Framework—automates data-driven decision-making
- Comprehensive Continuous Improvement Plan (CCIP)—Single district/building planning, application and payment tools (includes around 60 funded programs)
- Implementation Management and Monitoring (IMM)—web-based project management tool for districts/buildings connected to the CCIP

2002-2005 Executive Director, School Reform and Federal Student Programs, ODE
NCLB formula and competitive grants management and compliance administration
NCLB accountability determinations and support

1999-2001 Assistant Commissioner, Division of Special Education, Missouri DESE
Administered state and federal special education programs and funds
Oversight for Missouri Schools for Blind, Deaf, and Severely Handicapped

1984-1999 Coordinator, Federal Programs, Missouri DESE
Administered ESEA programs
Chaired Governor's Early Childhood Care and Education Interagency Team
Developed automated web-based application process for consolidated grants
Federal Liaison Representative to the Council of Chief State School Officers (CCSSO)

1981-1984 Director, Elementary Education and Special Services, Farmington School District, MO
Implemented an instructional management approach to teaching and learning
Organized cooperative special education services and projects in St. Francois Co.

1972-1981 Music teacher, Charleston High School, MO

1967-1972 Officer, United States Air Force

EDUCATION

1993 Ed.D., Educational Administration, University of Missouri-Columbia

1983 Ed.S., Educational Administration, Southeast Missouri State University

1976 Music Education, Southeast Missouri State University

1967 BA, Music, Findlay University, Ohio

Pamela J. Ancell Williams

1245 Conestoga Trace
Moberly, Missouri 65270

(660) 263-2433 (home)

(573) 751-2965 (work)

Education

B.S.—Elementary Education, Magna Cum Laude, University of Missouri—Columbia

M.Ed.—Learning Disabilities/Reading, University of Missouri—Columbia

Ed.S—Elementary Administration, University of Missouri—Columbia

Ed.D—Have matriculated for Ed.D. in General School Administration with support area
In Curriculum and Instruction

Career Experience

Elementary Classroom Teacher, NE R-IV, Cairo, Mo.	2 years
Jr. High Learning Disabilities Teacher, Moberly Public Schools	2 years
Elementary Learning Disabilities Teacher, Moberly Public Schools	1 year
Elementary Remedial Reading Teacher, Moberly Public Schools	5 years
District Reading Coordinator, Moberly Public Schools	5 years
Elementary Principal, Moberly Public Schools	5 years
Director of Instruction, Moberly Public Schools	4 years
Instructor, Teacher Education Program, Columbia College, Columbia, Missouri	2 years
Supervisor, Special Education Compliance, Missouri Department of Elementary and Secondary Education, Kansas City Area	1 year
Director, Special Education Compliance, Missouri Department of Elementary and Secondary Education	9 years
Coordinator, Special Education Services, Missouri Department of Elementary and Secondary Education	7 years

Professional Organizations

Council for Exceptional Children (CEC)

Missouri Council for Administrators in Special Education (MoCASE)

Qualifications Summary

Public school classroom and administrative experience. Worked with students, teachers, other administrators, and parents at all levels, pre-k through grade 12. As Director of Instruction, assumed responsibility for curriculum development and all instructional

programs for K-12. Wrote and administered grants, organized Summer School programs, and supervised the Parent as Teachers and Title I programs.

Instructor at Columbia College. Taught the introductory special education course required of all students, Psychology of the Exceptional Child. Also taught the following general education classes:

- Teaching of Reading
- Techniques of Teaching
- Production and Utilization of Instructional Technology
- Creative and Language Arts
- Foundations of Education
- Field Experience
- Advanced Field Experience
- Literature for Children and Adolescents

Supervisor in the Compliance Section at the Department of Elementary and Secondary Education (DESE). Monitored districts for compliance with state and federal regulations implementing the Individuals with Disabilities Education Act (IDEA), Part B (ages 3-21), investigated child complaints, and provided technical assistance to various constituencies in regard to the compliance requirements of the IDEA.

Director of the Compliance section. Interpret federal regulations covering both Part C (ages 0-3) and Part B (ages 3-21), write State standards and regulations for Parts B and C, supervise the Child Complaint and Due Process Systems, ensure that all responsible public agencies are monitored for compliance with both Part B & C and provide Technical Assistance to various constituencies regarding compliance with state and federal regulations implementing IDEA.

Coordinator, Special Education Services, Missouri Department of Elementary and Secondary Education. Supervise the Effective Practices section for Part B (3-21). Supervise the Compliance Section for Part B and C (0-21). Oversee the promulgation of State Regulations for Part B and C of the Individuals with Disabilities Education Act (IDEA). Oversee the development and implementation of the State Performance Plan (SPP) and Annual Performance Report (APR) for Part B and C. Project Director for the State Personnel Development Plan (SPDG). Collaborate with other Offices in the Department, other state agencies and professional organizations and other constituencies to ensure a seamless system of services for infants, toddlers, children and youth with disabilities and their families. Serve on the Council of Chief State School Officers (CCSSO) Implementing the Common Core Standards (ICCS) State Team. Office of Special Education liaison to Missouri Council for Administrator's of Special Education (MoCASE).

RONDA J. JENSON, PH.D.

Director of Research

Institute for Human Development, UCE
University of Missouri-Kansas City
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Kansas City, Missouri 64108
816.235.6335 (office) 816.235.1762 (fax) jensonr@umkc.edu

EDUCATION

Doctorate of Philosophy, University of Kansas (2004)

Major: Special Education

Minor: Research/ Statistics

Masters of Science, University of Kansas (1994)

Major: Special Education

Bachelors of Music Education, University of Kansas (1990)

CERTIFICATIONS

Kansas : K-12 Music, Early Childhood Special Education (birth to 8), Severe/Profound Disabilities (3-21), and Deaf/Blindness (3-21)

PROFESSIONAL EXPERIENCE

Research Associate, Director of Research, University of Missouri-Kansas City (UMKC), Institute for Human Development (2007-present)

Research Associate, Director of Interdisciplinary Training, University of Missouri-Kansas City (UMKC), Institute for Human Development (2004-2007)

Director, Center for Disability Studies, University of Missouri-Kansas City. (2004-2007)

Director, *Interdisciplinary Leadership in Disability Studies Graduate Certificate* (2005-2007)

Director, *Interdisciplinary Undergraduate Certificate in Disability Studies* (2005-2007)

UCE Liaison MCH Training Program (LEND) (2004-present)

Research Assistant, *Project SPIRAL (System for Investigating Inclusive Preschool Activities and Longitudinal Results)*, University of Kansas (2000-2004).

Clinical Adjunct Professor, Department of Special Education, University of Kansas (1994-1998).
Early Childhood Special Education Teacher, Lawrence Public Schools, Kansas (1994-1998)
Early Childhood Special Education Teacher, Center School District, Missouri (1993-1994)
Research Assistant, *Circle of Inclusion Project*, University of Kansas. (1991-1992).

EXTERNAL FUNDING

Research and Demonstration Grants

Early childhood-school-age education and services

- Fuger, K. L., & Jenson, R. J. (2011-2014). *Implementation and Effectiveness Study, Teams for Infants Endangered by Substance Abuse (TIES) Promising Approach*, Kansas Home Visiting Program. Contract with Kansas Department of Health and Environment. Funded by U. S. Health and Human Services. (average \$66,750 annually)
- Jenson, R. J. (2007-2013). *Missouri Integrated Model Development*. Funded by the Department of Education, Office of Special Education Programs, State Personnel Development Grant to Missouri Department of Elementary and Secondary Education. (\$125,027 annually)
- Jenson, R. J. (2007-2013). *Missouri Integrated Model Implementation Facilitation*. Funded by the Department of Education, Office of Special Education Programs, State Personnel Development Grant to Missouri Department of Elementary and Secondary Education. (\$359,408 annually)
- Jenson, R. J. (2010-2011) *Professional Learning Communities Implementation Assessment* Funded by the Department of Education, Office of Special Education Programs, State Personnel Development Grant to Missouri Department of Elementary and Secondary Education. (\$42,738)
- Jenson, R. J. (2008-2009) *Disability Outcomes Project*. Funded by the United Way of Greater Milwaukee. (\$17,500)

Post-secondary and adult education and services

- Jenson, R. J. & Petri, A. N. (pending) *Veterans in STEM Community Consortium*. Funded by the National Science Foundation, Research in Disabilities Education. (\$88,438)
- Jenson, R. J. & Petri, A. N. (pending) *Veterans in STEM: A critical analysis of the factors affecting pathways to STEM careers for veterans experiencing disabilities*. Funded by the National Science Foundation, Research in Disabilities Education. (\$500,000)
- Jenson, R. J. (2011). *Secondary data analysis, Emergency Summit: A Community Response to*

Increased Demand for Services to Victims of Rape, Funded by Metropolitan Organization to Counter Sexual Assault (MOCSA). (\$3,400)

Jenson, R. J. & Truman, K. Z. (2009-2014). *KC-BANCS: Building Alliances for New Careers in STEM*. Funded by the National Science Foundation, Research in Disabilities Education. (\$1.2 million)

Jenson, R. J. & Truman, K. Z. (2010-2011). *Transition STEM: Wounded Warrior Think Tank*. Funded by the National Science Foundation, Research in Disabilities Education. (\$220,000)

Jenson, R. J. & Peterson, J. (2011-2014). *Safety-First Collaborative*. Contract with Metropolitan Organization to Counter Sexual Assault, Funded by the Department of Justice, Office of Violence Against Women. (\$119,167)

Jenson, R. J. (2006-2011). *Safety-First Collaborative*. Contract with Metropolitan Organization to Counter Sexual Assault, Funded by the Department of Justice, Office of Violence Against Women. (\$207,000)

Jenson, R. J. (2008-2009) *OurSpace: Online Community for Self-Advocates*. Funded by NEC Foundation. (\$50,000)

Jenson, R. J. (2006-2007). *Assessment of Current and Anticipate Needs of Jackson County Residents with Developmental Disabilities*. Funded by Jackson County Board of Services. (\$117,841)

Evaluation Contracts

Fuger, K. L., & Jenson, R. J. (pending). *Missouri Maternal, Infant, and Early Childhood Home Visiting Project*. Contract with Missouri Department of Health and Senior Services. Funded by U. S. Health and Human Services.

Jenson, R. J. & Pattison, J. J (2011-2016). *Show Me Careers: Missouri's Transition-to-Employment Collaborative*. Project of National Significance: Partnership for Employment. Administration for Children and Families, Health and Human Services.

Jenson, R. J. (2007-2010). *Youth LEAD: Leadership, Education, and Advocacy for Youth with Disabilities*. Funded by Administration on Developmental Disabilities to Institute for Human Development, University of Missouri-Kansas City.

Jenson, R. J. (2006-2008). *Missouri State Improvement Grant*. Missouri Department of Elementary and Secondary Education, Funded by the Department of Education, State Personnel Development Grant to Missouri Department of Elementary and Secondary Education

Jenson, R. J. (2007-2011). *Person Centered Planning*, Funded by Centers for Medicare and Medicaid Services to Missouri Department of Mental Health.

- Jenson, R. J. (2007-2009). *Jump into Food and Fitness: Healthy Lifestyles Grant*, Funded by Health Care Foundation of Greater Kansas City.
- Jenson, R. J. (2006-2010). *MRDD Systems Transformation Evaluation and Facilitation*. Funded by Centers for Medicare and Medicaid Services to Missouri Department of Mental Health.
- Jenson, R. J. (2010). Evaluation of Missouri Positive Behavior Support Training. Funded by the Centers for Medicare and Medicaid Services to Missouri Department of Mental Health.
- Jenson, R. J. (2006-2009). *Kansas Deaf-Blind Project*, Funded by the Department of Education Kansas Department of Education.
- Jenson, R. J. (2005-2007). *Esperanza Para los Ninos*. Kansas City Health Department, Funded by Substance Abuse and Mental Health Administration Kansas City Health Department
- Jenson, R. J. (2006-2007). *21st Century School, School Linked Services*. Kansas City Kansas Public Schools, Funded by the Kansas Department of Education
- Jenson, R. J. (2004-2007). *Comprehensive School Reform*. Topeka Public Schools, Funded by the Kansas Department of Education.

PRODUCTS & ASSESSMENTS

- Jenson, R. J., Fuger, K. L., & Rohs, J. (2012). *Teams for Infants Endangered by Substance Abuse Implementation Blueprint*. Kansas City, MO: UMKC Institute for Human Development
- Jenson, R. J. (2012). *Missouri Integrated Model Implementation Matrix*. Kansas City, MO: UMKC Institute for Human Development
- Jenson, R.J.. & Pattison, J. (2011). *Missouri integrated model planner and tips for teams*. Kansas City, MO: UMKC Institute for Human Development
- Jenson, R.J. (2011). *MO Professional Learning Communities Benchmark Assessment Tool*. Kansas City, MO: UMKC Institute for Human Development
- Jenson, R.J. (2011). *Teaming process checklist: Missouri integrated model*. Kansas City, MO: UMKC Institute for Human Development
- Jenson, R.J. (2010). *Missouri integrated model planner and tips for teams*. Kansas City, MO: UMKC Institute for Human Development
- Jenson, R. J. (2010). *Missouri Integrated Model coaching self-assessment*. Kansas City, MO: UMKC Institute for Human Development
- Jenson. R. J. (2009). *Missouri Integrated Model statewide system of support response to*

intervention fluency assessment. Kansas City, MO: UMKC Institute for Human Development

Jenson, R. J., Mc-Coy-Harms, S., & Fleming, L. (2009). *Accessibility and responsiveness tool: Improving services for women with disabilities who experience domestic or sexual violence*. Kansas City, MO: UMKC Institute for Human Development, Metropolitan Organization to Counter Sexual Assault, Rose Brooks Domestic Violence Shelter.

Fleming, L., Mc-Coy-Harms, S., & Jenson, R. J. (2009). *Safety Planning: Improving services for women with disabilities who experience domestic or sexual violence*. Kansas City, MO: UMKC Institute for Human Development, Metropolitan Organization to Counter Sexual Assault, Rose Brooks Domestic Violence Shelter.

Jenson, R. J. (2008). *Missouri Integrated Model Implementation Blueprint*. Kansas City, MO: UMKC Institute for Human Development.

Jenson, R. J. (2008). *Missouri Integrated Model Getting Ready Toolkit*. Kansas City, MO: UMKC Institute for Human Development.

Jenson, R. J. (2008). *Missouri Integrated Model Self-Study Guide*. Kansas City, MO: UMKC Institute for Human Development.

TECHNICAL WRITING

Jenson, R. J. & Petri, A. (2011). *Transition STEM: A wounded warrior think tank summary*. Kansas City, MO: UMKC Institute for Human Development

Jenson, R. J., James, S., & Pattison, J. (2011). *Professional learning communities benchmark assessment tool administration manual*. Kansas City, MO: UMKC Institute for Human Development.

Jenson, R. J., James, S., Noonan, P., & Gaumer-Erikson, A. (2010). *Missouri integrated model implementation status report*. Kansas City, MO: UMKC Institute for Human Development.

Jenson, R. J. & Petri, A. (2012). *KC-BANCS critical site visit report*. Kansas City, MO: UMKC Institute for Human Development.

Jenson, R. J. & Petri, A. (2011). *KC-BANCS annual report*. Kansas City, MO: UMKC Institute for Human Development.

Jenson, R. J. & Petri, A. (2011). *KC-BANCS reverse site visit report*. Kansas City, MO: UMKC Institute for Human Development.

Jenson, R. J. & Petri, A. (2010). *KC-BANCS annual report*. Kansas City, MO: UMKC Institute for Human Development.