



Grant Application Package

Opportunity Title:	Office of Special Education and Rehabilitative Services
Offering Agency:	Department of Education
CFDA Number:	84.323
CFDA Description:	Special Education - State Personnel Development
Opportunity Number:	ED-GRANTS-021317-001
Competition ID:	84-323A2017-1
Opportunity Open Date:	02/13/2017
Opportunity Close Date:	04/14/2017
Agency Contact:	Jennifer Coffey Education Program Specialist E-mail: Jennifer.Coffey@ed.gov Phone: 202 245-6673

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

Application Filing Name: Missouri Department of Elementary and Secondary Education

Select Forms to Complete

Mandatory

[Application for Federal Assistance \(SF-424\)](#)

[ED SF424 Supplement](#)

[Grants.gov Lobbying Form](#)

[Disclosure of Lobbying Activities \(SF-LLL\)](#)

[U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS](#)

[ED GEPA427 Form](#)

[Assurances for Non-Construction Programs \(SF-424B\)](#)

[ED Abstract Form](#)

[Project Narrative Attachment Form](#)

[Budget Narrative Attachment Form](#)

Optional

[Other Attachments Form](#)

Instructions

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This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		
* If Revision, select appropriate letter(s): _____ * Other (Specify): _____		
* 3. Date Received: Completed by Grants.gov upon submission.		4. Applicant Identifier: CFDA 84.323
5a. Federal Entity Identifier: _____		5b. Federal Award Identifier: NA
State Use Only:		
6. Date Received by State: _____		7. State Application Identifier: _____
8. APPLICANT INFORMATION:		
* a. Legal Name: Missouri Department of Elementary and Secondary Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 44-6000987		* c. Organizational DUNS: 0937469230000
d. Address:		
* Street1: P. O. Box 480		
Street2: 205 Jefferson Street		
* City: Jefferson City		
County/Parish: Cole		
* State: MO: Missouri		
Province: _____		
* Country: USA: UNITED STATES		
* Zip / Postal Code: 65102-0480		
e. Organizational Unit:		
Department Name: Elementary & Secondary Ed		Division Name: Office of Special Education
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Ms.		* First Name: Ginger
Middle Name: _____		
* Last Name: Henry		
Suffix: _____		
Title: Director		
Organizational Affiliation: Department of Elementary and Secondary Education		
* Telephone Number: 573-751-0625		Fax Number: 573-526-4404
* Email: ginger.henry@dese.mo.gov		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.323

CFDA Title:

Special Education - State Personnel Development

*** 12. Funding Opportunity Number:**

ED-GRANTS-021317-001

* Title:

Office of Special Education and Rehabilitative Services (OSERS): Office of Special Education Programs (OSEP): State Personnel Development Grants (SPDG) Program CFDA Number 84.323A

13. Competition Identification Number:

84-323A2017-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

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*** 15. Descriptive Title of Applicant's Project:**

Using HQPD/coaching at the district-level to implement effective, evidence-based educational practices to improve outcomes for all students, especially students with disabilities in Missouri.

Attach supporting documents as specified in agency instructions.

Add Attachments

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Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

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17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="7,172,720.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="7,172,720.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Ginger		Henry	

Address:

Street1:	P. O. Box 480
Street2:	205 Jefferson Street
City:	Jefferson City
County:	Cole
State:	MO: Missouri
Zip Code:	65102-0480
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
573-751-0625	573-526-4404

Email Address:

ginger.henry@dese.mo.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="Missouri Department of Elementary and Secondary Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Dr."/>	* First Name: <input style="width: 200px;" type="text" value="Margie"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Vandeven"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 300px;" type="text" value="Commissioner of Education"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Completed on submission to Grants.gov"/>	* DATE: <input style="width: 200px;" type="text" value="Completed on submission to Grants.gov"/>

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Missouri Department of Elementary and Secondary Education * Street 1: P.O. Box 480 Street 2: 205 Jefferson Street * City: Jefferson City State: MO: Missouri Zip: 65102 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: U. S. Department of Education	7. * Federal Program Name/Description: Special Education - State Personnel Development CFDA Number, if applicable: 84.323	
8. Federal Action Number, if known: ED-GRANTS-021317-001	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix: _____ * First Name: NA Middle Name: _____ * Last Name: NA Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix: _____ * First Name: NA Middle Name: _____ * Last Name: NA Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Completed on submission to Grants.gov * Name: Prefix: Dr. * First Name: Margie Middle Name: _____ * Last Name: Vandeven Suffix: _____ Title: Commissioner of Education Telephone No.: 573-751-4446 Date: Completed on submission to Grants.gov		

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Missouri Department of Elementary and Secondary Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	102,000.00	102,000.00	102,000.00	102,000.00	102,000.00	510,000.00
4. Equipment						
5. Supplies						
6. Contractual	1,070,044.00	1,070,044.00	1,070,044.00	1,070,044.00	1,070,044.00	5,350,220.00
7. Construction						
8. Other	262,500.00	262,500.00	262,500.00	262,500.00	262,500.00	1,312,500.00
9. Total Direct Costs (lines 1-8)	1,434,544.00	1,434,544.00	1,434,544.00	1,434,544.00	1,434,544.00	7,172,720.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	1,434,544.00	1,434,544.00	1,434,544.00	1,434,544.00	1,434,544.00	7,172,720.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization

Missouri Department of Elementary and Secondary Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Completed on submission to Grants.gov"/>	TITLE <input type="text" value="Commissioner of Education"/>
APPLICANT ORGANIZATION <input type="text" value="Missouri Department of Elementary and Secondary Education"/>	DATE SUBMITTED <input type="text" value="Completed on submission to Grants.gov"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

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* Attachment:

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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ABSTRACT TEMPLATE:

84.323A

Absolute Priority:	State Personnel Development Grants Program
Organization:	Missouri Department of Elementary and Secondary Education
Project Title:	Missouri State Personnel Development Grant
Start Date:	October 1, 2017
End Date:	September 20, 2022

Project Director:

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Average Time on Project, Year 1 (%):	25%

Additional Key Personnel (not including project director listed above):

Full Name	Position on Project	Average Time on Project, Year 1 (%)
Stephen Barr	Assistant Commissioner	5%
Dana Desmond	Program Analyst	35%
Mary Corey	Data Specialist	10%
Tiffani Muessig	Program Planner	10%
Thea Scott	Tiered Model Specialist	25%

Briefly describe the purpose and expected outcomes of the project.

(100 words or fewer)

The goal of the Missouri State Personnel Development Grant 2017-2022 (SPDG) is to “improve the educational outcomes for all students, especially students with disabilities, through an evidence-based professional development approach focused on district-level implementation of effective educational systems and practices.” To address this goal, the Missouri Department of Elementary and Secondary Education (DESE), in partnership with stakeholders, will continue, expand, and enhance the following:

- a) alignment of the state system of support;
- b) implementation of effective educational practices; and
- c) use of technologies for improving access to professional development resources, supporting data-driven practices, and improving efficiency of professional development.

Briefly describe the professional development that the project will provide, to include:

- (a) The activities;**
- (b) The population that will receive the professional development; and**
- (c) The evaluation of the project's performance. (100 words or fewer)**

Professional development will focus on coaching as delivered by coaching support teams. Coaching support teams will coach and coordinate training, at the district-level, for improved leadership, systems, and educational practices. Access to professional development will be enhanced through use of technology for web-based learning and coaching. District-level leaders, building-level leaders, and building-level educators will participate in professional development. Using a developmental evaluation approach, the evaluation will address required program measures, specific project measures, and implementation components. The evaluation will inform the refinement of the Missouri Model Districts model of improving outcomes for all students, especially students with disabilities.

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(a) State Personnel Development Plan is designed to enable the State to meet the requirements of section 612(a)(14) and section 635(a)(8 and (9) of IDEA;	28; 45
(b) State Personnel Development Plan is based on an assessment of State and local needs that identifies critical aspects and areas in need of improvement related to the preparation, ongoing training, and professional development of personnel who serve infants, toddlers, preschools, and children with disabilities with in the state, including:	
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(d) Describes partnership agreement that is in effect for the period of the grant which specifies	28-35
(1) Nature and extent of the partnership	
(2) How the SEA will work with the other persons and organizations involved in, and concerned with the education of children with disabilities, including the respective roles of each person and organization.	
(e) Describes how the strategies and activities the SEA uses to address identified professional development and personnel needs will be coordinated with activities supported with other public resources.	6; 13; 14;28; 47
(f) Describes how the SEA will align its personnel development plan with the plan and application submitted under sections 1111 and 2101(d) respectively, of the ESEA.	6; 24; 27; 44; 47
(g) Describes strategies the SEA will use to address the identified professional development and personnel needs and how such strategies will be implemented, including;	

General Requirements	Pages
(1) Description of the programs and activities that will provide personnel with the knowledge and skills to meet the needs, and improve the performance and achievement of students with disabilities.	13-27
(2) How such strategies will be integrated to the maximum extent possible, with other activities supported by grants funded under section 662 of IDEA	13-15
(h) Provide assurance that the SEA will provide technical assistance to LEAs to improve the quality of professional development available to meet the needs of personnel who serve children with disabilities	20-21
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Applicants must establish a partnership with LEAs and other State agencies involved in, or concerned with, the education of children with disabilities, including	
(a) Not less than one institution of higher education; and	25; 32
(b) The State agencies responsible for administering Part C of IDEA, early education, child care, and vocational rehabilitation programs	34; 43
(a-o)An SEA must work in partnership with other persons and organizations involved in, and concerned with, the education of children with disabilities, which may include parents, persons with disabilities, parent training and information centers, public agencies, other state agencies, etc.	28-29
Absolute Priority 2—3. Use of Funds	
(a) Professional Development Activities-Each SEA that receives a grant under this program must use the grant funds to support activities in accordance with the State's Personnel Development Plan, including:	

General Requirements	Pages
<p>(1) Carrying out programs that provide support to both special education and regular education teachers of children with disabilities and principals.</p> <ul style="list-style-type: none"> a. 1.ii: Use standards of assessments for guiding beginning teachers that are consistent with challenging State academic achievement standards and with the requirements for professional development, as defined in section 8101 of the ESEA and b. 1.iii: Encourage collaborative and consultative models of providing early intervention, special education, and related services. 	Budget Narrative
<p>(2) Encouraging and support the training of special education and regular education teachers and administrators to effectively use and integrate technology</p> <ul style="list-style-type: none"> a. 2.i: Into curricula and instruction, including training to improve the ability to collect, manage, and analyze data to improve teaching, decision-making, school improvement efforts, and accountability 	Budget Narrative
<p>(3) Providing professional development activities...</p> <ul style="list-style-type: none"> a. 3.i.B: Effective instructional strategies, methods, and skills and the use of State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement b. 3.ii.B: Involve collaborative groups of teachers, administrators, and in appropriate case, related services personnel c. 3.ii.C.VI: Effective instruction for children with low-incidence disabilities 	Budget Narrative
<p>(4) Develop and implement initiatives to promote the recruitment and retention of special education teachers</p>	NA
<p>(5) Carry out programs and activities that are designed to improve the quality of personnel who serve children with disabilities</p> <ul style="list-style-type: none"> a. 5. i: Innovative professional development programs, including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy that are consistent with the definition of professional development in section 8101 of the ESEA. b. 5. ii: The development and use of proven, cost effective strategies for the implementation of professional development activities, such as with technology and distance learning. 	Budget Narrative

General Requirements	Pages
(6) Carrying out programs and activities that are designed to improve the quality of early intervention personnel a. 6.i. professional development programs to improve the delivery of early intervention services	Budget Narrative
(b)Other Activities-Each SEA that receives a grant under this program must use the grant funds to support activities in accordance with the State's Personnel Development Plan, including one or more of the following a. (b).7: Assisting LEAs to serve children with disabilities through the development and use of proven, innovative strategies to deliver intensive professional development programs that are both cost effective and easily accessible, such as strategies that involve delivery through the use of technology , peer networks, and distance learning	Budget Narrative
(a) Budget for a three-day Project Directors' meeting in Washington , DC, during each year of the project ;	Budget Narrative
(b) Budget \$4,000 annually for support of the State Personnel Development Grants Program Web site currently administered by the University of Oregon (www.signetwork.onz) ; and	Budget Narrative
(c) If a project receiving assistance under this program authority maintains a Web site, include relevant information and documents in a form that meets a government or industry-recognized standard for accessibility.	Budget Narrative
Competitive Priority—Evidence of Promise	
Training provided in one or more of the following areas: Selecting #1 and #6 1. Positive behavioral intervention and supports 6. Classroom-based techniques to assist children prior to referral for special education	2-3; 16-21; 23; 29

The overarching goal of the Missouri State Personnel Development Grant 2017-2022 (SPDG) is to *“improve the educational outcomes for all students, especially students with disabilities, through an evidence-based professional development approach focused on district-level implementation of effective educational systems and practices.”* To address this goal, the Missouri Department of Elementary and Secondary Education (DESE), in partnership with stakeholders, will continue, expand, and enhance the following:

- a) alignment of the state system of support to develop and sustain a comprehensive, evidence-based, data-driven system;
- b) implementation of effective educational practices; and
- c) use of technologies for improving access to professional development resources, supporting data-driven practices, and improving efficiencies essential for balancing the demands of educational systems change.

The focus of the professional development for the past five-year SPDG cycle has included two interrelated foci: (a) improving educational practices essential for leadership, collaboration and data-driven decision making and (b) installing and supporting the implementation of effective teaching and learning practices for improved academic outcomes, especially for students with disabilities. This proposal continues and expands on this prior work by addressing both Absolute Priorities (AP) as well as the Competitive Preference Priority (CPP) for this competition. Over the past five years, Missouri has implemented a professional development framework consisting of evidence-based content delivered using an evidence-based approach (AP1). This framework (or state personnel development plan, AP 2) continues to be managed, supported, and responsive to state and local needs as informed by data. Based on the data, this framework will be refined and expanded. The refinement will involve increasing

support for district-level implementation essential for scaling-up and sustainability. The expansion will be to address positive behavioral interventions and support within the framework by aligning Missouri Schoolwide Positive Behavior Supports (SW-PBS) with professional development addressing classroom-level teaching and learning practices designed to support academic achievement for all students, including students experiencing learning difficulties and students with disabilities (CPP 1, 6).

This proposal is organized by converging the selection criteria with the required components of State Personnel Development Grants. A header system is used to assist reviewers. Each section is indicated with a **CENTERED, ALL CAPS** header. The selection criteria for each section is shown as a **Left Justified, Upper and Lower Case** header.

(a) SIGNIFICANCE

Missouri is the eighteenth most populous state in the U.S., with a 2015 estimated population of 6,083,672, which is an increase of 1% from the year 2010 (Missouri 2010 Census Report). According to 2015 population estimates, 24.1% of the total population was under the age of 18. Furthermore, Missouri is a geographically large state, spanning 300 miles by 250 miles, with over 500 school districts serving urban, suburban and rural areas.

According to 2015 Census estimates, 80.9% of the population was White, 12.5% was Black or African American, 4.1% of the total population was of Hispanic or Latino origin (they may be of any race), 3.6% from two or more races, 2.3% Asian, 0.7% American Indian and Alaska Native, and 0.5% Native Hawaiian/other Pacific Islander. Females accounted for 50.9% of the population. According to the 2010 Census, nearly 82% of Missouri residents were high school graduates (more than the national average), and 21.6 percent had a bachelor's degree or higher.

(a)(i) Comprehensive Effort to Improve Instruction and Child Outcomes

In 2011, the DESE launched the statewide improvement effort *Top 10 by 20*, which aims for student achievement in Missouri to rank among the top ten states by 2020. The four components of this vision are:

1. All Missouri students will graduate college- and career-ready.
2. All Missouri children will enter kindergarten prepared to be successful in school.
3. Missouri will prepare, develop, and support effective educators.
4. The DESE will improve departmental efficiency and operational effectiveness.

Since 2011, the strategic approach for reaching this vision continues to promote alignment of initiatives across the DESE to sustain a comprehensive approach to improving instruction and child outcomes. The continuation of SPDG funding has facilitated alignment, fostered cross-initiative collaboration, and provided a structure for a coordinated approach to professional development.

Lessons learned

With a small sample of fifteen districts (25 buildings), the Missouri Integrated Model (MIM) was launched in 2008 (SPDG 2007-2012). The intent of the MIM was to demonstrate a localized approach to improving academic and behavioral outcomes for students, especially students with disabilities. MIM integrated eleven evidence-based elements of effective school-based education systems for increasing student achievement. These elements represented three key areas: (a) building and sustaining capacity, (b) maximizing resources, and (c) making informed decisions. The MIM approach incorporated the wisdom of the National Implementation Research Network (NIRN) and was fully supported by dedicated implementation coaches. As a result of participation in the MIM, schools showed growth in

student academic outcomes over time. When compared to other Missouri schools with similar geographical and student demographics (comparison schools), MIM schools increased communication arts and math achievement for students with IEPs at greater rates than their counterparts.

Despite the successes, the MIM approach was not scaleable. While buildings made school improvement progress, the intensity of professional development required was not sustainable given there are 567 school districts and over 2300 buildings, including 72 public charter schools, in Missouri. Additionally, while there was improvement in student achievement, there was and still is an urgency for more improvement and more quickly. For those reasons, SPDG 2012-2017 has focused on professional development for supporting the implementation of teaching and learning practices at the classroom level.

Like MIM, this shift in direction for the 2012-2017 SPDG (Collaborative Work (CW)) has yielded positive results, but on a larger scale. Approximately 300 school buildings, including elementary, middle, and high schools, have participated in CW. The design of the CW drew extensively on the work of the National Center for Educational Outcomes (NCEO) and Dr. John Hattie, researcher and author of *Visible Learning*. These buildings received training and coaching for implementation of foundational educational practices (collaborative teams, common formative assessments, data-based decision making, leadership, and school-based implementation coaching) and specific teaching and learning practices (assessment capable learners, feedback, reciprocal teaching, spaced-versus-massed practice, metacognition, and other practices demonstrating statistical effect sizes showing student growth in learning (Hattie, 2008). Comparison of student achievement data across schools, involved in the array of Missouri education initiatives, show more growth for students in CW schools compared to other students

in other schools (See Table 1).

Table 1. Percentage of students demonstrating proficiency in English Language Arts on state assessments in Collaborative Work schools, compared to other Missouri schools

Collaborative Work School (Yes, No)	2013-2014	2014-2015 (growth)	2015-2016 (growth)
All Students			
No	48.7%	57.5% (+8.7%)	60.3% (+2.8%)
Yes	47.7%	57.4% (+9.7%)	61.0% (+3.6%)
Students with Disabilities			
No	14.8%	21.8% (+7.0%)	24.8% (+3.0%)
Yes	15.8%	24.1% (+8.3%)	28.2% (+4.1%)

These results are not due to selection bias. The CW schools are representative of the demographic and geographical state data. Schools were selected based on a need for improving student achievement, but had not yet reached focus or priority need status. The CW showed professional development could support school improvement at a larger scale. However, despite the dramatic leap from supporting 25 school buildings to supporting approximately 300 buildings, the CW still only reached 80 of the 567 districts (14%). Based on calculations of currently supported FTE for providing training and coaching, it would take approximately 20 years to reach all schools in Missouri. Scalability continues to be a concern. This comparison of participating and non-participating schools tends to reinforce the potential of the Collaborative Work for moving student achievement for students with disabilities in Missouri. In order to make these benefits available to all Missouri schools, the model of delivery and the approach to state-LEA partnerships

needs to change.

From the implementation of CW, Missouri developed (a) a professional development framework grounded in the evidence of adult learning, (b) a learning package model containing research-based content, practice profiles, and other resources for supporting ongoing learning, (c) technology-based tools designed to foster and streamline coaching around data practice, and (d) web-based resources for just-in-time learning.

With the MIM, the emphasis was on building-level systems. With the CW, the emphasis was on building-level implementation of effective education practices, specifically at the classroom level. Moving forward, with a focus on improving scalability, there needs to be an emphasis on district-level support for building-level implementation. Additionally, there is a need to continually revisit the design of the statewide system of professional development support in order to improve access to quality professional development resources aligned with Missouri Learning Standards and availability of quality coaching to support leadership and implementation with fidelity. Lastly, all of this must be done through deliberate efforts to align state-level initiatives and expectations.

Alignment

Alignment is a prominent theme in the DESE. From the initial iteration of the State Systemic Improvement Plan (SSIP), it has been aligned with the CW. The CW and SSIP share the same theory of change, activities, and evaluation. Elements of the CW supporting professional learning are woven throughout the DESE Top 10 by 20 strategic plan. The initial steps to form the next model of accountability, has been informed by the CW components and results. Additionally, other initiatives and partnerships have incorporated CW elements. Likewise, as the CW has evolved, it has been informed by this full array of ongoing DESE work. See Table 2: Alignment of SPDG/SSIP/TOA in Appendix A showing comprehensive alignment.

(a)(ii) Gaps and Weakness to be Addressed are Identified

Currently, Missouri is ranked between 13th and 32nd on a variety of performance indicators when compared nationally. In 2016, total K-12 enrollment in the State of Missouri was 885,148. Overall, student demographics and achievement data for 2016 is consistent with 2015 and show gradual improvements over the past years.

- In 2016, over half (51.7%, or 449,320 students) of these students were eligible for free or reduced-price lunch, which is consistent with prior years (2013: 49.9%, 2014: 50.3%, 2015: 51.7%).
- The ACT composite score for its 2016 graduates ranked 8 out of 18 nationally, with a statewide composite score of 20.2 which is a decrease from prior years (2013: 21.6, 2014: 21.8, 2015: 21.7). Census testing of 11th graders beginning in 2015 increased the number of seniors reporting scores in 2016.
- 12.89% of the total K-12 enrollment (ages 5-21) received special education services in 2016. [2013: 12.64%, 2014: 12.62%, 2015: 12.71%]
- The percent of students with disabilities placed inside the regular class at least 79% of the time was 57.6% in 2016, which is consistent with prior years. (2013: 58.1%, 2014: 58.1%, 2015: 57.7).
- In the 2015-16 school year, 99.9% of children with IEPs participated in the statewide assessments, meeting the SPP target for participation
- In 2016, the proficiency rates for students with IEPs on statewide assessments were 29.2% and 18.6% for English Language Arts (ELA) and Mathematics, respectively.
- Graduation rate for students with disabilities in 2016 was 77.6%, as compared to a rate of 80.0% for students without disabilities. This rate for students with disabilities is

consistent with prior years, but with a slight increase. (2013: 73.7%, 2014: 75.3%, 2015: 76.9).

As mentioned, there continues to be urgency for improved student learning. Over the past years, results from prior SPDGs have been promising, but the annual data for students with and without disabilities remains to show need for improvement.

(a)(iii) Professional Development Leading to Improvement Practice

Over the past five years, the Missouri SPDG has led to the design of a professional development framework that will be expanded and enhanced with this new proposal. This framework considers both evidence-based content as well as evidence-based delivery of professional development.

Evidence-based content

The professional development content is compiled into a series of learning packages. A learning package is a focused approach to professional development content. The content is designed to address adult learning principles as well as uphold specific characteristics of high quality professional development. Additionally, the learning packages focus on implementation at the classroom level. Each learning package was developed using an outline incorporating the elements of high quality professional development which includes consideration for adult learning principles (Archibald, Coggshall, Croft, & Goe, 2011; Duda, Van Dyke, Borgmeier, Davis, & McGlinchey, 2011; Dunst & Trivette, 2009). This outline shapes both the content and the training processes. Key components include (1) Preparation, (2) Opening and Introductions, (3) Why The Topic is Important, (4) Overview of the Topic, (5) Unpacking the Topic, (6) Topic in Practice, (7) Topic in Action, (8) Assessment and Reflection, and (9) Closing and Follow-Up.

Each learning package includes a practice profile and fidelity checklist. Both are

intended to support implementation in the classroom. The practice profile outlines implementation criteria using a rubric structure with clearly defined practice-level characteristics (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). The fidelity checklists identify the essential steps of implementation. Both can be used when planning a lesson using the newly learned teaching practice or by an observer who plans to provide feedback to the educator on implementation.

Effective teaching and learning practices. Informed by the research synthesis conducted by Dr. John Hattie's Visible Learning (2008), topics of professional development content have concentrated on teaching and learning practices shown to demonstrate growth in student learning. As Hattie stated, most things in education work, but determining which ones work best helps us concentrate our efforts (2008). Using the results of Hattie's meta-analysis, the Missouri professional development framework currently includes ten effective teaching and learning practices. Table 3: Effective Teaching and Learning Packages with Research Base in Appendix A contains the current effective teaching and learning packages with accompanying citations and correlated effect sizes.

In addition to the research done by Dr. Hattie, a review of additional research related to effective practices of successful districts was completed. One piece of research was Moving Your Numbers, a study conducted under the guidance of Martha Thurlow, Director of the National Center on Educational Outcomes (NCEO) and supported by the Office of Special Education Programs (OSEP) (Telfer, 2011). The Moving Your Numbers study reviewed five districts, varying in size from fairly small to very large, each of which made substantive positive changes for students with disabilities. From that study, they identified six essential practices common to each of these districts. The six common practices are (1) Use data well; (2) Focus

your goals; (3) Select and implement shared instructional practices (individually and as a teacher team); (4) Implement deeply; (5) Monitor and provide feedback and support; and, (6) Inquire and learn (at the district, school, and teacher team level). From this research, the foundational learning packages were developed. When educators work together, use data and assessment, and plan for instruction, instructional practices are visibly improved. Teachers and teacher teams receive training and coaching on three foundational learning packages; Collaborative Teams, Common Formative Assessment, and Data-based Decision Making. Table 4: Foundation Learning Packages with Research Base in Appendix A lists the foundation learning packages with accompanying research-base.

Collaborative teams. When educators effectively implement group processes and intentionally collaborate about the most effective practices within curriculum, instruction, assessment, and climate, the result is quality teaching. This quality teaching is further enhanced when educators have the processes built into their system, which allows for dialogue, discussion, and planning for both students with disabilities, and those without disabilities.

Common formative assessment. Common formative assessment is an assessment that is (1) given by all teachers at a grade level or content area, (2) provides data to inform planning and instruction, and (3) provides analytical rather than evaluative information. Thus, this learning package strives for an educator to develop clear and meaningful learning goals to guide instruction and student learning. These learning goals are then translated into clear and measureable student success criteria in a rubric, scoring guide, or checklist. The success criteria serve as a basis for educators to construct quality assessments that are of sound design. Common Formative Assessments allow a mechanism for educators to use assessment data to improve all student learning. They are more equitable and effective in monitoring the learning of all

students, and allow a bridge for teachers to offer systematic interventions when students are not learning the intended material.

Data-based decision making. Once assessments are designed and delivered, data-based decision making provides a structure for collaborative teacher teams to disaggregate the data, analyze student performance, set incremental learning goals, engage in dialogue around explicit and deliberate classroom instruction, and create a plan to monitor instruction and student learning. This process is critical for students with disabilities. It has set into place a consistent approach for moving assessment into a pro-active, outcomes-driven process in which the needs of students are identified, addressed, and monitored.

Evidence-based delivery of professional development

The Missouri professional development framework provides a structure for moving learning into doing, beginning with training and extending along the full continuum of supports to coaching. Training supports building knowledge, skill rehearsal, and often group dialogue for processing new information and opportunities for application. However, it is through coaching that the transfer of new skills to classroom practice occurs (Bush, 1984; Joyce and Showers 1982, 1981). According to the research, increasing transfer into classroom practice registered at 10% with training only; 13% with training and modeling; 16% with training, modeling and practice; 19% with training, modeling, practice and feedback; and ultimately, 95% with all prior factors and coaching added (Bush, 1984; Joyce and Showers 1982, 1981). More recent research supports these earlier findings and expands understanding into job-embedded, site-based, peer-coaching models as effective means for transferring new learning into classroom practice (Cornett and Knight, 2008; Truesdale, 2003). Coaching can be exceptionally powerful when it is available during “moments of need” (Gottfredson & Mosher, 2011). Moments of need are

defined as five points of learning and applying new skills: when learning for the first time, when learning more, when remembering or applying, when things go wrong, and when things change. During these final two moments of need, coaching can have a substantial impact on the desired outcome.

In the Missouri professional development framework, the delivery of training and coaching are observed for indicators of quality and follow-up feedback is provided. Training is the initial competency driver and should occur and be delivered as intended and thus, needs a measurement of fidelity. The tool, *Observation Checklist for High-Quality Professional Development Training* (Gaumer Erickson, A.S., Noonan, P.M., Brussow, J. & Supon Carter, K., 2016) has helped trainers to plan their training sessions as well as structure opportunities for descriptive feedback on ways to improve training. The *Observation Checklist for High Quality Professional Development Coaching* (Jenson, R., Noonan, P.& Gaumer Erickson, A.,2013) is used in a similar manner to support the fidelity of coaching.

(a)(iv) Likelihood of Sustained SEA System Change and Improvement

The proposed SPDG recognizes the lessons learned about scalability and sustainability. First, a district-level approach will be used for scaling-up the implementation of effective education practices shown to be effective in Missouri schools. Effective district-level leadership sets the stage for focus, assures alignment across all requirements and expectations, and facilitates a continuous systems improvement cycle (Fullan 2015). Second, leadership for supporting scaling-up and sustainability will be specifically addressed. Work has begun with the development and roll-out of a learning package focused on instructional leadership; however, district-level leaders would benefit from coaching support to enhance instructional leadership skills. Fullan (2015) further asserts that a systemized strategy of leadership from the middle,

defined in a state educational system as a district-level or a network of schools, is a means for achieving sustainability through system coherence, capacity and commitment. Third, building school-based capacity for internal coaching will be emphasized. (Reeves, 2010). A learning package on school-based implementation coaching has been developed, vetted, and rolled-out to select schools. This topic of professional development will be emphasized at a district-level. Lastly, the system of delivering coaching will be revised and enhanced with technologies (Fletcher & Mullen, 2012).

(b) QUALITY OF PROJECT DESIGN

The design of the Missouri SPDG incorporates a district-level, coordinated approach promoting alignment, consistency, and coherence across the state. Grounded in implementation research, the Missouri SPDG works within an existing statewide infrastructure and involves national, state, regional, and local partners to address a commitment to improving the achievement of all students, especially students with disabilities.

(b)(i) Specific and Measurable Goals, Objectives, and Outcomes

The goal of the Missouri SPDG is to “*improve the educational outcomes for all students, especially students with disabilities, through an evidence-based professional development approach focused on district-level implementation of effective educational systems and practices.*” To address this goal are three objectives closely tied to intended outcomes.

Objective 1: To further the alignment of the Statewide System of Support (SSOS) through strategic implementation of all components of the professional development model.

Outcomes:

- Endorsement of the detailed implementation plan for the coordination and

delivery of a redesigned model of professional development, across the DESE Offices.

- Identification and systematic use of data elements for correlating professional development with educator outcomes with student outcomes.
- Effective, collaborative, decision-making approach using implementation and outcome data at state, regional, and local levels.
- Aligned tools and resources used across the DESE to support school improvement.

Objective 2: Advance and sustain effective, evidence-based educational practices through the implementation of a professional development model focused on district-level support.

Outcomes:

- Identification of the effective, and not effective, attributes of the redesigned model of professional development leading to improved educational practices.
- Demonstrate a professional development approach effective for district-level support, resulting in improved student outcomes. Specific student outcomes to be tracked and correlated with implementation data are listed below.
 - attendance rate for students with IEPs and students without disabilities in buildings
 - percentage of students, with and without disabilities, who meet or exceed proficiency in English/Language Arts (ELA)
 - percentage of students with IEPs within Missouri Model Districts who are in the regular education classroom greater than 79% of the school day

- percentage of students, with and without disabilities, in Missouri Model Districts who are suspended or expelled

Objective 3: Increase the use of technologies to support implementation of professional development (which includes training, technical assistance and coaching) and use of data for effective, teaching and learning decision-making

Outcomes:

- Increase the use of technology for supporting professional learning and coaching feedback.
- Increase the use of technology for accessing district-level and building-level data to inform the state, regional, district, building, and classroom plans for improving instruction and student outcomes.

In the evaluation section of this proposal, these objectives are shown to align with the SPDG Program Measures.

(b)(ii) Project Design

For each objective are specifically crafted activities, designed to focus on intended outcomes and show full integration of OSEP-specific implementation and performance measure criteria.

Objective 1 and listed activities are designed to further the alignment of state system of support. As shown in Table 2 in Appendix A, the DESE has shown progress toward alignment of data, practices, and systems. However, there is a need for (a) coordinated, systemic review of data, (b) tools and resources for supporting implementation across state, regional, and local levels, and (c) a refined decision-making approach.

Activities

- 1.1. Develop a comprehensive implementation plan for systematically addressing alignment of curriculum, accountability, educator evaluation, and leadership expectations.
- 1.2. Align evaluation and monitoring expectations, methodology, and activities.
- 1.3. Attain collaborative endorsement of the alignment plan across the DESE leadership, to be piloted with Missouri Model Districts.
- 1.4. Create tools to facilitate the use of data at state, regional, and local levels.
- 1.5. Provide professional development to state and regional leaders on the elements of the alignment plan and implications for supporting districts and buildings.
- 1.6. Maintain a review cycle of implementation, data monitoring, revising, and implementation with the intent of developing an effective and sustainable model of alignment.

Objective 2 and associated activities focus on the design of professional development model of district-level support. This model builds on the lessons learned from the current and prior approaches to Missouri professional development. Through a redesign, professional development support will more precisely balance training and coaching leading to improved instructional practice and provide district-level support for improved scalability and sustainability of effective practice. Missouri Model Districts will receive professional development through this redesign model. Like the activities supporting the development, implementation, and evaluation of the alignment plan (objective 1), this objective leading to a sustainable, effective model of professional development for improving instructional practice will be studied and revised accordingly.

Pivotal to the redesign approach are *Coaching Support Teams (CST)*. Individual coaches

seldom have comprehensive expertise needed to support all effective school change. The Missouri model of coaching support teams is an approach to widen the breadth of available expertise. These coaching support teams, focused on school-specific context, will gather information to create a blueprint for healthy districts/buildings, aimed at informing practice for other districts/buildings, across the state, in a scalable effort. The CST model provides for an integrated team, drawing from members with content and process expertise, in areas such as leadership, academic domains, social/behavior systems, special education, facilitation and systems change. To optimize a state system designed to provide Coaching Support Team (CST) coaching effectiveness, the team of coaches will learn together in formalized structures, as described by Aguilar (2013). Learning together, these CST members will train and be trained, model, practice, give and get feedback, and peer-coach to increase expertise and efficacy as individual coaches and collectively, as a team.

Based on an extensive review of data, 13 districts were selected to participate in the development of Missouri Model Districts. The data represented level of engagement in the prior SPDG project (Collaborative Work), growth in educator learning, and evidence of improved educational practice. Districts are located across Missouri and are representative of Missouri demographics and sizes, ranging from very small, rural K-8 districts serving 75 students to very large PK-12 urban and suburban districts serving thousands of students (see Table 5).

Table 5. Missouri Model Districts enrollment, IEP incidence rate, and free/reduced lunch rate

District	K-12 Enrollment	IEP Incidence Rate	FRL Rate	# Schools
A	71	15.5%	34.8%	1

District	K-12 Enrollment	IEP Incidence Rate	FRL Rate	# Schools
B	175	17.1%	100.0%	2
C	196	16.3%	77.1%	1
D	212	17.0%	54.3%	2
E	268	9.7%	30.5%	3
F	1301	17.3%	65.6%	3
H	3091	19.3%	51.6%	11
I	3659	17.5%	69.5%	10
J	3837	11.2%	52.2%	9
K	4640	14.6%	53.0%	10
M	4970	12.6%	80.2%	10
N	5105	15.5%	67.0%	10
O	17985	15.1%	20.7%	26

Missouri Model Districts will engage in scope and sequence of professional development designed to support implementation of evidence-based educational practices. The scope and sequence is informed by the research synthesis conducted by Dr. John Hattie and his continued work to create visible learning schools and work done over the past two decades by The National Center on Educational Outcomes (NCEO). This work is additionally informed by the work of other educational, implementation science, professional development, and coaching leaders such as Robert Marzano, the National Implementation Research Network, Jim Knight, Richard Dufour, and others. Over the past five years, Missouri has supported visible teaching and

learning at the building-level. The primary message of Dr. Hattie’s work is “*Know Thy Impact*” and this is accomplished through the following mindsets.

- Teachers are passionate about teaching and learning and their passion is contagious with students.
- Teachers set learning intentions and success criteria aligned to Missouri Teaching and Learning Standards.
- Teachers use effective instructional practices, conduct frequent checks for understanding, and provide specific feedback.
- Students are taught how the learning intentions and success criteria are relevant and applicable, to articulate the extent to which learning has occurred, and identify needs for additional practice.
- Key teaching and learning practices, coupled with common formative assessments (CFA), analysis of results and re-teaching can accelerate the learning of all students—even those presenting learning challenges.

Missouri Model Districts will take a district-level approach to implementation beginning with establishing leader commitment followed by receiving professional development for (a) effective leadership; (b) building collective teacher efficacy; (c) using data to determine current reality of district and building collaborative culture, gaps in knowledge and skills, current utilization of data; and (d) supporting a culture of ongoing professional coaching and learning. Through this planned series of professional development, district and building leaders will create a professional learning plan. Built on the self-assessment of current reality, this plan will consist of a coordinated approach to assuring each educator receives needed training and coaching on specific teaching and learning practices, as identified by data (see Table 3 in Appendix A).

Districts will also develop a plan for and support the implementation of internal coaching, which is essential for ongoing coaching for scaling-up and sustainability. The CSTs will provide coaching to assigned districts, referral to the Regional Professional Development Centers (RPDC) for training needs, and share tools and resources. See Figure 1 in Appendix A, “Journey of a Missouri Model District” for graphic representation of this process.

To build capacity across Missouri Model Districts, district leadership teams will participate in shared learning within groups (cadres) of similar-sized districts, promoting sharing of effective practices and consistency beyond regions, in a state-wide manner. The perspective of lateral capacity building, beyond the district systems of internal capacity building, is a support described in this quote:

...but now we have initiatives in which schools learn from each other (as when schools work in clusters or when urban schools are twinned). We even have strategies in place where school districts learn from each other. We call this lateral capacity building....

(Fullan, 2009, p.47).

The following list of activities specifies the steps for the redesign of the professional development model as well as the support provided to Missouri Model Districts.

Activities

- 2.1. Develop Coaching Support Teams (CSTs) with expertise in effective teaching/learning practices, behavioral practices, leadership, data, technology, facilitation and systems change to help districts build internal capacity in those areas.
- 2.2. Train CSTs on effective coaching practices for supporting district and building leadership, self-assessment processes and developing professional learning plans,

implementation of teaching/learning practices, use of data, and developing internal coaching systems for sustainability.

- 2.3. Develop a Missouri Model District implementation blueprint containing essential elements, illustrative examples, and guidance for using tools and resources.
- 2.4. With CST support, district leaders conduct self-assessment and develop professional learning plans, integrated academic and behavioral supports for improved student outcomes.
- 2.5. With CST support, districts engage in training and coaching according to professional learning plans.
- 2.6. With CST support, districts monitor their progress using data aligned to key components in the professional learning plan.
- 2.7 With CST support, districts engage in lateral capacity building through shared learning within groups of similar sized districts.
- 2.8 Implementation progress and barriers, alongside data, are reviewed by the Missouri Model District management team and the SPDG implementation team for problem-solving and model refinement.

Objective 3 emphasizes the use of technology for improving efficiency and increasing access to professional development content, tools, and resources. The website, www.MoEdu-SAIL.org (Missouri Educational Systems and Instruction for Learning) currently houses all learning packages materials, self-guided online learning on effective education practices, and implementation tools. This web-based professional development platform meets the moments of need for Missouri schools when school leaders and educator teams make decisions to coach or train educators who are new to the content, when educators need to refresh and/or deepen their

own prior learning, and when school leaders want to provide supportive learning opportunities for educators in need of improvement. The online platform ensures that content aligned to recognized high quality professional development attributes is available for all Missouri schools whenever they need help. The coaching support teams will embed technology into everyday practice with the use of virtual coaching for district and building leaders and teams, thus reducing the time and cost associated with travel to schools.

The DESE adheres to State Statue (Chapter 191.863) and Federal Statue (Section 508) requiring web-based systems utilized by or provided to the State of Missouri for public use must meet mandatory accessibility requirements. These requirements include:

- Provide accessible alternative text for images
- Provide appropriate document structure
- Provide headers for data tables
- Ensure users can complete and submit all forms
- Ensure links make sense out of context
- Caption and/or provide transcripts for media (images, video, etc.)
- Ensure readability of non-Hypertext Mark-up Language (html) content
- Allow users to skip repetitive elements on the page
- Do not rely on color alone to convey meaning
- Ensure content is clearly written and easy to read
- JavaScript is accessible
- HTML/Cascading Style Sheets adheres to current World Wide Web Consortium (W3C) standards

The following list of activities builds on the current online platform to expand the Missouri SPDG 2017-2022

availability of online resources, develop mechanisms for increasing the use of online content tied to educator evaluation, expanding content to include professional development for CSTs and the entire SSOS and making the online data resources for timely data-driven problem-solving more robust.

- 3.1. Develop an interactive data system in which the data elements integral to Missouri Model Districts are connected.
- 3.2. Realign online resources and tools for use by Missouri Model Districts.
- 3.3. Develop new online tools for supporting data review and coaching.
- 3.4. Develop new user interface to allow educators to enroll in online learning packages, track progress, and link this professional learning activity to their educator evaluation.
- 3.5. Expand available learning package topics by adding a learning package on Building Collective Teacher Efficacy and by adding content from Missouri SW-PBS, special education, parent involvement, and pre-service education.
- 3.6. Continue to refine and revise learning package content as lessons are learned, in order to become more streamlined and to include accompanying companion guidance documents for coaches.
- 3.7. Establish online coaching mechanisms, protocols, and expectations.
- 3.8. Develop a webinar series to address coaches' need for professional development.
- 3.9. Establish system for tracking use of online materials and for attaining feedback essential for continuous quality improvement.

(b)(iii) Coordinated Professional Development Program

Delivery of a coordinated professional development program requires collaboration across the DESE as well as with multiple stakeholders and partners. The DESE Division of

Learning Services consists of the Deputy Commissioner and Assistant Commissioners who will be involved in the Missouri Model Districts (MMD) Management Team. This entity will assure alignment across the DESE. The MMD Implementation Team will be responsible for the tasks proposed in this SPDG. They will (a) conduct ongoing review of data, (b) engage in problem-solving, (c) generate new tools, materials, and resources to address gaps in knowledge and skill, and (d) provide direction to the CSTs. The work of the management and implementation teams is supported through a contract with the University of Missouri-Kansas City and an external evaluator. The CST is the direct conduit to the Missouri Model District leadership teams. An advisory group will provide external perspective. This SPDG is aligned to the SSIP and SiMR with both the management and implementation teams informing the review of SSIP progress and revision as needed, particular to the effectiveness in improving outcomes for students with disabilities. Figure 2: Organization Chart in Appendix A provides a graphic representation of collaboration and alignment.

The composition of each of these entities in the organization chart is as follows.

DESE, Division of Learning Services

- Deputy Commissioner
- Office of Educator Quality, Assistant Commissioner
- Office of College & Career Readiness, Assistant Commissioner
- Office of Quality Schools, Assistant Commissioner
- Office of Special Education, Assistant Commissioner
- Office of Adult Learning and Rehabilitation Services, Assistant Commissioner

Missouri Model Districts (MMD) Management Team

- Division of Learning Services, Deputy Commissioner and selected Assistant

Commissioners

- Office of Special Education, SPDG Project Director
- UMKC contracted research and development

MMD Implementation Team (SPDG)

- Office of Special Education, SPDG Project Director
- Data manager
- Web resources manager
- UMKC contracted research and development
- External evaluation
- Lead coach

Coaching Support Team

- Lead/ Facilitator
- Coaches with collective expertise in leadership, assessment, academic practices, behavioral practices, data systems, technology, general education, and special education

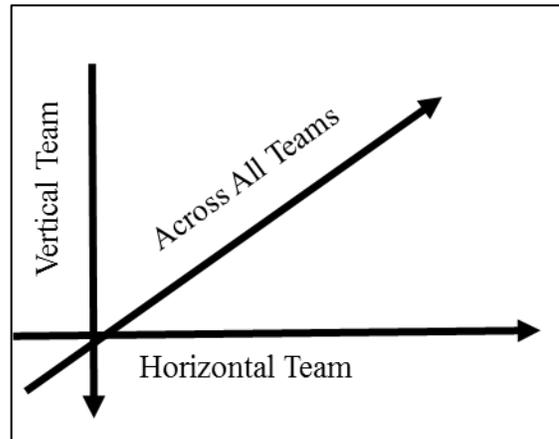
Missouri Model Districts Stakeholder Advisory Group

- Representatives of RPDCs, parent organizations and parent advisory groups, state education/professional organizations, LEA leadership

Assuring the flow of information across these multiple entities requires a coordinated communication approach with clearly articulated communication routes, in both vertical and horizontal lines of communication. The communication system provides for transfer of information and feedback. The CST Lead Coach will participate in the implementation team and communicate frequently with the SPDG project director, implementation team coordinator, and the supervisor of CST facilitators. The information flows through each CST

facilitator internally to the full team coaches and flows externally to selected participating school district representative(s). Each CST facilitator is responsible for relaying accurate information to each assigned district representative and to all members of the district's CST. The feedback loop is ongoing and multidirectional. Feedback regarding impact and artifacts of MMD efforts flows to the DESE, CST facilitator, and CST Facilitator Supervisor. Descriptive, specific feedback regarding practice and performance loops back to school districts via the DESE CST Coordinator, CST Facilitator Supervisor, and CST facilitator(s). As a sub-system, communication within and among multiple CSTs is in a grid formation, flowing vertically, horizontally, and across all CSTs (see Figure 3). Each CST facilitator coordinates two-way communication vertically with each member of their assigned CST and two-way communication horizontally with other CST facilitators. Content expertise CST members communicate horizontally with other role-alike CST members, as a support network.

Figure 3: Communication Flow



(b)(iv) Project Reflects Research and Effective Practice

Throughout this proposal are references to up-to-date research and effective practice. Over the past five years, the Missouri DESE has developed professional development content and implementation tools grounded in the research of effective education practices. The DESE has assured the delivery of training and coaching adhere to standards of quality, as shown in the research on adult learning. Table 3 in Appendix A provides the list of professional development content areas alongside references to research.

Lessons learned over the past ten years point to the necessity of assuring quality leadership when striving for scaling-up and sustainability. With the district-level approach outlined in this proposal, coaching support teams will be better poised to nurture and enhance the quality of leadership for improving instruction. The CSTs will guide the improvement process using a data-driven approach of self-assessment, professional learning, coaching for fidelity, reviewing learning outcomes, adjusting teaching, continued professional learning, continued coaching, etc. This approach merges the implementation cycle “assess-plan-do-review” (National Implementation Research Network) with goal-oriented coaching (Cox, 2006; Greif, 2007) with methods of enhancing adult motivation to learn (Wlodkowski, 2011).

In response to the July 2014 letter from Secretary of Education Arne Duncan, in which the U.S. Department of Education asked each state education agency to submit a plan that describes the steps it will take to ensure that “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers” as required by section 1111 (b)(8)(C) of the *Elementary and Secondary Education Act* of 1965 (ESEA), the Missouri DESE was one of a few agencies chosen to meet with the U.S. Department of Education regarding this issue. The other agencies chosen were New York, New Jersey, Tennessee, the Ohio Appalachian Collaborative and the Dallas, Texas, Independent School District. These agencies agreed to send an update of their progress which would then be used as a model for other states as they continue their work.

As part of this process, the DESE convened groups of key stakeholders to discuss root causes and strategies that might be included in this equity plan. The Missouri plan, which was due from all state departments of education in June 2015, can be viewed on the DESE website at <https://dese.mo.gov/sites/default/files/Educator-Equity-Plan-Missouri.pdf>.

(b)(v) Linkages and Partnerships

This project is designed to incorporate partner expertise across all aspects of the project. The prior section describing the coordinated approach to professional development describes the overall organization for guiding the work as well as the flow of communication among all entities. 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, program area leadership representation across the DESE, content area experts, external evaluators, contracted consultants with implementation expertise, and coaching support teams to facilitate the implementation processes with fidelity.

The first objective focuses on alignment across the DESE with a shared vision of improved learning for all students, especially students with disabilities. As external advisors to this alignment is a stakeholder advisory group (see Figure 2: Missouri Model Districts Organization Chart in Appendix A). This advisory group includes representation from the parent training and information center (MPACT), special education advisory groups for Part B (SEAP), post-secondary transition, Part C of IDEA, preservice education institution(s), teacher quality, ESEA, professional educator organizations for special and general education, Mid-Continent Comprehensive Center, and other key partners engaged with the DESE.

Missouri Parents Act (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 support to volunteer Parent Mentors across the State. These Parent Mentors are parents of children with

disabilities who help empower other parents. The Special Education Advisory Panel (SEAP), which will serve as a stakeholder panel for this project, includes members of the MPACT staff. MPACT will also partner with the Office of Special Education to develop, implement, and distribute materials and provide training to educate families of children with disabilities on the Missouri Learning Standards and effective teaching and learning practices.

Missouri School-wide Positive Behavior Support (SW-PBS) Project 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 15 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.

The project will receive advice 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 the DESE. The SEAP currently serves as the advisory committee to the SPDG awarded to Missouri in 2012. Through this project, the SEAP will continue in its role to advise the Office of Special Education on the implementation and outcomes of the activities targeted with these SPDG funds. The Project Director will obtain input and provide regular updates to the SEAP who will advise regarding grant activities and ensure representation from diverse groups of stakeholders. The SEAP also serves as a major stakeholder group for the State Systemic Improvement Plan (SSIP).

Coaching Support Teams (CST), include individuals with expertise in academic (general and special education), social/behavioral systems, data, technology, leadership and collaborative culture, and systems change and who have a mindset for coaching systems change at the district and building levels. A FULL CST includes expertise in academic (general and special education), behavioral, data, technology, leadership and culture, and systems change. A CORE CST includes members of the full team except for data and technology. These two areas are supported, as needed, recognizing districts may have built existing supports and not have immediate needs. Through consultation with the CSTs, districts will determine their own need for training, coaching and technical assistance in areas of social/behavioral, academic, data, technology, leadership, and culture. The number of teams is determined by the number of participating districts/buildings and their identified needs. The DESE is contracting with the RPDCs (see below) to purchase a portion of designated consultant(s) time for this work. These designated consultant(s) will receive direction expectations, requirements, and support through a Model Districts-specific chain of command. Many team members are employees of a RPDC and this status will remain the same. However, these team members will receive guidance, direction, and feedback for this scope of work directly from a designated state-level person, per contract.

The CSTs will support the RPDC network to increase/improve capacity within centers across key areas of district-level need and the overall approach by:

1. Providing consistent and regular updates to center staff.
2. Sharing results of data analysis with centers.
3. Conducting mini-shared learning with the center, thus providing all center staff access to the training coaching support teams receive and provide to districts.
4. Collaborating with center staff to address district needs (i.e. training).

RPDC Center staff will:

1. Share background information and insights with the coaching support teams based on prior work with Model District buildings.
2. Engage in mini-shared learning.
3. Collaborate with coaching support teams to design and deliver identified coaching and training, based on expertise.

Through consultation with the CSTs, training, coaching and/or technical assistance needs will be identified and the SSOS, including the local RPDC, CST members, Area Supervisors of Instruction &/or DESE staff may be called upon to support those needs.

Local Education Agencies (LEA). This project will partner with approximately 90 buildings (including early childhood, elementary, middle school, junior high, senior high and career technical centers) in 13 districts, which represent demographics similar to that of the state as a whole. These districts were selected based on data which indicated a high degree of commitment to fidelity of implementation at the district level of the practices supported by the current (2012) SPDG. Each district participating has provided a letter of commitment agreeing to implement the project activities with a high degree of fidelity.

Regional Professional Development Centers (RPDCs), under the guidance of the RPDC Directors, will be instrumental in coordinating with the CSTs and MMD Management Team in providing training and coaching for the partner districts as requested by the districts/CSTs. 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 (training, technical assistance, coaching) to school communities in their service area. Consultants at the RPDCs are professionals with advanced degrees and many years of experience in the classroom, building and district leadership levels. They come with expertise in a wide variety of areas, including: academics (ELA, math, social studies, Science), effective teaching/learning practices, assessment (general state, alternate, formative), data-based decision making, collaborative culture and climate, social/behavioral systems, special education, English learners, STEAM (science, technology, engineering, arts and math), leadership, early childhood, and professional development and coaching.

Area Supervisors of Instruction are former school administrators who possess knowledge and skills in general and building administration, curriculum development and evaluation, instruction, teacher and administrator employment and evaluation, school finance, and school law. These individuals serve assigned regions of the state and perform the following duties:

- Coordinate DESE activities and support services provided to local public schools and serve as a liaison for the DESE as it serves the public schools of the state.
- Assist districts in the use and analysis of data and the development and implementation of the Comprehensive School Improvement Plan (CCIP).

- Review school district operation for the purpose of evaluating local school programs and ascertaining the quality of educational services provided.

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 CSTs and LEAs to facilitate and measure fidelity of implementation. Dr. Jenson is currently an Associate Research Professor and Associate Director at the Institute for Human Development at the University of Missouri—Kansas City (UMKC-IHD). She has been involved with the DESE and the Missouri SPDG since 2008 overseeing the development and implementation of the MIM, an integrated school improvement process. During that time, she has worked closely with the DESE to put 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 the University of Missouri-Kansas City (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.

Other Program Partners/Consultants

Missouri 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 DESE is the Lead Agency for IDEA Part C program in Missouri.

The Office of Adult Learning and Rehabilitation Services administers statewide adult learning and rehabilitation services. Adult Learning Services include Adult Education and Literacy, High School Equivalency (HSE) Testing and Veterans' Education. Adult Education and Literacy supports over 40 programs statewide that provide adult basic education including preparation for High School Equivalency (HSE) testing and English as a Second Language services. This section of OALRS also issues diplomas and transcripts for HSE recipients. Veterans' Education and Training approves postsecondary schools for GI Bill benefits and on-the-job training locations. Rehabilitation Services has three core programs: [Vocational Rehabilitation](#) (VR), [Disability Determination Services](#) (DDS) and [Independent Living](#) (IL). VR provides individual counseling, training and other services to help individuals with disabilities obtain and maintain employment. Operating under Social Security regulations, DDS determines medical eligibility for individuals seeking federal disability benefits. The IL program has 22 Independent Living Centers statewide that offer peer counseling, advocacy, personal care, and training in independent living skills for individuals with disabilities. Centers are funded through VR grants but managed by local boards of individuals with disabilities.

The Missouri Department of Elementary and Secondary Education (DESE) operates

within the following organizational units: Offices of the Commissioner, Deputy Commissioner for Financial and Administrative Services, and Deputy Commissioner for Learning Services which includes the Offices of Quality Schools, Educator Quality, Data System Management, College and Career Readiness, and Adult Learning and Rehabilitative Services. The 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 DESE 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 DESE's responsibilities range from early childhood to adult education services, employs about 1,700 people throughout the state and has a total budget of about \$5.9 billion. About 96 percent of the budget consists of state and federal funds that are distributed to local school districts and other agencies.

The Central Comprehensive Center (C3) at the University of Oklahoma is one of a national network of 22 federally funded Comprehensive Centers. The C3 mission is to provide high quality/high impact technical assistance that helps build or expand the capacity of state education agencies (SEAs) to support districts and schools and ultimately to improve teaching and learning. C3 serves the states of Colorado, Kansas, and Missouri.

(c) QUALITY OF PROJECT PERSONNEL

The Missouri DESE operates within the following organizational units: Offices of the Commissioner, Deputy Commissioner for Financial and Administrative Services, and Deputy Commissioner for Learning Services, which includes the Offices of Quality Schools, Educator Quality, Data System Management, College and Career Readiness, and Adult Learning and

Rehabilitative Services. The 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 DESE strives to assure that all citizens have access to high-quality public education. The DESE does not regulate, monitor or accredit private, parochial or home schools. This Agency's responsibilities range from early childhood to adult education services and employs approximately 1,700 people throughout the state with a total budget of \$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.

(c)(2) 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. The following 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.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson

City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

Qualifications of key personnel are included in the sections below. Vitae or Resumes for key project personnel are included in Appendix A. The Missouri DESE will implement the goals and objectives for this statewide initiative through the collaboration of the following personnel.

(3)(i) Project Director and Principle Investigator

Ginger Henry, M.S., will serve as Project Director and Principal Investigator. She is Director of the Effective Practices Section in the Office of Special Education. Ms. Henry brings over 40 years of experience in elementary education as a kindergarten through fifth grade teacher for more than 30 years and 10 years at DESE serving 5 years as Assistant Director of the Compliance section and 5 years as Director of Effective Practices. Ms. Henry's current 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 RPDC Consultants and serving on the SPDG project staff until recently appointed 2012 SPDG Project Director for the remainder of the grant. Ms. Henry will devote 25% of her time to SPDG-related activities.

(3)(ii) Other Key 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.

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 35% of her time to SPDG-related activities.

Mary Corey, B.A., B.S., is Director of the Special Education Data section in the Office of Special Education. This Office collects data for analysis and reporting to support 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 districts 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 10% of her time to SPDG-related activities.

Tiffani Muessig, M.S., is the Assistant Director in the Effective Practices section of the Office of Special Education. In this role, she works with RPDC special education consultants. These consultants will be instrumental in assisting the State in the implementation of the SPDG activities within their region and statewide. In addition, Ms. Muessig is a member of the Council of Chief State School Officer (CCSSO) Assessing Special Education Students (ASES) team. Ms. Muessig 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. Muessig will devote 10% of her time to SPDG-related activities.

Michelle Woods, B.S., is Coordinator for the Office of Financial and Administrative Services within the Missouri Department of Elementary and Secondary Education. She is responsible for the fiscal accountability and oversight of the Part B and C grants under the Individuals with Disabilities Education Act (IDEA), along with various other state-funded special education initiatives. As part of the SPDG personnel group, Mrs. Woods will be responsible for collaborating with the Project Director in managing the grant funds, tracking grant-related expenditures, and providing monthly budget report updates to other members of the SPDG group. Mrs. Woods has worked for the Department for almost 14 years, holding various positions related to special education funding. Prior to that, her experience included coordinating services and finances for a health care facility and training adults with disabilities in self-care and life skills. She will devote 5% of her time to SPDG-related activities.

Thea Scott, Ed.S., is the Director of Tiered Model Coordination in the Office of Special 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 building effective educational systems that promote evidence-based practices that improve educational outcomes for all students. Areas of emphasis in her formal training include Response to Intervention and evidence-based practices in reading. Ms. Scott has sixteen years of experience in the public schools as a special education teacher, special education process coordinator and a School Psychological Examiner. She has been with the Department for eleven years. Ms. Scott will devote 25% of her time to SPDG related activities.

(d) ADEQUACY OF RESOURCES AND MANAGEMENT PLAN

(d)(i) Facilities, equipment, supplies, and other resources

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 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 RPDCs are located at major universities around the state and have access to many of the facilities and resources (physical, intellectual and technological) in those institutions. 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, Office of Adult Learning and Rehabilitation Services), 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.

(d)(ii) Commitment to implementation and success

The Missouri SPDG has a number of partners who are committed to the goals/objectives/activities of this grant (see Letters of Support attachments). 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 nationally and internationally recognized 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 State Implementation Advisory Team for Missouri's current SPDG. Among the staff at the RPDCs are individuals with expertise in leadership, professional development, academic and social/behavioral systems, curriculum, instruction, assessment, special education, data, technology, and English learners.

Resources for Research, Development, and Implementation Support. Dr. 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 40 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: Jason Altman, of the TerraLuna Collaborative, will oversee all aspects of the evaluation. The Terra Luna Collaborative is a cooperative consulting firm specializing in evaluation, organization and program development, and research. Mr. Altman has a wealth of experience supporting federal, state, and local departments of education as well as federally funded projects and technical assistance centers. He has a strong history in impact evaluation and working with student achievement data, specifically large-scale assessment data. He has served as the external evaluator for education programs such as the Minnesota Humanities Center Educational Strategy in Omaha Public Schools, America Reads Mississippi, and the Purple Feet Foundation's thinc® program and other various initiatives including the Public Education Department of New Mexico's grade 4-10 statewide interim assessment program.

Technological Resources: As part of their responsibilities in the Research and

Development aspects of the grant project, the University of Missouri—Kansas City (UMKC) will contract with a technology purveyor and coordinate with the other technology partners to develop a coordinated system of technological support for the project. This will all be aligned with the resources and processes of the Office of Data System Management at DESE under the direction of Jeff Falter, Chief Data Officer, Mary Corey, Director of Special Education Data and Dana Desmond, Program Analyst for Project Evaluation and Reporting.

(d)(iii) Adequacy of budget

The budget is designed to provide support in the development of content for consistent professional development to all members of the SSOS and to LEA staff to ensure implementation of effective teaching and learning practices in the classroom. Second, the budget provides for the use of technologies for the following:

- Efficient/effective training of staff at all levels of the system (state, regional, local),
- Efficient/effective coaching and follow-up to training at the regional and local levels,
- Efficient/effective sharing of resources for professional learning, and
- Efficient/effective collection of data and evaluation of the fidelity of implementation of PD activities.
- Scaling-up and sustainability of the project activities statewide

The activities supported with this budget will provide High Quality Professional Development and support to approximately 30 state-level staff, 120 regional staff and 3787 staff in 13 districts.

In those 13 districts throughout the state, there are ninety-four (94) buildings in which 161 administrators, 2989 regular education teachers and 637 special education teachers will receive professional development and coaching support. The 3787 adults working in the project have responsibility for the learning outcomes of 47, 122 children in grades PK-12, of whom 7,547 are

students with disabilities. In addition, the staffs at the state and regional levels, through their PD activities within the larger SSOS, have the potential to provide the information learned as part of this project to the instructional staff in all buildings in the state, ultimately benefiting all children in the state, including children with disabilities.

(d)(iv) Adequacy of the management plan

As indicated in the section above, this project has the potential to have an immediate and direct impact on the teaching practices of over 3600 teachers working with approximately 47,000 children, of whom 7,500 are students with disabilities. In addition, as state and regional staff work with all buildings in the state, ultimately, the PD provided to the state and regional staff through this project, has the potential to be conveyed to all of the 2300+ buildings and 86,980 teachers/principals in the state, thus having an impact on the learning outcomes of all children in the state, including children with disabilities. Table 5 located in Appendix A shows the outline for a comprehensive management plan. This table delineates activities into distinct tasks and shows the timeline for tasks to occur and/or be sustained.

(d)(v) Diversity of perspectives

Through the engagement of the stakeholder advisory group, the management and implementation teams will benefit from the diversity of perspectives. Through this annual meeting, the stakeholders will receive information regarding the implementation of professional development to Missouri Model Districts and the results for educator learning, educator practice, and student learning. Given the breadth of viewpoints represented in this stakeholder group (see section (b)(v) describing partnerships), the implications for scaling-up and sustainability will be informed from the perspective of pre-service preparation, general and special education in both Part C and B, leadership organizations, and parents.

(d)(vi) Plan for continued support and sustainability

Missouri is building a system to provide for effective and efficient scaling-up and sustainability of the SPDG/SSIP evidence-based practices at the district-level in all districts throughout the state. We are continuing to increase the knowledge and skills of the staff working in the regional system through regular training and coaching events; however, data collected up to this point are clear that the current regional system of support which provides predominantly face-to-face training and coaching and is dependent on people to deliver that training, technical assistance (TA) and coaching is not financially feasible to allow for scale-up, support and sustainability across the entire State. We have determined that a continuum of support which provides efficient and effective just-in-time support for districts with varying demographics and resources is the best approach. This includes support through a person-based regional PD system, as well as e-learning systems, digital applications, social media and other types of approaches.

To address this issue, the following actions have been/are being taken to strengthen the infrastructure supports for the SPDG/SSIP:

- All training materials/tools/resources are being placed on a website (<https://www.moedusail.org/>) to allow access by all participating buildings. This allows for greater flexibility and efficiency in use of the training materials/tools/resources. Buildings may now provide some or all of their own training. This includes initial training for existing or new staff. The materials are also available for “just-in-time” refresher information from previous training.
- The DESE is in the process of building a web-based platform, which, when mature, will provide access for all district staff to Department-wide materials/resources/tools

including on-line curricula materials, career/technical education supports, common formative assessments, educator evaluation tools, self-assessment tools, PD focusing on leadership, effective teaching and learning, etc. Numerous materials which may be used for professional development, aligned to the DESE's Strategic Plan (Top 10 by 20), are available online now and may be accessed by anyone at any time at the following website: <https://www.moedu-sail.org/>. More resources are being added regularly. In the future, the plan is to have a "One Stop Shop" which houses all DESE resources in a single location.

- By linking to educator evaluation, the SPDG will be able to support the State in meeting section 612(a)(14) of IDEA.
- Project districts have been identified to help test the use of technology for professional development and technical assistance as a means of increasing the State's ability to bring the process to scale and position it for future sustainability.

(e) PROJECT EVALUATION

External evaluation will be conducted by the TerraLuna Collaborative, a Minneapolis-based evaluation co-operative formed in 2013 (www.terralunacollaborative.com). This evaluation team conducted the Missouri SPDG evaluation in 2016-2017. Through collaboration with stakeholders, the TerraLuna Collaborative approaches evaluation with a strong belief that evaluation can lead to actionable change, improved effectiveness, and ultimately, social impact. Five core concepts unpin the TerraLuna Collaborative approach to evaluation.

1. **Systems thinking.** Seek to (a) describe these nested systems; (b) capture the perspectives of people within each of these smaller formal and informal, visible and invisible nested systems; and (c) identify interrelationships and exchanges between these systems.

2. **Human-focus.** Maintain focus on the human-factors within systems (e.g. caring, unpredictability, the desire to connect, the desire to belong).
3. **Co-creation.** The process of systems change and its evaluation are interwoven, interdependent, iterative, and co-created. Developmental evaluation is part of the change process.
4. **Complexity and emergence.** Use complexity premises and dynamics to (a) guide innovation, adaptation, and systems change strategies; (b) interpret what is developed; and (c) adapt the evaluation design as needed; and to analyze emergent findings.
5. **Social justice.** Seek to lessen inequity through the design of evaluation methods.

A developmental evaluation approach will be used (Patton, McKegg, & Wehipeihana, 2015). Developmental evaluation is (a) responsive to the developmental stages of implementation, (b) includes a focus on utilization across levels and roles, (c) recognizes the context being evaluated, school district and building is a human complex adaptive system, (d) draws in systems-thinking, and (e) engages stakeholders in interpreting data and problem-solving. To paraphrase Patton, social innovators “don’t follow a linear pathway of change. There are ups and downs, unexpected and unanticipated divergences, momentum shifts, and things often get worse before getting better.” For this reason, applications of linear logic models fall short of depicting the change process; therefore are not useful. As a more applicable alternative, project implementation and evaluation follow a data-driven, implementation cycle, (see Appendix A). Additionally, because this alignment approach, the SPDG/SSIP theory of action is aligned and be reviewed in Table 2 and Figure 2 in Appendix A.

Additionally, the American Evaluation Association’s principles for cross cultural competence are evident in both the evaluation and program development as all stakeholders

acknowledge the complexity of culture, recognize the dynamics of power, recognize and eliminate bias in language, and employ culturally appropriate methods.

(e)(i) Methods are thorough, feasible, and appropriate

The evaluation plan aligns with the OSEP Program Measures and with proposed project goals, objectives and outcomes. Table 6 below lists the program measures and the aligned project objectives. For a full description of the alignment on a measure-by-measure basis, see Appendix A. Missouri State Personnel Development Grant (SPDG) Evaluation Plan. The complete list of proposed instruments is below.

Table 6. Program Measures Aligned with Objectives

OSEP Program Measures	Missouri SPDG Objectives
OSEP Program Measures 1: Projects to use evidence-based PD practices to support the attainment of identified competencies.	Objective 1: To further the alignment of the state system of support through strategic implementation of all components of the professional development model.
OSEP Program Measures 2: Participants in SPDG PD demonstrate improvement in implementation of SPDG supported practices over time.	Objective 2: Advance and sustain effective educational practices through the implementation of a professional development model focused on district-level support.
OSEP Program Measures 3: Projects use SPDG PD funds to provide follow-up activities designed to sustain the use of	Objective 3: Increase the use of technologies to support implementation of professional development (which includes training,

SPDG-supported practices.	technical assistance and coaching) and use of data for effective, teaching and learning decision-making
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SSIP and SIMR alignment. Because of the alignment between the SPDG and SSIP, evaluation efforts will also support SSIP reporting and calculation of the SiMR. From the initial iteration of the State Systemic Improvement Plan (SSIP), the work supported by the SPDG and SSIP have shared the same theory of change and activities. As a result, evaluation efforts have been aligned and will continue to be so.

(e)(ii) Methods of evaluation are appropriate to the context

TerraLuna will share evaluation results in timely and comprehensive information to a wide range of stakeholders. These processes will be guided by principles used in *participatory* and *utilization-focused* evaluation approaches. Participatory evaluation is a partnership-based approach to evaluation in which stakeholders actively engage in developing and implementing the evaluation. Those who have the most at stake in the program or project being evaluated, such as administrators, teachers, and federal project officers, play a key role in the development of the most appropriate and effective evaluation strategies, assisting in the selection of instruments, and utilizing the evaluation results to make appropriate program adjustments. To this end, we will engage an Evaluation Advisory Committee of stakeholders in important evaluation dialogue no less than quarterly.

Further, utilization-focused evaluation is a process for making decisions about these issues in collaboration with an identified group of primary users, focusing on the intended uses

of evaluation (Patton 2002, 2008). We believe that evaluation activities should yield results that will be used for decision-making as well as meeting requirements of the funding agency. The focus on evaluation use is particularly important when there are a variety of audiences who wish to acquire information regarding project performance and results. As Patton (2002) describes, this approach supports how results are used by intended users and permits consideration of these uses from the beginning stages of implementation to the conclusion of the project.

(e)(iii) Methods provide for examining the effectiveness

TerraLuna commits to assisting stakeholders with the examination of project implementation strategies. This means that in addition to aligning performance measures to investigation of project implementation for all OSEP reporting in compliance with federal reporting requirements, the evaluation will share timely information in an easy to interpret format with stakeholders at multiple levels. At the time of this proposal, we understand these measures to include the following however; with the launch of the project, this list will be expanded and revised to best fit the full scope and intention of Missouri Model Districts.

- Evidence needed to support claims made on the SPDG Evidence-Based Professional Development (EBPD) worksheet (Program Measure 1) and for other Performance Measures reported on the Annual Performance Report, or the SSIP.
- Evidence related to systems, including but not limited to the different ways administrators and consultants clearly communicate project activity, successful strategies, and future needs through the state and project system
- Evidence related to the coaching support team level outcomes and systems, including but not limited to the extent to which program activities include evidence-based PD practices to support the attainment of identified competencies

- Evidence related to LEA (Missouri Model District) level outcomes and processes, including but not limited to how best can school leaders develop and sustain systems and infrastructure to support the implementation by its professionals of the CW process with fidelity
- Evidence related to local school personnel level outcomes and practices, including but not limited to what extent are school personnel increasing application of the CW process with fidelity
- Evidence related to student level outcomes, including but not limited to assessing the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools (in alignment with the SiMR).

As mentioned above, evaluation efforts will target the local implementation of desired practices in districts, schools, and classrooms. This will include investigation of changes in practices related to training and coaching around the pillars of proposed work including (a) effective teaching and learning practices, (b) collaborative teams, (c) common formative assessment, (d) data-based decision-making, (e) engaged leadership, and (f) access to high quality professional development through training and coaching.

(e)(iv) Methods include performance measures and produce quantitative and qualitative data

Since the 1960s, an increasing number of researchers in various fields of social and behavioral sciences have been advocating the combining of quantitative and qualitative approaches to the study of various social phenomena (Creswell & Plano Clark, 2007; Johnson, Onwuegbuzie, & Turner, 2005; Onwuegbuzie & Johnson, 2006; Tashakkori & Teddlie, 1998).

The combining of qualitative and quantitative approaches is most commonly known as mixed methods research. As noted by Onwuegbuzie and Johnson (2004), broadly speaking, mixed methods research is formally defined here as the class of research where the researcher mixes or combines quantitative and qualitative research techniques into a single study. “Philosophically, mixed research makes use of the pragmatic method and system of philosophy. Its logic of inquiry includes the use of induction (or discovery of patterns), deduction (testing of theories and hypotheses), and abduction (uncovering and relying on the best of a set of explanations for understanding one’s results).” (pp. 17-18)

The Missouri SPDG evaluation is a sequential design using multilevel samples for the qualitative and quantitative components of the study. The SPDG project offers the opportunity to study the role of programming, pathways, and evaluation in the context of supporting students with and without disabilities when applied in the context of a statewide initiative. As a quantitative component, educators will participate in an implementation survey, which was piloted during the 2016-2017 SPDG project year. The results of this survey show an implementation trajectory pointing to progress as well as gaps in practice. Using a cluster-sampling scheme for comparing results between participating and non-participating district, the evaluation will extend to a matched sample of educators not engaged in Missouri Model Districts. The results will provide additional insight into the effects of receiving support from a coaching support team and overall participation as a Missouri Model District. In addition, the data from non-participating educators may serve as a baseline source of information used for recruiting additional districts into the program.

(e)(v) Evaluation will yield results to inform scaling-up

Evaluative inquiry will target the 16 components of evidence-based professional

development as reported on the Evidence-Based Professional Development (EBPD) worksheet (Program Measure 1). Evaluators will collect, analyze, and facilitate the interpretation of quantitative and qualitative data so that robust claims can be tied back to evidence, then used to inform program iteration and future scale-up. These efforts will specifically focus on the accumulation of evidence-based strategies and activities that work.

Scale-up is an important consideration for this grant. Local context and uneven history with project theory can cause uneven implementation of desired project activities coming into project participation. Fixsen, Blase, Horner, Sims & Sugai's (2013) identify a target of 60% of students benefiting from innovation in their academic setting. As the utilization-focused evaluation informs refinement of the professional development model, the evaluators and SPDG leaders strive for reaching this target. As such, the evaluation will purposefully target Fixsen et al.'s "Formula For Success" including a focus on effective instruction, effective implementation, and enabling contexts as well as educationally significant outcomes. The evaluation will identify 'what works in which circumstances and for whom?', rather than merely 'does it work?' (Pawson and Tilley, 1997).

(e)(vi) Methods provide performance feedback and permit periodic assessment

These evaluation methods will be embedded in standard operating practices for the project and will fulfill required performance feedback loops, and will permit periodic assessment of progress. A full description of the project evaluation plan is available in Appendix A: Missouri State Personnel Development Grant (SPDG) Evaluation Plan. This plan includes a table listing both formative and summative evaluation questions, the metrics used to indicate success, the tools and methods used to measure these areas, and the analysis method used to calculate data in order to articulate evidence.

(e)(vii) Methods of evaluation will provide valid and reliable performance data

Over the past five years, the SPDG has supported the development of data collection tools to provide valid and reliable information upon which to measure relevant outcomes, such as the quality and fidelity of implementation, as well as the impact of implementation on growth of educator knowledge, implementation of practices with fidelity, and impact on student learning. Additionally, the SPDG has incorporated tools developed by the NIRN. In the following section, we will provide narrative about our tools organized in relation to Guskey's five critical levels of professional development evaluation (2000). The instruments discussed in that section include:

Participant reactions

- Consultant logs (currently in use)
- Targeted end-of-event surveys (currently in use)

Participant learning

- Checklist for High-Quality Professional Development Training (currently in use, Gaumer Erickson, Noonan, Brussow & Supon Carter, 2016)
- High-Quality Professional Development Coaching Checklist (currently in use, Jenson, Noonan & Gaumer Erickson, 2013)

Organization support and change

- Self assessment: Practice Profile (currently in use, informed by Metz, Bartley, Fixsen & Blase, 2011)
- Coaching team surveys (currently in use)
- Semi-structured systems interview (currently in use)

Participant use of new knowledge or skills

- Implementation Survey (currently in use, tool tested for reliability and internal and

external validity)

- Automated Common Formative Assessment and online collection tools (currently in use)

Student learning outcomes

- Extant state data including student proficiency, attendance, behavior, and setting (currently in use)
- Case Methods: Qualitative Comparative Analysis

(e)(viii) Evaluation plan clearly articulates the key components, mediators, and outcomes

As is expected with a developmental evaluation, the key components, mediators, and outcomes are adjusted as the evaluation results are used to improve the program. However, at this time of the proposal, the evaluation components have solid footing in prior work and expectations for initial steps of implementing this redesigned approach to professional development with Missouri Model Districts. The tools listed below are part of the initial evaluation. Analysis procedures and activity calendars can be found in Appendix A: Missouri State Personnel Development Grant (SPDG) Evaluation Plan.

Consultant Logs. A new system was developed and initiated during the 2016-2017 school year to capture data about the specific support offered to schools and districts by the consultants supporting them. The new system addressed needs for (a) more precise categories under which data was collected, (b) more clear and precise definitions of the categories, and (c) additional training for system users. The desired outcome of this effort is that consultant log activity will accurately reflect engagement and support decision making with notes on all buildings.

Targeted End-of-event Surveys. The evaluation team will continue to facilitate the selected dissemination of end-of-event surveys following training instances within buildings.

The objective of these surveys is to collect necessary information about knowledge change, and aspiration to change behavior as well as important demographic information and key evidence necessary to support claims made on the Evidence-Based Professional Development (EBPD) worksheet (Program Measure 1). The desired outcome of this activity is that programmers will know and understand the relative success of both learning packages, and coaches in particular contexts.

Checklist for High-Quality Professional Development Training and Coaching. Over the past five years, training events have been observed for fidelity to the criteria of quality. This practice will continue using two research-based observation instruments (a) *Observation Checklist for High Quality Professional Development Training* and (b) *Observation Checklist for High Quality Professional Development Coaching*. Previous data shows that there has consistently been a high level of adherence to quality in the delivery of training and coaching within the system.

Self assessment: Practice Profile. Implementation with fidelity requires clearly described implementation criteria. The Practice Profile is used as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (Metz et al., 2011). It is an important tool for self-monitoring implementation because it serves as a reminder of the implementation criteria and is also aligned with the fidelity checklists. Fidelity checklist are short, focused checklists targeting specific implementation steps. School administrators and other educators complete these profiles, sometimes facilitated through conversation with the coaching team. Practice profiles will be summed and averaged by individual practices for stakeholders as needed and in preparation for use in annual performance reporting. Building scores will be used as independent variables in observational study, and

qualitative comparative analyses. The desired outcome for the practice profile is important self-reflection through participation, and standardized accounting of current implementation levels provided by building leaders.

Coaching Team Surveys. As is the case with current grant work, evaluators will survey members of the coaching teams supporting districts and schools to elicit the vital perspectives of that stakeholder group related to program implementation and systems function. The survey protocol will be purposefully flexible so that it may adapt to current project and management team needs on a timely basis. With a shift to cross-region teams, more coaching and capacity-building, and more virtual, rather than face-to-face support, it will be vital to continue to monitor progress and opportunities. The desired outcome for these surveys is the collection of important perspectives to inform judgments made about systems operation.

Semi-structured Systems Interview. TerraLuna staff will engage in ongoing efforts to turn a lens on the “how” and “why” of everything that is working and not working. As with all systems change work in educational settings, and especially as is the case in statewide change, the Missouri project system is particularly complex. The evaluators will gather evidence to support the ongoing and necessary collaboration between DESE, UMKC, RPDCs, and local districts and buildings, and the multiple individual perspectives within each. There is a particular need to monitor systems as the new proposal focuses on new activities including attempting to: (a) identify and create additional support processes for districts/schools using online resources, (b) develop training for field staff and ensure staff are adequately trained to fill new roles, and (c) modify the consultant logs and the consultant contract with RPDCs to reflect significant changes in how time is documented. The desired outcome for these surveys is the collection of important perspectives to inform judgments made about systems operation.

Implementation Survey. During the 2016-2017 school year, project administrators and evaluators developed and disseminated a more project specific implementation survey to address the key steps in the implementation of Collaborative Work. As mentioned earlier in this proposal, the structure of implementing effective educational practices and systems as outlined through the Collaborative Work will continue with Missouri Model Districts. Therefore this survey continues to be relevant. Because it was developed to address the Collaborative Work initiative, it is referred to as the Collaborative Work Implementation Survey (CWIS) in the evaluation plan. The Missouri Model Districts Management team and SPDG Implementation Team will address the need for retitling the survey, if needed. This new survey investigated five relevant scales: (a) effective teaching and learning, (b) common formative assessment, (c) data-based decision-making, (d) leadership, and (e) professional development. The survey is available in its entirety in Figure 4: Collaborative Work Implementation Survey (CWIS) of Appendix A. The desired outcome for the implementation survey is important self-reflection through participation, and standardized accounting of current implementation levels provided by building educators.

Automated Common Formative Assessment and Online Collection Tools.

Administration of CFAs is a key element for foundation for implementing evidence-based teaching practices. Data collected from CFAs is used by the teacher teams to make decisions about the effectiveness of their instruction and guide future instruction. These data are crucial to the instructional process; however, due to the lack of validity and reliability of the assessment items, the automated tool can only be used to test student progress in comparing two groups, such as students with disabilities, and students without disabilities. The evaluation will monitor changes in adult behavior based on the number of assessment cycles completed by each teacher

and the frequency with which they administer the assessments. The project also collects information about knowledge change from pre- post- assessments embedded in the online learning packages. The desired outcome is the acquisition of data related to implementation of a specific desired practice, as well as the ability to investigate student outcomes to a finer degree than possible on the state assessment.

Extant State Data (including student proficiency, attendance, behavior, and setting).

Evaluators will engage with DESE staff and data systems to support analysis between Missouri Model District schools and a comparison group to support quasi-experimental study. The outcomes of interest are attendance, access to regular education settings, behavior data and ultimately, student proficiency. To the greatest extent possible, the Management Team will use a comparative analysis of student outcomes as a barometer to measure success.

Case Methods: Qualitative Comparative Analysis. The evaluation team will collect the evidence necessary to support a comparative case study to help stakeholders understand the project's true impact related to different possible outcome configurations, or patterns of interest, which can be directly related to the project's theory of change. In fact, the literature supports the use of protocols such as qualitative comparative analysis as a retroactive form of counterfactual analysis to understand necessary and unnecessary variables and to examine all competing explanations. The casework will utilize school document review, direct observation, and school staff interview. The desired outcome is the collection of evidence able to explore local nuance and context as well as multiple pathways in a way not possible with existing state data sources.

Missouri SPDG

Appendix A—Tables and Figures

Appendix A—Tables and Figures

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This document demonstrates the alignment of the SPDG, SSIP, and TOA. From the initial iteration of the State Systemic Improvement Plan (SSIP), the work supported by the SPDG and SSIP have shared the same theory of change and objectives. As a result, evaluation efforts have been aligned and will continue to be so, as demonstrated in this alignment chart, dated April, 2017.

Table 2: Alignment of SPDG/SSIP/TOA

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
	<p>The long-term goal of providing this research-based model is to improve educational and post-school outcomes for students with disabilities.</p> <p>SPDG Program Measure 1: Projects use evidence-based professional development practices to support the attainment of identified competencies.</p> <p>SPDG Program Measure 2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time.</p>			<p>The SiMR is to increase the percent of students with disabilities in grades K-12 who will perform at proficiency levels in English/language arts and math in the Collaborative Work schools by 6.5 percentage points by 2018.</p>	<p>The Missouri educators participating in the Collaborative Work will:</p> <ul style="list-style-type: none"> • Develop collaborative teams, select and implement effective teaching/learning practices, administer common formative assessments with fidelity, and practice data-based decision-making • Hold high expectations for all students, including Students with Disabilities (SWD) • Use data to drive instructional decisions to meet the diverse 	<p>Appendix A: Key Measures: Performance (Baseline to Current)</p> <ul style="list-style-type: none"> • Section 1: Missouri Assessment Program (MAP), English/Language Arts (ELA) proficiency rates

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
	<p>SPDG Program Measure 3: Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices. (Efficiency Measure)</p>				<p>learning needs of all students</p> <p>Then all SWDs in the pilot schools will demonstrate improved educational results</p>	
<p>1. Developing Learning Packages incorporating identified elements of High Quality Professional Development (HQPD) and adult learning principles for use by regional system of support trainers/coaches</p>	<p>By the end of the fourth year of funding the SPDG initiative, 70% of evidence-based professional development components score 3 or 4 on the SPDG Rubric. (1.a)</p>	<p>F.1: To what extent do CW program activities (for example, in person training and coaching sessions, online learning packages, OD-JIT, and Shared Learning events) include evidence-based PD practices to support the attainment of identified competencies [SPDG Program Measure #1]</p>	<p>Create/implement a process for developing, vetting and disseminating CW component training modules.</p> <p>Revise Practice Profiles and ensure consistency across all categories.</p> <p>Added: April, 2017</p> <p>Review/revise existing modules and related tools (practice profiles, fidelity checklists, pre/post assessments, etc.).</p>	<p>Project uses evidence-based professional development practices to support the attainment of identified competencies.</p> <p>To what extent are RPDCs providing evidence-based professional development to targeted buildings?</p>	<p>Supports for building capacity and fluency of RPDC to deliver high quality professional development</p> <p>Alignment of professional development content and process with Missouri Teacher Standards</p> <p>Support for job-embedded learning in multiple formats</p> <p>Professional development focused on effective</p>	<p>Appendix C: Collaborative Work (CW) Training Module Review/Revision Schedule</p> <p>Appendix D: MOEduSail content (3/17)</p> <p>Appendix F: SPDG EBPD Worksheet</p>

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
					<p>teaching/learning practices</p> <p>Professional development focused on collaborative data teams, data-based decision making, and common formative assessment</p>	
<p>2. Training of the regional trainers/coaches in effective training and coaching skills and in knowledge of the content of the various learning packages and monitoring for fidelity of implementation of the training/coaching activities,</p>	<p>20% of registered Collaborative Work RPDC trainings are observed by a State Implementation Specialist and evaluated for quality of professional development. (1.c)</p> <p>All (100%) observed face-to-face professional development activities meet criteria for high quality professional development as measured by the <i>High Quality Professional Development Checklist</i>. (1.b)</p>	<p>F.2: To what extent are RPDCs (consultants) delivering the CW content with fidelity [SPDG Program Measure #1]</p>	<p>Develop a credentialing process for PD providers to include: expected skills and competencies, expected knowledge, means of demonstrating skills/competencies/knowledge, what the process is to look like, how decisions are made and by whom.</p>	<p>To what extent are RPDCs implementing the improvement process with fidelity?</p>	<p>Supports for building capacity and fluency of RPDCs to deliver high quality professional development</p> <p>Clear expectations for training, coaching, and monitoring implementation.</p> <p>Sets expectations for implementation with fidelity</p>	<p>Appendix A: Key Measures: Performance (Baseline to Current)</p> <ul style="list-style-type: none"> • Section 3: Collaborative Work (CW) State Implementation Specialist (SIS) Observation Trend Data (2014-2017) • Section 2: Consultant Log Data <p>Appendix F: SPDG EBPD Worksheet</p>

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
<p>3. Training/coaching and monitoring all instructional staff in the CW participating buildings for fidelity of implementation.</p>	<p>The percent of reporting Collaborative Work buildings with school instructional personnel (general and special educators) averaging 4 or 5 within the domain of data-based decision making will increase. (2.d)</p> <p>The percent of reporting Collaborative Work buildings with school instructional personnel (general and special educators) averaging 4 or 5 within the domain of common formative assessment will increase. (2.e)</p> <p>80 percent of reporting Collaborative Work buildings demonstrate improvement in implementation of SPDG-supported practices over time. (2.a)</p>	<p>F.3: To what extent are school leaders developing and sustaining systems and infrastructure to support the implementation by its professionals of the CW process with fidelity?</p> <p>F.4: To what extent are school personnel increasing knowledge of the CW process?</p> <p>F.5: To what extent are school personnel increasing application of the CW process with fidelity? (SPDG Program Measure #2)</p> <p>F.6: In what ways does student learning look different now as compared to before CW initiation in demonstration sites?</p> <p>S.1: To what extent did school personnel change their mindset about the CW and MTSS processes?</p>	<p>Develop an “instructional leadership” training module for building principals.</p> <p>Revise Practice Profiles and ensure consistency across all categories.</p> <p>Added: April, 2017</p> <p>Review/revise existing modules and related tools (practice profiles, fidelity checklists, pre/post assessments, etc.).</p> <p>Support development of an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes SLO data (including CFAs as appropriate) and creates individual, building and district progress reports</p>	<p>Participants in CW professional development demonstrate improvements in implementation of CW-supported practices over time</p> <p>Are building personnel participating in ongoing and research-based professional development?</p> <p>To what extent are school/district teams functioning?</p> <p>To what extent are school personnel using data-based decision-making?</p> <p>To what extent are school personnel using research-based models of instruction and intervention?</p> <p>To what extent are teachers engaged in implementing a shared school vision?</p>	<p>Support for job-embedded learning in multiple formats</p> <p>Clear expectations for training, coaching, and monitoring implementation.</p> <p>Sets expectations for implementation with fidelity</p>	<p>Appendix A: Key Measures: Performance (Baseline to Current)</p> <ul style="list-style-type: none"> • Section 3: Collaborative Work Implementation Survey (CWIS) • Section 2: Consultant Log Data <p>Appendix C: Collaborative Work (CW) Training Module Review/Revision Schedule</p> <p>Appendix D: MOEduSail content (3/17)</p> <p>Appendix F: Worksheet-SPDG Evidence-Based Professional Development Components</p>

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
	<p>The percent of reporting Collaborative Work buildings with high levels of communication, structure, and focus as measured by the <i>Team Functioning Survey</i> will increase. (2.b)</p> <p>The percent of reporting Collaborative Work buildings with school instructional personnel (general and special educators) averaging 4 or 5 within the domain of collaborative data teaming will increase. (2.c)</p> <p>The percent of reporting Collaborative Work buildings with school instructional personnel (general and special educators) averaging 4 or 5 within the domain of use of effective instructional practices will increase. (2.f)</p>			<p>To what extent are teachers supported by administrators to implement strategies and structures within the context of implementation science?</p> <p>To what extent are schools implementing the process with fidelity?</p> <p>To what extent are participating buildings using formative assessment?</p>		

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
<p>4. Using technology for the provision of Professional Development (PD)/coaching and collection and use of data for decision-making at all levels of the system (classroom, building, district, region and state),</p>		<p>F.8: To what extent are state and other programmers (project leaders) increasing their capacity to complete their work effectively? [SSIP Infrastructure Measure]</p>	<p>Updating the on-line Consultant Log to make it fit tighter as part of a system of data collection and reporting in support of districts/schools</p> <p>Pilot on-line training modules with school districts and make modifications based on feedback</p> <p>Reformat CW/SSIP modules for on-line training as part of the MTSS development (some should be available July 2016)</p> <p>The three activities below were divided from one activity into three separate activities as each one addresses different actions and groups. (April 2017)</p> <p>Identify and create additional support processes for districts/schools using on-line resources.</p>	<p>F.8: To what extent are state and other programmers (project leaders) increasing their capacity to complete their work effectively? [SSIP Infrastructure Measure]</p>	<p>Providing guidance and support for improving data systems</p> <p>Supports for building capacity and fluency of RPDCs to deliver high quality professional development</p> <p>Professional development focused on Collaborative data teams, data-based decision-making, and common formative assessment</p>	<p>Key Measures: Performance (Baseline to Current)</p> <ul style="list-style-type: none"> Section 2: Consultant Log Data <p>Appendix C: Collaborative Work (CW) Training Module Review/Revision Schedule</p> <p>Appendix D: MOEduSail content (3/17)</p> <p>A virtual platform (https://www.moedu-sail.org/) was developed to house the Collaborative Work materials. This platform was designed as a prototype to test usability and function. Currently, a Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the platform will be ready</p>

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
			<p>Develop training for field staff and ensure staff are adequately trained to fill new roles.</p> <p>Modify the consolidated contract and consultant logs to reflect significant changes in how time is documented.</p> <p>Support development of an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes SLO data (including CFAs as appropriate) and creates individual, building and district progress reports</p>			for launch July 1, 2017.
5. Increasing the capacity of the state for scaling-up and sustaining the framework statewide through alignment of current statewide initiatives/programs/		F.7: To what extent do administrators and consultants clearly communicate project activity, successful strategies, and future needs through the state and project system? Does communication and activity align with	Create a description and a plan for an integrated system of supports which includes all of the pieces above plus more extensive data tools, planning tools, project management	F.7: To what extent do administrators and consultants clearly communicate project activity, successful strategies, and future needs through the state and project system? Does communication and activity align with	<p>Collaboration with statewide leadership organizations</p> <p>Collaboration on leadership level across department and with RPDCs</p>	<p>Appendix F: Worksheet-SPDG Evidence-Based Professional Development Components</p> <p>SSIP Phase III Report Table 5</p>

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
<p>activities with the essential components of the CW. Those initiatives/programs/ activities are: The state’s strategic plan (Top 10 X 20), the State Systemic Improvement Plan (SSIP), regional professional development centers (RPDC), state CEEDAR grant, Reinventing Special Education initiative</p>		<p>RPDC vision (DESE’s vision of a regional network) and infrastructure?</p> <p>F.8: To what extent are state and other programmers (project leaders) increasing their capacity to complete their work effectively? [SSIP Infrastructure Measure]</p>	<p>tools, and resource budgeting tools</p> <p>Support development of an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes SLO data (including CFAs as appropriate) and creates individual, building and district progress reports</p>	<p>RPDC vision (DESE’s vision of a regional network) and infrastructure?</p> <p>F.8: To what extent are state and other programmers (project leaders) increasing their capacity to complete their work effectively? [SSIP Infrastructure Measure]</p>	<p>Leveraging resources to support development, monitoring, and evaluation activities</p> <p>Providing guidance and support for improving data systems</p> <p>DESE/RPDC teams for content development peer review, and vetting</p> <p>Quarterly collaboration on tools and resources for accountability and measuring progress</p> <p>Quarterly opportunities between RPDCs to share ideas</p> <p>Monthly meetings: SPDG management team, RPDC directors, State Implementation Specialists</p> <p>Semi-annual State Implementation Team meeting (management team plus RPDC</p>	<p>A virtual platform (https://www.moedu-sail.org/) was developed to house the Collaborative Work materials. This platform was designed as a prototype to test usability and function. Currently, a Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the platform will be ready for launch July 1, 2017.</p>

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
					<p>leaders and consultants)</p> <p>Communication of vision across levels</p> <p>Assuring professional development aligns with vision</p> <p>Clear expectations for training, coaching, and monitoring implementation</p> <p>Sets expectations for implementation with fidelity</p>	
<p>6. Developing a virtual platform for housing state-developed professional learning resources which is integrated for academic, behavioral, and social-behavioral content, as well as future plans to include Leadership, curriculum and instruction and others</p>	<p>New and existing data systems will be aligned and integrated to provide for seamless access to data at all levels to enable effective and efficient data-based decision-making for educational/instructional purposes. (1.d)</p>	<p>F.3: To what extent are school leaders developing and sustaining systems and infrastructure to support the implementation by its professionals of the CW process with fidelity?</p>	<p>Support development of an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes SLO data (including CFAs as appropriate) and creates individual, building and district progress reports</p> <p>Develop an “instructional leadership” training module for building principals</p>	<p>F.3: To what extent are school leaders developing and sustaining systems and infrastructure to support the implementation by its professionals of the CW process with fidelity?</p>	<p>Leveraging resources to support development, monitoring, and evaluation activities</p> <p>Providing guidance and support for improving data systems</p> <p>Supports for building capacity and fluency of RPDCs to deliver high quality professional development</p>	<p>A virtual platform (https://www.moedusail.org/) was developed to house the Collaborative Work materials. This platform was designed as a prototype to test usability and function. Currently, a Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the</p>

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
			<p>The three activities below were divided from one activity into three separate activities as each one addresses different actions and groups. (April 2017)</p> <p>Identify and create additional support processes for districts/schools using on-line resources.</p> <p>Develop training for field staff and ensure staff are adequately trained to fill new roles.</p> <p>Modify the consolidated contract and consultant logs to reflect significant changes in how time is documented.</p> <p>Create a description and a plan for an integrated system of supports which includes all of the pieces above plus more extensive data tools, planning tools,</p>		Support for job-embedded learning in multiple formats	<p>platform will be ready for launch July 1, 2017.</p> <p>Appendix C: Collaborative Work (CW) Training Module Review/Revision Schedule</p> <p>Appendix D: MOEduSail content (3/17)</p>

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
			project management tools, and resource budgeting tools			
7. Developing and implementing a system which better integrates new and existing data systems to make collection and use of critical data more available and user-friendly	New and existing data systems will be aligned and integrated to provide for seamless access to data at all levels to enable effective and efficient data-based decision-making for educational/instructional purposes. (1.d)		Create a description and a plan for an integrated system of supports which includes all of the pieces above plus more extensive data tools, planning tools, project management tools, and resource budgeting tools	A virtual platform (https://www.moedu-sail.org/) was developed to house the Collaborative Work materials. This platform was designed as a prototype to test usability and function. Currently, a Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the platform will be ready for launch July 1, 2017.	Providing guidance and support for improving data systems	A virtual platform (https://www.moedu-sail.org/) was developed to house the Collaborative Work materials. This platform was designed as a prototype to test usability and function. Currently, a Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the platform will be ready for launch July 1, 2017.
8. Implementing a tiered model of state support (MTSS) to ensure that districts/buildings have the resources and supports at the time and in the amount needed		S.4: What was the effectiveness of the CW program system (for example, in person training and coaching sessions, online learning packages, OJIT, and Shared Learning events) in supporting	Create a description and a plan for an integrated system of supports which includes all of the pieces above plus more extensive data tools, planning	A virtual platform (https://www.moedu-sail.org/) was developed to house the Collaborative Work materials. This platform was designed as a prototype to test usability and function. Currently, a	Leveraging resources to support development, monitoring, and evaluation activities Supports for building capacity and fluency of RPDCs to deliver high quality	A virtual platform (https://www.moedu-sail.org/) was developed to house the Collaborative Work materials. This platform was designed as a prototype to test usability and function. Currently, a

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
(See Attachment 5).		local teams and classroom implementation? How were barriers identified and addressed? [SSIP Infrastructure Measure]	tools, project management tools, and resource budgeting tools.	Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the platform will be ready for launch July 1, 2017.	professional development Support for job-embedded learning in multiple formats	Department-based virtual platform is under development that will house integrated materials, tools, and resources from throughout the agency. Phase I of the platform will be ready for launch July 1, 2017. Appendix D: MOEduSail content (3/17) Appendix C: Collaborative Work (CW) Training Module Review/Revision Schedule
Student Performance Measures in SPDG						
All apply	The percentage of students with IEPs in Collaborative Work buildings who meet or exceed proficiency on state assessments in Communication Arts will increase. (2.i)	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-	All apply	How are students (with and without disabilities) performing academically?	SiMR	Appendix A: Key Measures: Performance (Baseline to Current) <ul style="list-style-type: none"> Section 1: Missouri Assessment Program (MAP), English/Language

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
		participating schools? [SIMR]				Arts (ELA) proficiency rates
All apply	The percentage of all students in Collaborative Work buildings who meet or exceed proficiency on state assessments in Communication Arts will increase. (2.j)	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools? [SIMR]	All apply	How are students (with and without disabilities) performing academically?	SiMR	Appendix A: Key Measures: Performance (Baseline to Current) • Section 1: Missouri Assessment Program (MAP), English/Language Arts (ELA) proficiency rates
All apply	The percentage of students with IEPs within Collaborative Work buildings who meet or exceed proficiency on state assessments in Mathematics will increase. (2.k)	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools? [SIMR]	All apply	The state is proposing to revise the SiMR to only include ELA. We will continue to include all teachers in the SSIP activities, but will only be measuring impact in ELA.	SiMR	Appendix A: Key Measures: Performance (Baseline to Current) • Section 1: Missouri Assessment Program (MAP), English/Language Arts (ELA) proficiency rates
All apply	The percentage of all students in Collaborative Work buildings who meet or exceed proficiency on state assessments in	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools	All apply	The state is proposing to revise the SiMR to only include ELA. We will continue to include all teachers in the SSIP activities, but	SiMR	Appendix A: Key Measures: Performance (Baseline to Current) • Section 1: Missouri Assessment

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
	Mathematics will increase. (2.1)	as compared to students with disabilities in non-participating schools? [SIMR]		will only be measuring impact in ELA.		Program (MAP), English/Language Arts (ELA) proficiency rates
Other Performance Measures included in the SPDG						
All apply	The percentage of students with IEPs within Collaborative Work buildings who were in the regular education classroom greater than 79% of the school day will increase. (2.m)	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools? [SIMR]	All apply	How does the achievement level of students (with and without disabilities) in participating CW schools compare to other Missouri schools with similar demographics?	Then all SWDs in the pilot schools will demonstrate improved educational results	Appendix H: MO SPDG 2016 APR 4-29-16 final report
All apply	The percentage of students with IEPs in Collaborative Work buildings who were in the regular education classroom less than 40% of the school day will decrease. (2.o)	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools? [SIMR]	All apply	How does the achievement level of students (with and without disabilities) in participating CW schools compare to other Missouri schools with similar demographics?	Then all SWDs in the pilot schools will demonstrate improved educational results	Appendix H: MO SPDG 2016 APR 4-29-16 final report
All apply	The percentage of students with IEPs in Collaborative Work buildings who were	S.2: What has been the impact of SPDG activities on improving achievement	All apply	How does the achievement level of students (with and without disabilities) in	Then all SWDs in the pilot schools will demonstrate improved educational results	Appendix H: MO SPDG 2016 APR 4-29-16 final report

State Personnel Development (SPDG) Activities	SPDG Program and Performance Measures	SPDG Evaluation	SSIP Activities	SSIP Evaluation	Theory of Action (TOA)	Performance (Baseline to Current Year)
	suspended or expelled will decrease. (2.p)	outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools? [SIMR]		participating CW schools compare to other Missouri schools with similar demographics?		
All apply	The percentage of students without IEPs in Collaborative Work buildings who were suspended or expelled will decrease. (2.q)	S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools? [SIMR]	All apply	How does the achievement level of students (with and without disabilities) in participating CW schools compare to other Missouri schools with similar demographics?	Then all SWDs in the pilot schools will demonstrate improved educational results	Appendix H: MO SPDG 2016 APR 4-29-16 final report

Table 3: Current Effective Teaching and Learning Practices with Research Base

Learning Package	Effect Size (2015)	Research-Base
Student Teacher Relationships	.52	<p>Forsyth, Adams & Hoy (2011). <i>Collective trust</i>. NY: Teachers College.</p> <p>Ginott, H. (1993). <i>Teacher and Child: A Book for Parents and Teachers</i>. Scribner Book Company</p> <p>Hamre, B., & Pianta, R. (2001). Early teacher-child relationships and the trajectory of children’s school outcomes through eighth grade. <i>Child Development</i>, 72(2), 625-638.</p> <p>Sugai , G. & Lewis, T. (1999). <i>Effective Behavior Support: A systems approach to proactive school wide management</i>. <i>Focus on Exceptional Child</i>. 31 (6), 1-24.</p> <p>Testerman, J. (1996). Holding at-risk students: the secret is one-on-one. <i>Phi Delta Kappan</i> 77 (5): 364-365.</p> <p>Tschannen-Moran, M. (2004). <i>Trust matters</i>. San Francisco, CA: Jossey-Bass.</p>
Engaging Student Learners	.47	<p>Brewster & Fager. <u>Increasing Student Engagement and Motivation: From Time on Task to Homework</u> Northwest Regional Educational Laboratory. Oct. 2000.</p> <p>Cushman, Kathleen. “Minds On Fire”. <u>Educational Leadership</u>. Dec. 2013/Jan. 2014. 38-43.</p> <p>Parsons, Seth A.; Nuland, Leila Richey; Parsons, Allison Ward. <u>The ABCs of Student Engagement</u>. kappanmagazine.org. 23-27. V95 N8.</p> <p>Schlechty, Phillip. <u>Introduction to the Schlechty Center</u>. www.schlechtycenter.org.</p> <p>Saeed, Zyngier. <u>How Motivation Influences Student Engagement: A Qualitative Case Study</u>. <u>Journal of Education and Learning</u>; Vol. 1, No. 2; 2012. Accessed 2/25/15.</p>

<p>Metacognition</p>	<p>.53</p>	<p>Deshler, D. D., & Schumaker, J. B. (1988). An instructional model for teaching students how to learn. <i>Alternative educational delivery systems: Enhancing instructional options for all students</i>, 391-411.</p> <p>Deshler, D. D., & Schumaker, J. B. (1993). Strategy mastery by at-risk students: Not a simple matter. <i>The Elementary School Journal</i>, 94(2), 153-167.</p> <p>Deshler, D. D., & Schumaker, J. B. (2006). High school students with disabilities: Strategies for accessing the curriculum. Thousand Oaks, CA: Corwin Press.</p> <p>Hattie, J. 2009. Visible Learning. 270 Madison Ave., New York, NY: Routledge.</p> <p>Schumaker J. B., Deshler D. D., Nolan S. M., Alley G. R. (1994). The Self-Questioning Strategy: Instructor's manual. Lawrence: The University of Kansas Center for Research on Learning.</p> <p>Schumaker, J. B., Deshler, D. D., Woodruff, S. K., Hock, M. F., Bulgren, J. A., & Lenz, B. K. (2006). Reading strategy interventions: Can literacy outcomes be enhanced for at-risk adolescents? <i>Teaching Exceptional Children</i>, 38(3), 64-68.</p> <p>Wilson, D., & Conyers, M. (2016). <i>Teaching Students to Drive Their Brains: Metacognitive Strategies, Activities, and Lesson Ideas</i>. ASCD.</p>
<p>Student Practice: Spaced Vs. Massed</p>	<p>.60</p>	<p>Jenkins, Jake. Interleaved Practice: A Secret Enhanced Learning Technique <i>Posted on April 29, 2013</i> http://j2jenkins.com/2013/04/29/interleaved-practice-a-secret-enhanced-learning-technique/</p> <p>Marzano, Robert, J. <u>A Different Kind of Classroom: Teaching with the Dimensions of Learning</u>. ASCD, 1992.</p> <p>Sprenger, Marilee. <u>How to Teach Students to Remember</u>. Alexandria VA, Association of Supervision and Curriculum Development, 2005.</p>

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Direct Instruction	.60	<p>Condon, D., and Maggs, A. (1986). Direct instruction research: An international focus. <i>International Journal of Special Education</i>, 1, 35-47.</p> <p>Gerston, R. (1986). Direct instruction: A research-based approach to curriculum design and teaching. <i>Exceptional Children</i>, 53, 17-31</p> <p>Hunter, Madeline. (1994). Planning for effective instruction: lesson design <i>Enhancing Teaching</i>, 87-95.</p> <p>Moore, J. (1986). Direct instruction: A model of instructional design. <i>Educational Psychology</i>, 6, 201-229.</p>
Feedback	.73	<p>Brookhart, Susan M. <i>How to Give Effective Feedback to Your Students</i>. ASCD, 2008.</p> <p>Davies, Anne. "Involving Students in the Classroom Assessment Process" <i>Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning</i>. Douglas Reeves, Editor. Solution Tree, 2007.</p> <p>Marzano(1), Robert. <i>Classroom Instruction that Works</i>. ASCD, 2001.</p> <p>Marzano(2), Robert. "Designing a Comprehensive Approach to Classroom Assessment." <i>Ahead of the Curve: The</i></p>

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Assessment Capable Learners	1.33	<p>Chappuis, J. (2009). Seven strategies of assessment for learning. Allyn & Bacon.</p> <p>McTighe, J. & O’Connor, K. (2016) Seven Practices for Effective Learning. Educational Leadership, 63(3). Retrieved from</p>

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Table 4: Foundation Learning Packages with Research Base

Learning Package	Research-Base
Collaborative Teams	<p>Dufour, R. & Eaker, R. (2006). <i>Professional learning Communities at Work Plan Book</i>, Solution Tree, Bloomington IND, p.4.</p> <p>Garmston, R. & Wellman, B. (1999) <i>The Adaptive School: A sourcebook for developing collaborative groups</i>, Christopher-Gordon: Boston MA. pp. 33, 37-50; 278-279.</p> <p>Johnson, S. M., Reinhorn, S. K. & Simon, N. S. (2016) <i>Teaching Together for Change: Five Factors that Make Teacher Teams Successful – And Make Schools Stronger</i>. The Project on the Next Generation of Teachers. www.isties.harvard.edu/fs/docs.icb.topic1231814.files/E.</p> <p>Ronfeldt, M., Farmer, S. O., McQueen, K. & Grissom, J. A. (2015). <i>Teacher Collaboration in Instructional Teams and Student Achievement</i>. American Educational Research Journal. 52(3), pp 505-14.</p>
Common Formative Assessment	<p>Ainsworth, L. & Viegut, D. (2006). <i>Common formative assessment: How to connect standards-based instruction and assessment</i>. (pp. 23, 56, 57). Thousand Oaks, CA: Corwin Press.</p> <p>Brookhart, S. (2013). <i>How to create and use rubrics for formative assessment and grading</i>. (pp. 4, 7-8, 15-16, 25, 47). Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012a). <i>Classroom assessment for student learning</i>. Upper Saddle River, NJ: Pearson Education.</p> <p>Antonetti, J. V., & Garver, J. R. (2015). <i>17,000 classroom visits can't be wrong: Strategies that engage students, promote active learning, and boost achievement</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2010). <i>Raising the bar and closing the gap: Whatever it takes</i>. Bloomington, IN: Solution Tree Press</p> <p>Reeves, D. B. (2002). <i>The leader's guide to standards: A blueprint for educational equity and excellence</i>. San Francisco, CA: Jossey-Bass.</p> <p>Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S., (2004). <i>Classroom assessment for student learning: Doing it right – Using it well</i> (2nd ed.). Portland, OR: Pearson Assessment Training Institute, Inc.</p>

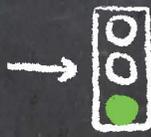
	<p>Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (2005). <i>Understanding by design</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
<p>Data-based Decision Making</p>	<p>Brookhart, S. M. (2013). <i>How to create and use rubrics for formative assessment and grading</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Deno, S. L. (1989). Curriculum-based measurement and alternative special education services: A fundamental and direct relationship. In M. R. Shinn (Ed.), <i>Curriculum-based measurement: Assessing special children</i> (pp. 1-17). New York, NY: Guilford Press.</p> <p>Institute of Education Sciences (2009). <i>Using student data to support instructional decision making</i>. Retrieved from http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=12.</p> <p>McIntosh, K., Horner, R. H., & Sugai, G. (2009). Sustainability of systems-level evidence-based practices in schools: Current knowledge and future directions. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.) <i>Handbook of positive behavior support</i> (pp. 327-352). New York, NY: Springer.</p> <p>Schmoker, M. (2003). First Things First: Demystifying Data Analysis. <i>Educational Leadership</i>, 60(5), 22-24.</p>

Figure 1: Journey of a Missouri Model District

Journey of a Missouri Model District



START HERE



Commitment

District Leadership ready to commit

Educators' mindsets focused on improving learning for all



Assess the Current Reality

Identify effective practices + systems in place



Recognize + Address Gaps in Knowledge + Practice

What is the impact on students?



Develop Comprehensive Implementation Plan

Loading...

Identify Supports + Resources to Address Gaps in Knowledge/Doing

Apply Training, TA, + Coaching at District Leadership/Team Levels

Apply Training, TA, + Coaching of School-Based Implementation Coaching to Build Capacity



Learning for ALL
Growth Mindset

Sustainability: Effective
School Systems + Practices

Know Thy Impact:
Collective Teacher Efficacy



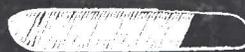
Step 1
Commit



Step 2
Identify



Step 3
Address Gaps



Loading...

Step 4
Develop



Step 5
Implement



Step 6
Success!

Figure 2: Missouri Model Districts Organization Chart

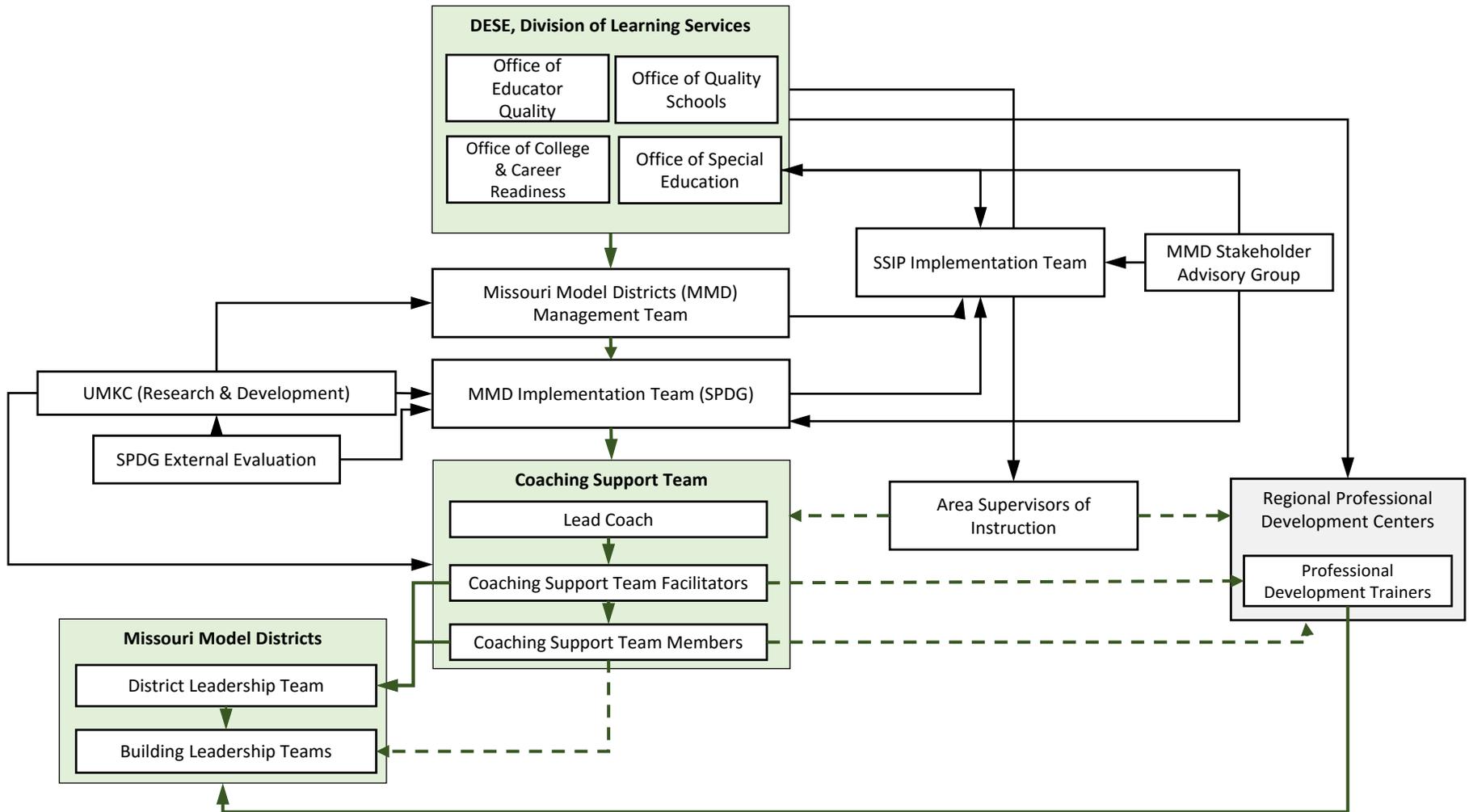


Table 5: Comprehensive Management Plan

Goal 1: Improve the educational outcomes for all students, especially students with disabilities, through an evidence-based professional development approach focused on district-level implementation of effective educational systems and practices.					
Objective 1: To further the alignment of the state system of support through strategic implementation of all components of the professional development model.					
<i>Activity 1.1 Create an implementation plan for the coordination and delivery of a redesigned model of professional development, across the DESE offices.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
MT and DESE offices collaborate to strategize on alignment of state systems to support the implementation of MMD.	X				
MT reviews comprehensive data of the SSOS and SPDG focus content areas to determine current reality.	X	X	X	X	X
MT aligns the MMD professional development model with the gaps in the data.	X	X	X	X	X
Develop measure of content and training expertise among Coaching Support Team consultants and facilitators.	X				
Measure level of expertise in CST consultants and facilitators.	X	X	X	X	X
Create implementation plan for the redesigned model of professional development, including the SSOS data and CST expertise data.	X	X	X	X	X
<i>Activity 1.2 Align evaluation and monitoring expectations, methodology, and activities.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
MT reviews data of the MMD Districts and SPDG focus content areas.	X	X	X	X	X
Develop measure of expertise among MMD District Personnel.	X				
CST's determine current reality of district's curriculum, accountability, and teacher evaluation systems.	X	X	X	X	X
CST's measure level of expertise at District Level on SPDG focus areas.	X	X	X	X	X
CST's provide HQPD to MMD where expertise is lacking.	X	X	X	X	X
CST's facilitate planning that supports alignment of all district systems and SPDG focus areas.	X	X	X	X	X
<i>Activity 1.3 Attain collaborative endorsement of the alignment plan across the DESE leadership, to be piloted with Missouri Model Districts.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
Vet alignment plan across DESE offices to reach collaborative consensus.	X				
Edit alignment plan with suggested revisions and edits.	X				
Rollout alignment plan across DESE offices, the regional network, and CST's.	X				
<i>Activity 1.4 Create tools to facilitate the use of data at state, regional, and local levels.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
MT and CST Facilitators develop a communication plan with the	X				

DESE executive Leadership Team that includes the topics and data to be shared bi-annually at a minimum.					
Common data to be collected across the SSOS on implementation effectiveness is identified.	X				
The tool or platform for sharing common data to be collected across the SSOS on implementation effectiveness is identified.	X				
Develop template and guiding principles for aligning the professional development model with all levels of the system.	X				
Create a communication tool for CST is to use with districts and with the SPDG MT Team.	X				
Develop tools for district-level data collection in MMD's.	X				
Train CST's on tools to facilitate effective data collection.	X	X	X	X	X
Weave the data collection and communication processes into the MT Implementation Plan as well as the District Implementation Plans.	X	X	X	X	X
MT reviews CST data for decision making monthly.	X	X	X	X	X
Effectiveness, fidelity, and impact are discussed quarterly by MT.	X	X	X	X	X
<i>Activity 1.5 Provide professional development to state and regional leaders on the elements of the alignment plan and implications for supporting districts and buildings.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
Identify elements of the alignment plan to train state and regional leaders on.	X				
Plan training adhering to the principles of adult learning theory.	X				
Provide training on the alignment plan, including implications for their work.	X				
Bi annually, modifications to the alignments are strategized and revisions made accordingly.	X	X	X	X	X
Provide follow-up training on the alignment plan, including implications for their work.		X	X	X	X
<i>Activity 1.6 Maintain a review cycle of implementation, data monitoring, revising, and implementation with the intent of developing an effective and sustainable model of alignment.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
SPDG MT shares minutes and reports across DESE offices and with the MMD MT.	X	X	X	X	X
MT develops and implements a work plan tracking all project activities, partner involvement and the redesigned professional development system.	X	X	X	X	X
MMD Implementation data and work plan is reviewed, updated, and shared with DESE, SPDG MT, MMD MT, and CST's quarterly.	X	X	X	X	X
Effectiveness, fidelity, and impact are discussed quarterly by MT.	X	X	X	X	X
Feedback to data is garnered through technology.	X	X	X	X	X
Data is used to refine implementation processes.	X	X	X	X	X
MT provides representation and leadership to content development	X		X		

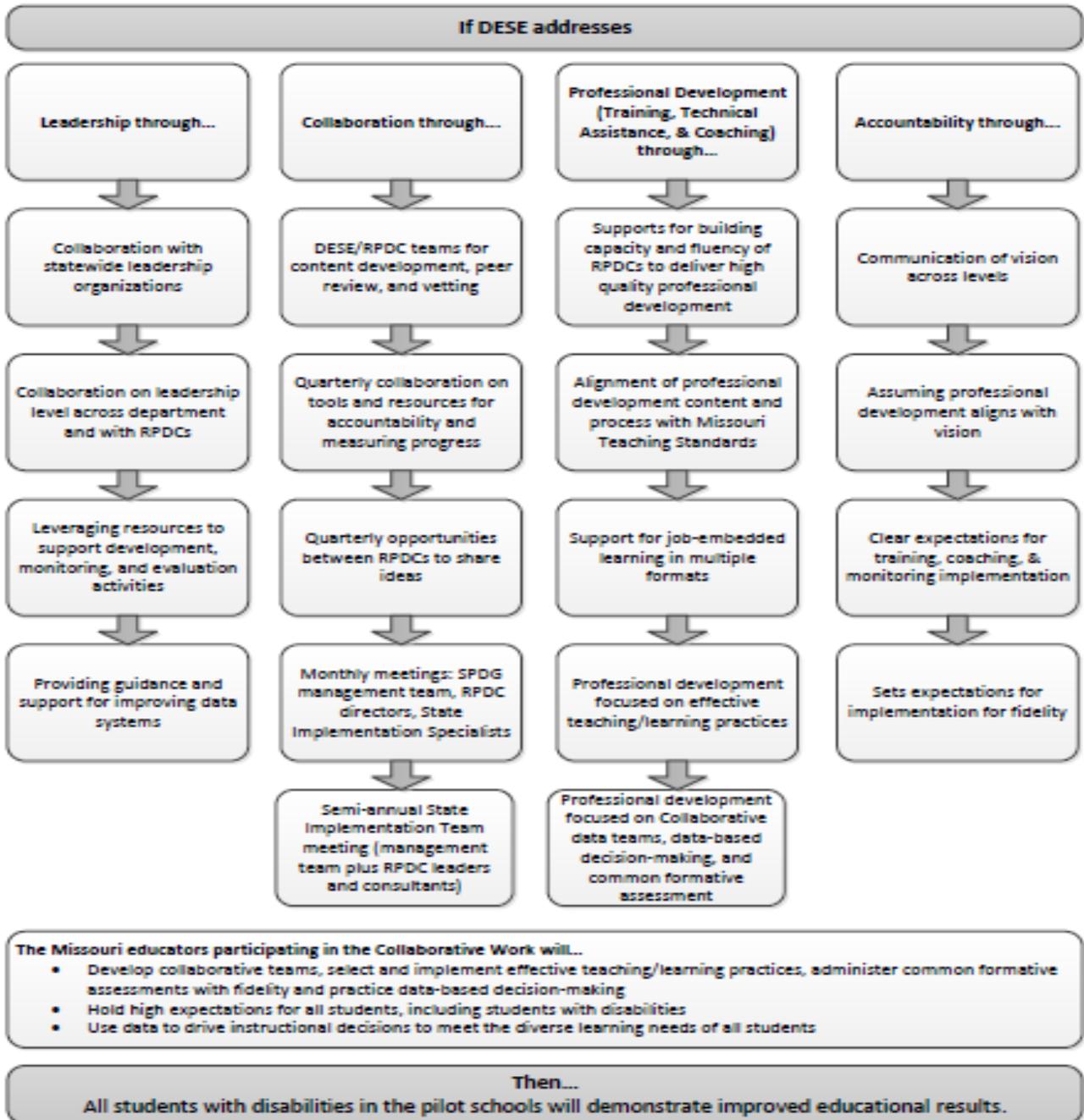
teams for training and coaching.					
Objective 2: Advance and sustain effective educational practices through the implementation of a professional development model focused on district-level support.					
<i>Activity 2.1 Develop Coaching Support Teams (CSTs) with expertise in effective teaching/learning practices, behavioral practices, leadership, data, technology, facilitation and systems change to help districts build internal capacity in those areas.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
Recruit and hire CST Facilitators.	X				
Recruit and hire CST Teams.	X				
Place CST's to support and coach districts.	X				
Identify and train CST Facilitators on effective teaming and effective practices.	X	X	X	X	X
Develop a measure of expertise in priority areas among CST consultants.	X				
<i>Activity 2.2 Train CSTs on effective coaching practices for supporting district and building leadership, self-assessment processes and developing professional learning plans, implementation of teaching/learning practices, use of data, and developing internal coaching systems for sustainability.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
Develop training module on MMD content areas for the CST's.	X				
Pretest knowledge of content areas among CST's.	X	X	X	X	X
Self-assessment of practices among CST members as guided by the CST facilitator.	X	X	X	X	X
Provide training on MMD content areas, including self-assessment processes, developing implementation plans, use of data, and internal coaching systems.	X	X	X	X	X
<i>Activity 2.3 Develop a Missouri Model District implementation blueprint containing essential elements, illustrative examples, and guidance for using tools and resources.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
MT and CST's collaboratively develop an implementation blueprint that supports districts in becoming effective, aligned, and healthy.	X				
MT vets the blueprint with SSOS stakeholders.	X				
MT shares the blueprint with DESE Agency Leadership.	X				
MT disseminates and trains on the blueprint to DESE offices, CST Facilitators, and CST Teams.	X	X	X	X	X
<i>Activity 2.4 With CST support, district leaders conduct self-assessment and develop professional learning plans, integrated academic and behavioral supports for improved student outcomes.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
Self-assessment of district progress and remaining gaps.	X	X	X	X	X
CST's use self-assessment data to revise, update, and strengthen the implementation plan in collaboration with their districts.	X	X	X	X	X
CST's use the self-assessment in coaching sessions with district	X	X	X	X	X

and school leadership.					
<i>Activity 2.5 With CST support, districts engage in training and coaching according to professional learning plans.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
CST's coach districts on targeted needs and gaps as identified in self-assessment and implementation plan.	X	X	X	X	X
CST's work to build internal capacity in district by demonstrating the data-based decision making process for effective practices and alignment of district systems.	X	X	X	X	X
<i>Activity 2.6 With CST support, districts monitor their progress using data aligned to key components in the professional learning plan.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
CST's establish a standardized process for districts to monitor their progress using data.	X				
CST's include data aligned to the professional leaning plan in coaching sessions.	X	X	X	X	X
<i>Activity 2.7 With CST support, districts engage in lateral capacity building through shared learning within groups of similar districts.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
CST's facilitate and support shared learning for districts, including partial oversight on the materials, content, implementation expectation, and within/cross district capacity building.	X	X	X	X	X
Collection of perception data occurs at shared learning events on the extent to which the PD addressed district needs.	X	X	X	X	X
<i>Activity 2.8 Implementation progress and barriers, alongside data, are reviewed by the Missouri Model District management team and the SPDG implementation team for problem-solving and model refinement.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
CST's report monthly on the implementation status of their districts supported by data and implementation plans.	X	X	X	X	X
On a quarterly basis, MMD MT and SPDG MT make decisions based on three months of implementation data for fine-tuning and revision of goals.	X	X	X	X	X
Objective 3: Increase the use of technologies to support implementation of professional development (which includes training, technical assistance and coaching) and use of data for effective, teaching and learning decision-making.					
<i>Activity 3.1 Develop an interactive data system in which the data elements integral to Missouri Model Districts are connected.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
DESE develops a virtual system to connect the components of MMD, including teacher evaluation, state standards, assessment, and training.	X				
Timeline for systematically piloting the virtual system to MMD's is developed.	X				
MMD's receive ongoing support for using the virtual system.	X	X	X	X	X

<i>Activity 3.2 Realign online resources and tools for use by Missouri Model Districts.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
Review all existing virtual learning modules available on the MMD website.	X	X	X	X	X
Develop a plan for revising, adding, vetting, and rolling out to the MMD Modules.	X				
<i>Activity 3.3 Develop new online tools for supporting data review and coaching.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
CST's are trained in the why, how, and when of virtual coaching.	X				
Develop a virtual coaching materials and resources.	X				
MMD Teams use the virtual platform to share resources and discuss effective teaching.	X	X	X	X	X
<i>Activity 3.4 Develop new user interface to allow educators to enroll in course, track progress, and link this professional learning activity to their educator evaluation.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
MMD districts and educators enroll in courses specific to MMD content.	X	X	X	X	X
MMD educators track their progress through courses.	X	X	X	X	X
MMD educators align their course progress to the evaluation system.	X	X	X	X	X
<i>Activity 3.5 Expand available learning package topics by adding a learning package on Building Collective Team Efficacy in addition to content from Missouri School wide Positive Behavior Supports, special education, parent involvement, and pre-service education</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
Develop expert content teams to produce learning packages on expanded topics, and integral to the SSOS and SPDG.	X				
Content teams vet the new learning package on an expanded topic to the MMD network, including CST's.		X	X	X	
Content teams make revisions of suggested content.		X	X	X	
Content team's rollout learning packages.		X	X	X	
Learning packages are placed in course format online for MMD educators to enroll in.		X	X	X	
CST's share the new material available online with their MMD districts.		X	X	X	
<i>Activity 3.6 Continue to refine and revise learning package content as lessons are learned, in order to become more streamlined and to include accompanying coaches' guidance.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
CST coaches share lessons learned at MMD MT meetings.	X	X	X	X	X
A standardized process is created for documenting lessons learned with regard to content and steps for moving forward.	X				
Content revision teams are developed to review, revise, and		X	X	X	

strengthen current learning packages based off implementation lessons.					
<i>Activity 3.7 Establish online coaching mechanism, protocols, and expectations.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
MMD MT determines process and expectations for online coaching.	X				
MMD MT develops online coaching toolkit to deliver to CST's.	X				
Online coaching toolkit is disseminated to CST's.	X				
Online coaching is monitored for fidelity to the process.		X	X	X	X
<i>Activity 3.8 Develop a webinar series to address coaches' need for professional development.</i>					
Benchmarks	Y1	Y2	Y3	Y4	Y5
Develop content on project goals needs as identified needs in self-assessments.	X	X	X	X	
RPDC's receive PD in webinar format on all materials, content, implementation expectations, and teacher learning.	X	X	X	X	X

Figure 4: SSIP SPDG Theory of Change



Missouri State Personnel Development Grant (SPDG) Evaluation Plan

Data Source Details:

- DR=Document Review (HQPD training and coaching checklists, practice profiles, consultant logs);
- SI=Systems Interview (includes management team and RPDC consultants);
- OAT=Common Formative Assessments and/or Online Learning Package Assessment;
- Data=Extant State Data;
- EoES=End of Event Survey;
- CWIS=Collaborative Work Implementation Survey;
- CTS=Coaching Team Survey;

Case Methods:

- SSI=School Staff Interview;
- SS=School Records;
- DO=Direct Observation-Classroom;

Evaluation Question	Data Sources/Methods	Analysis Method	Timeline
Formative			
1. Impact Level: Coaching Teams			
F.1: To what extent do program activities (for example, in person training and coaching sessions, online learning packages, OJIT, and	DR: review of google analytics (or other web based reporting tool) to determine access to online learning packages, review of training/coaching	DR: Content analysis EoES: Mixed Methods	DR: Quarterly and as needed

Evaluation Question	Data Sources/Methods	Analysis Method	Timeline
coach training events) include evidence-based PD practices to support the attainment of identified competencies [SPDG Program Measure #1]?	<p>agendas/consultant logs/HQPD observation checklists</p> <p>EoES: End of Event survey items that address how participants report the inclusion of evidence-based PD practices</p> <p>OAT: Online Learning Package Assessment items that address how participants report inclusion of evidence-based PD practices (online/OJIT related: need to develop if necessary)</p> <p>CTS: Coaching Team Survey</p>	<p>OAT: Quantitative Analysis</p> <p>CTS: Mixed Methods</p>	<p>EoES: Immediately following event</p> <p>OAT: At end of Learning Module</p> <p>CTS: Biannually and as needed</p>
F.2: To what extent are coaching team members delivering program content with fidelity [SPDG Program Measure #1]?	<p>DR: HQPD observation checklists</p> <p>EoES: End of Event survey items that address the adherence to stated objectives</p> <p>SSI: School staff interviews (for verification)</p> <p>CTS: Coaching Team Survey</p>	<p>DR: Quantitative</p> <p>EoES: Mixed Methods</p> <p>SSI: Qualitative</p> <p>CTS: Mixed Methods</p>	<p>DR: Quarterly</p> <p>EoES: Immediately following event</p> <p>SSI: Mid-year</p> <p>CTS: Biannually and as needed</p>

Evaluation Question	Data Sources/Methods	Analysis Method	Timeline
2. Impact Level: Local Education Agencies			
F.3: To what extent are district leaders developing and sustaining systems and infrastructure to support the implementation with fidelity by its professionals of desired processes?	SSI: School staff interviews SS: School records CWIS: Collaborative Work Implementation Survey	SSI: Qualitative SS: Rubric/Checklist and qualitative CWIS: Quantitative	SSI: Mid-year SS: Mid-year CWIS: Late winter
3. Impact Level: School Personnel			
F.4: To what extent are school personnel increasing knowledge of desired processes and practices?	EoES: End of Event survey items that address how participants report change in knowledge and aspiration OAT: Online Learning Package Assessment, Common Formative Assessment Submission	EoES: Mixed methods OAT: Quantitative	EoES: Immediately following event OAT: At end of Learning Module, CFA: biannual retrieval and analysis
F.5: To what extent are school personnel increasing application of desired processes and practices with fidelity? (SPDG Program Measure #2)	SSI: School staff interviews SS: School records CWIS: Delivery to sample of effected school personnel DO: Direct observation of learning environments for verification	SSI: Qualitative SS: Rubric/Checklist and qualitative CWIS: Quantitative DO: Rubric/Checklist	SSI: Mid-year SS: Mid-year CWIS: Late winter DO: Fall/Spring

Evaluation Question	Data Sources/Methods	Analysis Method	Timeline
4. Impact Level: Students			
F.6: In what ways does student learning look different now as compared to before engagement as a Missouri Model District?	SSI: School staff interviews SS: School records DO: Direct observation of learning environments for verification Data: Non-achievement data from state systems OAT: Common Formative Assessment Submission	SSI: Qualitative SS: Rubric/Checklist and qualitative DO: Rubric/Checklist Data: Quantitative OAT: Quantitative	SSI: Late-year SS: Late-year DO: Fall/Spring Data: Summer OAT: Biannual retrieval and analysis
5. Impact Level: System			
F.7: To what extent do administrators and coaches clearly communicate project activity, successful strategies, and future needs through the state and project system? Does communication and activity align with RPDC vision and infrastructure?	SI: Systems interviews (including RPDC staff) SSI: School staff interviews CTS: Coaching Team Survey	SI: Qualitative analysis SSI: Qualitative CTS: Mixed Methods	SI: Rolling SSI: Mid-year CTS: Biannually and as needed
F.8: To what extent are program managers, coaches, and district	SI: Systems interviews	SI: Qualitative analysis	SI: Rolling

Evaluation Question	Data Sources/Methods	Analysis Method	Timeline
administrators increasing their capacity to complete their work effectively? [SSIP Infrastructure Measure]			
Summative			
3. Impact Level: School Personnel			
S.1: Did school personnel change their mindset about desired processes and practices?	SSI: School staff interviews SS: School records CWIS: Additional items appended every two years investigating mindset	SSI: Qualitative SS: Rubric/Checklist and qualitative CWIS: Quantitative	SSI: Late-year SS: Late-year CWIS: Late winter, in years 1, 3, and 5 of project
4. Impact Level: Students			
S.2: What has been the impact of SPDG activities on improving achievement outcomes for students with disabilities in participating schools as compared to students with disabilities in non-participating schools? [SIMR]	SSI: School staff interviews Data: Achievement	SSI: Qualitative Data: Quantitative	SSI: Late-year Data: Fall

Evaluation Question	Data Sources/Methods	Analysis Method	Timeline
S.3: What has been the impact of SPDG activities on improving achievement outcomes for ALL students in participating schools as compared to ALL students in non-participating schools?	SSI: School staff interviews Data: Achievement	SSI: Qualitative Data: Quantitative	SSI: Late-year Data: Fall
5. Impact Level: System			
S.4: What was the effectiveness of the program system (for example, in person training and coaching sessions, online learning packages, OJIT, and coach training events) in supporting district teams and classroom implementation? How were barriers identified and addressed? [SSIP Infrastructure Measure]	SI: Systems interviews SSI: School staff interviews CTS: Coaching Team Survey	SI: Qualitative SSI: Qualitative CTS: Mixed Methods	SI: Rolling SSI: Late-year CTS: Biannually and as needed
S.5: Were MO SPDG funds used to support follow-up activities designed to sustain the use of SPDG supported practices? [SPDG Program Measure #3]	DR: Review of project reports, meeting minutes, project workplans, project budget reports	DR: Content analysis	DR: Quarterly

Annual Work-plan Calendar:

September-November

DR: Document review, Data: Achievement data from state systems, SS: School records, DO: Direct observation

December-February

DR: Document review, OAT: Common Formative Assessment, CTS: Coaching Team Survey, SSI: School staff interviews

March-May

DR: Document review, CWIS: Collaborative Work Implementation Survey, SSI: School staff interviews, DO: Direct observation

June-August

DR: Document review, OAT: Common Formative Assessment, Data: Non-achievement data from state systems, CTS: Coaching Team Survey, SS: School records

Note: SI: Systems interviews occur on a rolling schedule, OAT: Online Learning Package Assessment results in real time, EoES: End of Event survey immediately following selected events

Figure 5: Collaborative Work Implementation Survey (CWIS)

Focus on Student Learning

Please use the frequency scale to respond to each prompt representing your perception of your building, classroom, and students.

	Always	Most of the time	About half the time	Sometimes	Never
The students in my classroom, including students with disabilities, write/state learning targets using "I can" or "I know" statements.	<input type="radio"/>				
The students in my classroom, including students with disabilities, assess their progress by using evidence of student work (rubrics or portfolios).	<input type="radio"/>				
The students in my classroom, including students with disabilities, identify what they should do next in their learning based on self-assessment of their progress.	<input type="radio"/>				
Students in my classroom, including students with disabilities, receive feedback on their progress toward their learning targets.	<input type="radio"/>				
Student-to-student feedback, focused on improving learning, occurs during instruction.	<input type="radio"/>				
Students in my classroom state the success criteria for achieving their learning target.	<input type="radio"/>				
The instruction of teachers in my building intentionally addresses the state standards for my grade/subject.	<input type="radio"/>				
I use common formative assessments aligned to the Missouri Learning Standards.	<input type="radio"/>				
All students in my classroom participate in common formative assessments, including students with disabilities.	<input type="radio"/>				
Each student reviews his/her results of common formative assessments with a teacher.	<input type="radio"/>				
I use the results from common formative assessment to plan for re-teaching and/or future instruction.	<input type="radio"/>				

Collaborative, Data-Driven Culture

I am a member of a grade level, grade span, or content team.

- Yes
- No

Condition: No Is Selected. Skip To: Please use the frequency scale to res....

Please use the frequency scale to respond to each prompt representing your perception of your building, classroom, and collaborative teams.

	Always	Most of the time	About half the time	Sometimes	Never
My team reviews data at meetings.	<input type="radio"/>				
Members of the team demonstrate positive, solution-oriented interactions.	<input type="radio"/>				
My team uses effective teaming practices such as providing agendas, establishing roles, seeking consensus and documenting minutes.	<input type="radio"/>				

Please use the frequency scale to respond to each prompt representing your perception of your building, classroom, and students.

	Always	Most of the time	About half the time	Sometimes	Never
Using data, instructional staff collaborate to determine which effective practice(s) will maximize the positive learning outcomes for all students, including students with disabilities.	<input type="radio"/>				
Visual representations of individual student, classroom, and building data are used for tracking growth and making decisions.	<input type="radio"/>				

Support and Guidance

Please use the agreement scale to respond to each prompt representing your perception of your building, classroom, and administrators.

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Building leader(s) effectively manage initiatives and expectations placing a focus on improving educational practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building leadership supports the opportunity for teacher-to-teacher observation and feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My building administrator(s) show(s) they are committed to implementing a core set of effective instructional practices in building classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The building leader(s) actively problem-solve(s) with my team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in professional development where I learn to improve my instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive coaching to facilitate my implementation of evidence-based instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in professional development where I learn how to monitor student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive feedback about my classroom instruction from other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recent Change

As you think about your progress this year in implementing the foundations of Collaborative Work, how do you think your current status compares to that of last year (2015-2016 school year)? Please consider what you see and experience related to common formative assessments, effective teaching and learning practices, collaborative data teams, and data-based decision making, in your classroom and with your students. Please mark your answer by dragging your slider bar towards the right to indicate the amount of progress that you have made. Please leave the indicator at 0 if you were not a staff member at your school last year.

_____ Common Formative Assessment

_____ Effective Instructional Practices

_____ Collaborative Data Teaming

_____ Data-Based Decision Making

About You

What is the school district in which you are employed? (please start by typing in first few letters of district and then select from list)

Which school are you from? (please start by typing in first few letters of school and then select from list)

What is your role?

- Teacher
- Special Educator
- Building Administrator
- District Administrator
- Literacy Coach
- Instructional Coach
- School Psychologist
- Other

How many years have you worked at this district?

Before You Go

Is there anything that you want to share with us that you wish that we would have asked you about on this survey?

Is there anything else you would like to tell us about your engagement with the Collaborative Work project, or about this survey?

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator - Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.



Farmington R-VII School District

PO Box 570 • 1022 Ste. Genevieve Avenue • Farmington, MO 63640
Phone: (573) 701-1300 • Fax: (573) 701-1309 • Website: www.fsdknights.com

Superintendent: Mr. Matthew R. Ruble

April 3, 2017

Dear Mrs. Henry,

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
- Increased levels of appropriate social/behavioral performance, and
- Improved college and career readiness.

I am pleased to see that the following SPDG goal and its accompanying objectives are aligned to the Missouri Learning Standards, the Missouri Teacher and Leader Standards and the Missouri Top 10 X 20 plan:

Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation and evaluation of a district-level system with the integration of effective academic and behavioral practices.

Objective 1: Alignment of a state system of support that is strategic, efficient, relevant, and effective.

Objective 2: Advance and sustain effective educational practices through the development of a district-level approach to implementation model.

Objective 3: Increase the use of technologies to support implementation of professional development and use of data for effective, teaching and learning decision-making

The implementation of the grant activities through the SPDG are also enhanced as they will be instrumental in informing the design of the Department's accountability system, MSIP6, to incorporate effectiveness measures.

As the Superintendent of a school district in Missouri that is dedicated to improving the educational outcomes for all students, including students with disabilities, I recognize the importance that high quality, on-going professional development plays in improving and maintaining teacher and leader effectiveness. Our district has committed to participating with the Statewide System of Support (SSOS) in implementing a targeted set of activities to (1) improve teaching and learning practices in the classroom, (2) improve the use of data for making instructional decisions in the district, buildings and classrooms, (3) develop and implement formative assessments so that students' progress can be frequently monitored and necessary adjustments to instruction made, and (4) development of collaborative data teams. As a partner district that is committed to implementing activities consistent with the goals of this SPDG, I am submitting this letter of support to the Department of Elementary & Secondary Education this grant. I heartily endorse the goals of this SPDG application and hope you are

Board of Education

*Jeff Lawson – President • Kerry Noble – Vice President • Joan Sullivan – Treasurer • Anna Noble – Secretary
Amanda Farrell – Member • Angela Hahn – Member • Howard Hoehn – Member • Dolores Howard – Member*

successful in receiving the grant. We look forward to working in partnership with the Department in this endeavor.

A handwritten signature in black ink that reads "Matthew R. Ruble". The signature is written in a cursive style with a large, prominent initial 'M'.

Matthew Ruble
Superintendent

March 31, 2017

Mrs. Ginger Henry
Office of Special Education
Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102

Dear Mrs. Henry,

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
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As a partner district that is committed to implementing activities consistent with the goals of this SPDG, I am submitting this letter of support to the Department of Elementary & Secondary Education this grant. I heartily endorse the goals of this SPDG application and hope you are successful in receiving the grant. We look forward to working in partnership with the Department in this endeavor.

Sincerely,

A handwritten signature in black ink that reads "Ryan Livingston" followed by the date "3-31-17". The signature is written in a cursive style.

Ryan Livingston, Superintendent
Linn County R-I School District

Scott Dill
Superintendent
scottdill@pb.k12.mo.us
www.poplarbluffschoools.net



1110 N Westwood Blvd
Poplar Bluff MO 63901
phone (573) 785-7751
fax (573) 785-0336

Thursday, April 6, 2017

Dear Mrs. Henry,

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
- Increased levels of appropriate social/behavioral performance, and
- Improved college and career readiness.
-

I am pleased to see that the following SPDG goal and its accompanying objectives are aligned to the Missouri Learning Standards, the Missouri Teacher and Leader Standards and the Missouri Top 10 X 20 plan:

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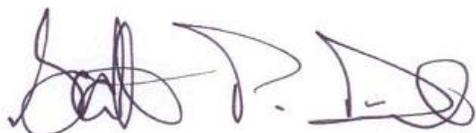
Scott Dill
Superintendent
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classrooms, (3) develop and implement formative assessments so that students' progress can be frequently monitored and necessary adjustments to instruction made, and (4) development of collaborative data teams.

As a partner district that is committed to implementing activities consistent with the goals of this SPDG, I am submitting this letter of support to the Department of Elementary & Secondary Education this grant. I heartily endorse the goals of this SPDG application and hope you are successful in receiving the grant. We look forward to working in partnership with the Department in this endeavor.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read 'Scott P. Dill', with a stylized flourish at the end.

Scott P. Dill
Superintendent of Schools
Poplar Bluff R-1 School District



March 31, 2017

Dear Ms. Henry,

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
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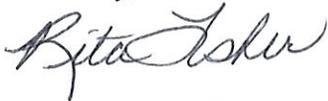
The implementation of the grant activities through the SPDG are also enhanced as they will be instrumental in informing the design of the Department's accountability system, MSIP6, to incorporate effectiveness measures.

As the Director of the (RPDC), the regional component of Missouri's Statewide System of Support (SSOS), I recognize the importance that high quality, on-going professional

development plays in improving and maintaining teacher/leader effectiveness. As the representative of the entity predominantly responsible for the provision of PD opportunities to the Local Education Agencies in our region, I am submitting this letter of support/partnership with the Department of Elementary & Secondary Education to achieve the goals of this SPDG.

I heartily endorse the goals of this SPDG application and hope you are successful in receiving the grant. I look forward to working in partnership with the Office of Special Education in this endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Rita Fisher".

Rita Fisher, Ed.D
Director

March 31, 2017

Dear Ms. Henry,

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
- Increased levels of appropriate social/behavioral performance, and
- Improved college and career readiness.

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Objective 2: Advance and sustain effective educational practices through the development of a district-level approach to implementation model.

Objective 3: Increase the use of technologies to support implementation of professional development and use of data for effective, teaching and learning decision-making

The implementation of the grant activities through the SPDG are also enhanced as they will be instrumental in informing the design of the Department's accountability system, MSIP6, to incorporate effectiveness measures.

As the Director of the Hook Center RPDC, the regional component of Missouri's Statewide System of Support (SSOS), I recognize the importance that high quality, on-going professional development plays in improving and maintaining teacher/leader effectiveness. As the representative of the entity predominantly responsible for the provision of PD opportunities to the Local Education Agencies in our region, I am submitting this letter of support/partnership with the Department of Elementary & Secondary Education to achieve the goals of this SPDG.

I heartily endorse the goals of this SPDG application and hope you are successful in receiving the grant. I look forward to working in partnership with the Office of Special Education in this endeavor.

Sincerely,



Ginny Vandelight, Director
Region 2 RPDC
The Hook Center for Educational Renewal

March 31, 2017

Dear Ms. Henry,

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

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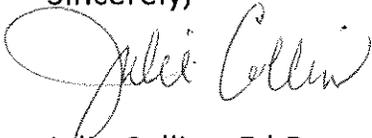
Objective 3: Increase the use of technologies to support implementation of professional development and use of data for effective, teaching and learning decision-making

The implementation of the grant activities through the SPDG are also enhanced as they will be instrumental in informing the design of the Department's accountability system, MSIP6, to incorporate effectiveness measures.

As the Director of the Kansas City Regional Professional Development Center, sponsored by the University of Missouri-Kansas City, a regional component of Missouri's Statewide System of Support (SSOS), I recognize the importance that high quality, on-going professional development plays in improving and maintaining teacher/leader effectiveness. As the representative of the entity predominantly responsible for the provision of PD opportunities to the Local Education Agencies in our region, I am submitting this letter of support/partnership with the Department of Elementary & Secondary Education to achieve the goals of this SPDG.

I heartily endorse the goals of this SPDG application and hope you are successful in receiving the grant. I look forward to working in partnership with the Office of Special Education in this endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Julie Collins". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

Julie Collins, Ed.D.

Director—UMKC Regional Professional Development Center

**Northwest Missouri Regional Professional Development Center**

Located on the campus of Northwest Missouri State University
800 University Drive
Maryville, MO 64468-6001

Phone: 800-663-3348 or 660-562-1995 Fax: 660-562-1890

Dear Ms. Henry,

I am pleased to support the goals of Missouri's SPDG application.

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Development Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
- Increased levels of appropriate social/behavioral performance, and
- Improved college and career readiness.

The implementation of the grant activities through the SPDG are also enhanced as they will be instrumental in informing the design of the Department's accountability system, MSIP6, to incorporate effectiveness measures.

As the Director of the (RPDC), the regional component of Missouri's Statewide System of Support (SSOS), I recognize the importance that high quality, on-going professional development plays in improving and maintaining teacher/leader effectiveness. As the representative of the entity predominantly responsible for the provision of PD opportunities to the Local Education Agencies in our region, I am submitting this letter of support/partnership with the Department of Elementary & Secondary Education to achieve the goals of this SPDG.

I hope you are successful in receiving the grant as it will ensure our rural schools receive high quality support. I look forward to working in partnership with the Office of Special Education in this endeavor.

Sincerely,

Beccy Baldwin, Director

Northwest Regional Professional Development Center



SOUTH-CENTRAL REGIONAL PROFESSIONAL DEVELOPMENT CENTER
Missouri University of Science and Technology

Dr. Mary Ann Burns, Director
800 University Drive
Rolla, MO 65409
(573) 341-6472
Fax (573) 341-6577
<http://rpdc.mst.edu>
burnsma@mst.edu

April 6, 2017

Dear Ms. Henry,

It is my understanding that the Missouri Department of Elementary & Secondary Education (MO DESE), Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that the activities of the SPDG will have a positive impact on student progress and will improve academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
- Increased levels of appropriate social/behavioral performance, and
- Improved college and career readiness.

I am pleased that the SPDG goal listed here and its accompanying objectives are aligned to the Missouri Learning Standards, the Missouri Teacher and Leader Standards and the Missouri Top 10 X 20 plan:

Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation and evaluation of a district-level system with the integration of effective academic and behavioral practices.

Objective 1: Alignment of a state system of support that is strategic, efficient, relevant, and effective.

Objective 2: Advance and sustain effective educational practices through the development of a district-level approach to implementation model.

Objective 3: Increase the use of technologies to support implementation of professional development and use of data for effective, teaching and learning decision-making

I am also pleased that the grant activities of the SPDG will be instrumental in informing the design of the MO DESE's accountability system, the Missouri School Improvement Program – 6th edition (MSIP 6) by incorporating effectiveness measures.

As the Director of the South Central Regional Professional Development Center, (SC RPDC) the regional component of Missouri's Statewide System of Support (SSOS), I recognize the importance of high quality, on-going professional development in improving and maintaining teacher/leader effectiveness. Additionally, as the Director, I am primarily responsible for ensuring the professional development opportunities provided to the Local Education Agencies (LEAs) in our region meet the standards for high-quality professional learning. With that assurance and with the conviction that the goal and objectives of this SPDG will be realized, please accept this letter of support to partner with the Missouri Department of Elementary & Secondary Education to reach the goal/objectives/activities of this grant.

I wholeheartedly endorse the goals of this SPDG application. On behalf of the SC RPDC, I hope you are successful in receiving the grant. We look forward to working in partnership with the Office of Special Education in this work.

Sincerely,

A handwritten signature in cursive script that reads "Mary Ann Burns".

Dr. Mary Ann Burns, Director

South Central Regional Professional Development Center
Missouri University of Science and Technology
573-341-6472 (direct line)
800-667-0665

Dear Ms. Henry,

April 5, 2017

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
- Increased levels of appropriate social/behavioral performance, and
- Improved college and career readiness.

I am pleased to see that the following SPDG goal and its accompanying objectives are aligned to the Missouri Learning Standards, the Missouri Teacher and Leader Standards and the Missouri Top 10 X 20 plan:

Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation and evaluation of a district-level system with the integration of effective academic and behavioral practices.

Objective 1: Alignment of a state system of support that is strategic, efficient, relevant, and effective.

Objective 2: Advance and sustain effective educational practices through the development of a district-level approach to implementation model.

Objective 3: Increase the use of technologies to support implementation of professional development and use of data for effective, teaching and learning decision-making

The implementation of the grant activities through the SPDG are also enhanced as they will be instrumental in informing the design of the Department's accountability system, MSIP6, to incorporate effectiveness measures.

As the Director of the Agency for Teaching, Leading, and Learning, the regional component of Missouri's Statewide System of Support (SSOS), I recognize the importance that high quality, on-going professional development plays in improving and maintaining teacher/leader effectiveness. As the representative of the entity predominantly responsible for the provision of PD opportunities to the Local Education Agencies in our region, I am submitting this letter of

support/partnership with the Department of Elementary & Secondary Education to achieve the goals of this SPDG.

I heartily endorse the goals of this SPDG application and hope you are successful in receiving the grant. I look forward to working in partnership with the Office of Special Education in this endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Russ Brock".

Russ Brock, Ed.D

Coordinator of Programs, Agency for Teaching, Leading, and Learning
Missouri State University
901 South National Ave.
Springfield, MO 65897



Dear Ms. Henry,

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Development Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
- Increased levels of appropriate social/behavioral performance, and
- Improved college and career readiness.

I am pleased to see that the following SPDG goal and its accompanying objectives are aligned to the Missouri Learning Standards, the Missouri Teacher and Leader Standards and the Missouri Top 10 X 20 plan:

Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation and evaluation of a district-level system with the integration of effective academic and behavioral practices.

Objective 1: Alignment of a state system of support that is strategic, efficient, relevant, and effective.

Objective 2: Advance and sustain effective educational practices through the development of a district-level approach to implementation model.

Objective 3: Increase the use of technologies to support implementation of professional development and use of data for effective, teaching and learning decision-making

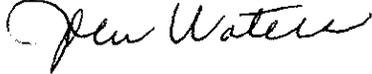
The implementation of the grant activities through the SPDG are also enhanced as they will be instrumental in informing the design of the Department's accountability system, MSIP6, to incorporate effectiveness measures.

As the Director of the St. Louis Regional Development Center, the regional component of Missouri's Statewide System of Support (SSOS), I recognize the importance that high quality, on-going professional development plays in improving and maintaining teacher/leader effectiveness. As the representative of the entity predominantly responsible for the provision of PD opportunities to the Local Education Agencies in our region, I am submitting this letter of

support/partnership with the Department of Elementary & Secondary Education to achieve the goals of this SPDG.

I heartily endorse the goals of this SPDG application and hope you are successful in receiving the grant. I look forward to working in partnership with the Office of Special Education in this endeavor.

Sincerely,



John Waters

Director of the St. Louis RPDC

jwaters@edplus



March 30, 2017

Dear Ms. Henry,

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
- Increased levels of appropriate social/behavioral performance, and
- Improved college and career readiness.

I am pleased to see that the following SPDG goal and its accompanying objectives are aligned to the Missouri Learning Standards, the Missouri Teacher and Leader Standards and the Missouri Top 10 X 20 plan:

Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation and evaluation of a district-level system with the integration of effective academic and behavioral practices.

Objective 1: Alignment of a state system of support that is strategic, efficient, relevant, and effective.

Objective 2: Advance and sustain effective educational practices through the development of a district-level approach to implementation model.

Objective 3: Increase the use of technologies to support implementation of professional development and use of data for effective, teaching and learning decision-making

The implementation of the grant activities through the SPDG are also enhanced as they will be instrumental in informing the design of the Department's accountability system, MSIP6, to incorporate effectiveness measures.

As the Director of the (RPDC), the regional component of Missouri's Statewide System of Support (SSOS), I recognize the importance that high quality, on-going professional development plays in improving and maintaining teacher/leader effectiveness. As the representative of the entity predominantly responsible for the provision of PD opportunities to the Local Education Agencies in our region, I am submitting this letter of support/partnership with the Department of Elementary & Secondary Education to achieve the goals of this SPDG.

I heartily endorse the goals of this SPDG application and hope you are successful in receiving the grant. I look forward to working in partnership with the Office of Special Education in this endeavor.

Sincerely,



Julie Blaine

Director-Central Regional Professional Development Center

March 31, 2017

Ginger Henry
Director, Effective Practices
Department of Elementary & Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Ms. Henry,

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address two goals and related objectives. We also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
- Increased levels of appropriate social/behavioral performance, and
- Improved college and career readiness.

We support the premise that the following SPDG goal and its accompanying objectives are aligned to the Missouri Learning Standards, the Missouri Teacher and Leader Standards and the Missouri Top 10 X 20 plan. Implementation of the activities carried out through the SPDG will also be instrumental in informing the design of MSIP6 . The goal and related objectives for the 2017 Missouri SPDG are:

Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation and evaluation of a district-level system with the integration of effective academic and behavioral practices.

Objective 1: Alignment of a state system of support that is strategic, efficient, relevant, and effective.

Objective 2: Advance and sustain effective educational practices through the development of a district-level approach to implementation model.

Objective 3: Increase the use of technologies to support implementation of professional development and use of data for effective, teaching and learning decision-making

As the Assistant Commissioner for the Office of Adult Learning and Rehabilitation Services at the Missouri Department of Elementary and Secondary Education, I can attest to the fact that our Office and the Department as a whole is dedicated to ensuring that all teachers and school leaders are prepared to provide the best educational experience possible to Missouri students, including students with disabilities, so that they may have a smooth transition from school to postsecondary education, training and employment. My Office and the Department as a whole recognizes the importance that high quality, on-going professional development plays in improving and maintaining teacher and leader effectiveness. As the Assistant Commissioner of the Office responsible for vocational rehabilitation services, I am submitting this letter of support/partnership with the Office of Special Education to achieve the goals of this SPDG. As part of that partnership our office commits to the following:

1. Collaborating with the SPDG leadership team and SPDG PD planning committee(s) to facilitate alignment and implementation of the principles/goals of the SPDG with work that is occurring in the Office of Adult Learning and Rehabilitation Services,
2. Incorporating the principles of high quality professional development into all of our Office's PD activities, and;
3. Participating in the evaluation activities of the Missouri SPDG.

I heartily endorse the goals of this SPDG application and hope you are successful in receiving the grant. My Office looks forward to working in partnership with the Office of Special Education in this endeavor.

Sincerely,



C. Jeanne Loyd, Ed. D.
Assistant Commissioner

April 3, 2017

Ginger Henry, Director
Effective Practices
Office of Special Education
205 Jefferson Street
City, State Zip

Dear Mrs. Henry,

It is my understanding that the Missouri Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
- Increased levels of appropriate social/behavioral performance, and
- Improved college and career readiness.

I am pleased to see that the following SPDG goal and its accompanying objectives are aligned to the Missouri Learning Standards, the Missouri Teacher and Leader Standards and the Missouri Top 10 by 20 plan:

- Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation and evaluation of a district-level system with the integration of effective academic and behavioral practices.
 - Objective 1: Alignment of a state system of support that is strategic, efficient, relevant, and effective.
 - Objective 2: Advance and sustain effective educational practices through the development of a district-level approach to implementation model.
 - Objective 3: Increase the use of technologies to support implementation of professional development and use of data for effective, teaching and learning decision-making

The implementation of the grant activities through the SPDG are also enhanced as they will be instrumental in informing the design of the Department's accountability system, MSIP 6, to incorporate effectiveness measures.

As the proposed activities in the SPDG will touch the work in each of the Offices in the Department and because it is critical that the work of the SPDG and the work in all Department Offices are aligned, I am pleased to commit to partner with you to achieve the goals of this SPDG.

Sincerely,

A handwritten signature in cursive script that reads "Jo Anne S. Ralston".

Jo Anne S. Ralston, Coordinator
Early Learning

April 3, 2017

Office of Special Education
Attn: Ginger Henry
PO Box 480
Jefferson City, MO 65102



RE: SPDG Letter of Support

Dear Ms. Henry,

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education. I also understand the SPDG activities will have an impact on student progress and achievement, which results in improved academic achievement and social-emotional performance for all students but especially students with disabilities, including improved access to the general curriculum and college/career readiness.

I also understand the SPDG goal and accompanying objectives are aligned to the Missouri Learning Standards, the Missouri Teacher and Leader Standards, and the Missouri Top 10 x 20 Plan to improve student achievement, increase the use of technology to support the implementation of professional development (PD), and the use of data for effective teaching and decision-making. The implementation of the SPDG activities will also be instrumental in informing the design and measurements in the DESE's accountability system, MSIP 6.

As the Part C Coordinator in Missouri, I am interested in ensuring the Part C and Part B of IDEA systems are aligned. I am especially interested in ensuring Part C trainings meets high quality standards and early intervention services are preparing infants/toddlers and their families for a smooth transition into the early childhood system at age three.

I am submitting this letter of partnership with Part B to achieve the goals of this SPDG. As part of that partnership, the Part C program commits to collaborating with the SPDG team to facilitate alignment and implementation of SPDG activities in the Part C program, incorporating the principles of high quality PD in our activities and participating in the evaluation activities of the Missouri SPDG, wherever appropriate.

I support the goals of this SPDG application and hope your office is successful in receiving the grant. The Part C program looks forward to working in partnership with the Part B in this endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Pam Thomas".

Pam Thomas
Part C Coordinator



College of Education
Department of Special Education
University of Missouri- Columbia

303 Townsend Hall
Columbia, MO 65211-2120
Phone (573) 882-3741
Fax (573) 884-0520

April 2, 2017

Dr. Stephen Barr
Assistant Commissioner for Special Education
Department of Elementary & Secondary Education
Jefferson City, MO 65102

Dear Dr. Barr,

The purpose of this letter is to give my strong support for the Division of Special Education's application for a State Personnel Development Grant (SPDG). This grant application will allow Missouri to expand and implement the priorities that are identified in the State Performance Plan including: a) improved student achievement; b) increased access to the general education curriculum; c) improved social/emotional behavior; and e) improved readiness for college and career among students with disabilities.

The Department of Special Education at the University of Missouri has a long history of partnering with the Division of Special Education in both informal and formal relationships such as our collaboration in the Missouri School-wide Positive Behavior Support initiative which provides state-wide professional development and on-going technical assistance. Should Missouri receive this State Personnel Development Grant, the *MU Center for School-wide Positive Behavior Support* will gladly continue our partnership with the Division of Special Education, and staff from the Regional Professional Development Centers (RPDCs), to engage in strategic areas including the following:

- Continue to work with the State, RPDCs, and other partners to insure implementation of evidence-based practices through our current multi-tiered system of support continuum and data-based decision making logic;
- Continue to expand our work within current partner LEAs to build district-wide capacity and sustainability of professional development and technical assistance efforts; and
- Expand the use of technology, such as our virtual on-line modules targeting effective classroom management and instruction practices, to continue to impact special educators throughout the state.

I hope you are successful in receiving the SPDG and look forward to continuing our partnership with the Division of Special Education. If I can provide any additional support for you application do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tim Lewis'.

Tim Lewis, Ph.D.
Professor of Special Education
Co-Director, OSEP Center for PBIS <pbis.org>
Director, MU Center for School-wide PBS <pbissmissouri.org>



7421 Mexico Rd., Suite 200
St. Peters, MO. 63376
April 3, 2017

Ginger Henry, Director
Missouri Dept. of Elementary and Secondary Education
Effective Practices/Office of Special Education
P.O. Box 480
Jefferson City, MO 65102

On the behalf of Missouri Parents Act, it is our understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. We also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic and social/behavioral performance for all students, but especially students with disabilities, including:

- * Improved student achievement on academic measures,
- * Improved access to the general curriculum,
- * Increased levels of appropriate social/behavioral, and
- * Improved college and career readiness.

I am pleased to see that the following SPDG goal and its accompanying objectives are aligned to the Missouri Learning Standards, the Missouri Teacher and Leader Standards and the Missouri Top 10 X 20 plan:

Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation and evaluation of a district-level system with the integration of effective academic and behavioral practices.

Objective 1: Alignment of a state system of support that is strategic, efficient, relevant, and effective.

Objective 2: Advance and sustain effective educational practices through the development of a district-level approach to implementation model.

"Empowering families to advocate for themselves so that children with special education needs can reach their full potential in education and life - through support, training and education."



Objective 3: Increase the use of technologies to support implementation of professional development and use of data for effective, teaching and learning decision-making

The implementation of the grant activities through the SPDG are also enhanced as they will be instrumental in informing the design of the Department's accountability system, MSIP6, to incorporate effectiveness measures.

As an organization that is dedicated to improving the educational outcomes for students with disabilities in the state of Missouri we recognize the importance that high quality, on-going professional development plays in improving and maintaining teacher effectiveness. As an organization that provides PD opportunities to parents of students with disabilities throughout the state, we are submitting this letter of support/partnership with the Department of Elementary & Secondary Education to achieve the goals of this SPDG. As part of that partnership our organization commits to working with the Department of Elementary & Secondary Education to develop and provide professional development and resources for our staff and constituency regarding the following topics:

- * Missouri Learning Standards
- * The Missouri Teacher/Leader Evaluation System
- * Effective Instructional Practices
- * Student Progress Monitoring

We heartily endorse the goals of this SPDG application and hope you are successful in receiving the grant. We look forward to working in partnership with the Office of Special Education in this endeavor.

Sincerely,

A handwritten signature in black ink, appearing to read "Debby Loveall-Stewart". The signature is fluid and cursive, with a long horizontal flourish at the end.

Debby Loveall-Stewart
Interim Executive Director

"Empowering families to advocate for themselves so that children with special education needs can reach their full potential in education and life - through support, training and education."



Dear Mrs. Henry,

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
- Increased levels of appropriate social/behavioral performance, and
- Improved college and career readiness.

I am pleased to see that the following SPDG goal and its accompanying objectives are aligned to the Missouri Learning Standards, the Missouri Teacher and Leader Standards and the Missouri Top 10 X 20 plan:

Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation and evaluation of a district-level system with the integration of effective academic and behavioral practices.

Objective 1: Alignment of a state system of support that is strategic, efficient, relevant, and effective.

Objective 2: Advance and sustain effective educational practices through the development of a district-level approach to implementation model.

Objective 3: Increase the use of technologies to support implementation of professional development and use of data for effective, teaching and learning decision-making

The implementation of the grant activities through the SPDG are also enhanced as they will be instrumental in informing the design of the Department's accountability system, MSIP6, to incorporate effectiveness measures.

As the Terra Luna Collaborative is an organization that is dedicated to the evaluation of the State Education Agency on services and outcomes for students

with disabilities, including the current SPDG, we would like to express our support for this SPDG grant which we believe will provide high quality, on-going professional development to Local Education Agency staff in order for them to improve and maintain instructional effectiveness with the ultimate goal of improving outcomes for students with disabilities.

Sincerely,

A handwritten signature in black ink, appearing to read "Aaron O'Neil". The signature is written in a cursive style with a large initial "A" and "O".

Project Lead and Board Member
TerraLuna Collaborative



Institute for Human Development

*A University Center for Excellence in Developmental Disabilities
(UCEDD)*

April 10, 2017

Ginger Henry, Director of Effective Practices
Office of Special Education
Missouri Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102

Dear Mrs. Henry,

It is my understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address one goal and related objectives. I also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved academic achievement and social/behavioral performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
- Increased levels of appropriate social/behavioral performance, and
- Improved college and career readiness.

UMKC-Institute for Human Development has had a longstanding partnership with the DESE and are pleased and honored to continue this partnership. We support the direction and focus for this SPDG grant, which we believe will provide high quality, on-going professional development to Local Education Agency staff in order for them to improve and maintain instructional effectiveness with the ultimate goal of improving outcomes for students with disabilities. When funded, we agree to continue our partnership in providing research, development and implementation support for improving the effectiveness of professional development to Missouri teachers.

Sincerely,

A handwritten signature in black ink that reads 'Ronda Jensen' in a cursive script.

Ronda Jensen, PhD
Associate Research Professor
Associate Director, UMKC Institute for Human Development



Dear Mrs. Henry,

The purpose of this letter is to give my support for the Division of Special Education's application for a State Personnel Development Grant (SPDG). This grant application will allow Missouri to expand and implement the priorities that are identified in the State Performance Plan including: a) improved student achievement; b) increased access to the general education curriculum; c) improved social/emotional behavior; and e) improved readiness for college and career among students with disabilities.

I, as the Director of Missouri Schoolwide Positive Behavior Support (SW-PBS), have a long history of partnering with the Division of Special Education in both informal and formal relationships through our collaboration in the Statewide System of Support (SSOS). MO SW-PBS provides state-wide professional development and on-going technical assistance for multi-tiered social-behavioral interventions. Should Missouri receive this State Personnel Development Grant, the staff from the Missouri Schoolwide Positive Behavior Support initiative will engage in strategic areas including the following:

- Continue to work with the State, RPDCs, and other partners to insure implementation of evidence-based practices through our current multi-tiered system of support continuum and data-based decision making logic;
- Include a member of the SPDG leadership team on our PD planning committee(s) to facilitate alignment and implementation of the principles/goals of the SPDG;
- Continue to expand our work within current partner LEAs to build district-wide capacity and sustainability of professional development and technical assistance efforts; and
- Expand the use of technology, such as our virtual on-line modules targeting effective classroom management and instruction practices, to continue to impact special educators throughout the state;
- Evaluate the impact of our PD activities and providing the results of that evaluation to the Office of Special Education, and;
- Participate in the evaluation activities of the Missouri SPDG.

I heartily endorse the goals of this SPDG application. I hope you are successful in receiving the grant and look forward to continuing our work with the Division of Special Education.

A handwritten signature in blue ink that reads "Nanci W. Johnson".

Nanci W. Johnson, Ph.D.

Director Missouri Schoolwide Positive Behavior Support

MISSOURI SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT (MO SW-PBS)

303 Townsend Hall * Columbia, MO 65211
Phone (573) 882-1179 * Fax (573) 884-2917

<http://pbissmissouri.org>

Dear Mrs. Henry,

It is our understanding that the Department of Elementary & Secondary Education, Office of Special Education is applying for a State Personnel Develop Grant (SPDG) from the US Department of Education that is designed to address two goals and related objectives. We also understand that it is expected that the activities of the SPDG will have an impact on student progress and achievement which results in improved performance for all students, but especially students with disabilities, including:

- Improved student achievement on academic measures,
- Improved access to the general curriculum,
- Increased levels of appropriate social/behavioral performance, and
- Improved college and career readiness.

We support the premise that the following SPDG goal and its accompanying objectives are aligned to the Missouri Learning Standards, the Missouri Teacher and Leader Standards and the Missouri Top 10 X 20 plan. Implementation of the activities carried out through the SPDG will also be instrumental in informing the design of MSIP6 . The goal and related objectives for the 2017 Missouri SPDG are:

Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation and evaluation of a district-level system with the integration of effective academic and behavioral practices.

Objective 1: Alignment of a state system of support that is strategic, efficient, relevant, and effective.

Objective 2: Advance and sustain effective educational practices through the development of a district-level approach to implementation model.

Objective 3: Increase the use of technologies to support implementation of professional development and use of data for effective, teaching and learning decision-making.

As an institution of Higher Education in our state that provides both pre-service and post-graduate programs to Missouri educators, we heartily endorse the goals of this SPDG application and hope you are successful in receiving the grant. In addition, we look forward to working with you collaboratively and provide input into the implementation strategies that will be implemented as part of the SPDG.

Sincerely,

Shantel Farnan

Dr. Shantel Farnan
Coordinator of Special Education Programs
Assistant Professor
School of Education
Northwest Missouri State University



April 5, 2017

Ginger Henry
Director, Effective Practices Office of Special Education
Missouri Department of Elementary & Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Ms. Henry,

The purpose of this letter is express the Central Comprehensive Center's (C3's) support for the application of the Missouri Department of Elementary and Secondary Education (DESE), Office of Special Education, for a State Personnel Development Grant (SPDG) from the U.S. Department of Education. C3 is dedicated to providing technical assistance to state education agencies to improve support services and outcomes for all students.

C3 has worked closely with DESE staff members for over a decade providing technical assistance and looks forward to working with them in future. C3 understands the SPDG activities will have an impact on student progress and achievement, which will result in improved academic achievement and social/behavioral performance for all students, especially students with disabilities. Other results include improved student achievement on academic measures, improved access to the general curriculum, increased levels of appropriate social/behavioral performance, and improved college and career readiness.

C3 is pleased to see the SPDG goal and objectives are aligned to the Missouri Learning Standards, Missouri Teacher and Leader Standards, and the Missouri Top 10 X 20 plan. The implementation of the grant activities through the SPDG will also be enhanced and be instrumental in informing the design of DESE's accountability system, MSIP6, to incorporate effectiveness measures.

C3 would like to express its support for this SPDG grant which will provide high quality, on-going professional development to DESE staff members to improve and maintain their instructional effectiveness with the ultimate goal of improving outcomes for students with disabilities.

Sincerely,

A handwritten signature in cursive script that reads "Donna Castle Richardson".

Donna Castle Richardson, Ed.D.
Director of Central Comprehensive Center (C3)
University of Oklahoma Outreach
Cell phone: 405.570.6155 (preferred)
Office phone: 405.325.5485
Fax: 405.324.1824
drichardson@ou.edu

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Jason R. Altman

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Education

University of Minnesota: M.A.
Education Policy and Administration – Evaluation Studies

Hamline University: B.A.
Journalism

Qualification Highlights

Activist for social justice and social change through evaluation, especially in service to those whose programs target the absence of a free and just society for each individual regardless of gender, race, ethnicity, nation of origin, sexual orientation, class, or disability.

Skilled and experienced in program evaluation, including data collection, qualitative and quantitative data analysis, facilitation of stakeholder groups for inference drawing or reflective practice and report writing and technical assistance/professional development as well 21st century online applications and technology-based programs

Fifteen years of experience in the developmental, formative and summative evaluation of K-12 educational programming, including public school professional development efforts, adult learning programs designed by federal, state and local departments of education, volunteer programs, local and state technology initiatives, and analysis of policy and administration

A dynamic speaker, trainer, and presenter; skilled in employing innovation and humor to facilitate data informed decision making through evaluation to diverse stakeholders at all organizational levels

Accomplishments/Skills

Often published professional with more than 40 academic papers, reports, and journal articles and more than 80 academic presentations to his credit. He has a strong history working with mixed methods in educational evaluation, including the use of national data sets, state data sets, educator data, and student data, including achievement data, and federal reporting. External evaluator for education programs such as the Minnesota Humanities Center Educational Strategy in Omaha Public Schools, America Reads Mississippi and the SPDG grants in New York and Missouri. His work with federally funded projects has consisted of Part B and SSIP evaluation and capacity building. Tableau 8 Desktop Qualified Associate.

Experience

TerraLuna Collaborative: Board Member and Social Change Collaborator, 2014-current

- Collaborate as a member of TerraLuna Collaborative of evaluators to support successful implementation of programs through developmental and utilization-focused evaluation of K-12 education and other initiatives aimed at improving youth outcomes

- Share expertise in the collection of meaningful data through multiple methods including technology influenced methods such as online focus groups and ripple effect mapping
- Analyze quantitative and qualitative data using scientific strategies and dynamic programs such as R, Tableau, and Excel, and literature through the review of scholarly work in ERIC, Google Scholar and organization in Zotero.
- Lead data visualization and reporting efforts through the development of online dashboards, informal briefs, and formal reports

Discovery Education: Manager, Primary Evaluator – Analytics, Research & Evaluation, 2011-2014

- Evaluation, analysis, and data coaching empowered internal teams during three successive years of record revenue, implementation activity and growth in our professional learning community, the DEN, the largest such community in the nation
- Provided evaluation of technology implementation and professional development to state and local education agencies
- Developed research programs and directed teams in the inquiry of individual, school, district, state, and nation-wide user data and presented findings at education conferences throughout the country as well as through social media, blogging, and public video
- Coordinated development of data systems and supported a shift towards a data-informed culture across multiple company divisions

National Center On Educational Outcomes (NCEO): Research Coordinator, 2002-2011

- Led state and federal education agencies towards inclusive educational environments through research, publication, and presentation
- Managed strong working relationships between evaluation partners in prominent multi- state, institution, and organization consortia
- Contributed professional expertise and writing acumen towards the successful acquisition of federal education grant monies
- Promoted new technologies able to facilitate increased productivity and improved transparency across work systems

SUMMARY VITA

RECENT EVALUATION SUPPORT

Altman, J. R. & TerraLuna Collaborative (2016-current). *eXtension Issue Corps for Extension Services Partners*. Montgomery, AL

Altman, J. R. & TerraLuna Collaborative (2016-current). *Missouri Collaborative Work Personnel Development (SPDG) Project*, Jefferson City, MO

Altman, J. R. & TerraLuna Collaborative (2015-current). *America Reads Mississippi*. Jackson, MS

Altman, J. R., Hawes, M., & Tran, T. (2015-current). *St. Paul Public Schools Department of Indian Education*. St. Paul, MN

Altman, J. R. & TerraLuna Collaborative (2015). *Youthprise*. Minneapolis, MN

Murphy, N., Altman, J. R. (2015). *St. Paul Jewish Federation: Engage the next generation*. St. Paul, MN

Altman, J.R. (2015-current). *Developmental Evaluation of Online Multi-National Professional Learning Community*, Silver Spring, MA

Hawes, M., Russell, A. & Altman, J.R. (2015). *New York State Response to Intervention (RtI) Personnel Development (SPDG) Project*, Albany, NY

Murphy, N., Altman, J. R., Miller, K., Severns Guntzel, J., Anderson, K., & Amarteifio, G. (2014-current). *The Minnesota Humanities Center Educational Strategy Professional Development Initiative in Omaha Public Schools*. Omaha, NE

Altman, J.R. & Rougeux, L. (2014-current). *Thinc Purple Feet Program Developmental Evaluation*. Harrisburg VA

Altman, J.R. & Benson, J. (2014). *Future@Now Initiative Formative and Summative Evaluations*. Discovery Education

Altman, J.R. (2014). *Digital Learning Day: Evaluation of digital PD initiative*. National Harbor, MA

Altman, J.R. & Demian, J. (2014). *DEN Ambassador Program Spring Evaluation*. Discovery Education

Altman, J.R. & Dunigan, K. (2014). *DEN Star Access*. Discovery Education

Altman, J. R. & Murn, E. (2014). *Digital Learning in the Milwaukee Public Schools*. Discovery Education

Altman, J. R. Hicks, R. & Hopkins, L. (2014). *Miami-Dade Digital Learning Network*. Discovery Education

Altman, J. R. (2014). *Evaluation of Implementation of Online Statewide Interim Assessment*. Santa Fe, NM

Altman, J.R. & Hayes, S. (2014). *Investigation of the correlation between digital media use and student achievement*. Discovery Education

Altman, J. R. & Morrison, K.. (2014). *Digital Learning in the Charlotte-Mecklenburg Public Schools*. Discovery Education

Altman, J.R. & Demian, J. (2013). *DEN Ambassador Program Fall Evaluation*. Discovery Education

Altman, J.R. & Rougeux, L. (2013). *Lyncc Purple Feet Program Formative Evaluation*. Harrisburg VA

Altman, J.R. & Arroyo, C. (2013). *Fulton County Schools: iPad Initiative Evaluation*. Discovery Education

Altman, J.R. & Arroyo, C. (2013). *Rockford (IL) Public Schools: Digital Learning Initiative Evaluation*. Discovery Education

Altman, J.R. & Hayes, S. (2013). *Price Wwaterhouse-Cooper High School Business Challenge Evaluation*. Discovery Education

Altman, J.R. & Arroyo, C. (2013). *Eastern (Newfoundland, CA) Public Schools: Digital Learning Initiative Evaluation*. Discovery Education

PRESENTATIONS

21st Century Forum (Online/Webinar/YouTube)

Altman, J. R. (2014). *Microsoft Excel For Educators Series*. <http://linkyy.com/IOs>

Altman, J. R. (2014). *Discovery Education Assessment: Bringing Student Data to Life*. Cooperating School District. St. Louis, MO

Altman, J. R. (2013). *Discovery Education Assessment: Excitement Awaits In the New Progress Zone*. National Webinar Series. Discovery Education

Altman, J. R. (2013). *Discovery Education Assessment: Tracking Student Growth*. National Webinar Series. Discovery Education

Altman, J. R. (2013). *Back To School With Discovery Education Assessment*. National Webinar Series. Discovery Education

Altman, J. R. (2013). *Discovery Education Partnership Introduction and Administrator Training: Escambia County School District*. Discovery Education

Altman, J. R. (2012). *Implementing Inclusive Assessment & Student Evaluation Series: Support Student Learning and Inform Your Teaching with Practical Ideas from Professional Educators*. Discovery Education

Altman, J. R. (2012). *Getting Started with Discovery Education Assessment*. Discovery Education

Altman, J. R. (2012). *New Mexico Virtual Conference*. Streamed live from Artesia Public Schools, Artesia, NM. Discovery Education

Altman, J. R. (2012). *Discovery Education Fall Virtual Conference*. Streamed live from Santa Rosa Public Schools, Gulf Breeze, FL. Discovery Education

Altman, J. R. (2012). *Spring Into Assessment*. Discovery Education

Altman, J. R. (2012). *Thrive as a data-informed educator*. Discovery Education

International

Altman, J. R. (2016). *The relationship gap: the heart of the achievement gap*. Culturally Responsive Evaluation Association, Chicago, IL

Altman, J. R., & Quenemoen, M. (2009). *State Special Education Outcomes: Results of a 2009 Survey of States*. TASH Annual Conference, Pittsburgh, PA.

Altman, J. R., & Cormier, D. (2009). *Ensuring Meaningful Participation in Large-scale Assessments: Research on Accommodations for Students with Learning Disabilities from 2005-2008*. International Dyslexia Association Annual Conference, Orlando, FL

Cooney, G., & Altman, J. R. (2009). *Case Studies in Large Scale Technology-Assisted Oral Language Assessment*. ATP Annual Conference, Palm Springs, CA

Cook, L., Thurlow, M. L., Altman, J. R. (2009). *Developing and Validating Accessible Reading Assessments for Students with Disabilities*. ATP Annual Conference, Palm Springs, FL

Altman, J. R., & Thurlow, M. (2008). *2007 Survey of States: Activities, Changes, and Challenges for Special Education*. TASH Annual Conference, Nashville, TN.

Altman, J. R. (2008). *Emerging Transparency: Trends in the Public Reporting of State Assessment Data for Students with Disabilities (2001-02 through 2004-05)*. International Dyslexia Association Annual Conference, Seattle, WA

Thurlow, M. L., Cahalan-Laitusis, C. Johnstone, C. J., Cook, L., Moen, R., & Altman, J. R. (2008). *Designing and Developing Accessible Reading Assessments for Students With Disabilities: The NARAP Experience*. ATP Annual Conference, Dallas, TX

Altman, J. R. (2007). *Show what you know: Trends in the Large Scale Assessment of Students with Learning Disabilities*. International Dyslexia Association Annual Conference, Dallas, TX

Johnstone, C. J., & Altman, J. R. (2005). *2005 State special education outcomes: Steps forward in a decade of change*. TASH Annual Conference, Milwaukee, WI

National

Altman, J. R., Williams, P., Henry, G., Hawes, M. & Russell, A. (2016). *We Hired an Evaluator: Now What?* SPDG National Conference. Washington, DC

Altman, J. R. (2014). *Discovery Education Assessment and Excel: Bringing Student Data to Life*. Missouri Educational Technology Conference. St. Louis, MO

Altman, J. R. & Brooks, M. (2013). *Not-So-Common, Common Core Assessments*. MACUL Conference. Detroit, MI

Altman, J. R. (2013). *Discovery Education Assessment and Excel: Bringing Student Data to Life*. Illinois Computer Educators Conference, St. Louis, MO.

Altman, J. R. (2012). *Engage Students Through Innovative Assessment: Thinking Through Rubrics*. Texas Education Conference, Austin TX

Altman, J. R., Labelle, R., Grable, C., & Kaloi, L. (2011). *Promoting the use of parent input in state education and accountability systems*. CCSSO National Conference on Student Assessment, Orlando, FL

King, T., Mothey, W., & Altman, J. R. (2011). *Accessibility issues of scenario-based computer-delivered mathematics items for students with disabilities and English language learners*. CCSSO National Conference on Student Assessment, Orlando, FL

Altman, J. R., Kubinski, E., Lazarus, S. & Schmidt, J. (2011). *Effectively developing and implementing instructional interventions for persistently low-performing students with disabilities*. OSEP Project Manager's Annual Conference, Washington DC

Altman, J. R., Hodgson, J., Lazarus, S., & Halpin, D. (2011). *Intended and unintended consequences of alternate assessments: A synthesis of survey research*. CEC Annual Conference, National Harbor, MD

- Altman, J. R., Chambers, D., Lazarus, S., & Cormier, D. (2011). *Towards validity for all test takers: common decision making for assessment accommodations*. CEC Annual Conference, National Harbor, MD
- Altman, J. R. (2011). *Educator perceptions of change in student outcomes due to the implementation of an AA-MAS*. AERA Annual Conference, New Orleans, LA
- Altman, J. R., & Lazarus, S. (2010). *Using Data to Improve Instruction and Assessment of Students Who May be Candidates for Alternate Assessments Based on Modified Achievement Standards*. OSEP Project Manager's Annual Conference, Washington DC
- Lazarus, S., Altman, J. R., & Price-Ellingstad, D. (2010). *State Efforts to Improve Instruction and Assessment of Students who May be Candidates to Take the Alternate Assessment Based on Modified Academic Achievement Standards (AA-MAS)*. OSEP Project Manager's Annual Conference, Washington DC
- Altman, J. R., & Klare, M. (2010). *Reflections about Data Quality and Current Technical Assistance Work*. OSEP Data Manager's Part B and Part C Overlapping Meeting, Washington DC
- Altman, J. R., Chambers, D., Parker, D., & Nixon, L. (2010). *Where are we now? Issues and options related to the AA-MAS, and accommodations decision making*. CEC Annual Conference, Nashville, TN
- Wu, Y. C., Lazarus, S., Altman, J. R., & Thurlow, M. L. (2010). *Using AA-MAS to Improve Instruction and Assessment*. CEC Annual Conference, Nashville, TN
- Altman, J. (2010). *Exploring Assistive Technology Issues in Reading Assessment*. Assistive Technology Industry Association National Meeting: Orlando, FL
- Quenemoen, R., Christianson, L., Altman, J., & Thurlow, M. (2009). *The NCEO Data Viewer: Free, Easy, and Incredibly Useful!!!* NCEO Teleconference Series 18
- Altman, J., & Cormier, D. (2009). *Accommodations and the AA-MAS*. NCEO Multi-state GSEG Annual Meeting: Minneapolis, MN
- Thurlow, M., Cahalan, C., Cook, L., Altman, J. R., & Dillon, D. (2009). *Developing and Validating Accessible Reading Assessments for Students with Disabilities*. CCSSO Annual Large Scale Assessment Conference, Los Angeles, CA
- Altman, J. R. (2009). *What if you gave a webcast and nobody came?*. Region 3 PTAC Annual Conference, New Orleans, LA
- Altman, J. R., Lazarus, S., & Cormier, D. (2009). *Accommodations and Alternate Assessments Based on Modified Achievement Standards (AA-MAS)*. AERA Annual Conference, San Diego, CA

- Martiniello, M., Altman, J. R., King, T., Orchard, B., Carr, T. & Huff, K. (2009). *Validating Educational Assessments for Special Populations Using Cognitive Methods: Students with Disabilities, English Language Learners, and American-Indian Students*. NCME Annual Conference, San Diego, CA
- Altman, J. R., Lazarus, S., Quenemoen, R., Turner, L. & Thurlow, M. (2009). *What if you gave a webcast and nobody came?*. OSEP Technical Assistance and Dissemination Conference, Washington DC
- Altman, J. R., & Johnstone, C. (2009). *Technology Assisted Reading Assessments: Results from a National Survey of Teachers of Students With Visual Impairments*. Assistive Technology Industry Association Annual Meeting, Orlando, FL
- Altman, J. R. (2009). *Using an Interactive Data-Driven Website to Improve Assessment Outcomes*. Assistive Technology Industry Association Annual Meeting, Orlando, FL
- Thurlow, M., Timmons, J., Altman, J. R., & Laitusis, C (2008). *Observational Interviews of Students with Visual Impairments (Blind and Low Vision)*. Annual GAC Meeting, Washington DC
- Altman, J. R., Timmons, J., Johnstone, C., Thurlow, M., & Laitusis, C. (2008). *Field-based Perspectives on Technology Assisted Reading Assessments: Results of an Interview Study with Teachers of Students with Visual Impairments (TVIs)*. TARA TAC Meeting, Washington DC
- Thurlow, M., Cahalan-Laitusis, C., Altman, J. R., Timmons, J., Johnstone, C. (2007). *Technology Assisted Reading Assessment (TARA)*. TARA TAC Meeting, Washington DC
- Thurlow, M. L., & Altman, J. R. (2007). *What Do the Part B 618 Table 6 Data Tell Us?*. OSEP Part B and Part C Overlapping Meeting, Washington, DC
- Altman, J. R., Thurlow, M. L., Johnstone, C. J., & Timmons, J. (2007). *Technology Assisted Reading Assessment (TARA)*. CCSSO Annual Conference, Nashville, TN
- Altman, J. R., & Thurlow, M. L. (2007). *Trends in Assessment and Accommodation for English Language Learners with Disabilities*. CCSSO Annual Conference, Nashville, TN
- Johnstone, C.J., Thurlow, M.L., Liu, K.K., & Altman, J.R. (2007). *Is universal design really universal? Evaluating a universal design tool for ELLs*. AERA Annual Conference, Chicago, IL.
- Student Presenter (1998). All Means All National Conference. Washington D.C.

State

- Faulkner, W. & Altman, J. R. (2016). *Developmental and Utilization-Focused Evaluation*. Propellor Series of Workshops. New Orleans, LA
- Altman, J. R. (2013). *New Mexico Discovery Education Conference: Keynote*. New Mexico Public Education Department. Moriarity, NM
- Altman, J. R. (2013). *Data That Makes U :0): Exploring Educational Games*. Mid-South Education Conference. Memphis TN
- Altman, J. R. (2013). *Data Informed Instruction In A Common Core Classroom*. Mid-South Education Conference. Memphis TN
- Altman, J. R. (2013). *Engage Students Through Innovative Assessment: Thinking Through Rubrics*. Southern Illinois Tech Conference, Decatur IL
- Altman, J. R. (2012). *Data Informed Instruction In A Common Core Classroom*. TN Educational Technology Conference. Nashville TN
- Altman, J. R. (2012). *Data That Makes U :0): Exploring Educational Games*. TN Educational Technology Conference. Nashville TN
- Altman, J. R. (2012). *Data Informed Instruction In A Common Core Classroom*. Memphis Summer Institute, Memphis TN
- Altman, J. R. (2012). *Revitalize Your Classroom With Discovery Education Assessment*. Mid-South Education Conference. Memphis TN
- Altman, J. R. (2012). *Engage Students Through Innovative Assessment: Thinking Through Rubrics*. DEN Summer Institute. Bozeman, MT
- Christensen, L., Altman, J. R., & Vang, M. (2011). *Universal Design and Accommodations in Classroom Assessment*. MNCEC Annual Conference, Duluth, MN.
- Altman, J. R. (2011). *Introduction and Welcome*. Wisconsin Department of Public Instruction: Improving Student Access to Academic Content Conference, Madison, WI.
- Hodgson, J., Lazarus, S. L., Wu, Y. C., Altman, J. R., Albus, D., Liu, K., & Thurlow, M. L. (2010). *A look at state assessment data for historically underserved subgroups*. College of Education and Human Development Research Day. University of Minnesota, MN.
- Vang, M., & Altman, J. R. (2009). *Emerging Transparency: Trends in the public reporting of state assessment data for students with disabilities (2001-02 through 2004-05)*. College of Education and Human Development Research Day. University of Minnesota, MN.

- Altman, J. R., Cormier, D., & Shyyan, V. (2009). *Ensuring meaningful participation in large-scale assessments: research on accommodations for students with disabilities: 2005-2008*. MNCEC Annual Conference, Rochester, MN.
- Altman, J. R., Crone, M., & Cormier, D. (2008). *High stakes assessment, accountability, and student outcomes: Keys to success*. MNCEC Annual Conference, Duluth, MN.
- Altman, J. R., Christensen, L., & Moore, M. (2008). *Harnessing the Power of the NCEO Data Viewer – an interactive data-driven Website*. College of Education and Human Development Research Day. University of Minnesota, MN.
- Altman, J. R., & Thurlow, M. L. (2007). *Trends in State Assessment Reporting Practices*. College of Education and Human Development Research Day. University of Minnesota, MN.
- Johnstone, C. J., & Altman, J. R. (2006). *2005 State special education outcomes: Steps forward in a decade of change*. College of Education and Human Development Research Day. University of Minnesota, MN.
- Johnstone, C. J., & Altman, J. R. (2006). *A summary of research on the effects of test accommodations: 2002 through 2004*. MNCEC Annual Conference, Rochester, MN.
- Student Representative (1997). *Self Determination of Students with and without disabilities*. Minnesota Department of Education, Minneapolis, MN.

PUBLICATIONS

Journals

- Johnstone, C., Thurlow, M., Altman, J., Timmons, J., & Kato, K. (2009) Assistive technology approaches for large-scale assessment: Perceptions of teachers of students with visual impairments. *Exceptionality*, 17 (2), 66-75

Chapters

- Altman, J. R., Rogers, C., Bremer, C., & Vang, M. (2011). Indicator 3: Assessment. *Part B SPP/APR Indicator Analyses*. Washington D. C.: Office of Special Education Programs
- Johnstone, C., Altman, J. R., & Moore, M. (2010). Universal Design and the Use of Cognitive Labs. In M. Russell and M. Kavanaugh (Eds.). *Assessing students in the margins*. Charlotte, NC: Information Age Publishing.
- Altman, J. R., Cormier, D., & Crone, M. (2010). Large Scale Assessment and High Stakes Decisions: Guidelines for Educators. *Helping Children at Home and School (Third Edition)*. Bethesda, MD: National Association of School Psychologists
- Lazarus, S., & Altman, J. R., (2010). Large Scale Assessment and High Stakes Decisions: Guidelines for Parents. *Helping Children at Home and School (Third Edition)*. Bethesda, MD: National Association of School Psychologists

- Altman, J. R., Rogers, C., Bremer, C., & Thurlow, M. L. (2010). Indicator 3: Assessment. *Part B SPP/APR Indicator Analyses*. Washington D. C.: Office of Special Education Programs
- Altman, J. R., Rogers, C., Thurlow, M. L., & Bremer, C. (2009). Indicator 3: Assessment. *Part B SPP/APR Indicator Analyses*. Washington D. C.: Office of Special Education Programs
- Thurlow, M. L., Altman, J. R., Rogers, C. & Bremer, C. (2008). Indicator 3: Assessment. *Part B SPP/APR Indicator Analyses*. Washington D. C.: Office of Special Education Programs
- Thurlow, M. L., Altman, J. R., & Bremer, C. (2007). Indicator 3: Assessment. *Part B SPP/APR Indicator Analyses*. Washington D. C.: Office of Special Education Programs
- Thurlow, M. L., Altman, J. R., Moen, R. & Krentz, J. (2006). Indicator 3: Assessment. *Analysis of Part B State Performance Plans (SPP)*. Washington D. C.: Office of Special Education Programs

Reports

- Altman, J. R., Hodgson, J., & Price, L. (2011). *Test Administrators' Take on the Use of The Read Aloud Accommodation in Mathematics: Results from a Series of Focus Groups in South Dakota*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Altman, J. R., & Rieke, R. (2011). *Teacher Perspectives on the Effectiveness and Efficacy of the IEPQ online tool in South Dakota*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- NCEO. (2011, March). *Participation Guidelines for New Assessments: Thinking through their development* (NCEO Brief #3). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Altman, J. R., & Cormier, D. C., (2011). *Tennessee Special Education Teacher Survey: Training, Large-Scale Testing and TCAP-MAAS Administration*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Altman, J. R. (2011). *Teacher Perceptions of Changes in Student Outcomes Due to Current Assessment Practices*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- NCEO. (2011, March). *Don't forget accommodations! Five questions to ask when moving to technology-based assessments* (NCEO Brief #1). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Altman, J. R., Cormier, D. C., Lazarus, S. S., Thurlow, M. L., Holbrook, M., Byers, M., Chambers, D., Moore, M., & Pence, N. (2010). *Accommodations: Results of a survey of Alabama*

special education teachers (Synthesis Report 81). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Altman, J. R., Lazarus, S., Quenemoen, R., Kearns, J., Quenemoen, M. & Thurlow, M. (2010). *2009 Survey of the States: Accomplishments and New Issues at the End of a Decade of Change*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Altman, J. R., Thurlow, M. L., & Vang, M. (2010). *Annual Performance Reports: 2007-2008 state assessment data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Cormier, D. C., Altman, J. R., Shyyan, V., & Thurlow, M. L. (2010). *A summary of the research on the effects of test accommodations: 2007-2008* (Technical Report 56). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Lazarus, S., Wu, Y.-C., Altman, J., & Thurlow, M. (2010). NCEO brief: *The characteristics of low performing students on large-scale assessments*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Altman, J., Rogers, C., Bremer, C., & Thurlow, M. (2010). *States Challenged to Meet Special Education Targets for Assessment Indicator* (Technical Report 55). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Altman, J. R., Wu, Y. C., Johnstone, C., & Thurlow, M. (2009). *Secondary analysis of the performance of students with disabilities in Alabama*. Montgomery, AL: State Department of Education: <https://docs.alsde.edu/documents/91/Secondary%20Analysis%20of%20the%20Performance%20of%20Students%20with%20Disabilities%20in%20Alabama.pdf>

Johnstone, C., Altman, J. R., Timmons, J., & Thurlow, M. (2009). *Students with Visual Impairments and Assistive Technology: Results from a Cognitive Interview Study in Five States*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Altman, J. R., & Vang, M. (2009). *Annual Performance Reports: 2006-2007 state assessment data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Quenemoen, R. F., Lazarus, S. S., Moen, R. E., Johnstone, C. J., Liu, K. K., Christensen, L. L., Albus, D. A., & Altman, J. (2008). *A principled approach to accountability assessments for students with disabilities* (Synthesis Report 70). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Johnstone, C., Altman, J. R., Timmons, J., Thurlow, M., & Laitusis, C. (2008). *Field-based Perspectives on Technology Assisted Reading Assessments: Results of an Interview Study*

with Teachers of Students with Visual Impairments (TVIs). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Johnstone, C., & Altman, J. R. (2008). *Universal Design Teacher Review: California High School Exit Exam*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Altman, J. R., Lazarus, S., Thurlow, M., Quenemoen, R., Cuthbert, M. and Cormier, D. (2008). *2007 Survey of States: Activities, Changes, and Challenges for Special Education*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Altman, J. R., Cormier, M. & Moen, R. (2008). *Annual Performance Reports: 2005-2006 state assessment data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Altman, J. R., Thurlow, M. L., & Quenemoen, R. (2008). *NCEO Brief: Trends in the participation and performance of students with disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Altman, J. R., & Quenemoen, R. (2008). *Trends in the public reporting of state assessment data (2001-02 through 2004-05)*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Johnstone, C., Liu, K., Altman, J. R., & Thurlow, M. (2007). *Student think aloud reflections on comprehensible and readable assessment items: perspectives on what does and does not make an item readable (Technical report 48)*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Altman, J. R., & Cuthbert, M. (2007). *State Performance Plans: 2004-2005 state assessment data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Johnstone, C., Timmons, J., & Altman, J. R. (2007). *Survey of Teachers of Students with Visual Impairments: Students Served and Their Access to State Assessments of Reading*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Johnstone, C., Thurlow, M., Moore, M., & Altman, J. R. (2006). *Using Systematic item selection methods to improve universal design of assessments (Policy Directions 18)*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Moen, R., Altman, J. R., & Thurlow, M. L. (2006). *APR Report*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Johnstone, C. J., Altman, J. R., Thurlow, M. L., & Thompson, S.J. (2006). *A summary of research on the effects of test accommodations: 2002 through 2004*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thompson, S. J., Johnstone, C. J., Thurlow, M. L., & Altman, J. R. (2005). *2005 State special education outcomes: Steps forward in a decade of change*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Training Materials

Altman, J. R. (2008). *NCEO Indicator 3 Tool*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Moore, M., Christensen, L., & Altman, J. (2007). *NCEO Data Viewer tutorial*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Johnstone, C. J., Altman, J. R., & Thurlow, M. L. (2006). *A state guide to the development of universally designed assessments*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Johnstone, C., Altman, J. R., Thurlow, M., & Moore, M. (2006). *Universal design online manual*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

TECHNICAL ASSISTANCE

Altman, J. R., & Thompson, S. (2014). *Towards Data Informed Instruction: Principals*. Las Cruces, NM Public Schools

Altman, J. R., & Thompson, S. (2014). *Towards Data Informed Instruction: K-2 Educators*. Las Cruces, NM Public Schools

Altman, J. R. & Palmer, P. (2013). *DENapalooza*. Minneapolis MN

Altman, J. R. (2013). *New Mexico Discovery Education Conference*. New Mexico Public Education Department. Moriarity, NM. <http://denevent.weebly.com>

Altman, J. R. (2013). *Grand Prairie Discovery Education Conference*. Grand Prairie Public Schools, Grand Prairie, TX

Altman, J. R. (2013). *Illinois Advisory Board*. Various Districts, Illinois

Altman, J. R. & Pozulp, H. (2013). *Berwyn North (IL) Public Schools: Back to School PD Clinic*. Keynote. Berwyn North School District. Berwyn, IL

Altman, J. R. & Lavender, D. (2013). *Bay County Discovery Education Workshop*. Bay County Public Schools, Panama City, FL

Altman, J. R. & Lavender, D. (2013). *Taylor County Discovery Education Workshop*. Taylor County Public Schools, Perry, FL

Altman, J. R. (2013). *Discovery Education Professional Development*. Various Locations throughout North America

Altman, J. R. & Ryan, C. (2012). *New Mexico Administrators Digital Education Workshop*, Tucumcari, TN

Altman, J. R. (2012). *Sumter County Discovery Education Workshop*. Sumter County Public Schools, Lake Panasofkee, FL

Altman, J. R. (2012). *Hamblen County Discovery Education Workshop*. Hamblen County Public Schools, Hamblen, TN

Altman, J. R. (2012). *Claiborne County Discovery Education Workshop*. Claiborne County Public Schools, Claiborne, TN

Altman, J. R. (2012). *Clark County Discovery Education Conference*. Clark County Public Schools, Las Vegas, NV

Altman, J. R. (2012). *Rockford Discovery Education Conference*. Rockford Public Schools, Rockford, IL

Altman, J. R. (2012). *New Lenox Discovery Education Workshop*. New Lenox Public Schools, New Lenox IL

Altman, J. R. (2012). *Minooka Discovery Education Workshop*. Minooka Public Schools, Minooka IL

Altman, J. R. (2012). *Jenison Discovery Education Workshop*. Jenison Public Schools, Jenison MI

Altman, J. R. (2012). *Tennessee Digital Assessment and Evaluation Week*. Supported by Tennessee Department of Education. Nashville, Chattanooga, Knoxville, and Cookeville TN

Altman, J. R. (2012). *Cooperating School Districts Discovery Education Conference*. Cooperating School Districts, St. Louis MO

Altman, J. R. (2012). *Illinois Advisory Board*. Various Districts, Illinois

Altman, J. R. (2012). *Rockford Discovery Education Workshop*. Rockford Public Schools, Rockford IL

Altman, J. R. (2012). *Geneseo Discovery Education Workshop*. Geneseo Public Schools, Geneseo IL

Altman, J. R. (2012). *Collinsville Discovery Education Workshop*. Collinsville Public Schools, Collinsville IL

Altman, J. R. (2012). *Knox County Discovery Education Conference*. Knox County Public Schools, Barbourville, KY

Altman, J. R. (2012). *Michigan Day of Discovery Education Conference*. Sponsored by REMC system. Six sites throughout Michigan during the course of the year.

Altman, J. R. (2012). *Maryland Day of Discovery Education Conference*. Silver Spring, TN

Altman, J. R. (2012). *Arizona Day of Discovery Education Conference*. Scottsdale AZ

Altman, J. R. (2012). *Discovery Education Professional Development*. Various Locations throughout North America

Altman, J. R. (2011). *Universal Design for Assessment in the Classroom*. Wisconsin Department of Public Instruction: Accommodations and UDL Training Conference #3, Madison, WI.

Altman, J. R. (2011). *Universal Design for Classroom Assessment*. Wisconsin Department of Public Instruction: Improving Student Access to Academic Content Conference #2, Madison, WI.

Altman, J. R. (2008-2010). *NCEO National Teleconference Series on Student Assessment*.

GRANT WRITING

(2016). *eXtension Issue Corps for Extension Services Partners*. Montgomery, AL

(2016). *Missouri Collaborative Work Personnel Development (SPDG) Project*, Jefferson City, MO

(2016) *Various Vermont Department of Education Contests*. VT

(2015). *Teach for America Extant Data Evaluation Contest*. US

(2015). *Cleveland Public Schools Evaluation*. Cleveland, OH

(2015). *America Reads Mississippi*. Jackson, MS

(2015). *St. Paul Public Schools Department of Indian Education*. St. Paul, MN

(2015). *Youthprise*. Minneapolis, MN

(2015). *St. Paul Jewish Federation: Engage the next generation*. St. Paul, MN

- (2015). *Developmental Evaluation of Online Multi-National Professional Learning Community*, Silver Spring, MA
- (2015). *Program Evaluation Proposal for America Reads-Mississippi*. Americorps
- (2014). *New York State Response to Intervention (RtI) Personnel Development Project*. New York State Department
- (2011). *An investigation into STEM-related career decisions made by individuals with blindness or low vision*. AERA Grant Contest
- (2011). *Development of Multi-sensory Science Activities for K-12 Education*. National Science Foundation Grant Contest
- (2011). *Dissemination of Findings from the Independent Laboratory Access for the Blind (ILAB) Project*. National Science Foundation Grant Contest
- (2011). *Examination of the read-aloud accommodation, and its effectiveness in mathematics assessment*. South Dakota Department of Education
- (2010). *National Center and State Collaborative*. Office of Special Education Grant Contest – funded @ \$48 million
- (2010). *National Special Education Assessment and Accountability Center*. IES Grant Contest - unfunded
- (2010). *Dissemination of Findings from the Independent Laboratory Access for the Blind (ILAB) Project*. National Science Foundation Grant Contest - unfunded
- (2010). *Technology Assisted Reading Assessment: Field Test*, Educational Testing Service
- (2010). *Building Better Standards Based IEPS*. Sioux Falls, South Dakota
- (2010). *Alternate Assessment on Modified Achievement Standards – TN state teacher survey and interviews*. Nashville, Tennessee
- (2010). *AL state accommodations survey online training and evaluation*. Birmingham, Alabama
- (2010). *Technology Enhanced Assessments: Issues and Implications for Students with Disabilities*. NCEO Teleconference Series #20
- (2010). *Considerations for the Alternate Assessment based on Modified Achievement Standards (AA-MAS)*. NCEO Teleconference Series #19

- (2010). *Alternate Assessment on Modified Achievement Standards – AL state accommodations training*. Birmingham, Alabama
- (2009). *National Special Education Assessment and Accountability Center*. IES Grant Contest - unfunded
- (2009). *Feedback-and-Revision on AA-MAS in Mathematics*. IES Grant Contest - funded
- (2009). *The NCEO Data Viewer: Free, Easy, and Incredibly Useful!!!* NCEO Teleconference Series #18
- (2009). *Alternate Assessment on Modified Achievement Standards – TN state teacher and parent surveys*. Nashville, Tennessee
- (2009). *Alternate Assessment on Modified Achievement Standards – SD state stakeholder meeting*. Pierre, South Dakota
- (2009). *Alternate Assessment on Modified Achievement Standards – TN state personnel meeting*. Nashville, Tennessee
- (2009). *Alternate Assessment on Modified Achievement Standards – AL state accommodations survey*. Birmingham, Alabama
- (2008). *NCEO Indicator 3 Tool*. NCEO Teleconference Series.
- (2008). *APR Clinic – Indicator 3 Part B*. Western Regional Resource Center Technical Assistance Conference
- (2008). *National call to address Indicator 3 issues*. RRC National Teleconference
- (2007). *APR Report*. OSEP Teleconference Series
- (2007). *Introduction to the NCEO Data Viewer*. OSEP Teleconference Series
- (2006). *SPP Report*. OSEP Teleconference Series
- (2006). *Technical Assistance on Section 618 and SPP/APR Data*. OSEP Teleconference Series

DANA DESMOND

325 Scenic Acres Ln
Bonnots Mill, MO 65016

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(573) 291-1549

SUMMARY OF QUALIFICATIONS

- Over 17 years of experience working in the Missouri Department of Elementary and Secondary Education (MO DESE) in the Office of Special Education.
- Five (5) years developing and leading the Department-wide Federal Programs Monitoring team.
- Two (2) years serving on the state-wide State Personnel Development Grant (SPDG) Management Team.
- Two (2) years serving on the Multi-tiered Systems of Support (MTSS) team.
- Serve on the ITSD-Project Priority Committee as the representative from the Office of Special Education.
- MO DESE's Employee of the Month August 2007.
- I am a highly motivated individual who has the ability to perform a variety of duties. I learn very quickly and attack each new challenge with a team attitude.

PROFESSIONAL HISTORY AND ACHIEVEMENTS

June 2013 to Present PROGRAM SPECIALIST

MO DESE, Special Education Effective Practices

- Systems Development: gathering of business requirements, writing specification documents, writing system justification, working through the contact bid or PAQ process, working with awarded vendor to ensure development is accurate and on time, coordinating user testing and user acceptance, training system users, maintaining each system, and providing user technical assistance.
 - Virtual Learning Platform (Department-wide, 2016)
 - Common Formative Assessment (CFA) Tool (Department-wide, 2016)
 - Educator Evaluation Tool (Department-wide, 2016)
 - Special Education IMACS Rewrite (Special Education, 2016)
 - Consultant Logs (Department-wide, 2014)
 - Federal Tiered Monitoring (All Federal Programs, 2013)
 - Educational Surrogate System (Office of Special Education, 2012)
 - Tracking System (Office of Special Education, 2012)
 - Special Education IMACS, (Office of Special Education, 2006)
- Report schools approved for the Collaborative Work Grant and report the information to the Special Education Finance Section for school payment.
- Collect and report state-wide Collaborative Work formative assessment data from schools.
- Generate monthly reports to be distributed to the Department leaders and the Regional Professional Development Centers (RPDC).
- Build/maintain Section databases using Microsoft Access
- Office ITSD liaison
- Office of Special Education Web Manager
- Provide technical assistance to the Section and Division Staff
- Assist variety of individuals via letter, phone and e-mail including, school district personnel, other educational agencies, and parents
- Assist in the publication and dissemination Special Education documents
- Assist in the preparation of trainings and workshops
- Proficient in All MS Office applications
- Monitor accuracy of work of other support staff
- Other duties as assigned

December 2011 to June 2013**PROGRAM ANALYST***MO DESE, Special Education Compliance*

- Manage vendor contracts for the following systems: Federal Tiered Monitoring, Special Education IMACS, Educational Surrogate System, and Special Education Call Tracking System
- Collect and analyze state-wide Collaborative Work formative assessment data from schools. Generate monthly reports to be distributed to the Department leaders and the Regional Professional Development Centers (RPDC).
- Report schools approved for the Collaborative Work Grant and report the information to the Special Education Finance Section for school payment.
- Build/maintain Section databases using Microsoft Access
- Office ITSD liaison
- Consult with internal staff and outside vendors to build a web-based state-wide web-based monitoring system for all federal programs
- Assist in preparing monitoring procedures and documents
- Manage the Educational Surrogate Program
- Office of Special Education Web Manager
- Provide technical assistance to the Section and Division Staff
- Assist variety of individuals via letter, phone and e-mail including, school district personnel, other educational agencies, and parents
- Inventory Tracking
- Assist in the publication and dissemination Special Education documents
- Assist in the preparation of trainings and workshops
- Proficient in All MS Office applications
- Monitor accuracy of work of other section support staff
- Other duties as assigned

August 2003 to December 2011**DATA SPECIALIST III***MO DESE, Special Education Compliance*

- Build/maintain Section databases using Microsoft Access
- Section IT liaison
- Consult with internal staff and outside vendors in building a web-based state-wide district monitoring system and web-based Educational Surrogate Program tracking system
- Assist in preparing monitoring procedures and documents
- Manage the Educational Surrogate Program
- Section Web Maintainer
- Provide technical assistance to the Section and Division Staff
- Assist variety of individuals via letter, phone and e-mail including, school district personnel, other educational agencies, and parents
- Inventory Tracking
- Assist in the publication and dissemination Special Education documents
- Assist in the preparation of trainings and workshops
- Proficient in MS Office applications
- Monitor accuracy of work of other section support staff
- Other duties as assigned

July 2002 to August 2003**DATA SPECIALIST I***MO DESE, Special Education Funds Management*

- Approve yearly budgets submitted by districts
- Assist districts with problems when creating their yearly budgets via the DESE's web application
- Coordinate with other sections to generate a monthly school payment
- Review/file reports generated by our Main Frame Payment system
- Work with districts to correct errors entered into Core Data web application
- Section Web Maintainer – Front Page 2003
- Audit grant applications
- Build tracking Microsoft Access databases within the section

December 2000 to July 2002**ADMINISTRATIVE ASSISTANT I***MO DESE, Special Education Compliance*

- Maintain Section Databases
- Build small tracking Microsoft Access databases within the section
- Assist in the publication and dissemination Special Education documents
- Assist in the reconfiguration and maintenance of the Special Education Compliance Monitoring System
- Assist in the reconfiguration and maintenance of the Educational Surrogate Program
- Assist in preparing monitoring procedures and documents
- Section Web Maintainer – Front Page 2003
- Provide Technical Assistance to the Section
- Assist variety of individuals via letter, phone and e-mail including, school district personnel, other educational agencies, and parents
- Plan meetings and trainings
- Enter leave into the SAM II System
- Inventory Tracking
- Departmental Purchase Requests
- Prepare Monthly Expense Reports
- Assign duties to other section support staff
- Monitor accuracy of work of other section support staff
- Other duties as assigned

September 2000 – December 2000**SECRETARY I***MO DESE, Special Education Compliance*

- Answered Compliance Section's main phone line
- Create monitoring transmittal letters using Access/Word mail merges
- Mail items as directed by supervisor
- Copying and faxing

April 2000 – September 2000**ORDER ENTRY CLERK***Scholastic, Inc.*

- Sort and batch mail
- Enter orders from various sources, fax telemarketing, mail, and purchase orders
- Process payments and credit card report
- Investigated and corrected problems with orders and payments
- Equipment used: AS400 type system, Key data entry computer and 10-key calculator

May 1999 – December 2000

OWNER/STYLIST

Shear Style Salon and Tanning

- Cosmetology
- Maintained all business records

October 1990 – February 1999

SENIOR CAMERA PRE-PRESS

Mosby Year Book, Inc.

- Insured that all work that entered the pre-press area was completed accurately and in a timely manner
- Used a PC to perform various duties using software such as: PageMaker, QuarkXpress, PhotoShop, Word Perfect, MS Office, Lotus, and many other small programs.
- Shot, stripped and filed film and corresponding job tickets
- Burned plates for various size presses
- Generated and sent all required proofs
- Trained all pre-press staff
- Know operate and maintain all pre-press equipment and obtain service when necessary
- Copied jobs using a high speed copier (Océ 6500)
- Kept production records for all pre-press jobs
- Filled in for supervisor during his absence
- In daily contact with customers, company personnel in various locations around the world, vendors, and service technicians
- Assist in the mail department. Sent packages using various mail methods
- Filled in at the reception desk, answered telephones using a switchboard type phone system

EDUCATION

Western Governors University, Online

Course of Study: Bachelors of Science in Business Systems Information Management
Anticipated Graduation Date Fall 2017

Columbia College, Jefferson City, MO

Associates Degree in General Studies with Emphasis in Systems Analysis & Design
March 2015

Merrill University, Jefferson City, MO

Cosmetology License

Osage R-1 High School, Chamois, MO

Graduated with a specialized diploma in business

GINGER HENRY

191 Spring Green Circle • Four Seasons, Missouri 65049
573-619-5204 • gingerhny@aol.com

LEADERSHIP AND EDUCATION PROFESSIONAL

Experience driving professional excellence in local and statewide systems. Analytical insight assessing goal-driven strategies for improvement in cross-functional departments. Project manager leveraging data analysis with performance benchmarks to administer programs according to specifications and achieve the greatest impact across locations.

State Personnel Development Grant • Policy Assessment • Contract Management • Grant Writing
Technical Assistance • Personnel Oversight • Tiered Intervention Models • Professional Development
State Performance Plan • Annual Performance Report • Project Performance Review • Team Leadership

PROFESSIONAL EXPERIENCE

MISSOURI DEPARTMENT OF EDUCATION, Jefferson City, Missouri **October 2010 – present**
Director—Special Education Effective Practices

Collaborate with division staff in planning and developing long-term strategies and operations to achieve goals set out in the Missouri State Performance Plan for Special Education, Department Strategic Plan, and Commissioner's Goals.

- Assess and evaluate performance improvement for schools using a variety of data and indicators
- Develop best practice guidance documents for educators and school districts
- Assist in the implementation and evaluation of the State Personnel Development Grant
- Develop effective professional development networks with professional organizations, Department personnel, advisory committees, Institutes of Higher Education, and other technical assistance entities
- Supervise staff and work assignments for all section staff
- Assist in the oversight of the Collaborative Work Project
- Supervision of Collaborative Work consultants
- State Personnel Development Grant (SPDG) staff, recently appointed Project Director for the remaining grant time
- Contract development and management

MISSOURI DEPARTMENT OF EDUCATION, Jefferson City, Missouri **2009 –2010**
Assistant Director—Special Education Compliance

Provide leadership for implementing the compliance requirements pertaining to the Individuals with Disabilities Education Act. Oversee the development of compliance training and technical assistance.

- Organize and oversight of the implementation of compliance monitoring of all responsible public agencies
- Assist in the development, review, revisions and evaluation of the compliance monitoring system
- Collaborate with Director in the supervision and evaluation of supervisors and support staff
- Oversight of the operation of the Educational Surrogate Program
- Oversight of the Child Complaint Process with the Compliance Section
- Oversight of the district onsite compliance monitoring

MISSOURI DEPARTMENT OF EDUCATION, Jefferson City, Missouri

2007 – 2009

Supervisor—Special Education Compliance

Provide technical assistance, workshops, and trainings to school districts, parents, and others regarding special education.

- Monitor school districts for compliance through desk reviews and onsite visits
- Investigate and complete child complaints
- Monitor school district Early Intervening Services compliance
- Review and score school district Improvement Plans

MISSOURI DEPARTMENT OF CORRECTIONS, Tipton, Missouri**2006 – 2007****Teacher**

Instruct offenders in state facilities in subject matter appropriate to obtaining a General Educational Development diploma.

- Adhere to the approved course of study and exercise ingenuity and flexibility in adapting a program to fit the needs, abilities, and conditions to pupils in state facilities
- Administer and score pre/post-test
- Confer with students regarding students' needs, progress, and/or abilities; provides individual instruction and encouragement as needed

UNITED METHODIST PRESCHOOL, California, Missouri**2005 -- 2006****Center Director/Teacher**

Manage daily operations for an early childhood education facility. Maintain programs and program compliance with federal and state regulatory guidelines.

- Write, implement, and provide direct instruction of curriculum for preschool aged children
- Manage financial business of the school

CALIFORNIA R-1 SCHOOL DISTRICT, California, Missouri**1975 – 2005****Teacher**

Provide direct instruction to 1st, 2nd, and 5th grade students in a cross-subject classroom using current best practices in instructional models. Mentored students in learning skills, life values, and prioritization to prepare them for success inside and outside the classroom.

- Participated in preparation for MSIP reviews, curriculum development, and professional development activities
- MSIP team member for reviews in Miami School District and Jefferson City School District
- Chairman of salary and calendar committees
- Member and officer of Parent Teacher Association, California Teachers Association, various school committees and civic organizations

EDUCATION

Master of Science in Education, Elementary Education
Central Missouri State University, Warrensburg, Missouri

Bachelor of Science in Education, Elementary Education
Central Missouri State University, Warrensburg, Missouri

MICHELLE L. WOODS

1722 State Rd Y • New Bloomfield, MO 65063 • (573) 619-8626
Shelley.Woods@dese.mo.gov

EDUCATION, HONORS, & TRAINING

Education

- Bachelor of Science Degree in Business Administration

Honors

- Cum Laude Graduate

Training

- The Extraordinary Leader: Going from Good to Great
- Situational Leadership - The Core Program and Twelve O'Clock High
- Diversity and the Global Workforce
- HR Skills for Supervisors
- Business Writing
- Basic Supervision

WORK EXPERIENCE

MO Department of Elementary and Secondary Education

Coordinator, June 2010 – present

- Create legislative budget requests by gathering program data, trend analysis, and program expenditure history to project upcoming funding needs for special education programs.
- Ensure fiscal compliance and accountability with the Individuals with Disabilities Education Act (IDEA).
- Oversee the allocation, distribution, and reconciliation of all special education program funds in excess of \$600 million appropriated by the State of Missouri or funded through federal grants.
- Develop the budget for the Office of Special Education (OSE), including administrative funds, district flow through funds, and state set-aside funds.
- Track, maintain, and ensure compliance with State level of financial support in order to meet compliance with federal IDEA Maintenance of Effort requirements.
- Develop state statutes and regulations pertinent to special education programs.
- Assist in the completion of federal grant award applications.

MICHELLE L. WOODS

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Shelley.Woods@dese.mo.gov

- Oversee fiscal monitoring process for special education programs.
- Develop specifications for special education web-based applications and ensure successful implementation.
- Assist in the development of proposals, scope of works, budgets, and contracts.
- Participate and present in technical assistance activities, conferences, meetings, legislative hearings, and investigations.

MO Department of Elementary and Secondary Education

Director, February 2008 – June 2010

- Oversee day-to-day operations for the Special Education Finance section.
- Ensure compliance with state and federal funding regulations.
- Provide technical assistance and consultation to Missouri School Districts.
- Supervise Special Education Finance staff and resolve personnel issues.
- Develop fiscal accountability procedures and practices.
- Attend and/or present at local, regional, and statewide conferences.
- Assist in tracking of Division budgets and expenditures.
- Approve all purchase requisition and invoices for Funds Management Section.

MO Department of Elementary and Secondary Education

Supervisor, August 2003 – February 2008

- Construct and monitor all Division contracts with vendors.
- Liaison and trainer for school-based Medicaid programs.
- Provide technical assistance and instruction on state and federal funding.
- Develop various application forms and manuals.
- Manage quarterly reports for contractual activities.
- Track and process contractual invoices.
- Approve special purpose funding to school districts.
- Board Member for the National Alliance for Medicaid in Education (NAME) Oct 2006 – June 2007

OTHER WORK EXPERIENCE:

- St. Mary's Health Center, *Lead Trainer/Info Processor*
- Emmaus Central House, *Daily Living Support Aide*
- Fairfield Inn, *Guest Services Representative*
- Central Bank, *Teller*
- Sears, *Sales Associate*

Mary Corey

409 Colonels Trl
Freeburg MO 65035
(573) 619-3955

Work Experience

- Director, Special Education Data, Missouri Department of Elementary and Secondary Education (DESE), 2002-Present
 - Coordinate section work with goal of improving student outcomes through the support of data-based decision making
 - Responsible for special education data management including technical assistance and training for district personnel, public reporting of data, federal reporting of data, and data support for the Office of Special Education
 - Lead Subject Matter Expert on the Appropriate Certification/Highly Qualified Teacher system, including working with other DESE business users to determine business rules and needs for the system, approval of specifications, testing of the system and roll-out of new system to districts
 - Actively involved with federal organizations and technical assistance centers regarding special education data
 - Worked with contractors to design, build and test various web-based data systems
 - Certified Data Team trainer
- Planner, Special Education Data, Missouri Department of Elementary and Secondary Education, 2000-2002
 - Responsible for technical assistance and training to districts and federal special education data submissions
- Managed Care and Reimbursement Specialist, Missouri Hospital Association, 1999-2000
 - Assisted with management of Federal Reimbursement Allowance program to reimburse hospitals for providing care to the uninsured
 - Compiled, analyzed data for and published "A Profile of Missouri HMOs"
- Secondary Education Volunteer, Peace Corps, Lesotho, 1996-1998
 - High School math and chemistry teacher
 - Wrote proposal and assisted school in obtaining aid for rehabbing existing school building in need of repair
- Actuarial Analyst, National General Insurance Company, 1991-1996
 - Analyzed company and industry rate and reserve data to predict future insurance claims based on prior loss experience and compiled nationwide rate level indications to assess needs for rate level changes
 - Prepared rate filings for private passenger automobile and homeowners programs and negotiated with state insurance regulators for rate filing approvals
 - Maintained loss development/history databases

Education

- B.A and B.S Family Sciences with Statistics emphasis, Summa Cum Laude, Truman State University, 1991
- Casualty Actuarial Society exams
 - Parts 1, 2, 3, 4 and 5 covering calculus, statistics, insurance basics, finance and economics

Ronda J. Jenson, Ph.D.

Institute for Human Development, University Center for Excellence on Disabilities
University of Missouri-Kansas City
215 Pershing
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, Early Childhood

Minor: Research/ Statistics

Dissertation: Access to the general early childhood curriculum: an investigation of participation in the general early childhood curriculum and provided instructional supports.

Masters of Science, University of Kansas (1994)

Major: Special Education

Bachelors of Music Education, University of Kansas (1990)

PROFESSIONAL EXPERIENCE

University of Missouri-Kansas City (2004-present)

Current:

Associate Director, University Partnership, Institute for Human Development (2016-present)

Associate Research Professor (2016-present)

Courtesy Appointment, School of Computing and Engineering (2016-present)

Senior Research Associate, Institute for Human Development (2016-present)

Prior:

Director of Research, Institute for Human Development (2007-present)

Research Collaborator, National Implementation Research Network (2013)

Research Associate, Institute for Human Development (2004-2007)

Director of Interdisciplinary Training, Institute for Human Development (2004-2007)

Director, *Interdisciplinary Leadership in Disability Studies Graduate Certificate* (2004-2007)

Director, *Interdisciplinary Undergraduate Certificate in Disability Studies* (2004-2007)

University of Kansas (2000-2004)

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).

Other Professional

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).

GRANTS & CONTRACTS

Current

Missouri State Personnel Development Grant. Research, implementation, and technologies. Funded by the Department of Education, Office of Special Education Programs to Missouri Department of

Elementary and Secondary Education [Principal Investigator]
Creating an Inclusive School Community. Funded by the Missouri Developmental Disabilities Council, 2013-2016, [Principal Investigator]
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, 2013-2017, [Principal Investigator]
Missouri Post-Secondary Success Online Learning Packages, Funded by the Department of Education, Office of Special Education Programs, 2016-2017. [Principal Investigator]
Special Education Module Development: Using Essential Elements to Write Standards Based IEPs, Co-teaching, and Transition. Funded by the Department of Education, Office of Special Education Programs, 2016-2017. [co-Principal Investigator]
DCL: NSF INCLUDES: Accelerating Data-Driven Collaboration for Large-Scale Progress. Submitted to the National Science Foundation. 2016-2017, [co-Principal Investigator]
Veterans in STEM: Critical Analysis of the Factors Affecting Pathways to STEM Careers for Veterans Experiencing Disabilities. Funded by the National Science Foundation, Research in Disabilities Education. 2013-2017, [Principal Investigator]
KC-BANCS: Building Alliances for New Careers in STEM. Funded by the National Science Foundation, Research in Disabilities Education, 2009-2017, [Principal Investigator]

Pending

PREK-12: MakerPlay: Advancing Pre-K STEM Teaching and Learning with Classroom-based Makerspaces. Submitted to the National Science Foundation. 2017-2021. [Principal Investigator]
Preparing Early Childhood Special Education Leaders for State Agencies and Urban Communities (Project LEAD). Submitted to the Office of Special Education Programs, Department of Education. 2017-2022. [co-Principal Investigator]
Project BLISS: Improving Learning for Students with Severe Behavior and Learning Issues through Trauma-Sensitive and Resiliency-Promoting Teaching Practices in Urban Schools. Submitted to the Office of Special Education Programs, Department of Education. 2017-2022. [co-Principal Investigator]

Completed

Safety-First Collaborative. Contract with Metropolitan Organization to Counter Sexual Assault, Funded by the Department of Justice, Office of Violence against Women, 2006-2016. [Principal Investigator]
Special Education Module Development: Standards-based IEPs, Universal Design for Learning, Accommodation and Modifications, and Special Education Processes. Funded by the Department of Education, Office of Special Education Programs, 2014-2015. [Principal Investigator]
Writing of Part B, Phase I, State Systemic Improvement Plan (SSIP). Funded by the Department of Education, Office of Special Education Programs, 2014-2015. [Principal Investigator]
Transition STEM: Wounded Warrior Think Tank. Funded by the National Science Foundation, Research in Disabilities Education, Co-PIs: Kevin Z. Truman and Alexis N. Petri, 2011. [Principal Investigator]
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), 2011. [Principal Investigator]
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, 2010-2011. [Principal Investigator]
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, 2007-2013. [Principal Investigator]
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, 2007-2013. [Principal Investigator]
Disability Outcomes Project. Funded by the United Way of Greater Milwaukee, 2008-2009. [Principal Investigator]
OurSpace: Online Community for Self-Advocates. Funded by NEC Foundation, 2008-2009.. [Principal Investigator]
Assessment of Current and Anticipate Needs of Jackson County Residents with Developmental Disabilities. Funded by Jackson County Board of Services, 2006-2007. [Principal Investigator]

EVALUATION

Current

Propel: Inclusion, Self-Determination, and Employment for People with Intellectual Disabilities. Transition Program for Students with Intellectual Disabilities into Higher Education (TPSID). Funded by US Department of Education, 2015-2020.
TIES: Teams for Infants Endangered by Substance Abuse. Contract with Children's Mercy Hospital, Funded by the Abandoned Infants Assistance Act, 2016-2017.
Resilient KC, Contract with the Kansas City Chamber of Commerce and the Kansas City Health Foundation, Funded by the Robert Wood Johnson Foundation, 2015-2017.
Kansas City Healthy Start Initiative: Eliminating Disparities in Perinatal Health. Contract with Maternal and Child Health Coalition of Greater Kansas City. Funded by Health Resources and Services Administration (HRSA), 2014-2019.

Pending

Evaluation of Education and Broader Impacts: Extending Wave Theory to Study Effects of Individual Behaviors on Disease Dynamics. Submitted to National Science Foundation (CAREER)
Evaluation of Education and Broader Impacts: A New 3-D CMOS Approach using Stacked Horizontal Nanowires, Submitted to National Science Foundation (CAREER)

Completed

Show Me Careers: Missouri's Transition-to-Employment Collaborative. Project of National Significance: Partnership for Employment. Funded by Administration for Children and Families, Health and Human Services, 2011-2016.
Youth LEAD: Leadership, Education, and Advocacy for Youth with Disabilities. Funded by Administration on Developmental Disabilities to Institute for Human Development, 2007-2010.
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, 2006-2008.
Person Centered Planning, Funded by Centers for Medicare and Medicaid Services to Missouri Department of Mental Health, 2007-2011.
Secondary data analysis and implementation design, Project Safe: School-based Violence Prevention Program. Funded by Rose Brooks Domestic Violence Center, 2012.
Jump into Food and Fitness: Healthy Lifestyles Grant, Funded by Health Care Foundation of Greater Kansas City, 2007-2009.
MRDD Systems Transformation Evaluation and Facilitation. Funded by Centers for Medicare and Medicaid Services to Missouri Department of Mental Health, 2006-2010.
Evaluation of Missouri Positive Behavior Support Training. Funded by the Centers for Medicare and

Medicaid Services to Missouri Department of Mental Health, 2010.
Kansas Deaf-Blind Project, Funded by the Department of Education Kansas Department of Education, 2006-2009.
Esperanza Para los Ninos. Kansas City Health Department, Funded by Substance Abuse and Mental Health Administration Kansas City Health Department, 2005-2007.
21st Century School, School Linked Services. Kansas City Kansas Public Schools, Funded by the Kansas Department of Education, 2006-2007.
Comprehensive School Reform. Topeka Public Schools, Funded by the Kansas Department of Education, 2004-2007.

PUBLICATIONS

McVeigh, T, Reighard, A., Day, A., Willis, D., Reynolds, M., Jenson, R., St. John, J., & Gee, R. (pending). Show Me Careers: Missouri's transition to employment collaborative. *Journal of Vocational Rehabilitation*.

Petri, A.N., Jenson, R.J., Day, A., & Gotto, G. (2016). "Transition and the Troubled Giant: Opportunities for Colleges and Universities to Invest in Veterans." *The Journal of Veterans Studies*, 1(1). 1-32.

Jenson, R., Peterson-Besse, J., Fleming, L., Blumel, A., & Day, A. (2015). Accessibility and responsiveness review tool: Community agency capacity to respond to survivors with disabilities. *Family and Community Health*, 38(3), 207-216.

Petri, A., Jenson, R., Day, A., & Calkins, C. (2013). Leadership and empowerment to achieve our dreams. In A. Azzopardi (Ed.), *Youth responding to lives: An international reader*. Sense Publishing.

Hossain, W. A., Ehtesham, M. W., Salzman, G. A. Jenson, R. J., & Calkins, C. F. (2013). Health care access and disparities in chronic medical conditions in urban populations. *Southern Medical Journal*, 106(4), 246-254.

Erickson, A. G., Noonan, P. M., & Jenson, R. (2012) The school implementation scale: Measuring implementation in response to intervention models. *Learning Disabilities: A Contemporary Journal*, 10(2), 33-52

Jenson, R., Petri, A., Duffy, K., Day, A., & Truman, K. (2011). Perceptions of self-efficacy among postsecondary students with disabilities in STEM, *Journal of Post-secondary Education & Disability*. 24(4), 269-283

Heller, T., Schindler, A., Palmer, S. Wehmeyer, M., McVeigh, T., Parent, W., Jenson, R., Abery, B., & Bacon, A (2011). Self-determination issues across the life-span: Issues and gaps. *Exceptionality*, 19(1), 31-45.

Jenson, R. J. (2004). Discipline preferences and styles among Latino families and the implications for special educators, *Multiple Voices*, 7(2), 60-73.

Horn, E., Thompson, B., Palmer, S., Jenson, R., & Turbiville, V. (2004). Implementing high quality inclusion in preschool. In Kennedy, C.H. & Horn, E. (Eds.), *Inclusion of students with severe disabilities*. Boston: Allyn & Bacon.

Pre-Publications

Jenson, R., Petri, A., & Day, A. (accept for 2018 publication). Veterans in STEM: Supporting the transition from military culture to the culture of college In *Advances in cross-cultural decision making*. Springer International Publishing.

Jenson, R., Petri, A., Jetter, A., Gotto, G., & Day, A (accepted for 2017 publication). Participatory modeling with fuzzy cognitive maps: Studying veterans' perspectives on access and participation in higher education. Chapter in *Innovations in Collaborative Modeling: Transformations in Higher Education: The Scholarship of Engagement Book Series*. Michigan State University.

PROFESSIONAL PRESENTATIONS, POSTERS, & PAPERS DELIVERED

- Williams, C. & Jenson, R. (2016). *Effective Inclusive Classrooms: 6 Techniques for Improving Inclusive Teaching and Learning*. TASH 2016 Annual Conference.
- Williams, C. & Jenson, R. (2016). *Inclusive School Community: Partnerships for Effective Inclusive Teaching and Learning*. AUCD 2016 Annual Conference.
- Jenson, R. & Williams, C. (2016). *Getting Real with Coaching: Benefits, Purpose, and Practical Strategies for Improving Systems and Practices with Coaching*. AUCD 2016 Annual Conference.
- Jenson, R., Petri, A., & Day, A. (2016). *Modeling complex systems using fuzzy cognitive mapping*. AEA 2016 Annual Evaluation Conference.
- Jenson, R. (2016). *Trauma-informed considerations for evaluations*. AEA 2016 Annual Evaluation Conference.
- Templeton, O. & Jenson, R. (November 2016). *Examining Encounters to Strengthen Home Visitation Effectiveness: A Longitudinal Study of TIES Program Outcomes*. The Collaborative Science of Home Visiting Meeting. Washington, DC.
- Jenson, R., Jetter, A., Petri, A., Gotto, G., & Day, A. (2016). *Participatory modeling with fuzzy cognitive maps: Studying veterans' perspectives on access and participation in higher education*. Innovations in Collaborative Modeling Conference. Lansing, MI.
- Petri, A., Gotto, G., & Jenson, R. (2016). *Merging participatory research with fuzzy cognitive mapping: Eliciting responses across a variety of complex systems and stakeholders*. Innovations in Collaborative Modeling Conference. Lansing, MI.
- Jenson, R. (2016). *Improving practices with high quality training and coaching*. Webinar from AUCD's Community Education and Dissemination Council (CEDC).
- Thurston, L., Jenson, R., & Gothberg J. (2016). *Why can't we hear the voices? Evaluation practices that are responsive to culture, gender identification, sexual orientation, ability and other dimensions of diversity*. Third International Center for Culturally Responsive Evaluation and Assessment (CREA). Chicago, IL.
- Williams, C. & Jenson, R. (2016). *Talking forward: Constructing high quality interactions in inclusive classrooms*. Council for Exceptional Children. St. Louis, MO.
- Jenson, R. (2015). *Using data to tell your implementation story*. Association of University Centers on Disabilities (AUCD) Annual Meeting. Washington, DC.
- Jenson, R., McVeigh, T., & Willis, D. (2015). *Show Me Careers: Transition to employment in Missouri*. Association of University Centers on Disabilities (AUCD) Annual Meeting. Washington, DC.
- Jenson, R. & Williams, C. (2015). *Web-based design for sharing and coaching*. National State Personnel Development Grantees Meeting, Washington, DC.
- Jenson, R. & Williams, C. (2015). *Master practice profile self-assessment*. National State Personnel Development Grantees Meeting, Washington, DC.
- Jenson, R. & Williams, C. (2015). *Using data placemats to link implementation to outcomes*. National State Personnel Development Grantees Meeting, Washington, DC.
- Jenson, R., Thurston, L., & Petri, A. (2015). *Better UDL Practices: Considering the Trauma Histories of Students with Disabilities*. Association of Higher Education & Disability Annual Conference. Minneapolis, MN.
- Petri, A. & Jenson, R. (2015). *Beyond Accommodations: How Academic Coaching Supports College Success for Students with Disabilities*. Association of Higher Education & Disability Annual Conference. Minneapolis, MN.

- Jenson, R., Petri, A., & Day, A. (2015). *Veterans in STEM: Using fuzzy cognitive mapping to display veteran voices about post-secondary STEM systems*. Evaluation 2015: American Evaluation Association, Denver, CO.
- Jenson, R. & Williams, C. (2015). *Evaluating Impact by Making Implementation Data Visible*. Evaluation 2015: American Evaluation Association, Denver, CO.
- Jenson, R., Williams, C., & Crawford, N. (2015). *Educators are Visible Learners Too*. International Visible Learning Conference. San Antonio, TX.
- Durkin, E., Fleming, L., & Jenson, R. (2015). *Advocacy strategies to address violence against persons with disabilities*. Disability Grant Program All-Site Meeting. Kansas City, MO.
- Fleming, L., & Jenson, R. (2015). *Principles of trauma-informed agencies*. Disability Grant Program All-Site Meeting. Kansas City, MO.
- Thurston, L.P., Jenson, R., & McKlin, T. (2014, October). *Enhancing inclusive evaluation design by merging trauma-informed and universal design principles*. Evaluation 2014: American Evaluation Association, Denver, CO.
- Jenson, R. J. (2014). *Observation of High Quality Coaching and Training*. National State Personnel Development Grantees Meeting, Washington, DC.
- Jenson, R. J., Williams, P., Henry, G., & Williams, C. (2014). *Making Teaching and Learning Visible*. National State Personnel Development Grantees Meeting, Washington, DC.
- Jenson, R. J., Williams, P., Henry, G., & Williams, C. (2014). *Improving Teaching and Learning through Missouri Collaborative Work*. National State Personnel Development Grantees Meeting, Washington, DC.
- Jenson, R. J. (2014). *Academic Coaching for Students with Disabilities & Wounded Warriors*. Building Capacity Institute. Seattle, WA.
- Jenson, R. J., Williams, P., Henry, G., & Williams, C. N. (2014). *Show-Me Better Outcomes: Missouri's Visible Learning Journey*. International Visible Learning Conference, Carlsbad, CA.
- Jenson, R. J., Williams, P., Henry, G., & Williams, C. (2014). *Missouri Collaborative Work: Improving Teaching and Learning*. Annual OSEP meeting. Washington, DC.
- Jenson, R. J., Williams, P., Henry, G., & Williams, C. N. (2014). *Show-Me Better Outcomes: Missouri's Visible Learning Journey*. Annual OSEP Project Directors Meeting, Washington, DC.
- Jenson, R. J. (2013). *Using Rubrics to Measure Implementation*. Global Implementation Conference, Washington, DC.
- Jenson, R. J., Williams, P., & Noonan, P. (2013). *Missouri Collaborative Work: Focused on Effective Teaching and Learning Practices*. Annual OSEP Project Directors Meeting, Washington, DC.
- Jenson, R. J., Williams, P., & Noonan, P. (2013). *Embedding Feedback Data into your Professional Development*. National State Personnel Development Grantees Meeting. Washington, DC.
- Jenson, R. J. (2012). *Responding to trauma by creating inclusive, accessible, and responsive community services for people with developmental disabilities*. Association of University Centers on Disabilities (AUCD) Annual Meeting. Washington, DC.
- Jenson, R. J. (2012). *Leadership Matters: Taking your school to the next level by integrating what works*. Missouri Integrated Model Summer Institute. Lake of the Ozarks, MO.
- Jenson, R. J. (2012). *Walking in a Teacher's Shoes: What teachers need to know about the integrated school improvement process*. Missouri Integrated Model Summer Institute. Lake of the Ozarks, MO.
- Jenson, R. J. (2012). *Integrated School Improvement Process: The architecture, bolts, and work*. Missouri Integrated Model Summer Institute. Lake of the Ozarks, MO.
- Jenson, R. (2011). *Using implementation drivers to stay on track: Missouri integrated model*. Global Implementation Conference, Washington, DC.
- Jenson, R. (2011). *Professional development that works*. Missouri Integrated Model Summer Institute. Lake of the Ozarks, MO.

- Jenson, R. & Noonan, P. (2011). *Outcomes and processes: Three years of Missouri integrated model data*. Lake of the Ozarks, MO.
- Jenson, R. J. & Day, A. D. (2011). Emergency Summit: A Community Response to Increased Demand for Services to Victims of Rape.
- Jenson, R. J. & Petri, A. N. (2011). *Community Partnerships for Enhancing Access to STEM Education for Students with Disabilities*, Association of Higher Education and Disabilities Annual Conference, Seattle, WA.
- Rilinger, P. & Jenson, R. (2011). *Safety First: A collaborative approach*. 6th Annual SART Conference, Austin, TX.
- Williams, P., Jenson, R., Noonan, P., & Pattison, J. (2011). *Implementation of the Missouri integrated model: Integrating systems and practices*. Annual OSEP Project Directors Meeting, Washington, DC.
- Williams, P., Jenson, R., & LePage, J. (2009). *Pulling the pieces together: Lessons learned from the development and pilot of the Missouri Integrated Model*. Annual OSEP Project Directors Meeting, Washington, DC.
- Jenson, R. (2008). *Missouri Integrated Model: A framework for teaching ALL students*. Association of University Centers on Disabilities. Association of University Centers on Disabilities (AUCD) Annual Meeting. Washington, DC.
- Walker, L., Jenson, R., & Nells, T. (2008). *OurSABE.org: An online self-advocacy community*. Association of University Centers on Disabilities (AUCD) Annual Meeting. Washington, DC.
- Jenson, R. (2008). *Missouri Integrated Model*. Missouri Summit on Inclusive Education: Classrooms Designed for Success. Missouri Planning Council on Developmental Disabilities, Columbia, MO.
- Jenson, R. (2008). *Overview of the Missouri Integrated Model*. Presentation to the Missouri Special Education Advisory Panel, Jefferson City, MO.
- Kemp, K. & Jenson, R. (2007). *Promoting leadership through an interdisciplinary disability studies program*. Association of University Centers on Disabilities (AUCD) Annual Meeting. Washington, DC.
- Jenson, R. & Fleming, L. (2007). *Collaborating to serve women with disabilities that are victims of violence*. Association of University Centers on Disabilities (AUCD) Annual Meeting. Washington, DC.
- Hope, C. F., Jenson, R. & Fleming, L. (2007). *Safety First Initiative: Needs assessment and lessons learned*. Department of Justice, Office on Violence Against Women, Bi-annual meeting, St. Louis, MO.
- Jenson, R. & Nobles, J. (2007). *Advocating for preschool inclusion: Tool kit for parents*. Family to Family Conference, Independence, MO.
- Dilks, S., Jenson, R. J., & Chronwall, B. (2006). *Universal design and diversity education: Transforming course design across the curriculum*. Teaching Renewal Conference, Columbia, MO.
- Jenson, R., Dilks, S., & Chronwall, B. (2006). *Universal design and diversity education: Transforming course design across the curriculum*. International Society for the Scholarship of Teaching and Learning (ISSOTL), Washington, DC.
- Jenson, R. (2006). *Interdisciplinary leadership in disability studies: Infusing disability studies across professional fields*. Association of University Centers on Disabilities (AUCD) Annual Meeting. Washington, DC.
- Fuger, K.L. & Jenson, R. (2006). *Many Approaches, One Voice: Preliminary AIA findings for Year 8*. National Abandoned Infants Assistance Resource Center Grantee Conference, Berkeley, CA.
- Fuger, K. L. & Jenson, R. (2006). *Evaluators Roundtable*. National Abandoned Infants Assistance Resource Center Grantee Conference, Berkeley, CA.
- Palmer, S., Horn, E., Thompson, B., Turbiville, V., & Jenson, R. (December 2002). *Supporting Innovation to Spiral Upward from Inclusion to Access the General Curriculum*, DEC, San Diego, CA.
- Thompson, B., Palmer, S., Horn, E., & Jenson, R. (October 2002). *After Preschool Inclusion: Children's*

Educational Pathways Over the Early School Years, KS CEC, Lawrence, KS.

Horn, E., Thompson, B., Palmer, S., Turbiville, V., & Jenson, R. (April 2002). *Defining Access and Progress in the General Curriculum for Young Children with Disabilities*, CEC, New York, NY.

Palmer, S., Horn, E., Thompson, B., Turbiville, V., & Jenson, R. (December 2001). *Early Childhood and Access to the General Curriculum – Issues and Inclusion*, DEC, Boston, MA.

Horn, E., Thompson, B., Palmer, S., Turbiville, V., & Jenson, R. (December 2001). *After Preschool Inclusion: How Are We Doing Five–To–Eight Years Later?* DEC, Boston, MA.

Jenson, R. (March 1998). *Curriculum Development for Preschoolers and Kindergartners*, Midwest Conference on Inclusive Education, Lincoln, NE.

Jenson, R. (March 1997). *Planning Successful Transition to Kindergarten*, Midwest Conference on Inclusive Education, Omaha, NE.

Jenson, R. (August 1993). *Promoting the Engagement of Young Children with Severe Disabilities in a Montessori Learning Environment*, Wyandotte Inclusive Network Summer Institute, Kansas City, Kansas.

TRAININGS & WORKSHOPS

Jenson, R. J., Williams, C. N., & Crawford, N. L. (2015). *Doing Data Right*. Missouri State System of Support Shared Learning, Jefferson City, Missouri.

Jenson, R. J. & Fleming, L (2013-2015). *Creating Accessible and Trauma-Informed Agencies*, Kansas City, Missouri.

Jenson, R. J. (2013). *Missouri statewide model of high quality professional development*. Missouri State System of Support Shared Learning, Jefferson City, Missouri.

Jenson, R. J. (2012). *Mapping implementation data for improving response to intervention systems and practices*. District-wide staff development, Lewis County School District, Missouri.

Jenson, R. J. (2012). *Mapping implementation data for improving response to intervention systems and practices*. Missouri Integrated Model Spring Workshops.

Jenson, R. (2011). *Technology and universal design for learning*. KC-BANCS Faculty Seminars. Penn Valley Community College, MO.

Jenson, R. J. (2011). *Coaching and leadership*. Missouri Integrated Model Fall Workshops.

Jenson, R. (2010). *Focus on students through universal design for learning*. KC-BANCS Faculty Seminars. University of Missouri-Kansas City, MO.

Jenson, R. (2010). *Staying on track with MIM*. Missouri Integrated Model Fall Regional Meeting. Kansas City Missouri & Meramec Valley Missouri.

Jenson, R. (September, 2004). *Applying Cross-Cultural Competency to Family-Centered Services*. Lunch and Learn Series, University of Connecticut Center for Excellence in Development Disabilities, CT.

Horn, E., Thompson, B., & Jenson, R. (December 2002). *Child-Focused Intervention: Access and Progress in the General Curriculum for Preschoolers*, DEC, San Diego, CA.

PRODUCTS & ASSESSMENTS

Jenson, R. J., Day, A., Durkin, E., & Fleming, L. (2016). *Facilitator’s Guide: Accessibility and responsiveness tool: Improving services for women with disabilities who experience domestic or sexual violence (2nd Edition)*. Kansas City, MO: UMKC Institute for Human Development, Metropolitan Organization to Counter Sexual Assault, Rose Brooks Domestic Violence Shelter.

Jenson, R. J. & Day, A. D. (2015). *Master Practice Profile/Self-Assessment: Interactive Tool*.

Jenson, R. J. & Williams, C. N. (2015). *Data placemats for data-driven, implementation-focused, decision-making: school, regional, and state-levels*.

Jenson, R. J. & Tracy, A. B. (2015). *Common Formative Assessment Web-based Data and Coaching Tool*.

Jenson, R. J., Day, A., Durkin, E., & Fleming, L. (2014). *Accessibility and responsiveness tool: Improving*

- services for women with disabilities who experience domestic or sexual violence (2nd Edition)*. 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., Day, A., & Jenson, R. J. (2015). *Planificación de Seguridad para las Personas con Discapacidades*. Kansas City, MO: UMKC Institute for Human Development, Metropolitan Organization to Counter Sexual Assault, Rose Brooks Domestic Violence Shelter.
- Williams, C. N., Lay, M. L., & Jenson, R. J. (2014). *Purposeful Collaboration & Communication as Inclusive Practices*. Includes professional development and materials to support implementation with fidelity.
- Jenson, R. J., Williams, C. N., Day, A. D., Arnold, J. D. (2014) *Professional Development Learning Package Series: Cooperative Learning, Direct Instruction, Teacher-Student Relationship, Co-Teaching, Differentiated Instruction, Classroom Discussion, Mastery Learning, Using Technology in Classroom Instruction, Increasing Student Engagement, and Metacognition*. Includes professional development and materials to support implementation with fidelity. Extensive list of statewide development collaborators available at www.moedu-sail.org.
- Jenson, R. J., Arnold, J. D., Williams, C. N., & Day, A. D. (2014). *Infographic Series: Cooperative Learning, Direct Instruction, Teacher-Student Relationship, Co-Teaching, Differentiated Instruction, Classroom Discussion, Mastery Learning, Using Technology in Classroom Instruction, Increasing Student Engagement, and Metacognition*.
- Jenson, R. J., Sneed, M., Day, A. D., Arnold, J. D. (2013) *Professional Development Learning Package Series: Collaborative Data Teams, Data-based Decision-making, Common Formative Assessment, Reciprocal Teaching, Assessment Capable Learners, Spaced versus Massed Practice, Feedback, School-based Implementation Coaching and Collaborative Work Overview*. Includes professional development and materials to support implementation with fidelity. Extensive list of statewide development collaborators available at www.moedu-sail.org.
- Jenson, R. J., Arnold, J. D., & Day, A. D. (2013). *Infographic Series: Collaborative Data Teams, Data-based Decision-making, Common Formative Assessment, Reciprocal Teaching, Assessment Capable Learners, Spaced versus Massed Practice, Feedback, and School-based Implementation Coaching*.
- Jenson, R., Noonan, P. & Gaumer Erickson, A. (2013). *Observation checklist for high-quality professional development regional implementation coaching*. UMKC Institute for Human Development, Kansas City, MO.
- Brussow, J.A., Gaumer Erickson, A.S., Noonan, P., & Jenson, R. (2013). *Coaching Observation Checklist*. Lawrence, KS: University of Kansas, Center for Research on Learning.
- Jenson, R. J. & Johnson-Tribout, M. (2013). *Academic Coaching Fidelity Checklist: Supporting College Students with Disabilities in STEM majors*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J. (2013). *Missouri Collaborative Work Getting Started Discussion Guide*. Missouri Department of Elementary & Secondary education. Kansas City, MO: UMKC Institute for Human Development.
- Rohs, J., Jenson, R. J., Fuger, K. L., & (2013). *Teams for Infants Endangered by Substance Abuse Implementation Blueprint*. Kansas City, MO: UMKC Institute for Human Development
- Jenson, R. J., Pattison, J. J., & McVeigh, T. (2012). *Show Me Career Community and State Level Evaluation Rubrics*. 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., Mc-Coy-Harms, S., & Fleming, L. (2012). *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. (2012). *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. & Pattison, J. (2011). *Missouri integrated model planner and tips for teams*. Kansas City, MO: UMKC Institute for Human Development
- Jenson, R. J. & Day, A. D. (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. (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.
- McVeigh, T., Walker, L., Jenson, R., & McCarthy, M (2008). *Employment of people with disabilities: An untapped resource*. (web based curriculum).

TECHNICAL WRITING

- Jenson, R. J., & Petri, A. N. (2016). *Veterans in STEM Annual Report*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J., & Petri, A. N. (2016). *Building an Alliance for New Careers in STEM (KC-BANCS) Annual Report*. Kansas City, MO: UMKC Institute for Human Development.
- Williams, C. & Jenson, R. (2016) *Inclusive School Community Project Quarterly and Annual Reports (2015)*.
- Williams, C. & Jenson, R. (2015) *Inclusive School Community Project Quarterly and Annual Reports (2015)*.
- Jenson, R. J., & Petri, A. N. (2015). *Veterans in STEM Annual Report*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J., & Petri, A. N. (2015). *Building an Alliance for New Careers in STEM (KC-BANCS) Annual Report*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J., & Petri, A. N. (2015). *Veterans Go To College: White Paper for the Veterans Learning Hub*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J., & Petri, A. N. (2014). *Building an Alliance for New Careers in STEM (KC-BANCS) Annual Report*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J., Williams, C., & Lay, M. L. (2014). *Inclusive School Community Project Quarterly and Annual Reports*. Kansas City, MO: UMKC Institute for Human Development
- Jenson, R. J & Day, A. D. (2013). *Project SAFE Implementation Summary Report*. Kansas City, MO: UMKC Institute for Human Development
- 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.
- Doljanac, R., Graybill, T., & Jenson, R. J. (2010). *Missouri Developmental Disabilities Transformation Grant Positive Behavior Support Training Evaluation Report*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J. (2009). *Measuring outcomes for people with disabilities*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J. (2009). *Missouri Integrated Model: Description of the development phase*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J. (2008). *Evaluation of the Missouri systems transformation initiative: Annual report*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J., Hope, C., & Fleming, L (2008). *Safety First: Community needs assessment*, Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J. (2007). *Missouri statewide improvement grant (SIG): Final evaluation report to OSEP*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J. (2007). *Evaluation of the Missouri systems transformation initiative: Annual report*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J. (August 2007). Universal design for college teaching. *Faculty Center for Excellence in Teaching (FaCET) Newsletter*, Kansas City, MO: University of Missouri Kansas City.
- Jenson, R. J. (2007). *Evaluation of Missouri state improvement grant: Year 3*. Kansas City, MO: UMKC Institute for Human Development
- Jenson, R. J. (2007). *Missouri statewide improvement grant (SIG): Annual evaluation report to OSEP*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J. (2007). *21st Century community learner centers: School linked services annual evaluation report*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J. (2007). *Esperanza para los ninos: Final evaluation report*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J. , Graybill, T., Horn, V., & McCarthy, M. P., Kemp, K., & Saporov, Z. (2007). *Needs assessment: EITAS disability support services of Jackson County*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J. (2007). *Evaluation of the Kansas project for children and young adults who are deaf-blind: Year 3*. Kansas City, MO: UMKC Institute for Human Development
- Jenson, R. J. (2006). *Esperanza para los ninos: Annual evaluation report*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J. & Fuger, K. (2006). *Missouri early childhood comprehensive system: Evaluation report of planning phase*. Kansas City, MO: UMKC Institute for Human Development.
- Graybill, T., Horn, W., & Jenson, R. J. (2006). *Direct care staff perceptions on abuse and neglect in Missouri Department of Mental Health facilities*. Kansas City, MO: UMKC Institute for Human

Development.

- Jenson, R. J., Fuger, K. L., Duvall, L. A., & Stephens, D. J. (2006). *Abandoned infants assistance program: Cross-site evaluation report*.
- Houghton, J. & Jenson, R. J. (2006). *Chase Middle School comprehensive school reform formative evaluation report*. Kansas City, MO: UMKC Institute for Human Development.
- Fuger, K.L., Jenson, R. J. , Nobles, J.A., & Stanfill, A., Stephens, D.J., & Quirey, M. (2005). *Early childhood excellence project: Final evaluation report*. Kansas City, MO: UMKC Institute for Human Development.
- Todd, M.L., Fuger, K.L., Jenson, R. J., Brown, G.E., Nobles, J.A., & McMann, O. (2005). *Teams for infants endangered by substance abuse: Final evaluation report*. Kansas City, MO: UMKC Institute for Human Development.
- Fuger, K.L., Jenson, R. J., Brown, G.E., Reeves, N., & Arnold, J.D. (2004). *Strengthening families and fatherhood: Children of incarcerated fathers project, Evaluation report of planning phase*. Kansas City, MO: UMKC Institute for Human Development.
- Jenson, R. J. (2004). Access to the general early childhood curriculum: An investigation of participation in the general early childhood curriculum and provided instructional supports. *Dissertation Abstracts International*, 65(08), 2848. (UMI No. 3143341)

WEBSITES & ELECTRONIC MEDIA

- Missouri Multi-Tiered System of Support (MTSS): www.moedu-sail.org
- Collaborative Team Structures, online learning package, <http://www.moedu-sail.org/courses/collaborative-team-structures/>
- Assessment Capable Learners, online learning package, <http://www.moedu-sail.org/courses/assessment-capable-learners-course/>
- Feedback, online learning package, <http://www.moedu-sail.org/courses/feedback/>
- Common Formative Assessment, online learning package, <http://www.moedu-sail.org/courses/common-formative-assessment/>
- Data-based Decision Making, online learning package, <http://www.moedu-sail.org/courses/data-based-decision-making/>
- Common Formative Assessment and Coaching Tool: www.moedu-sail-cfa.org
- High Quality Professional Development Observation Checklist and Coaching Tool: www.moedu-sail-hqpd.org
- Jenson, R. (2014). How to Make Visible Educators. Corwin-Connect. Corwin Press. Online: <http://corwin-connect.com/2014/06/make-visible-educators/>
- Safety First: Kansas City Collaborative to End Sexual Assault & Domestic Violence Among Women with Disabilities: www.safetyfirstinitiative.org
- Inclusive School Community Project: www.inclusiveschoolcommunity.org
- Missouri Education Systems and Instruction for Learning: www.moedu-sail.org
- KC Building an Alliance for New Careers in STEM. www.kcstemalliance.org
- Transition STEM: Wounded Warrior Think Tank. www.transitionstem.org
- Veterans in STEM: www.veteransinstem.org.

COLLEGE TEACHING

- SW 5563: Life Span Issues in Developmental Disabilities, University of Missouri-Kansas City. (2008-2010).
- INTG 425: Integrative Seminar in Disability Studies, University of Missouri-Kansas City. (2006-2007).
- Law 815S: Leadership in Disability Studies: A Multidisciplinary Approach, University of Missouri-Kansas City. (2005-2007).

SGS 5501: Disability and Community Support, University of Missouri-Kansas City. (2005-2007).
SPED 840: Program Planning in Early Childhood Special Education, University of Kansas. (2004).
University Practicum Supervisor, University of Kansas Department of Special Education: Early Intervention. (2000-2003).
Graduate Teaching Assistant, SPED 860: Education of Exceptional Children and Youth II: Early Childhood Methods and Materials II, University of Kansas. (Fall 2002).
Clinical Adjunct Professor, University of Kansas Department of Special Education: Early Intervention, Severe-Profound Disabilities. (1994-1998).

INVITED LECTURES

Jenson, R., & Petri, A. (2016). *Trauma-informed strategies for communication in youth court settings*. UMKC Law School: Youth Court Program.
Jenson, R. J. (2012). *Disability and ethical considerations*. Children's Mercy Hospital, Social Work Department, Kansas City, Missouri.
Jenson, R. J. (2011). *Disability and culture*. Children's Mercy Hospital, Social Work Department, Kansas City, Missouri.
Jenson, R. J. (2007). *Perspectives of Disability*. English 225: English II: Intermediate Academic Prose, University of Missouri-Kansas City.
Jenson, R. J. (2006). *Universal Design for Learning*. New Faculty Orientation. University of Missouri-Kansas City.
Jenson, R. J. & Laurent, S. (2006). *Universal Design for Learning*. Faculty Center for Excellence in Teaching, University of Missouri-Kansas City.
Laurent, S. & Jenson, R. J. (2006). *Student Support Services: Obligations and Accommodations*, Faculty Center for Excellence in Teacher, University of Missouri-Kansas City.
Jenson, R. J. (2005). *Basic Statistics for Early Childhood Evaluations*. Institute for Human Development, Kansas City, MO.
Jenson, R. J. (2004). *Using QSR N6 and NVIVO in naturalistic inquiry*. SPED 998: Naturalistic Inquiry, University of Kansas.
Jenson, R. J. (2004). *Access to the general early childhood curriculum*, SPED 860: Education of Exceptional Children and Youth II: Early Childhood Methods and Materials II, University of Kansas.

SERVICE

Conference Proposal Review Committee: AUCD Annual Meeting (2015).
Conference Planning Committee: AAIDD Annual Meeting (2015).
Member: Conference Program Planning Committee, American Association on Intellectual and Developmental Disabilities (2013-2014).
Member: Victimization Task Force, Missouri Planning Council for Developmental Disabilities (2013-2014).
Reviewer: American Journal on Intellectual and Developmental Disabilities (2013).
Reviewer: National Science Foundation Grant Review Panel (2013).
Member: AUCD Council on Research and Evaluation (2011-present).
Member: UMKC Strategic Planning Subcommittee: Diversity and Campus Climate (2009).
Member: Missouri Planning Council Inclusion Summit Panel (2007-2008).
Chair: Learn the Signs, Act Early Autism Missouri Summit Panel (2007-2008).
Chair: Missouri Autism Research & Response Agenda (MARRA) (2006).
Reviewer: Young Exceptional Children (2004).
Member: Leadership Studies Committee: KU Department of Special Education committee focusing on issues pertaining to the doctoral program (2002-2004).

PROFESSIONAL AFFILIATIONS

Member: American Association on Intellectual and Developmental Disabilities (2014-present)

Member: American Evaluation Association (2012-present)

Member: American Education Research Association (2010-present)

Member: Council for Exceptional Children (2002-present)

Member: Council for Exceptional Children: Division of Early Childhood (2002-2010)

Member: Council for Exceptional Children: Division for Culturally and Linguistically Diverse Exceptional Learners (2002-2010)

Stephen L. Barr, Ed.D.

CURRENT POSITION

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

Missouri Top 10 by “20 Plan—helped develop and implement a focused cross agency plan to improve outcomes for all students in all districts and schools

Tiered monitoring process—developed a cross-program model of compliance review to create consistency in and automate the process of federal and state compliance processes

WORK HISTORY

2010-2010 *Coordinator, Federal Programs, Missouri DESE*

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

Provided 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 Ohio’s Differentiated Accountability proposal which was one of six models approved by the USDE. Developed technology tools to assist districts, schools and the state implement the Differentiated Accountability model:

Decision Framework—automates data-driven decision-making and moves data decisions to the CCIP and throughout the statewide system of support to inform decisions at all levels

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*

Coordinated the implementation of NCLB for the ODE

Coordinated formula and competitive grants management and compliance administration across the agency

NCLB accountability determinations and support

1999-2001 *Assistant Commissioner, Division of Special Education, Missouri DESE*

Administered state and federal special education programs and funds

Provided 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

TIFFANI MUESSIG
2004 Wooded Lane Road
Jefferson City, MO 65101
573-418-6440
Tiffani_Muessig@icloud.com

Professional Summary

Accomplished and energetic with a solid history of achievement as an employee of the State of Missouri. Motivated leader with strong organizational and prioritization abilities. Areas of strength include time management, collaboration and efficiency.

Experience

Assistant Director **March, 2014-Present**
Missouri Department of Elementary & Secondary Education—Jefferson City, MO

- Coordination/cooperation with other areas of the Department
- Write and manage multiple contracts with various vendors
- Supervise/manage 15 contracted consultants year-round.
- Participate in the work of many committees
- Participate in the writing and implementing of federal grants

Consumer Advocate **July, 2013-February, 2014**
Missouri Attorney General's Office—Jefferson City, MO

- Worked with five major banks involved the National Mortgage Settlement to resolve consumer complaints submitted by Missourians
- Communicated with Missouri consumers regarding complaints against the five major banks involved in the National Mortgage Settlement in order to most effectively resolve their complaint.

Account Representative **June, 2011-June, 2013**
John Conrad State Farm Agency—Jefferson City, MO

- Sought out new clients and developed clientele by networking to find new customers and generate lists of prospective clients.
- Developed marketing strategies to compete with other individuals or companies who sell insurance.

Education

Master of Science in Education: Agency and Community Counseling December, 2015
Lincoln University—Jefferson City, MO

Bachelor of Science in Education: Elementary Education May, 2007
Lincoln University—Jefferson City, MO

Bachelor of Science in Education: Special Education May, 2007
Lincoln University—Jefferson City, MO

THEA SCOTT

3609 DARICE LANE
JEFFERSON CITY, MISSOURI, 65109
(WORK) 573-751-0285 (CELL) 573-645-6134
THEA.SCOTT@DESE.MO.GOV

CAREER OBJECTIVE

- To utilize my expertise within a multi-tiered system of support/early intervention model to assist in building effective educational systems that promote evidence-based practices to increase educational outcomes for all students.

WORK EXPERIENCE

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION JEFFERSON CITY, MO

Director, Three-Tiered Model Coordination-Current Duties

May 2013 - Present

- Serve on State Personnel Development Grant (SPDG) Management Team that assumes responsibilities for implementation of current grant work and to assure that systems and professional development are aligned, collaboratively review data, and problem-solve systems issues at all levels
- Facilitate State-level workgroup to develop a statewide multi-tiered system of support for Missouri that encompasses core components of tiered intervention models that align with the Department's Strategic Plan
- Facilitate aspects of MTSS virtual platform development which includes development and revision of specific evidence-based learning packages
- Communicate with districts providing Coordinated Early Intervening Services (CEIS) to ensure compliance with requirements of the Individuals with Disabilities Act (IDEA)
- Collaborate with other Missouri Office of Special Education (OSE) and Department staff in the analysis of data regarding statewide, regional, district-wide and building level performance on the targets and indicators set out in the State Performance Plan (SPP) and reporting of performance on the SPP Annual Performance Report (APR)
- Serve as DESE liaison for Professional Learning Communities (PLC) initiative which includes attendance at monthly program meetings and monthly PLC Leadership Team meetings and revision/oversight of PLC contract activities
- Communicate with districts regarding Response to Intervention (RtI) to ensure compliance with requirements of the Individuals with Disabilities Act (IDEA)

Director, Three-Tiered Model Coordination-Previous Duties

August 2009 - May 2013

- Coordinate Response to Intervention (RtI) work at the state level including development of RtI awareness level trainings, facilitate draft of Missouri RtI documents, manage RtI development site project inclusive of work with the National Center on RTI in Early Childhood at the University of Kansas (KU), Coordinator of the Missouri National Technical Assistance RtI Collaborative, coordinated development of Missouri RTI training modules, participate in national workgroup that developed RtI knowledge base for use as national comprehensive center tool
- Serve as state liaison with the National Center on Response to Intervention (NCRTI) for Missouri to receive intensive technical assistance and support
- Serve as the Missouri RtI contact at the state and national level to promote collaboration among state and national organizations, other Missouri agencies, and educators
- Head workgroup on using RtI for specific learning disability identification
- Enact a RtI implementation action plan and system evaluation within RtI development site project buildings

Interim Director, Compliance

December 2013 - July 2014

- Provide interpretation of federal and state statutes, regulations, policies, and procedures related to compliance with Part B of the Individuals with Disabilities Act (IDEA)
- Collaborate with Department and Office of Special Education (OSE) staff and contractor staff in the planning, development, and implementation of systems that collect and/or utilize data that are required by or used to inform activities of the OSE
- Collaborate with other Office of Special Education (OSE) and Department staff in the analysis of data regarding statewide, regional, district-wide and building level performance on the targets and indicators set out in the State Performance Plan (SPP) and reporting of performance on the SPP Annual Performance Report (APR)
- Assist the Coordinator and collaborate with other Office of Special Education staff in the planning and implementation of a system of General Supervision which meets the requirements of the Individuals with Disabilities Education Act (IDEA)
- Coordinate and conduct regular section staff meetings for Office of Special Education, Compliance section and regional Compliance Consultants
- Serve as team leader for on-site focus monitoring teams (outside of cyclical monitoring process)
- Supervise the Office of Special Education/Compliance section personnel

Assistant Director, Compliance

May 2007 - July 2009

- Collaborate with other Division staff in planning and developing long-term strategies and operations to achieve goals set out in the Missouri State Performance Plan (SPP) for Special Education, Department Strategic Plan, and Commissioner's Goals.
- Assist the Director in the development, review, revisions, and evaluation of the monitoring system
- Provide leadership to other staff and agencies to ensure the effective implementation of the compliance requirements of Part B of the Individuals with Disabilities Education Act (IDEA)
- Assist the Director in the interpretation of federal and state statutes, regulations, policies, and procedures related to the Individuals with Disabilities Education Act (IDEA) Part B compliance
- Assist the Director in the development and submission of the State Performance Plan (SPP) and Annual Performance Report (APR)
- Assist the Director in the evaluation of section staff

Assistant Director, Effective Practices

September 2005 - June 2006

- Assist the Director of Effective Practices Section in planning and developing long-term strategies and operations to achieve goals set out in the Missouri State Performance Plan (SPP) for Special Education, Department Strategic Plan, and Commissioner's Goals
- Provide leadership and expertise to other staff and agencies with regard to effective instructional practices and professional development for teachers and administrators of students with disabilities
- Collaborate with other Office of Special Education and Department staff in the analysis of data regarding statewide, regional, district-wide and building level performance on the targets and indicators set out in the State Performance Plan (SPP)
- Oversee work with the regional Special Education Improvement Consultants including planning and facilitating monthly meetings, training/professional development, and maintaining regular communications
- Manage the Special Education Improvement Planning and Grant process
- Provide oversight to the New Directors Institute and other Office of Special Education sponsored events

LOGAN ROGERSVILLE SCHOOL DISTRICT

Process Coordinator

ROGERSVILLE, MO

August 2001 - July 2005

- Coordinate and supervise activities within the special education comprehensive evaluation/reevaluation process across upper elementary/middle school campus (grades 3-8) to ensure compliance across campus with IDEA in the provision of special education services
- Supervise activities related to special education including individualized educational program (IEP) process across upper elementary/middle school campus (grades 3-8) to ensure compliance across campus with IDEA in the provision of special education services
- Coordinate and facilitate staff meetings within the evaluation and reevaluation process for special education
- Facilitate special education staff training/professional development (grades 3-8) on various topics related to requirements of the Individuals with Disabilities Education Act (IDEA)
- Serve as liaison between district Director of Special Services and building staff and assist the Director on other projects/duties as assigned
- Facilitate upper elementary building extended school year services
- Serve as building Section 504 and English as a Second Language Coordinator
- Ensure maintenance and security of student files (Students with Disabilities)

JEFFERSON CITY PUBLIC SCHOOL DISTRICT

Special Education Resource Teacher

JEFFERSON CITY, MO

August 1985 - May 1998

- Implement Individual Educational Programs (IEP) of students with disabilities (Learning Disabled, Intellectually Disabled)
- Provide communication with parents of students with disabilities regarding student progress, instructional programming, and school activities/events
- Collaborate with building and district staff regarding instructional planning and practices
- Participate in district professional development activities

EDUCATION

UNIVERSITY OF MISSOURI-COLUMBIA

Ed.S. Learning, Teaching, Curriculum, May 2011

COLUMBIA, MO

MISSOURI STATE UNIVERSITY

Master of Science in Education

School Psychological Examiner Certificate, May 2001

SPRINGFIELD, MO

LINCOLN UNIVERSITY

Bachelor of Science in Education, LD/EMH, May 1985

JEFFERSON CITY, MO

JEFFERSON CITY HIGH SCHOOL

High School Diploma, May 1980

JEFFERSON CITY, MO

REFERENCES

Available upon request

Missouri State Personnel Development Grant (CFDA#84.323A)

BUDGET JUSTIFICATION

(October 1, 2017 – September 30, 2022)

- 1. Personnel—N/A**
- 2. Fringe Benefits—N/A**
- 3. Travel (Y1: \$102,000, Y2: \$102,000, Y3: \$102,000, Y4: \$102,000, Y5: \$102,000, Y1-Y5: 510,000)**

Annual OSEP Project Directors Meeting

(Y1: \$4,000, Y2: \$4,000, Y3: \$4,000, Y4: \$4,000, Y5: \$4,000, Y1-Y5: \$20,000)

Travel each year for two staff to attend the SPDG Project Directors' meeting in Washington DC. Attendance is a required component of the grant application. Costs are estimated as follows:

Airfare (2 @ \$500 each)	1,000
Lodging (2 @ \$300 per night X 3 nights each)	1,800
Per Diem (2 @ \$55 per day X 4 days each)	440
Miscellaneous (ground travel, taxi, parking, etc.)	<u>760</u>
	4,000

Annual SPDG Project Directors Regional Meeting

(Y1: \$4,000 Y2: \$4,000, Y3: \$4,000, Y4: \$4,000, Y5: \$4,000, Y1-Y5: \$20,000)

Travel each year for two staff to attend the SPDG Regional meeting in Washington DC.

Costs are estimated as follows:

Airfare (2 @ \$500 each)	1,000
Lodging (2 @ \$300 per night X 3 nights each)	1,800
Per Diem (2 @ \$55 per day X 4 days each)	440
Miscellaneous (ground travel, taxi, parking, etc.)	<u>760</u>
	4,000

In-State Travel for DESE SPDG staff for meetings, on-site district visits

(Y1: \$15,000 Y2: \$15,000, Y3: \$15,000, Y4: \$15,000, Y5: \$15,000, Y1-Y5: \$75,000)

In-state travel for two DESE SPDG staff for up to eight team meetings with SPDG Management Team and Coaching Support Teams, nine meetings with RPDCs, and thirteen meetings with Model Districts. Costs are estimated as follows:

Mileage (1 @ 300 miles X 30 trips X .26 per mile)	2,340
Lodging (2 @ \$150 X 30 nights each)	9,000
Per Diem (2 @ \$55.00 per day @ 30 days each)	3,300
Miscellaneous (parking, etc.)	<u>360</u>
	15,000

Out-of-State Travel for DESE SPDG staff for meetings/conferences relating to project activities

(Y1: \$4,000 Y2: \$4,000, Y3: \$4,000, Y4: \$4,000, Y5: \$4,000, Y1-Y5: \$20,000)

Out-of-State travel costs for two DESE SPDG staff to travel to up to two meetings/conferences related to the activities of the grant. Costs are estimated as follows:

Airfare (2 @ \$500 X 2)	2,000
Mileage (1 @ 300 miles X 2 X .26 per mile)	156
Lodging (2 @ \$300 X 2 nights each)	1,200
Per Diem (2 @ \$55.00 per day X 4 days each)	440
Miscellaneous (ground travel, taxi, parking, etc.)	<u>204</u>
	4,000

In-state Travel for Coaching Support Teams (CST)

Y1: \$75,000, Y2: \$75,000, Y3: \$75,000, Y4: \$75,000 Y5: \$75,000, Y1-Y5: \$375,000)

The funds in this category will be used to pay for the travel of individuals providing the PD/coaching to the project districts/buildings.

Costs are estimated as follows:

50 CST staff @ \$1,500 each	\$75,000
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- 4. **Equipment** (Y1, Y2, Y3, Y4, Y5: \$ 0)
- 5. **Supplies** (Y1, Y2, Y3, Y4, Y5: \$ 0)
- 6. **Contractual** (Y1: \$1,070,044 Y2: \$1,070,044, Y3: \$1,070,044, Y4: \$1,070,044, Y5: \$1,070,044, Y1-Y5: \$5,350,220)

Missouri Parent Training and Information Center (MPACT)

(Y1: \$10,000, Y2: \$10,000, Y3: \$10,000, Y4: \$10,000, Y5: \$10,000, Y1-Y5: \$50,000)

The Office of Special Education will contract with the Missouri Parent Training and Information Center (MPACT) to develop and implement training for parents of students with disabilities on the focus areas of the grant with content specific to how each area impacts the performance of students with disabilities. Some of the areas to be addressed will be the Missouri Learning Standards (including Standards-based IEPs), Assessment of students with disabilities (including Formative Assessments, general Statewide Summative Assessments and Alternate Assessments), effective teaching/learning practices, and data-based decision-making.

Evaluation: TerraLuna Collaborative

(Y1: \$150,000, Y2: \$150,000, Y3: \$150,000, Y4: \$150,000, Y5: \$150,000, Y1-Y5: \$750,000)

The above funds, which represent approximately 10% of the grant total, are requested for completion of all evaluation activities. This includes salaries for the project evaluators

and research assistants associated with data collection, instrument design, participation in implementation team meetings, analysis, reporting, and dissemination of findings at MMD/SPDG Management Team, stakeholder and national SPDG meetings.

Research, Development, and Implementation: University of Missouri Kansas City—
Institute on Human Development

(Y1: \$445,476, Y2: \$445,476, Y3: \$445,476, Y4: \$445,476, Y5: \$445,476, Y1-Y5: \$2,227,380)

The Institute on Human Development at the University of Missouri in Kansas City, under the direction of Dr. Ronda Jenson, will undertake several aspects of the research, development and implementation of this project. The funds requested for this portion of the budget will be used to support the following activities: (a) development, implementation and maintenance of a web-based system for the provision of PD, (b) monitoring of the fidelity of implementation of learning and sharing of resources, and (c) convening, conducting and following up on other grant meetings, such as meetings of the Management Team and Annual Stakeholder Advisory Team. Dr. Jenson and her staff will also participate with other Department groups to ensure that grant activities are aligned with all other work occurring at the Department in the grant focus areas.

Coaching Support Team Leadership and Professional Development

(Y1: \$464,568, Y2: \$464,568, Y3: \$464,568, Y4: \$464,568, Y5: \$464,568, Y1-Y5: \$2,322,840)

A contract will provide for hiring qualified coaching support team facilitators, (b) professional development for coaching support teams, and (c) direct supervision, in collaboration with the DESE, to the coaching support teams.

7. Construction—N/A

8. Other (Y1: \$262,500, Y2: \$262,500, Y3: \$262,500, Y4: \$262,500, Y5: \$262,500, Y1-Y5: \$1,312,500)

State Personnel Development Grants Program Website (SigNetwork.org)

Y1: \$4,000, Y2: \$4,000, Y3: \$4,000, Y4: \$4,000, Y5: \$4,000. Y1-Y5: \$20,000)

These funds are to support the State Personnel Development Grants Program website currently administered by the University of Oregon. This is a required component of the grant application.

Professional Development for CSTs

Y1: \$25,000, Y2: \$25,000, Y3: \$25,000, Y4: \$25,000 Y5: \$25,000, Y1-Y5: \$125,000)

The success of this project depends on common knowledge and a high degree of skills among all SSOS personnel. This professional development is essential for developing a

common knowledge-base and skill set among CST personnel. The PD will be in-depth and contain information surrounding the focus areas incorporated into the project. It will be guided and often provided by national experts and in collaboration with agencies supported through the U.S. Department of Education Technical Assistance and Dissemination Network. It will also make use of various technologies for provision of PD and include a webinar series.

Costs are estimated as follows:

Webinar development/implementation	10,000
PD/Trainer costs (3 @ \$5,000 each)	<u>15,000</u>
	25,000

Technology Grants to LEAs/CSTs

Y1: \$68,500, Y2: \$68,500, Y3: \$68,500, Y4: \$68,500, Y5: \$68,500, Y1-Y5: \$342,500)

A critical part of this grant is researching and implementing various technologies to make the delivery, evaluation and sharing of resources for Professional Development more efficient and effective. Funds will be used to provide grants to districts using the technologies to train and support staff in the use of the various technologies chosen for implementation. Funds will also be used to purchase technology for CSTs to use in virtual collaboration/coaching with other CSTs, districts, DESE and RPDCs.

Costs are broken down as follows:

Technology for MMD districts/buildings (107 X \$2,500)	267,500
Technology for CST members (50 @ \$1,500)	<u>75,000</u>
	342,500

Annual MMD Shared Learning Summit

Y1: \$165,000, Y2: \$165,000, Y3: \$165,000, Y4: \$165,000, Y5: \$165,000,

Y1-Y5: \$825,000)

MMD district and building teams will attend an annual Shared Learning Summit for the purpose of sharing learning from their implementation experiences over the past year, collaborative problem-solving, recognizing success, and data-driven planning for the following year. Budget includes costs associated with the venue, such as room charges, technologies, and surcharges. Estimated costs: \$165,000

9. Total Direct Costs—(\$7,172,720)

10. Indirect Costs—(NA)

11. Training Stipends—(N/A)

12. Total Costs (\$7,172,720)