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OSEP FY 2017 Grant Performance Report

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PR/Award # H323A170020

Budget Period # 1

Report Type: Annual Performance

PR/Award # H323A170020

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Project Narrative - Optional attachment for additional Section A text

Title : Optional attachment for additional Section A text

Attachment:

File :

1 [Explanation_of_Progress.pdf](#)

Explanation of Progress

PM1.a.: By the end of Year 2, 50% of the evidenced-based professional development components for the Missouri Professional Development Framework will score 3 or 4 per the SPDG Evidenced-Based Professional Development (EBPD) Components Rubric (A).

Measurement Tool: SPDG Evidenced-Based Professional Development Components Rubric

2018 Baseline: 50%

Performance Target: 50%

The worksheet/rubric and supporting documentation are provided as supplemental materials to this Annual Performance Report. In the planning phase for and during the 2017-18 school year through February 28, 2018, state project administrators have ranked themselves as follows, for: selection (2 scores of 3 or better / of 2 domains), training (1/5), coaching (1/2), performance assessment (3/5), and facilitative administrative support/systems intervention (0/2).

Components in place:

In rating progress thus far in the first year of the project, administrators scored current status as a 3 (good) or 4 (exemplary) for the following domains and activities:

A(1) Clear expectations are provided for PD participants and for schools, districts, or other agencies.

A(2) Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.

B(1) Accountability for the delivery and quality of training.

C(1) Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services

D(1) Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).

D(2) Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).

D(5) Participants are instructed in how to provide data to the SPDG Project.

Please see the 33 pages of narrative provided within the evidence-based professional development worksheet for a detailed description of existing practices that match these components.

Components we will focus on improving during the coming year:

During the grant year between March 1, 2018, and February 28, 2019, the project management team has plans to address specific components identified on the Evidence-based Practices Worksheet. First, pre- and post-training assessment data is currently under development. These assessments are designed to address knowledge gain, perception of the training experiences and content, and intended application of the content in practice. In the prior SPDG, pre- and post-assessments were used, but fell short of effectively addressing the content areas in an applied manner. With the launch of MMD, assessment for all of the professional learning modules is being revised. Second, there are numerous data/implementation tools under development. The management team is committed to rolling out implementation tools that also provide valuable

sources of data. These tools include (a) Professional Learning Plans to address implementation at district and building levels, (b) expansion of the Self-Assessment Practice Profile to include new content areas, (c) CST Progress Survey of coaches knowledge and skills gain, (d) survey of district and building level administrators, (e) virtual learning platform feedback survey, and (f) classroom observation/walkthrough tool. These added tools will provide needed data and description for the completion of the FY 19 Evidence-based Practice Worksheet as well as other performance measures. Performance Measures 1.B., 1.C., 1.D., 1.E., 2.A., and 2.C. will be addressed by the additional data tools.

Why certain components are in place and some components need focus:

Because this project builds on prior SPDG work and incorporates improvements from lessons learned, implementation involves a mix of old and new tools. For this reason, on the EBPD worksheet, there were both a number of domains for which project staff rated current status as "good" but also a number of domains for which they did not. As explained in the section above, there are a number of improvements already planned for the 2018-19 school year that will lead to the project showing even more alignment to desired evidence-based practices in the future. At the same time, during each monthly management team meeting, project staff discuss the current state of practices and make suggestions for and debate the merits of potential new pathways forward. As a result, project administrators see themselves as being "on-track" related to the incorporation of desired practices even with or even ahead of schedule during the five-year grant period.

PM1.b.: By the end of Year 5, 100% of coaches will report an increase in the skills and knowledge in the Missouri Professional Development Framework.

Measurement Tool: Annual survey of coaches and facilitators

2018 Baseline: Will be established summer 2018

Performance Target: 100%

Calculations for this performance measure will commence following the spring 2018 facilitators and coaches survey data collection period. At that time, baseline can be established as well as the first calculation of progress towards the 100% target. These data will be filed with the 2019 Annual Performance Report (APR).

The annual survey of coaches and facilitators is disseminated in May of each school year. Among other formative and developmental topics that help to guide coaches' training throughout the year, coaches are surveyed on their relative confidence in their content understanding (knowledge) as well as their understanding of high quality coaching practices (skills).

This survey instrument contains several items asking about their level of content understanding as well as their confidence level as coaches of specific topics with both district and building level educators/administrators. Administered just before the end of the school year, the results are also used to inform the delivery of monthly professional development for the coaches during summer learning sessions and during CST team meetings through the following school-year. It should be noted that another cohort of facilitators and coaches will begin project work during the 2018-19

school year. Their baseline and first year change will be measured at the end of that school year and reported on the 2020 APR report for the first time.

Also, project administrators believe that because these data are used for developmental purposes as well as formative calculations, the resulting data-informed PD aimed at internal facilitators and coaches make a target of 100% of coaches reporting professional growth within reach and that each year the project as a whole will make progress from baseline toward that goal.

Overall, the first year of this award has been used for developing, piloting (in some cases), and finalizing data collection instruments and performance measures. In the case of performance measures 1.c. and 1.d., baseline data collection will occur during the 2018-19 school year, and must first be complete in order to reasonably set targets. Once the baseline is established and targets set, data describing progress toward the performance measures will be reported in the APRs for all following years.

PM1.c.: Annually, beginning in Year 3, 80% of districts will report that the coaching provided to the district was high quality.

Measurement Tool: CWIS for MMD Survey of Administrators

2018 Baseline: Will be established spring 2019

Performance Target: Will be established spring 2019

Performance measure 1.c. allows the project to track the effectiveness of the coaches in delivering coaching and professional development to districts on the various components on the Missouri Professional Development Framework. Building from performance measure 1.b., this measure evaluates the extent to which the districts report that the coaching provided to them was high quality. Data collection for this measure will be achieved by administering the CWIS for Missouri Model Districts (CWIS for MMDs) to school and district administrators.

Specific items from the CWIS for MMDs will be aligned to the High-Quality Coaching observation checklist to complete a 360-degree review for coaches. A set of 10 items is currently in an active pilot stage as of March 2018. The data collected during the pilot process will lead to the creation of a “coaching” scale that utilizes only the most effective items from the draft survey. The initial administration of the final instrument will occur in the spring of 2019. Data from this initial administration of the survey will allow project staff and evaluators to establish baseline and set performance targets for this measure.

As a result of the spring dissemination period for the CWIS for MMD survey, these data will be collected for the first time in March 2019 while results will be reported for the first time on the Year 3 APR in 2020. In the meantime, project staff will use the data collected via the survey to address needs for additional and/or alternative supports to the coaches as they support the districts and to strategize how to make the coach/district partnerships more effective as necessary.

Baseline will be established for both cohorts of districts during the 2018-19 school year.

PM1.d.: Annually, beginning in the third year of implementation, XX% of MMDs are effectively implementing internal coaching.

Measurement Tool: Self-assessment Practice Profile: School-based Implementation Coaching
2018 Baseline: 0

Performance Target: Will be established fall 2019

This measure builds from performance measures 1.b. and 1.c. by examining the extent to which the districts have implemented their own coaching systems which can supplement the coaching they receive from MMD CST. During the first year, the project team has worked on developing a new Self-Assessment Practice Profile related to the systems-based implementation coaching module. As the team designed the Self-Assessment Practice Profile, they grounded their work in current research and development related to practice-level implementation characteristics.

The Practice Profile framework, developed by the National Implementation Research Network (NIRN), offers a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). The School-Based Implementation Coaching Practice Profile is anchored by five essential functions: (1) educators develop and maintain coaching relationships, (2) educators provide effective feedback, (3) educators develop a strategic and differentiated coaching plan, (4) educators use solution dialogue, and (5) educators progress monitor implementation of effective educational practices.

Each essential function has specific criteria that must be met in order to be considered *proficient* and that also demonstrate *exemplary implementation*. For some essential functions, *proficient* and *exemplary* implementation criteria are the same while in others the criteria differ. *Close to proficient* levels of implementation suggest the skill or practice is *emerging* and coaching is recommended for moving toward more proficient implementation. When implementation is reported at the *unacceptable* or far from proficient variation level, follow-up professional development in addition to coaching is recommended. The practice profile is intended for use by the educator for self-checking on implementation as well as for use during coaching when providing descriptive feedback.

The school-based implementation coaching practice profile is currently in an active pilot stage as of March 2018. However, only districts that have implemented school-based implementation coaching will be required to use the instrument. As a result, these districts will (1) submit practice profiles as evidence that school-based coaching has been implemented and (2) achieve a minimum score on the profile to provide evidence that coaching implemented adheres to the desired project framework. This minimum score will be designated following data analysis once a suitable number of buildings are actively using the practice profile. Until this threshold has been met, it can be assumed that the practice of school-based coaching is not widespread across project districts. As such, baseline data will be collected at the same time for both cohort 1 and cohort 2 districts.

PM1.e.: Annually, beginning in Year 2, 80% of MMD enrolled users will achieve at least 75% proficiency on module assessment.

Measurement Tool: Virtual learning platform post-module assessment of knowledge

2018 Baseline: Will be established fall 2018

Performance Target: 75% proficiency

The rationale for this measure is to monitor the extent to which district partners are building the capacity of their own district/building administrators and educators to engage with the online, on-demand, asynchronous professional learning opportunities available to them through the project's VLP. This measure is a natural extension of those listed previous to this narrative in objective 1, starting with administrative practices, moving to coaching skills and knowledge, then district perception of the quality of the coaching they receive, and finally the implementation of internal coaching systems to further enhance the transfer of the MMD framework to the classroom level.

Enrolled users will not be required to complete any particular modules by project administrators. With the practice profile mentioned in the narrative for the performance measure above, it is expected districts will chart their own course through the VLP and subsequently through the post-module assessments based on their own unique professional learning plan. This will impact calculations because as with the practice profiles, a certain amount of pilot data for each assessment must be collected and then analyzed during the 2018-19 school year before appropriate scaling mechanisms can be put in place for that particular module assessment. All of this needs to happen before the first calculation of progress towards targets for this measure.

As with some of the other measures used for objective 1, the first year of this award has been focused on the development of the data collection instrument. The VLP modules developed for the start of the 2017-18 school year do not include an assessment of knowledge following completion. The project administration team has established a work plan for the summer of 2018 and the fall of the 2018-19 school year to develop items for each module assessment that are aligned to other measures such as the self-assessment practice profile and CWIS for MMD. Assessments will contain applied items and will be piloted prior to being coded and programmed into each module of the VLP. Following their development, they will be embedded within each module as other new updates are made to the content and media. This will occur on a rolling basis through Year 5. For this reason, reporting on performance against the targets set for this measure will be incomplete but possible for one or more modules in the 2019 APR.

The intent of the module assessments is to gauge knowledge gain of users on the information provided in each module. Evaluators will provide consultative support to project administrators for "end of module" knowledge assessment. In particular, we are interested to know if educators (e.g., enrolled end users) are learning directly from the Virtual Learning Platform. Assessment components will address enrolled end users' knowledge of the various topics presented in the module. The assessment will appear in the form of a survey at the end of the module and users will be required to complete the survey prior to receiving a statement of completion.

PM2.a.: Annually, beginning in Year 2, XX% of MMDs will report an increased application of the effective teaching and learning practices of the Missouri Framework as measured by an implementation survey.

Measurement Tool: CWIS for MMD Survey of Educators and Administrators

2018 Baseline: Established by district

Performance Target: District improvement from baseline

Setting target levels for performance measure 2.a. relies on calculations from existing data sets derived from the CWIS for MMD. This survey has been used by the project for two school years and has proven both valid and reliable. At the present time, we can report baseline data for this measure. The performance of districts in the 2017-18 school year as compared to baseline values will be calculated after the March 23 close of the CWIS for MMD survey and will be reported on the 2019 APR.

Specifically, this measure focuses on the Effective Teaching and Learning Practices domain within the CWIS for MMD survey. The specific prompt for this domain is: "Please use the frequency scale to respond to each prompt representing your perception of common practices."

The question body consists of a multiple-choice matrix that seeks to understand the frequency of occurrence from "Never" to "Always" for the following specific activities:

1. The students in my classroom, including students with disabilities, write/state learning targets using "I can," or "I know" statements.
2. The students in my classroom, including students with disabilities, assess their progress by using evidence of student work (rubrics or portfolios).
3. 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.
4. The students in my classroom, including students with disabilities, receive feedback on their progress toward their learning targets.
5. Student-to-student feedback, focused on improving learning, occurs during instruction.
6. The students in my classroom state the success criteria for achieving their learning target.
7. Each student reviews his/her results of common formative assessments with a teacher.

Because CWIS for MMD is a self-report measure, it is important to test for external validity of the instrument and verify the results with analysis of observation data. The observation instrument aligns to the practice profiles within the MMD framework. Drawing from a sample of data from observations, the external validity of the CWIS for MMD can be analyzed and the results of the CWIS can be verified. If there is consistency between data reported through the CWIS and data shown on the observation instrument, then there is increased faith in the CWIS instrument to provide an accurate representation of implementation. From a technical perspective, a 20-percent verification level has been established for this measure. Z-scores will be calculated for both observation data and for self-report data. The ratio of observation values falling within one standard deviation of self-reported values will be required to equal 20 percent or higher for the 2018-19 school year.

The design of the observation instrument will include focused and observable items directly tied to the practice profile. Once the instrument is piloted and determined to be useful, stable, and reliable, a protocol for district use during the rest of the school year will be determined.

Baseline data for the CWIS for MMD were collected during the spring of the 2016-17 school year and supplemented during the very early fall of the 2017-18 school year for some buildings.

CWIS Baseline

The district baseline score was determined through a calculation of the mean score across each building in the district when there was a minimum of 5 responses. The building score was determined through a calculation of the mean score across all responses. It should be noted that this approach of taking the mean of "means" is purposeful because it requires districts to show gains across a large percentage of buildings with varying levels of engagement. In other words, the high number of responses one would expect from a building that is very engaged in the district efforts do not outweigh the lower number of responses one would expect from a building that is not as engaged in district efforts as MMD is intended to be a district-wide initiative.

Below, visuals of the baseline data that has been collected are displayed, showing both the range and distribution by building, as well as the overall performance by district. Note that the numeric data displayed is a proxy for scale headings from the survey, namely, 3.0, "Some of the time" and 4.0, "Most of the time." In Figure 4, one can see that the data are normally distributed at the building level, for the most part between the values of 3.0 and 4.0. Figure 5, shows these data in a box plot which shows the location of the quartile breaks. On this figure you will also see the absence of any outlier buildings within districts. A total of 10 buildings scored values above 4.0, and 40 buildings scored values above 3.5.

Figure 2. Distribution of ETLP scores from the CWIS MMD survey: Building means across all MMD districts

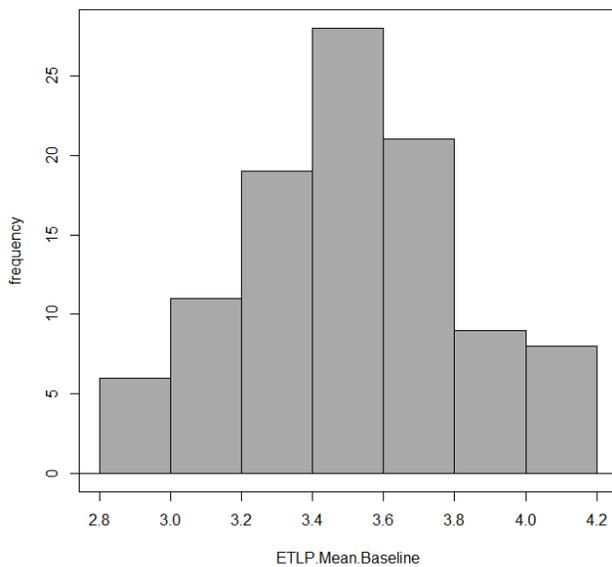
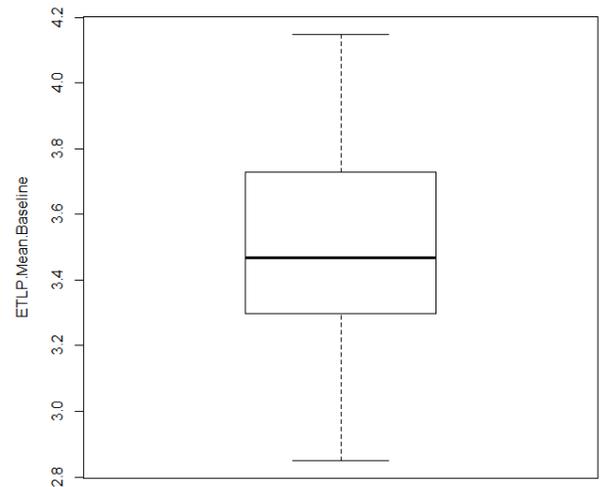


Figure 1. Quartile Values for ETLP scores from the CWIS for MMD survey: building means across all MMD districts



In summary, the average baseline score of the Effective Teaching/Learning Practice domain is 3.5 with a range of 3.0-4.1. Two districts (both smaller districts with fewer schools) returned district averages above 4.0, while nine districts returned scores above 3.5. In future years, the

denominator for this measure will likely continue to be 19 for this cohort of districts. The numerator for this measure on the 2019 report will be a count of districts whose spring 2017-18 score exceeds baseline values in the ETLP domain. As additional districts engage in the project in year 2, their baseline will be set in an identical to fashion to that described above, using either spring 2017-18 data or fall 2018-19 data.

PM2.b.: Annually, beginning in Year 2, XX% of district leaders will report improved infrastructures to support fidelity of implementation of practice.

Measurement Tool: Moving Your Numbers Survey¹: District administrator response

2018 Baseline: Will be established spring 2019

Performance Target: District improvement from baseline

¹*The MYN Survey is an internally validated instrument developed by the National Center for Educational Outcomes (NCEO). Only district administrator responses will be considered in calculations for this performance measure.*

This measure targets systems-level support developed and maintained by districts to support the Missouri Model District framework throughout the length of their partnership in the project. Project theory hypothesizes that this district support at the systems level is a necessary step in supporting effective planning and progress at the district level (as measured in PM 2.c.) in supporting application of the framework in classrooms (as measured in PM 2.a.) and in influencing positive changes in student achievement (PM 2.d.). In fact, as part of early engagement conversation and official agreement documents, districts are required to commit to providing support for the MMD initiative in their district through the building and maintenance of systems in five major areas:

1. **Leadership:** Such as designating one person within the district and within each building who is responsible for MMD progress.
2. **Communication:** Such as developing a protocol for maintaining ongoing communication with project staff and through to buildings.
3. **Commitment:** Such as developing a professional development plan that addresses the MMD framework and administering self-assessments and surveys to chart progress.
4. **Performance/Outcomes:** Such as developing a protocol for conducting walkthroughs and systematic monitoring of fidelity and progress towards framework implementation.
5. **Alignment:** Such as identifying inconsistencies in district master plans and MMD responsibilities and working towards resolution.

District progress towards developing and then maintaining these systems will be measured using a project-specific sub-scale of the MYN survey developed by NCEO. NCEO is a research and technical assistance center established at the University of Minnesota that advocates for students with disabilities, English Language learners, and English Language learners with disabilities. The center is funded in part through the Office of Special Education Programs (OSEP) as a technical assistance and dissemination center. NCEO developed the MYN survey to collect data on the presence of practices that are "positively affecting the performance of all children,

including students with disabilities, through collective and focused actions of adults." The survey has been distributed in many states across the country and even more widespread use is predicted in coming years. Items used for the calculation of this measure will include a subset of the prompts below as determined by a June 2018 scaling procedure based on pilot data collected in March 2018:

- Defining the benefit of all staff what “full implementation of identified strategies” means in practice.
- Monitoring the degree of implementation of focused improvement strategies across the system.
- Deploying central office personnel to provide data-based feedback to schools about their implementation of focused instructional strategies.
- Deploying principals to provide data-based feedback to teachers (both individuals and teams) about their implementation of focused instructional strategies.
- Ensuring all schools in the district align their work with district-established goals and strategies.
- Using technology to increase the frequency of communication with external consultants, such as the CST.
- Using technology to increase the quality and timeliness of communication between internal staff in support of coaching for improved instructional practices.
- Innovating during district professional development programs through the integration of technology into the adult learning curricula and instruction to improve teaching.
- Actively using and supporting the VLP as a mechanism for on-demand, continuous, and customized learning experiences as directed by educators themselves or school and district administrators.
- Using aligned team structures (e.g., interlocking teams at the teacher, school, and district levels) to support full implementation of focused instructional strategies.

The MYN scale will be disseminated to district administrators during the fall of the 2018-19 school year following scaling so that baseline can be established. Starting with the spring of the 2018-19 school year, the survey will be distributed annually to district administrators to measure progress against this baseline. At all times, district scores will be calculated using the mean scale value across all district submissions. Also, because baseline collection will occur during the 2018-19 school year, baseline calculation will be completed for both cohorts of districts at the same time.

Following district baseline collection, the project management team will meet in November 2018 to establish targets for the rate of districts improving on the MYN on an annual basis. Having established that target, the 2019 APR submission will include both targets for the measure as well as the established baselines for each district. The 2020 APR submission will be the first that reports performance against these targets as data collection will occur annually following February 28.

As this performance measure relies on self-report, a verification process, similar to the verification of the CWIS for MMD, will be used. The instrument used for verification will be an annual administered checklist conducted by the CST Facilitators. This checklist is currently

being developed and is design to address district processes and infrastructure essential for MMD implementation. This checklist includes specific "look-fors" related to the five pillars of district systems engagement: Leadership, Communication, Commitment, Performance/Outcomes, and Alignment and a rubric for scoring progress. The verification calculations are similar to those used with the CWIS for MMD. The z-scores calculated for these observation data will be compared to those calculated for the self-report of each district. Those values falling within one standard deviation of each other will be considered to meet verification requirements.

PM2.c.: Annually, beginning in Year 3, XX% of MMDs will demonstrate progress on the level of implementation for the Missouri Professional Development framework as targeted in their professional learning plans.

Measurement Tool: Missouri Model District professional learning plans

2018 Baseline: Will be established fall 2018

Performance Target: District improvement from baseline

This performance measure builds on the previous one in that it will assess the progress of implementation as the districts identify activities to target their implementation to support fidelity of practices. In essence, the measure moves from the foundational steps of identifying which aspects of their infrastructure need to be addressed (2.b.) to the identification of a set of specific actions to improve those aspects (2.c.) The process for identifying the set of actions is fluid and for the most part facilitated by the coaching support team facilitators as they work with the district leadership teams. Through the application and review of the results of the MMD Implementation Checklist: District Level, district leadership teams will identify the area(s) and element(s) on which they will focus their efforts. For example, if a district noted that they have not begun implementing a protocol for conducting walk-throughs observing implementation of MMD practices at the building level, the district leadership team would identify specific activities to support progress in that area and facilitators would document these plans on the district professional learning plan.

To ensure consistency and to better measure progress, a structure for the professional learning plans has been established and will serve as the point of analysis for data on this performance measure. Documentation of district leadership team implementation and progress on these plans will be maintained by the coaching support teams working with them. Exploration is being done regarding developing a rubric for use by the coaching support teams to regularly assess level of progress on the professional learning plans. In addition, the subsequent and continual maintenance of the MMD Implementation Checklist: District Level by facilitators will provide data on the extent to which the district made progress on the area(s) chosen for focus (e.g., moved from not begun to in progress or in place).

Baseline data and first year progress will be calculated for cohort 1 districts following the 2017-18 school year. These data will be shared on the 2019 continuation report. Baseline data and first year progress for cohort 2 will be calculated following the 2018-19 school year and will not be available until the 2020 continuation report.

As an observation measure, calculations against these targets are not required to be confirmed with a verification procedure.

PM2.d.: By the end of Year 5, the rate of students with disabilities in grades 3-8 in participating districts, who perform at proficiency levels in ELA, will increase by 6.5% points over the baseline year.

Measurement Tool: Missouri State Assessment Regular Assessment for grades 3 through 8

2018 Baseline: Set (31.7%)

Performance Target: 38.2%

The project determined its baseline for this performance measure using the 2016-17 school year performance of students with disabilities on the regular assessment in grades 3 through 8. During that school year, 1,386 of the 4,367 students with disabilities (31.7%) tested in all MMD districts scored as proficient or above on the regular assessment in grades 3 through 8. For each district, 2016-17 will serve as the baseline year for all calculations. The performance target for each district has been set 6.5 percentage points above current performance levels. For eleven districts, the 2016-17 percentage of students with disabilities scoring proficient or above was over the collective average of 31.7%. During the course of the project, we will calculate both overall progress as well as that of individual districts. The state will continue to measure progress against this baseline in future years. The 2017-18 school year data will be available in late summer/early fall 2018 and will be reported on the 2019 continuation report. During the 2018-19 school year, the project will welcome new districts into the project. For these new districts in cohort 2, data from the 2017-18 school year will serve as baseline. All comparisons in future years for both cohorts will be made in relation to baseline status.

In addition to analyzing academic performance growth among participating districts, a comparison will be made with the academic performance of non-MMD districts. Using propensity score matching, a comparison sample of 19 non-MMD districts were selected based on district rates for white race/ethnicity (MMD: 75%, Non-MMD: 75%), free and reduced-price lunch (MMD: 66%, Non-MMD: 63%), number of students in grades 3-8 (MMD: 1,598, Non-MMD: 1,583), and region where possible. The baseline proficiency rate for non-MMD districts (n=19) is 34.6%, slightly higher than the MMD baseline of 31.7%. In future years, evaluators will be able to compare the performance of these two groups and attribute potential causation to MMD participation. Through that mechanism, project managers may speak with confidence that it was project activity, rather than extenuating circumstances such as a change in the assessment system, that led to any improvements in student achievement above and beyond those that could have been expected without MMD implementation in the district.

PM3.a.:

Section B – Budget Information

Financial records show a balance of \$551,917 not expenses or encumbered. Although this is a relatively high amount of unspent funds, it is anticipated that spending will quickly ramp up to accommodate the additional districts joining the MMD program in May 2018.

The chart below indicates the amount of obligated funds for contracts, grants to districts and regional PD providers, and program activities which have not yet occurred or for which the project has not yet been billed but which will occur or be billed prior to June 30, 2018. It is expected that the bulk of the obligated funds listed below will be invoiced and paid within the next two to three months. Of the three categories of funding shown in the chart, all of the contractual and grant monies are used to support district sustainability. The total of spent and encumbered in these categories is \$873,412, which is 99% of the total spent/encumbered (\$882.626).

Project Narrative - Signed Cover Sheet

Title : Signed Cover Sheet

Attachment:

File :

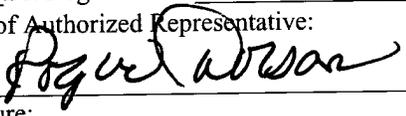
1 [Cover_Sheet_signed.pdf](#)

12. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).

Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Dr. Roger Dorson
Name of Authorized Representative:

Title: Interim Commissioner


Signature:

Date: 5 / 4 / 18

**U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)**

**Check only one box per
Program Office instructions.**

**Annual
Performance
Report** **Final
Performance
Report**

General Information

1. PR/Award #: H323A170020

(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: 29

(See instructions. Up to 12 Characters.)

3. Project Title: State Personnel Development Grants

(Enter the same title as on the approved application.)

4. Grantee Name: ELEMENTARY AND SECONDARY EDUCATION, MISSOURI DEPARTMENT OF

(Block 1 of the Grant Award Notification.)

5. Grantee Address:

(See instructions.)

Street: 205 JEFFERSON ST

City: JEFFERSON CITY

State: MO Zip: 65101 Zip+4: 2901

6. Project Director:

(See instructions.)

First Name: Ginger

Last Name: Henry

Title: Coordinator, Special Services

Phone #: 5737512965

Fax #: 5735264404

Email Address: ginger.henry@dese.mo.gov

Reporting Period Information (See instructions.)

7. Reporting Period: From: 10/01/2017 To: 04/03/2018

*(mm/dd/yyyy)***Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)**

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	0	0
b. Current Budget Period	882,626	0
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?
If yes, please indicate which of the following applies to your grant? Yes No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: Yes No
The period covered by the Indirect Cost Rate Agreement is : From: To: (mm/dd/yyyy)
The approving Federal agency is : ED Other *(Please specify):*
The Indirect Cost Rate is : %
Type of Rate Provisional *(Please specify):*
(For Final Performance Reports Only): Final Other
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) Yes No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
 Is included in your approved Indirect Cost Rate Agreement Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:
 Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
 Is recovering indirect costs using its actual negotiated indirect cost rate

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A**Performance Measures Status and Certification (See instructions.)**

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No

b. If no, when will the data be available and submitted to the Department? 12/31/2022 (mm/dd/yyyy)

12. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: Roger Dorson	Title: Interim Commissioner of Education
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : Executive Summary
File : [Executive_Summary.pdf](#)

EXECUTIVE SUMMARY

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, continues to expand and enhance the following objectives:

- a) alignment of the state system of support to develop and sustain a comprehensive, evidence-based, data-driven system of professional development;
- 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.

Background

The new project emerged from two past SPDG initiatives within the state. First, the Missouri Integrated Model (MIM), with a small sample of 15 districts (25 buildings), was launched in 2008 (SPDG 2007-12). The intent of the MIM was to demonstrate a localized approach to improving academic and behavioral outcomes for students, especially students with disabilities. 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 disabilities at greater rates than their counterparts. Despite these successes, the MIM approach was not scalable given that in Missouri there are 567 school districts and more than 2,300 buildings, including 72 public charter schools.

The 2012-17 SPDG (Collaborative Work (CW)) focused on an approach for reaching a larger number of schools. 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*. With CW, educators in approximately 300 buildings, including elementary, middle, and high schools, 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).

To support implementation of CW and mentioned educational practices, Missouri developed the following: (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 for use in the Missouri Model District (MMD) project.

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: Proficiency Rates on State English/Language Arts (ELA) Assessments (grades 3-8 only)

School year	All Students Statewide not in CW Schools	All Students in CW Schools (includes schools active in 2016-17)	Students with Disabilities Statewide not in CW Schools	Students with Disabilities in CW Schools (includes schools active in 2016-17)
2013-14 (baseline)	48.7%	47.7%	14.8%	15.8%
2014-15	57.5% (+8.7%)	57.4% (+9.7%)	21.8% (+7.0%)	24.1% (+8.3%)
2015-16	60.3% (+2.8%)	61.0% (+3.6%)	24.8% (+3.0%)	28.2% (+4.1%)

Because building-level implementation of the CW showed positive results, this current SPDG (Missouri Model Districts (MMD)) builds on the CW but shifts to a district-level approach. Using a district-level approach, Missouri is scaling-up the CW maintaining a focus on core elements of the CW to comprise the MMD framework and adding a focus on district-level leadership supports.

The Missouri Model District Project

The new MMD SPDG (2017-22) project scales-up the prior SPDG projects by (a) focusing at the district level, (b) placing added emphasis on leadership, and (c) enhancing systems and coaching for internal, school-based supports for improving instruction.

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 through the following specific objectives.

- **Objective 1:** To further the alignment of the Statewide System of Support (SSOS)
- **Objective 2:** Advance and sustain effective, evidence-based educational practices
- **Objective 3:** Increase the use of technologies to support implementation

Objective 1 activities further the alignment of the state system of support. Specifically, the MMD addresses (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.

Objective 2 activities focus on the design and delivery of the professional development model of district-level support. This model builds on the lessons learned from prior approaches to Missouri professional development. Through a redesign, support will more precisely (a) balance training and coaching leading to improved instructional practice and (b) provide district-level support for improved scalability and sustainability of effective practice.

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 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. Coaching support teams are led by facilitators who (a) help the CST maintain organized collaboration; (b) are a primary source of accurate, consistent, and timely MMD information; and (c) coordinate the match between CST expertise with district needs.

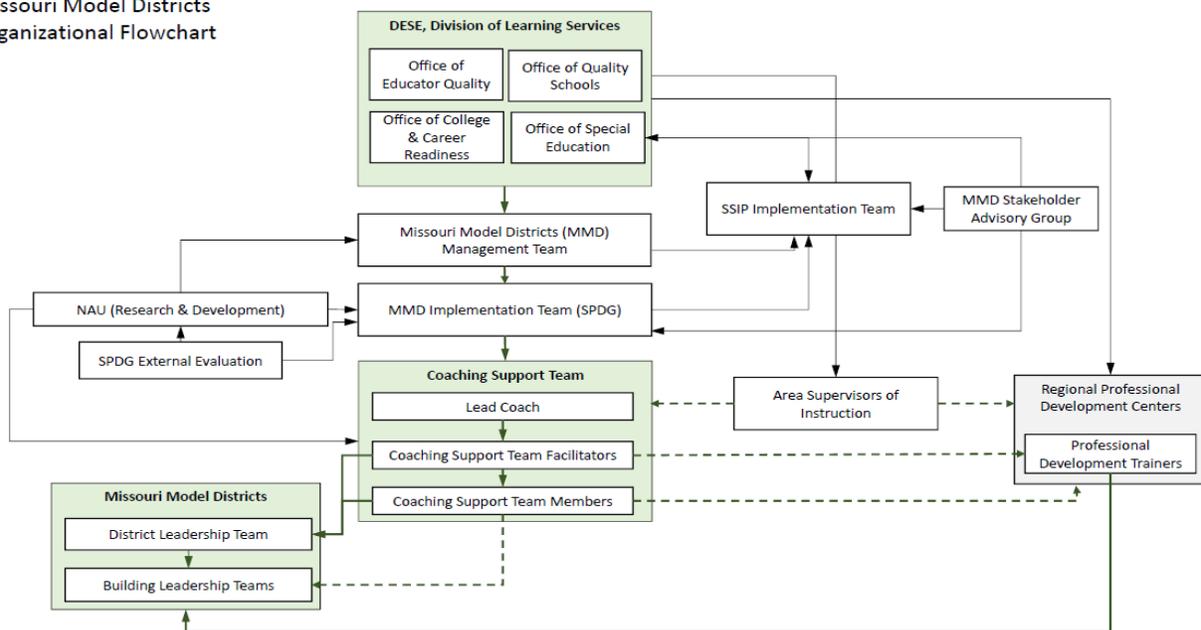
Objective 3 activities emphasize the use of technology for improving efficiency and increasing access to professional development content, tools, and resources to (a) build on the current online learning platform to expand the availability of online resources, (b) develop mechanisms for increasing the use of online content tied to educator evaluation, (c) expand content to include professional development for CSTs and the entire SSOS, and (d) provide access to online data resources for timely data-driven problem-solving.

Project Administration

Delivery of a coordinated professional development program requires collaboration across DESE as well as with multiple stakeholders and partners. The DESE Division of Learning Services consists of the deputy commissioner and assistant commissioners, as well as staff who are involved in the MMD management team. The MMD project’s organization structure is shown in Figure 1. The management team consists of administrators from DESE and project support consultants from Northern Arizona University (offices in Kansas City, Missouri) as well as representatives from the coaching support team and external evaluation team. The team meets monthly. The next section highlights the project activity that this management team supported through February 28, 2018.

Figure 1. MMD Organizational Structure

Missouri Model Districts
Organizational Flowchart



Summary of 2017-18 Activity

The following list highlights major activities, by objective, from October 2017 through February 2018.

Objective 1:

- Design of support structures, protocols, and roles for scaling-up MMD with the addition of up to 50 districts for the 2018-19 academic year.
- Six coaching support teams led 19 districts through MMD processes, including formation of district-level systems, professional development for improved educational practices, and data-driven problem-solving.
- Nineteen districts participated in at least one site visit conducted by DESE.

Objective 2:

- Revision to the professional learning module, School-based Implementation Coaching, drafted and launched pilot in selected districts.
- Enhancement of the professional learning module, Developing Assessment Capable Learners, by adding coaching companion, evidence companion, and pre/post applied assessment items.
- Identification of professional development needs among the coaching support teams and steps toward addressing focused areas of need: coaching and technology.

Objective 3:

- Continued refinement to the Virtual Learning Platform based on user feedback and usage data.
- Identification of phases of technology support aligning to stages of MMD implementation.

Evaluation

During the 2017-18 school year, external evaluation was conducted by the TerraLuna Collaborative, a Minneapolis-based evaluation co-operative formed in 2013 (www.terralunacollaborative.com). Five core concepts underpin the TerraLuna Collaborative approach to evaluation: 1) systems thinking, 2) human-focus, 3) co-creation, 4) complexity and emergence, and 5) social justice.

The MMD evaluation plan aligns with the OSEP Program Measures and with proposed project goals, objectives, and outcomes. In this way, all evaluative activity meets federal requirements and supports an internal feedback/learning loop between implementing partners. Measures and evaluation are also fully aligned to the State Identified Measurable Result (SiMR) and State Systemic Improvement Plan (SSIP) reporting. The tools listed below are currently used to acquire the data needed to inform judgments about programming on an ongoing basis.

Project activity and participant reactions

- Consultant logs
- Facilitator logs

Participant learning

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

Organization support and change

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

Participant use of new knowledge or skills

- Collaborative Work Implementation Survey (CWIS) for Missouri model districts

Student learning outcomes

- Extant state data including student proficiency, attendance, behavior, and setting
- Case Methods: Qualitative Comparative Analysis

Other embedded sources of data include the District Invoice/Activity List and the Professional Learning Plan. Also, external evaluators and project staff are currently working collaboratively towards the development of an end-of-Module Knowledge Assessment for the Virtual Learning Platform (VLP), a Classroom Observation Walkthrough Tool for use by district administrators, and professional learning plans and accompanying facilitator infrastructure checklists.

For the 2017-18 school year, data collected through these methods prior to March 1, 2018, informed the calculation of project baseline measures when possible. In the narrative to follow, information is shared about these calculations. Table 2 provides an at-a-glance view of the performance measures. Note, at the time of this report, baseline has been established for three of the measures. Over the next year, baseline will be established for the remaining measures. This report uses descriptor “XX” to indicate where a future target will be documented in the 2019 continuation report.

Table 2: An overview of project status as of February 28, 2018, on all measures

Measure	Baseline Established
PROGRAM MEASURE 1.A: By the end of Year 2, 50% of the evidenced-based professional development components for the Missouri Professional Development Framework will score 3 or 4 per the SPDG Evidenced-Based Professional Development Components Rubric (A).	✓
PROJECT MEASURE 1.B: By the end of Year 5, 100% of coaches will report an increase in the skills and knowledge in the Missouri Professional Development Framework (based on coaching team survey).	
PROJECT MEASURE 1.C: Annually, beginning in Year 3, 80% of districts will report that the coaching provided to the district was high quality.	
PROJECT MEASURE 1.D: Annually, beginning in the third year of implementation, XX% of MMDs are effectively implementing internal coaching.	
PROJECT MEASURE 1.E: Annually, beginning in Year XX, 80% of MMD enrolled users will achieve at least 75% proficiency on module assessment.	
PROGRAM MEASURE 2.A: Annually, beginning in Year 2, XX% of MMDs will report an increased application of the effective teaching and learning practices of the Missouri Framework as measured by an implementation survey.	✓
PROJECT MEASURE 2.B: Annually, beginning in Year 2, xx% of district leaders will report improved infrastructures to support fidelity of implementation of practice.	
PROJECT MEASURE 2.C: Annually, beginning in Year 3, XX% of MMDs will demonstrate progress on the level of implementation for the Missouri Professional Development framework as targeted in their professional learning plans.	
PROJECT MEASURE 2.D: By the end of Year 5, the rate of students with disabilities in grades 3-8 in participating districts, who perform at proficiency levels in ELA, will increase by 6.5% points.	✓

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

PR/Award #: H323A170020

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**1 . Project Objective**

[] Check if this is a status update for the previous budget period.

Projects use evidenced-based PD practices to support attainment of identified competencies.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.a. In Year 2, 50% of the evidenced-based professional development components for the Missouri Professional Development Framework will score 3 or 4 per the SPDG Evidenced-Based Professional Development Components Rubric (A).	PROGRAM		8 / 16	50		7 / 16	44
1.b. By the end of Year 5, 100% of coaches will report an increase in the skills and knowledge in the Missouri Professional Development Framework.	PROJECT		999 / 999	100		999 / 999	100
1.c. Annually, beginning in Year 3, 80% of districts will report that the coaching provided to the district was high quality.	PROJECT		999 / 999	100		999 / 999	100
1.d. Annually, beginning in the third year of implementation, XX% of MMDs are effectively implementing internal coaching.	PROJECT		999 / 999	100		999 / 999	100
1.e. Annually, beginning in Year 2, 80% of MMD enrolled users will achieve at least 75% proficiency on module assessment.	PROJECT		999 / 999	100		999 / 999	100

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

See attached Explanation of Progress

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

PR/Award #: H323A170020

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2 . Project Objective Check if this is a status update for the previous budget period.

Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.a. Annually, beginning in Year 2, XX % of MMDs will report an increased application of the effective teaching and learning practices of the Missouri Framework as measured by an implementation survey.	PROGRAM		999 / 999	100		999 / 999	100
2.b. Annually, beginning in Year 2, XX% of district leaders will report improved infrastructures to support fidelity of implementation of practice.	PROJECT		999 / 999	100		999 / 999	100
2.c. Annually, beginning in Year 3, XX% of MMDs will demonstrate progress on the level of implementation for the Missouri Professional Development framework as targeted in their professional learning plans.	PROJECT		999 / 999	100		999 / 999	100
2.d. By the end of Year 5, the rate of students with disabilities in grades 3-8 in participating districts, who perform at proficiency levels in ELA, will increase by 6.5% points over the baseline year. ¹ ¹ These calculations include only the performance of students with disabilities on the regular assessment to fully align with the Missouri SIMR as reported on the SSIP.	PROJECT		382 / 1000	38		999 / 999	100

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

See attached Explanation of Progress

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

PR/Award #: H323A170020

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3 . Project Objective Check if this is a status update for the previous budget period.

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

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.a. Annually, beginning in Year 1, 80% of SPDG funds will be used to support district sustainability.	PROGRAM		80 / 100	80		873412 / 882626	99

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

See attached Explanation of Progress

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

PR/Award #: **H323A170020**

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

Title : Section B Budget

File : [Section_B_Budget.pdf](#)

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

Title : Section C

File : [Section_C.pdf](#)



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

PR/Award # (11 characters): H323A170020

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

Year 1						
RPCT	Description	Budget	Encumbered	Expense	Available	
S017	Program Admin.	\$ 15,000.00	\$ -	\$ 9,213.95	\$ 5,786.05	
S027	Contractual	\$ 1,133,080.00	\$ 285,844.04	\$ 377,451.16	\$ 469,784.80	
S037	Grants	\$ 286,464.00	\$ 164,396.81	\$ 45,720.22	\$ 76,346.97	
				Total	\$ 551,917.82	
				Grand Total Available	\$ 551,917.82	



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

PR/Award # (11 characters): H323A170020

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

Worksheet

SPDG Evidence-based Professional Development Components

Worksheet Instructions

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16 professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the “PD components” column) related to professional development practices being implemented: 1=inadequate description or a description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplar description. Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The “PD components” column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

Worksheet: Missouri Model Districts, FY2017

SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
A(1) Selection	<p>Clear expectations are provided for PD participants and for schools, districts, or other agencies.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Description of expectations for PD participants (e.g., attendance in training, data reporting).¹ • Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).^{2,3} • Description of how schools, districts, or other agencies were informed of their responsibilities.^{2,3} <p>Provide a brief description of the form(s) used for these agreements.</p>	<p>Description of expectations for PD participants (e.g., attendance in training, data reporting).</p> <p>PD participants are educators, building leaders, and district leaders. Launched in the spring of 2017, DESE identified school districts for participation in the Missouri Model Districts (MMD). DESE provided each eligible district leader with commitment requirements and funding information. If districts chose to participate, they signed a Participation Agreement with the expectation of participating for three-years.</p> <p>Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).</p> <p>Participating district administrators signed the Participation Agreement and agreed to the following:</p> <ul style="list-style-type: none"> • Ensure that all staff are trained prior to implementing any project activities. • Formulate and maintain a District Leadership Team that meets regularly and supports implementation of the MMD foundations and effective teaching and learning practices. • Formulate, support, and oversee teacher collaborative teams that include representatives of ALL teaching staff, meet at least monthly, and analyze formative assessment data to inform instructional decisions. • Provide resources, time, materials, and people to support implementation of the project activities. • Work with Coaching Support Team to develop capacity for internal training and coaching to sustain implementation of the project activities. • Facilitate the collection, analysis, and review of district and building-wide data to guide decision making. • Support and facilitate the activities of district and building staff and monitor to ensure all activities are implemented at a high level of proficiency. <p>During the reporting period, 19 districts agreed to participate and completed the</p>	3

Worksheet: Missouri Model Districts, FY2017**SPDG Evidence-based Professional Development Components**

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
		<p>Participation Agreement. Grant awards were provided to offset some of the costs of participation (i.e., teacher stipends, substitute costs, and mileage for training attendees) to all committed, participating districts.</p> <p>Description of how schools, districts, or other agencies were informed of their responsibilities.</p> <p>In addition to the Participation Agreement mentioned above, the MMD website (www.MOEdu-SAIL.org) provides districts, schools, and other agencies descriptions of their responsibilities. The website is a source of MMD-related information, descriptions of MMD goals and expectations, access to MMD-related district materials (invoices, forms, Professional Learning Modules), tools (Virtual Learning Platform, Self-Assessment Practice Profile access, training and coaching observation checklists, and the online Common Formative Assessment (CFA) submission platform), and staff contact information. The website also houses password protected online workspaces for other agencies (Regional Professional Development Centers and state Management Team) which house easily accessible MMD-related information.</p> <p>Each Professional Learning Module provided as PD training includes sections outlining learning targets specific to a topic, why a topic is important, an overview of the topic, and activities that allow participants to practice and reflect on what they have learned on the topic.</p> <p>PD participants were expected to access the Virtual Learning Platform (VLP) as part of the Participation Agreement. The VLP is an online portal that provides evidence-based training available to all PD participants. It hosts the Professional Learning Modules used as content for training. The materials in the VLP are organized to provide maximum flexibility of access for all users, from totally self-directed to highly directed and structured.</p>	
A(2) Selection	<p>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.</p> <p>Required elements:</p>	<p>Expectations for trainers' qualifications and experience and how these qualifications will be ascertained.</p> <p>Clear expectations were provided via a work contract with nine RPDCs across Missouri,</p>	3

Worksheet: Missouri Model Districts, FY2017

SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
	<ul style="list-style-type: none"> • Expectations for trainers’ qualifications and experience and how these qualifications will be ascertained. • Description of role and responsibilities for trainers (the people who trained PD participants). • Expectations for coaches’/mentors’ qualifications and experience and how these qualifications will be ascertained. • Description of roles or responsibilities for coaches/mentors (the people who provided follow-up to training). 	<p>each of which houses 3-20 RPDC trainers/coaches for an overall total of 120 trainers/coaches. From this pool of trainers/coaches, Coaching Support Teams were formed involving 40 coaches. Each executed contract contained clear expectations which will be discussed next.</p> <p>Description of role and responsibilities for trainers (the people who trained PD participants). As stated in the contract with each RPDC, trainers/coaches were required to participate as a member of a Coaching Support Team working with assigned districts to address their needs for training, coaching, and support for implementation of the MMD framework. Additionally, the RPDC trainers/coaches</p> <ul style="list-style-type: none"> • attended all statewide MMD sessions designed specifically for trainers/coaches; • attended trainings that provided trainers/coaches with information regarding continual improvement in content delivery and coaching; and • attended application-level sessions that allowed for trainers/coaches to deepen shared understandings of specific high-quality professional development indicators for consistent practice across the state. <p>Expectations for coaches’/mentors’ qualifications and experience and how these qualifications will be ascertained. Minimum qualifications for RPDC trainers/coaches, as stated in the DESE/RPDC contract, were</p> <ul style="list-style-type: none"> • Bachelor’s degree in education, special education, education administration, or appropriate related field or evidence of equivalency (Master’s Degree preferred); • five years of successful classroom teaching, school improvement planning, administration, or related experience; and • preferred skills and knowledge as outlined in the contracts. Furthermore, they must have had a required skill base of effective meeting management and processes/protocols; coaching, presenting, consulting, and facilitating skills; conflict resolution and problem solving processes; leadership skills; and use of technology to enhance professional development. 	

Worksheet: Missouri Model Districts, FY2017**SPDG Evidence-based Professional Development Components**

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
		<p>Description of role or responsibilities for coaches</p> <p>Each Coaching Support Team was led by a Facilitator who was contracted external to the RPDC. The role of the CST Facilitator was to</p> <ul style="list-style-type: none"> • establish procedures and processes to ensure that the CST works effectively and efficiently with the districts to implement the key elements of the MMD with fidelity; • establish procedures and processes to ensure that the CST works effectively and efficiently as a team according to their contractual scope of work; • maintain regular contact with the MMD designated contact person and any other designated individuals for each district; • establish procedures and processes to ensure and maintain regular contact with members of the CST; • establish a meeting schedule for the CST in both virtual and face-to-face formats; • organize and facilitate CST meetings using effective meeting procedures and protocols; • work collaboratively with other facilitators to develop cultures of collective team efficacy within and across CSTs; • work collaboratively with the MMD Implementation Team and other CST facilitators to engage in professional development and problem solving; • serve as liaison between the MMD and CST; • collaborate and communicate with MMD Management Team and MMD Implementation Team as requested; and • assist districts in accessing the appropriate supports, personnel, materials, and resources for MMD implementation with fidelity. 	
B(1) Training	<p>Accountability for the delivery and quality of training.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Identification of the lead person(s) accountable for training. • Description of the role and responsibilities 	<p>Identification and description of the role and responsibilities of the lead person(s) accountable for training.</p> <p>Dr. Ronda Jenson of Northern Arizona University has been involved with 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 DESE to put research into practice by developing a process and</p>	3

Worksheet: Missouri Model Districts, FY2017

SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
	<p>of the lead person(s) accountable for training.</p>	<p>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.</p> <p>As lead person accountable for training, she facilitated the monthly Management Team meetings to discuss progress and problem-solve issues. The Management Team is comprised of staff from NAU and DESE. From NAU, Dr. Sarah Marten, project director, Cynthia Beckmann, research project lead, and Dr. Jan Davis, lead CST facilitator, directed and coordinated project activity (of which training is a major component) by providing research and product development, maintaining timelines and fidelity of implementation, and developing technologies for project-wide use. From DESE, Dr. Stephen Barr, assistant commissioner for the Office of Special Education, Ginger Henry, coordinator of services, and Thea Scott, director of tiered model coordination led state-wide participation efforts, including the coordination of meetings, data collection, budget management, and Virtual Learning Platform development.</p> <p>In collaboration with the Management Team, Dr. Jenson served as the lead person accountable for supporting the Coaching Support Teams, contracting with CST Facilitators, and developing supportive materials, guidance, and instruments essential for implementation with fidelity. Together, DESE and NAU staff</p> <ul style="list-style-type: none"> • developed the professional development plan and schedule; • implemented two statewide Shared Learning trainings to approximately 120 trainers/coaches; • provided Collaborative Work orientation to new trainers/coaches; • verified amount of training and coaching being delivered quarterly by each trainer/coach to each building; and • oversaw State Implementation Specialists as they monitored the fidelity of professional development delivery and coaching. Additionally, Collaborative Work trainers/coaches began meeting regularly in Jefferson City, MO to increase implementation fidelity. To plan and implement the regular meetings and coordinate CSTs and facilitator activities, Dr. Jenson worked closely with Dr. Davis, 	

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SPDG Evidence-based Professional Development Components

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		lead coaching support team facilitator. Dr. Davis brings over 30 years of experience as a former Missouri administrator and educator and has been involved with the Missouri SPDG for four years. Dr. Davis designed content for CSTs and coordinated and facilitated monthly meetings.	
B(2) Training	<p>Effective research-based adult learning strategies are used.^{4,5,6}</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Identification of adult learning strategies used, including the source (e.g., citation). • Description of how adult learning strategies were used. • Description of how data are gathered to assess how well adult learning strategies were implemented. 	<p>Identification of adult learning strategies used, including the source (e.g., citation).</p> <p>All Professional Learning Modules are structured to incorporate evidence-based strategies for effective adult learning. A Professional Learning Module 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 Professional Learning Modules focus on implementation at the classroom level. They were designed for in-person and online use.</p> <p>Each Professional Learning Module was developed using an outline incorporating the elements of high quality professional development which includes consideration for adult learning principles.^{7,8,9} This outline shapes both the training content and the training experience for the in-person and online versions.</p> <p>Description of how adult learning strategies were used.</p> <p>Each Professional Learning Module contains materials designed for in-person training and coaching as well as online learning that can be accessed by individuals or groups of learners. The following provides details describing how adult learning strategies are integral to each.</p> <p>Key components are consistent for each module and include preparation; opening and introductions; why the topic is important; overview of the topic; unpacking the topic; the topic in practice; the topic in action; assessment and reflection; and closing and follow-up. The organizational components allow for participants to be introduced to new concepts and skills, practice new skills, and consider ways to apply new skills. (Following module exposure, targeted coaching from MMD CST provides opportunities for an application/reflection cycle.)</p>	2

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		<p>To encourage adults to attain mastery of the skills and concepts introduced in the module, a Practice Profile is aligned for each. The Practice Profile outlines expectations for the skills and knowledge that should be learned from the module and how it should look when applied in context. It describes implementation criteria using a rubric structure with clearly defined practice-level characteristics. Through the use of the Practice Profile, educators are able to assess their own current levels of knowledge, skills, and abilities relative to the components of the MMD Framework. They are then able to evaluate and track growth regarding their own instructional progress as they apply, practice, and reflect on their new skills and knowledge throughout the year.</p> <p>Description of how data are gathered to assess how well adult learning strategies were implemented.</p> <p>The Observation Checklist for High Quality Professional Development Training and the Observation Checklist for High Quality Professional Development Coaching were designed to be completed by an observer to determine the level of quality of training and coaching. They can also be used to provide ongoing feedback and coaching to peers who provide professional development training. Furthermore, they can be used as a guidance document when designing or revising professional development. The tools represent a compilation of research-identified indicators that should be present in high quality professional development. Professional development training or coaching with a maximum of one item missed per domain on the checklist can be considered high quality.¹⁰ Both checklists contain the core elements of adult learning strategies.</p> <p>In addition to observation of training and coaching delivered, building and district leaders are surveyed about their perception of the training and coaching provided to educators. These items are currently being piloted.</p>	
B(3) Training	Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).^{3,5}	Description of skills that participants were expected to acquire as a result of the training. The MMD framework provides a structure for putting research and theory into action,	2

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	<p>Required elements:</p> <ul style="list-style-type: none"> • Description of skills that participants were expected to acquire as a result of the training. • Description of activities conducted to build skills. • Description of how participants' use of new skills was measured. 	<p>beginning with training and extending along the full continuum of supports to coaching. Through professional development activities, educators learn about foundational practices of Collaborative Teams, Data-based Decision Making, and Common Formative Assessment. Effective teaching and learning practices focus on three practices: Developing Assessment Capable Learners, Feedback, and Metacognition. Through professional learning on these topics, educators build instructional skills of teaching students to be active learners. There is an additional leadership component to the framework through which district and building leaders build skills for effective instructional leadership and designing aligned systems for ongoing school improvement. The final component of the MMD framework is School-based Implementation Coaching, which is essential to practicing new skills and reaching fidelity. Through this component, educators acquire skills to provide peer coaching for improved implementation in the building/classroom contexts.</p> <p>The Missouri Model Districts Framework: Blueprint for district and building leadership was created to support skill development and guide implementation. Practice Profiles for each element of the framework (see attached) are included in the Blueprint. Additionally, as mentioned throughout this worksheet, the availability of professional learning materials through guided online learning and in-person training (delivered through the statewide network of coaches and trainers) supports initial learning, skills development, and embedded feedback for improved practice.</p> <p>Description of activities conducted to build skills.</p> <p>Each Professional Learning Module was developed to meet the criteria for behavior rehearsals and reflection as described by Guskey.¹¹ The behavior rehearsals are based on the learning targets associated with the training. For example, in the Developing Assessment Capable Learners module, educators practice composing clear learning targets, using self-assessment of students' work, choosing one aspect on which to work, performing focused revision for quality, and reflecting on the learning. Given an array of example scenarios and vignettes, educators determine the level and type of feedback for the situation and model an example of feedback to match the situation.</p>	

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		<p>Educators review samples of cross-curricular student work and provide descriptive feedback based on the work.</p> <p>Description of how participants' use of new skills was measured. Measurement of participant skills involves multiple approaches. During the prior SPDG, self-report/perception measures were developed. For this new SPDG, year 1, the measures have been refined to align with the MMD framework. Starting with year 2, a description and results of observation measures are designed to align with the Practice Profiles and validate the self-report/perception data will be reported. The following is a description of these measures. Additionally, the development of applied pre/post assessment items to accompany professional learning materials is in development.</p> <p><i>Collaborative Work Implementation Survey for MMD (CWIS)</i> This survey is administered to educators school-wide. The survey contains five domains:</p> <ol style="list-style-type: none"> 1. Effective teaching and learning 2. Common formative assessments 3. Data-based decision-making 4. Leadership 5. Professional development <p>The CWIS has undergone a rigorous development process to become a valid and reliable instrument. For MMD, administrator items were added based on the Moving Your Numbers survey. These additional items are being field tested this year. The survey is administered annually mid-spring semester. Reports are generated for each building and describe the overall reach and application of the MMD framework.</p> <p><i>Self-Assessment Practice Profile (SAPP)</i> The Self-Assessment Practice Profile is used by participants for self-checking their implementation of newly learned skills. This tool is a web-based interactive Practice</p>	

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		<p>Profile (www.sapp.missouripd.org) in which each educator self-rates implementation. Administrators or building leaders can then build reports of selected teams (grade level, content level, etc.) to examine the collective progress of implementation among grade-level or content-based teams, providing an overview of implementation across the district. MMD educators are encouraged to use the SAPP at least twice per year. However, it can be used more frequently as a coaching tool as needed. As of the end of February 2018, there have been 2,291 users of the SAPP.</p> <p><i>Pre/post Applied Assessments</i></p> <p>The previously developed pre/post assessment items will be updated enabling participants to receive immediate relevant feedback about the skills and knowledge they are expected to acquire from the Professional Learning Modules. These assessments will pose scenarios aligning to the Practice Profiles and require educators to determine the most appropriate course of action. Follow this guest account link to view the Virtual Learning Platform which hosts the Professional Learning Modules: https://apps.dese.mo.gov/VLP/app/mycourses/courses.aspx</p>	
B(4) Training	<p>Training outcome data are collected and analyzed to assess participant knowledge and skills.⁵</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Identification of training outcome measure(s). • Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training. • Description of how training outcome data were reported. • Description of how training outcome data were used to make appropriate changes to 	<p>Identification of training outcome measure(s).</p> <p>Training outcome measures are clearly stated within each Professional Learning Module. This provides the participant with a clear vision of the intended benefits of completing the module, either as delivered through the in-person format and/or the online format. For example, the learning targets for the four-part series on Developing Assessment Capable Learners are</p> <ul style="list-style-type: none"> • I can reflect and discuss strategies I currently use for developing assessment capable learners. • I can identify the benefits of developing assessment capable learners. • I can implement strategies that maximize the impact of providing clear and understandable learning targets. • I can identify components of a successful rubric to help students identify success criteria. • I can implement strategies that maximize the impact of providing examples of 	2

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	<p>the training and to provide further supports through coaching.</p>	<p>strong and weak work to students.</p> <ul style="list-style-type: none"> • I can use student goal setting as a way to move forward in learning. • I can reflect on/discuss how I helped students know “Where I am going?” • I can identify and implement characteristics of effective feedback. • I can teach students to self-assess accurately with a focus on learning targets. • I can implement strategies that maximize the impact of student self-assessment and goal setting. • I can reflect on/discuss how I have helped students know “Where am I going?” and “Where am I now?” • I can implement strategies for teaching students to determine “How can I close the gap?” • I can determine next steps in teaching from evidence of student learning and design focused instruction. • I can teach students to track, reflect on, and share their learning. <p>Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training. The development of pre/post assessment of knowledge gain is underway. A collection of pre/post assessments had been developed for each module, but as each module has undergone regular updating, the assessments needed to be updated as well. At the time of this reporting, the assessments are not complete. Currently, there is no other mechanism in place to collect data from participants about their training experience. For the upcoming year, we plan to develop such a mechanism to address the following questions:</p> <ul style="list-style-type: none"> • What did you learn? • What could have worked better? • What do you expect to do next? <p>Description of how training outcome data were reported and were used to make appropriate changes to the training and to provide further supports through coaching.</p>	

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		Educators who engage in the Virtual Learning Platform will complete the applied pre/post assessments online. This data will pair with their course initiation and completion data and can be used to analyze knowledge and skill application growth.	
B(5) Training	<p>Trainers (the people who trained PD participants) are trained, coached, and observed.^{5,12}</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Description of training provided to trainers. • Description of coaching provided to trainers. • Description of procedures for observing trainers. • Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended). • Description of procedures to obtain participant feedback. • Description of how observation and training fidelity data were used (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule, processes; to ensure that trainers are qualified). 	<p>Description of training provided to trainers.</p> <p>Professional development occurred at two levels: the first level is direct training provided by the Missouri Department of Elementary and Secondary Education (DESE) for the Regional Professional Development Center (RPDC) Coaches/Coaching Support Teams and the second level is the coaching provided to the districts leaders and educators. Section A2 describes the specific expectations for the RPDC Coaches/ Coaching Support Teams.</p> <p>Description of coaching provided to trainers.</p> <p>MMD Coaching Support Teams collectively meet monthly. From this statewide group, a professional development committee was formed. The professional development committee, with evaluator support, administered a survey in the fall to assess the perceived levels of knowledge and confidence with the MMD framework, Professional Learning Modules, and the delivery of coaching. The committee used the results to structure blocks of professional development that occurred each month. Topics of professional development have included coaching strategies, use of the SAPP and CWIS for building-level and district-level analysis and PD planning, and refreshers on the Professional Learning Module content. As the project continues, this survey will also be administered in the spring to examine growth. Each Coaching Support Team facilitator has a responsibility to their Coaching Support Team to be a valued source of descriptive feedback.</p> <p>Description of procedures for observing trainers.</p> <p>Additionally, coaching delivered by the Coaching Support Team members will be checked for fidelity to the Missouri coaching approach, as was done in the prior SPDG. Due to high fidelity in prior years, new coaches will receive two coaching quality reviews with follow-up feedback annually and experienced coaches will receive one review with follow-up feedback per year. The reviews will be conducted using the</p>	2

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		<p>Observation of High Quality of Coaching checklist conducted by an experienced reviewer. Using an online system, the reviewer observes and records feedback which is then shared electronically with the coach and a follow-up conversation is scheduled to occur within two weeks of the observation.</p> <p>Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended). Developed through the prior SPDG and continuing with this SPDG is the use of the Observation of High Quality Coaching and Observation of High Quality Training Checklists. During the last SPDG, both of these checklists were calibrated and a manual for guiding reliability of observers was developed.</p> <p>Additionally, within each professional learning content area are Practice Profiles. The Practice Profiles are used as a self-check for fidelity as well as a coaching tool for anchoring the coaching conversation to expected levels of implementation.</p> <p>Description of procedures to obtain participant feedback. Currently in development is a participant feedback feature of the Virtual Learning Platform. Upon completion of a topic area, participants will be able to rate their experience with the module, the quality of the module, and the applicability of the module to their teaching.</p> <p>Description of how observation and training fidelity data were used (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule, processes; to ensure that trainers are qualified). In the prior SPDG, data resulting from the use of the two observation checklists were shared with each coach/trainer as well as summaries for regional and state use. Data from the checklists were used to inform the most recent revisions made to the professional learning materials. In the most recent versions, the consistency and details for the coach/trainer have been improved and expanded, thus providing additional guidance essential for statewide consistency.</p>	

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C(1) Coaching	<p>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.¹³</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Identification of the lead person(s) responsible for coaching services. • Description of the role and responsibilities of the lead person(s) accountable for coaching services. • Description of how data were used to provide feedback to coaches and improve coaching strategies. 	<p>Identification of the lead person(s) responsible for coaching services.</p> <p>Dr. Jan Davis and Dr. Mary Dell Black are co-lead coaching support team facilitators. Missouri DESE provides leadership for the SPDG Management Team, the involvement of the regional consultants as coaches on Coaching Support Teams, and ongoing communication with DESE Learning Services regarding the effects and challenges of MMD coaching. The lead persons are Dr. Stephen Barr, assistant commissioner, Ginger Henry, coordinator of services, and Thea Scott, director of tiered model coordination.</p> <p>Description of the role and responsibilities of the lead person(s) accountable for coaching services.</p> <p>Coaching occurs at three levels:</p> <ol style="list-style-type: none"> 1. The Coaching Support Team Facilitators provide coaching to the CST members. 2. Coaching Support Teams provide coaching to district administrators and educators. 3. Educators provide school-based coaching to peer-educators in order to build and sustain school-wide implementation. <p>Additionally, Drs. Davis and Black maintain weekly conversations with the CST Facilitators, provide leadership for their professional development as coaches to the CST, and guide all processes to ensure the MMD Framework is used with fidelity.</p> <p>The co-lead CST facilitators (Drs. Davis and Black) share the following responsibilities:</p> <ul style="list-style-type: none"> • Provide leadership for coaches across Missouri by serving as the point persons for all communication flowing out to the coaches. • Provide leadership for an assigned Coaching Support Team. • Participate in ongoing professional development. • Design and deliver professional development to the coaches. • Uphold rigor of measuring fidelity at the state, regional, and local levels. • Follow standards of high quality professional development. 	3

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		<ul style="list-style-type: none"> • Facilitate collaborative processes across coaches. • Provide fidelity expertise and support to participating districts and schools. • Contribute to the development of high quality professional development content available to educators across Missouri. • Collaborate with SPDG evaluation team. • Provide frequent updates as requested to the SPDG Management Team, state education agency leadership team, regional centers, and others. • Use a variety of mainstream technologies to provide professional development. • Support and promote the use of technology with districts, schools, and regional consultants. <p>Coaching Support Team Facilitators have the responsibilities to</p> <ul style="list-style-type: none"> • establish procedures and processes to ensure that the CST works effectively and efficiently with the districts within their assigned Cadre to implement the key elements of the MMD with fidelity; • establish procedures and processes to ensure that the CST works effectively and efficiently as a team according to their contractual scope of work; • maintain regular contact with the MMD designated contact person and any other designated individuals for each district within the Cadre assigned to the CST; • establish procedures and processes to ensure and maintain regular contact with members of the CST; • establish a meeting schedule for the CST in both virtual and face-to-face formats; • organize and facilitate CST meetings using effective meeting procedures and protocols; • work collaboratively with other Cadre facilitators to develop cultures of collective team efficacy within and across CSTs; • work collaboratively with the MMD Implementation Team and other CST Facilitators to engage in professional development and problem solving; • serve as liaison between the MMD and CST; • collaborate and communicate with MMD Management Team and MMD Implementation Team as requested; 	

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		<ul style="list-style-type: none"> • collaborate and communicate with CST Lead Coach(es); and • assist districts in accessing the appropriate supports, personnel, materials, and resources for MMD implementation with fidelity. <p>Description of how data were used to provide feedback to coaches and improve coaching strategies.</p> <p>All CSTs submit monthly activity logs. Data from the logs are used for collaborative teaming among facilitators and problem-solving. Logs are submitted monthly and used for compiling monthly reports for DESE Learning Service, statewide Coaching Support Team members, and the SPDG Management Team. The logs are district centered and include data describing the types, frequency, and nature of coaching that occurred.</p> <p>In fall 2017, CST members took a survey to assess their professional development needs. Their responses directed the topics of the monthly coaching trainings for the remainder of the year. In spring 2018, the CST members will take the survey again so that progress can be determined and topics for the upcoming year can be identified.</p> <p>Each CST is led by an external facilitator who has many hours of experience using the Observation Checklist for High Quality Professional Development Coaching checklist. The checklist is designed to be completed by an observer, such as the external facilitator, to determine the quality of coaching provided by CSTs. This checklist can also be used for self-assessment of fidelity. Fidelity should be monitored “early and often.”¹⁴ This checklist is a companion to the Observation Checklist for High Quality Professional Development Training. The criteria or threshold for fidelity as measured on this checklist is 11 out of 12 items need to be observed.</p> <p>Over the past five years, the coaching checklist was used and data showed 97 percent of coaching met criteria of high quality. Due to this consistent high rate, the observation of coaching is now primarily focused on new coaches.</p>	

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		<p>The system for coaching is integral to the design of the SPDG professional development model. For this reason, a Shared Understanding document was developed to promote fidelity to high quality coaching. This document calibrates understanding of coaching practice and what constitutes the delivery of high-quality coaching. This Shared Understanding document continues to be in use and is continually updated and revised. The Professional Learning Module associated with implementation coaching is currently being piloted by CSTs in six buildings and will be revised using authentic, action-based feedback. All materials, including the HQPD Observation Checklist, Shared Understanding document, Practice Profile, and pre/post applied assessments will be developed and revised accordingly.</p> <p>When school-based coaching is successfully implemented, building-level participants should attain the skills and knowledge to coach each other. Items on the associated Practice Profile, which aligns with the SAPP, will be developed and used to track coaching progress at this level. The support provided by CSTs to districts and buildings is measured through items on the CWIS, which is a survey administered to all faculty and staff in participating districts. This data will be used to facilitate conversations with districts and to inform, revise, and improve the system for coaching.</p>	
C(2) Coaching	<p>SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).⁶ • Describe how SPDG coaches monitored implementation progress. • Describe how the data from the monitoring 	<p>Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).</p> <p>The coaching strategy is embedded within the coordinated professional development framework employed by the SPDG. The MMD framework provides a structure for putting research and theory into action, 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.^{15,16} According to the research, increasing transfer into classroom practice registered at 10 percent with training only; 13 percent with training and modeling; 16 percent with training, modeling, and practice; 19 percent with training, modeling, practice, and feedback; and ultimately, 95 percent with all prior</p>	2

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	<p>is used to provide feedback to implementers.</p>	<p>factors and coaching added.^{17,18} 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.^{19,20} Coaching can be exceptionally powerful when it is available during “moments of need”.²¹ Moments of need are defined as five points of learning and applying new skills:</p> <ul style="list-style-type: none"> • When learning for the first time • When learning more • When remembering or applying • When things go wrong • When things change <p>During these final two moments of need, coaching can have a substantial impact on the desired outcome.</p> <p>Describe how SPDG coaches monitored implementation progress.</p> <p>The Collaborative Work Implementation Survey was administered to district faculty and staff in fall 2017 and spring 2018. The CWIS is an instrument designed during the previous SPDG to address key steps in the implementation of MMD work. The survey investigated five relevant scales:</p> <ol style="list-style-type: none"> 1. Effective teaching and learning 2. Common formative assessment 3. Data-based decision-making 4. Leadership 5. Professional development <p>Reports from the CWIS were generated after the fall 2017 window, and CSTs used the results to determine supports for districts. After the spring 2018 window, CSTs will gain understanding about district progress in regard to the MMD framework.</p> <p>CST facilitators monitored coaching implementation progress through the use of the HQPD Coaching Checklist. The feedback from the checklist was used to start conversations with coaches (especially new ones), improve their practice, and ensure</p>	

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		<p>quality implementation.</p> <p>To monitor and support districts throughout the implementation process, an additional checklist was developed that includes implementation criteria. The checklist is anchored by essential functions which outline important components for success, developed from research outlined in <i>Implementation Research: A Synthesis of the Research</i> by Fixsen, Naoom, Blase, Friedman, and Wallace.²² Four areas of focus are defined and organized by the Essential Function under which they fall:</p> <ol style="list-style-type: none"> 1. Leadership: District leaders maintain a collaborative culture and climate at the district-level and with building leaders. 2. Commitment: District leaders demonstrate commitment to school improvement through MMD participation in coaching, training, and data-driven action to improve instructional practice. 3. Performance/Outcomes: District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data. 4. Alignment: District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction. <p>Each area of focus is articulated into clearly described elements that help districts identify which structures and processes are necessary to achieve successful implementation of the SPDG framework. The checklist is designed to be discussed at regular intervals during each year of a district's commitment and should be completed in-person with support from a CST facilitator.</p> <p>Describe how the data from the monitoring is used to provide feedback to implementers.</p> <p>In fall 2017, CSTs shared CWIS data with districts to assess district and building levels of knowledge, skills, and abilities at that time in regard to the MMD Framework. The data were used to help districts determine their MMD focus areas for the year. Districts determined how to share results with faculty and staff. In spring 2018, the CWIS data will help CSTs gain understanding about district progress in relation to MMD</p>	

Worksheet: Missouri Model Districts, FY2017
SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
		<p>framework. They will use that data to identify areas for which support can be improved. Districts will get a better picture of their progress and CSTs will be able to enhance and modify their support.</p> <p>For the 2018-19 year, data from the implementation checklist will provide feedback to districts throughout the implementation process for the purpose of monitoring fidelity and reflecting on progress.</p> <p>The data from the HQPD Coaching Checklist observations will be used to determine how many coaches met criteria of quality and where more support should be provided. It may also be used to modify coaching assignments.</p>	
D(1) Performance Assessment (Data-based Decision Making)	<p>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).¹⁰ Required elements:</p> <ul style="list-style-type: none"> Provide a description of the role/responsibilities of the lead person and who this person is. 	<p>Provide a description of the role/responsibilities of the lead person and who this person is. Dr. Sarah Marten, project director for the contract to NAU, leads the effort to maintain a clear accountability system for the SPDG by acting as liaison between DESE, the evaluation team, and project participants to ensure consistent communication. In this role, Dr. Marten draws on her experience in project management, research, and university and secondary classroom teaching. With TerraLuna and DESE, she tracked progress for all data activities associated with the project. Dr. Marten supported the evaluation team to collect and analyze evidence, generate required reports, provide results to district administrators, project staff, and DESE on a regular basis.</p> <p>At DESE, Dr. Edwin Hall, program specialist, oversees the activity log for the trainers/coaches. In this role, he provided technical assistance and training to RPDC users. Additional responsibilities included trouble-shooting programming issues as needed, downloading data regularly and submitting it to administration and the Management Team, and analyzing the data for summary reporting.</p> <p>An evaluation team from the TerraLuna Collaborative serves the project with evaluation support and has done so since the end of the 2015-16 school year. As a partner involved with the collection, analysis, and use of implementation data, they</p>	3

Worksheet: Missouri Model Districts, FY2017
SPDG Evidence-based Professional Development Components

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
		provide utilization-focused reports for internal use by implementers as well as required annual reporting for external sources. These efforts target multiple levels of the MMD system, as local as building administrators, as well as statewide project administrators and all those in between.	
D(2) Performance Assessment	<p>Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).</p> <p>Required elements:</p> <ul style="list-style-type: none"> Describe data systems that are in place for various education levels. Describe how alignment or coherence is achieved between various data systems or sources of data. Describe how multiple sources of information are used to guide improvement and demonstrate impact.¹⁰ 	<p>Describe data systems that are in place for various education levels.</p> <p>The Management Team, with leadership from the evaluation team, developed performance measures that are logically sequenced to collect data at each stage of theorized change. The accompanying APR describes the performance measures.</p> <p>All training materials, Management Team materials, and CST materials are housed on a password protected website. This data could be accessed in real time by CST trainers/coaches, CST Facilitators, and Management Team members.</p> <p>Implementation data were gathered through multiple sources. Activity logs were used for tracking in-district/school training and coaching interactions between CST and educators. District/building leaders and educators complete the CWIS for MMD annually. This data is shared with the CST and with the state Management Team. All of these data points are review by the Management Team and displayed for regional data-based discussions.</p> <p>The CST/RPDC coaches record their efforts using the online activity log system, an online data portal where trainers/coaches record each training and coaching event, the Collaborative Work topic, and participating buildings. All CSTs submit monthly activity logs. Data from the logs are used for collaborative teaming among facilitators and problem-solving.</p> <p>The Collaborative Work Implementation Survey is a 24-item, five scale survey instrument designed using a five point Likert scale. For three of the scales, the Likert values correspond to frequency, while for the other two, the values correspond to</p>	3

Worksheet: Missouri Model Districts, FY2017

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Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
		<p>agreement. The survey is intended to measure the degree of implementation of desired processes and practices within Missouri school buildings active in the Collaborative Work project. The scales were built from theoretical knowledge about the most vital information that was passed from trainers to educators and whose implementation was supported by continued professional coaching. The five scales are</p> <ol style="list-style-type: none"> 1. effective teaching and learning practices, 2. common formative assessments, 3. data-based decision-making, 4. leadership, and 5. professional development. <p>The survey was developed during a year-long collaborative process involving university researchers, external evaluators, and state education administrators. As with most survey development procedures, there were five distinct steps in this process:</p> <ol style="list-style-type: none"> 1. Conceptual modeling, instrument mapping and blueprint analysis 2. Item development 3. Pilot testing 4. Item iterations 5. General dissemination <p>The selected scales represent the five pillars of the Collaborative Work process and tie directly into project performance measures. For MMD, the survey has been enhanced to address administrator perceptions at both building and district level of implementing the MMD framework. Results are not available for this reporting period but will be in future years.</p> <p>Additionally, the SPDG data elements are aligned to the SSIP SIMR using annual state assessment data and a shared outcome measure of improvement in communication arts. The results will be examined overall as well as by district.</p>	

Worksheet: Missouri Model Districts, FY2017

SPDG Evidence-based Professional Development Components

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Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
		<p>Describe how alignment or coherence is achieved between various data systems or sources of data.</p> <p>The Missouri team is committed to alignment across data systems and sources. This is evident in a number of ways. First, the SPDG and the SSIP are aligned in scope of focus and in data measures. Second, the coordinator of Special Education Data and her staff participate in the monthly SPDG Management Team meetings with the roles of providing guidance for accurate representation and integration of the data sources available at DESE. Third, the development of project measures undergo a rigorous process, including piloting and gathering practical feedback to assure the fit of the measures with expected implementation and use of data to inform improvements as one of the data sources available.</p> <p>Describe how multiple sources of information are used to guide improvement and demonstrate impact</p> <p>Deliberate alignment across implementation and outcome measures is embedded in MMD. Implementation data such as the Self-Assessment Practice Profile (SAPP) is aligned to the training and coaching content. The CWIS is also aligned to the training and coaching content and also the SAPP. The administrator additions to the CWIS address specific systems elements essential for MMD implementation. Additionally, there is purposeful alignment between the SPDG and SSIP data elements through the use of a common SPDG measure aligning to the SIMR. With the launch of this SPDG, the Management Team, with the leadership of the evaluators, developed a flow chart showing how data elements are related (see attached).</p> <p>This list summarizes the data elements used for determining ‘what works’ and informing project improvement. These tools are currently used to acquire the data needed to inform judgments about programming on an ongoing basis.</p> <p>Project activity and participant reactions</p> <ul style="list-style-type: none"> • Consultant logs 	

Worksheet: Missouri Model Districts, FY2017

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Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
		<ul style="list-style-type: none"> • Facilitator logs <p>Participant learning</p> <ul style="list-style-type: none"> • Checklist for High-Quality Professional Development (HQPD) • HQPD Coaching Checklist <p>Organization support and change</p> <ul style="list-style-type: none"> • Self-Assessment: Practice Profile • Coaching team surveys • Semi-structured systems interview <p>Participant use of new knowledge or skills</p> <ul style="list-style-type: none"> • Collaborative Work Implementation Survey (CWIS) for Missouri Model districts <p>Student learning outcomes</p> <ul style="list-style-type: none"> • Extant state data including student proficiency, attendance, behavior, and setting • Case Methods: Qualitative Comparative Analysis <p>Additional tools currently in development are:</p> <p>Participant reactions</p> <ul style="list-style-type: none"> • Educator feedback tool aligned to completion of each Virtual Learning Platform course probing reaction to the course design, usefulness, quality, and relevance <p>Participant Learning</p> <ul style="list-style-type: none"> • Applied Pre/Post Assessment to be embedded into training and the Virtual Learning Platform <p>Participant use of new knowledge</p> <ul style="list-style-type: none"> • Observation tool for validating self-report/perception data and to inform coaching 	

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
		Systems alignment and improvement <ul style="list-style-type: none"> • Implementation checklist for use at district and building levels • District level professional learning plans 	
D(3) Performance Assessment	<p>Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).¹⁰</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Describe the feedback loop for each level of the system with which the SPDG works. • Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas. • Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).¹⁰ 	<p>Describe the feedback loop for each level of the system the SPDG works with and these data are used for decision-making to ensure improvements are made in the targeted outcome areas.</p> <p>The feedback loop is ongoing and multidirectional. Feedback regarding impact and artifacts of MMD efforts flows to the DESE Learning Services, SPDG Management Team, CST facilitators, and CSTs. DESE Learning Services reviews MMD data provided by the CSTs monthly and provides feedback to the DESE Office of Special Education. The CSTs also review this data monthly in their statewide meeting. Descriptive, specific feedback regarding practice and performance loops back to school districts via the CST Facilitators and CSTs. After administration of the CWIS, data (from both CWIS and SAPP) are examined by district and building teams in collaboration with the CSTs to determine ways of improving implementation. As a sub-system, sharing of data as feedback for improving the quality of coaching and training within and among multiple CSTs is in a grid formation, flowing vertically, horizontally, and across all CSTs.</p> <p>Collaboration with the evaluation team formally occurs monthly and informally as needed. The evaluators are part of the SPDG Management Team and participate in monthly day-long meetings. Additionally, the evaluator and NAU-site project director, Sarah Marten, meet monthly.</p> <p>The TerraLuna Collaborative evaluation team also provides real-time reporting opportunities on an as-needed basis. Often these efforts include the creation of a presentation and an introductory video, followed by a scheduled meeting or "office hours" presented to interested management team members. Through these efforts, the management team is able to move beyond the question of "What?" the data is communicating and often focuses conversations around the questions of "So what?" and "Now what?"</p>	2

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SPDG Evidence-based Professional Development Components

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
		<p>All evaluation instruments adhere to a rigorous process of development to ensure validity and reliability. This occurs in collaboration with the Management Team to also ensure feasibility and usability of the evaluation tools and the data they will yield. Additionally, the Management Team strives to assure evaluation tools and implementation tools are aligned and facilitate a feedback loop. For example, the online interactive SAPP is designed as a tool for educator-level input and personal summary, team-level summaries, building-level data summaries, and sharing mechanism to district-level leaders. These layers can be used for coaching at each layer of the system.</p> <p>Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity). As described above, the evaluation and the implementation data are the same or aligned if not. Also, when possible, the administration of measures is designed to provide real-time data summaries (e.g. SAPP and CWIS response rates) or quick turnaround with summary reports (as provided by the evaluation team for the CWIS).</p> <p>Additionally, as described above in the description of feedback loops, the MMD system is purposefully designed with layers of the system participants having timely access to data and structured opportunities for focusing data-informed MMD improvements. Each year, the SPDG management holds two retreats to review data, arrive at consensus of interpretation, and chart a plan for communication, product development/revision, and systems change as needed. The retreat minutes, as well as monthly Management Team minutes, are shared with the CST facilitators and they provide further input and insights. As stated, this SPDG functions as a continuous feedback loop with regard for the implementation drivers at each level.</p>	
D(4) Performance Assessment	<p>Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.¹⁰</p> <p>Required elements:</p> <ul style="list-style-type: none"> Describe how benchmarks are created and 	<p>Describe how benchmarks are created and shared.</p> <p>Through alignment of the SPDG measures across DESE priorities, the goals and benchmarks are reflective of the DESE vision. A performance measure aligned to the SSIP SIMR is included within the SPDG Annual Performance Report.</p> <p>Additionally, the initiative was built into the DESE strategic plan as well as the</p>	2

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
	<p>shared.</p> <ul style="list-style-type: none"> Describe positive recognition processes for achievements. Describe how data are used to “market” the initiative. 	<p>Missouri School Improvement Plan process. Both plans included information about how the process supports the work of DESE and about expected results.</p> <p>At the district/building level, the Practice Profiles are the mechanisms for sharing benchmarks tied to the MMD framework and expected implementation. The Practice Profiles and the online Self-Assessment Practice Profile tool are described in multiple sections of this worksheet. Overall, Practice Profiles are a valuable tool for self-monitoring implementation, providing look-fors for an observation of implementation, and guiding coaching conversations.</p> <p>Describe positive recognition processes for achievements. During the annual MMD Summit, districts are invited to share their accomplishments and journeys. District highlights are also featured in the monthly project summary to DESE Learning Services.</p> <p>Describe how data are used to “market” the initiative. To date, participation in MMD has been by invitation. Districts who have shown progress in implementation of the Collaborative Work were recognized for their progress and invited to become part of MMD.</p>	
D(5) Performance Assessment	<p>Participants are instructed in how to provide data to the SPDG Project.</p> <p>Required elements:</p> <ul style="list-style-type: none"> Procedures described for data submission. Guidance provided to schools/districts. 	<p>Procedures described for data submission.</p> <p>Procedures for data submission are available in multiple locations and formats:</p> <ul style="list-style-type: none"> A handbook called “The Missouri Model Districts Framework: Blueprint for district and building leadership” was provided to all district participants at the Summit in the summer of 2017—at the beginning of districts’ MMD commitments. It outlines a detailed plan of action and describes the MMD approach and processes for implementing effective educational practices. Procedures are also described on the MoEdu-SAIL website. Data submission procedures were communicated in the Participation Agreement. Central staff from DESE communicate by email and phone when data collection windows are open, providing regular reminder emails. Finally, CST facilitators communicate with district contacts when the SAPP and 	3

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		<p>CWIS should be administered.</p> <p>Guidance provided to schools/districts. Facilitators and consultants from Coaching Support Teams provided clear instructions to districts for how to take the online versions of the Professional Learning Modules on the Virtual Learning Platform and submit their data. The instructions are also stated when users enter the online platform.</p> <p>A print and online-version of an MMD Implementation Guide is in development. The guide will provide districts with practical direction and guidance for how to successfully implement the MMD framework including how to submit all required data.</p> <p>Training and technical assistance will be provided throughout the duration of the grant cycle to participating districts as needed.</p>	
E(1) Facilitative Administrative Support/ Systems Intervention	<p>Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation. Required elements:</p> <ul style="list-style-type: none"> • Role/job description of administrators relative to program implementation provided. • Describe how the SPDG trains and supports administrators so that they may in turn support implementers. 	<p>Role/job description of administrators relative to program implementation provided. From DESE, Dr. Stephen Barr, assistant commissioner for the Office of Special Education, Ginger Henry, coordinator of services, and Thea Scott, director of tiered model coordination, led state-wide participation efforts, including the coordination of meetings, data collection, budget management, and Virtual Learning Platform development. The following key activities describe the role of the DESE and SPDG Management Team:</p> <ul style="list-style-type: none"> • Coordinate training and coaching for districts • Develop school-based implementation coaching at the district and building levels • Provide resources and supports to facilitate district and building participation • Provide on-site technical assistance • Attend on-site visits • Encourage and facilitate cross-district collaboration and sharing • Assume responsibilities for attending to all of the implementation drivers • Work closely with the Regional Professional Development Centers to assure systems and professional development are aligned • Collaboratively review data 	2

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		<ul style="list-style-type: none"> • Problem-solve systems issues at all levels. <p>District administrators in Missouri Model Districts agree to the following key activities:</p> <ul style="list-style-type: none"> • Act as a key driver in the MMD implementation process • Collaborate with the DESE and MMD CST • Meet regularly to shape the district's participation as a Missouri Model District • Support buildings through the implementation process by developing systems that advance MMD work • Collect, analyze, and share data • Use data to drive decisions • Establish a communication protocol that encourages a feedback loop, setting the stage for informed decision-making and adjustments <p>Describe how the SPDG trains and supports administrators so that they may in turn support implementers.</p> <p>DESE administrators attend monthly Management Team meetings, SPDG annual meeting, the project director's conference, OSEP Leadership Conference, all project directors' virtual meetings, OSEP monthly TA calls, SPDG monthly calls, and regular evaluation check-in calls.</p> <p>District administrators were encouraged to become familiar with the professional development modules that were chosen as the district's area of focus. Of particular relevance to district administrators and their own professional development are the modules outlining best practices for leadership and school-based implementation coaching.</p>	
E(2) Facilitative Administrative Support/ Systems Intervention	Leadership at various education levels (SEA, regional, LEA, school, as appropriate) analyzes feedback regarding barriers and successes and makes the necessary decisions and changes, including revising policies and procedures to alleviate barriers and facilitate implementation	<p>Describe processes for collecting, analyzing, and utilizing input and data from various levels of the education system to recognize barriers to implementation success (e.g., Describe how communication travels to other levels of the education system when assistance is needed to remove barriers).</p> <p>The list of data measures and systems have been described multiple times in this worksheet as well as in the APR. A few specific data sources address</p>	2

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
	<p>Required elements:</p> <ul style="list-style-type: none"> Describe processes for collecting, analyzing, and utilizing input and data from various levels of the education system to recognize barriers to implementation success (e.g., Describe how communication travels to other levels of the education system when assistance is needed to remove barriers). Describe processes for revising policies and procedures and making other necessary changes. 	<p>implementation barriers and successes:</p> <ul style="list-style-type: none"> Individual CST/RPDC activity logs (submitted online by trainers/coaches, approved and submitted to DESE by RPDC directors, and finally provided to evaluators) CST team logs Administrators'/educators' responses to the Collaborative Work Implementation Survey (collected annually via an online platform) Site visit interview and observation data <p>School site visits for selected MMD districts/buildings occurred in fall 2017 focusing on the leadership perspective of implementing MMD. Two Management Team members and the CST facilitator interviewed district leaders about their experience with starting MMD and their progress thus far. They were also asked about their current level of implementation, challenges experiences, and successes to date. Spring 2018 site visits also occurred, but the timeline did not fall within this reporting period. Site visits will occur twice each year. However, with the scaling of MMD in the fall 2018, the site visit protocol is being revised to be led by CST members, using new methods of observation and interview that have been calibrated.</p> <p>Describe processes for revising policies and procedures and making other necessary changes.</p> <p>Before rolling-out for statewide use, revision of current materials as well as development of new materials undergo a systematic process including statewide input from coaches, input from the Management Team, and a formal vetting/approval process. In monthly CST and Management Team meetings, the need for supporting materials or data elements may be discussed. Based on recommendations from deep conversation, prototypes may be developed and field-tested before investing in the full development and vetting process. For example, school-based implementation coaching material are currently in field-test mode. Based on data and input gathered during the field test, the professional learning materials will be revised, data sources may be added, and the content will be translated for online learning on the Virtual Learning Platform.</p>	

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		An example of a policy change is the required district commitment form and accompanying invoice procedures. With MMD, this form became more prescriptive in the list of approved activities (key components of the MMD framework), expected level of implementation, and budget implications.	

¹ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 36-39).

² <http://learningforward.org/standards/resources#.U1Es3rHD888> .

³ Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.

⁴ Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences*, 8, 143-148.

⁵ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 39-43).

⁶ <http://learningforward.org/standards/learning-designs#.U1GVhbHD888> .

⁷ Archibald, S., Coggshall, J. G., Croft, A., & Goe, L. (2011). High-Quality Professional Development for All Teachers: Effectively Allocating Resources. Research & Policy Brief. *National Comprehensive Center for Teacher Quality*.

⁸ Duda, M. A., Van Dyke, M., Borgmeier, C., Davis, S., & McGlinchey, M. (2011). Evidence-based professional development. In *2011 SPDG Regional Meeting*.

⁹ Dunst, C. J., & Trivette, C. M. (2009). Let's be PALS: An evidence-based approach to professional development. *Infants & Young Children*, 22(3), 164-176.

¹⁰ Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). Observation checklist for high-quality professional development in education. Center for Research on Learning, University of Kansas, Lawrence, Kansas.

¹¹ Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.

¹² <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 47-55).

¹³ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 44-47).

Worksheet: Missouri Model Districts, FY2017**SPDG Evidence-based Professional Development Components**

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¹⁴ Harn, B., Parisi, D., & Stoolmiller, M. (2013). Balancing fidelity with flexibility and fit: What do we really know about fidelity of implementation in schools?. *Exceptional Children*, 79(2), 181-193.

¹⁵ Bush, R. N. (1984). *Effective Staff Development*.

¹⁶ Joyce, B., & Showers, B. (1982). The coaching of teaching. *Educational leadership*, 40(1), 4-10.

¹⁷ Bush, R. N. (1984). *Effective Staff Development*.

¹⁸ Joyce, B., & Showers, B. (1982). The coaching of teaching. *Educational leadership*, 40(1), 4-10.

¹⁹ Cornett, J., & Knight, J. (2009). Research on coaching. *Coaching: Approaches and perspectives*, 192-216.

²⁰ Truesdale, W. T. (2003). The implementation of peer coaching on the transferability of staff development to classroom practice in two selected Chicago public elementary schools. *Dissertation abstracts international*, 64(11), 3923.

²¹ Gottfredson, C., & Mosher, B. (2011). *Innovative performance support: Strategies and practices for learning in the workflow*. McGraw Hill Professional.

²² Fixsen, D.L., Naoom, S.F., Blase, K.A., Friedman, R.M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*, Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

Table of Abbreviations

Abbreviation	Meaning
APR	Annual Performance Report
CST	Coaching Support Team
CW	Collaborative Work
CWIS	Creative Work Implementation Survey
DBDM	Data-Based Decision-Making
DESE	Department of Elementary and Secondary Education
EBPD	Evidence-Based Professional Development
ELA	English/Language Arts
ETLP	Effective Teaching and Learning Practices
FTE	Full-Time Equivalent
HQPD	High-Quality Professional Development
MIM	Missouri Integrated Model
MMD	Missouri Model District
MYN	Moving Your Numbers (survey)
NAU	Northern Arizona University
NCEO	National Center for Educational Outcomes
NIRN	National Implementation Research Network
OSEP	Office of Special Education Programs
SiMR	State Identified Measurable Result
SPDG	State Personnel Development Grant
SSIP	State Systemic Improvement Plan
SSOS	Statewide System of Support
VLP	Virtual Learning Platform