

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:

Insert Initiative Name & Initiative Year

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>	Self Assessment
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>	<ul style="list-style-type: none"> ● Description of expectations for PD participants (e.g., attendance in training, data reporting).⁴ ● Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).^{5,6} ● Description of how schools, districts, or other agencies were informed of their responsibilities.^{2,3} 	
A(2) Selection	<p>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.¹</p> <p>Required elements:</p> <ul style="list-style-type: none"> ● Expectations for trainers' qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training). 	<ul style="list-style-type: none"> ● Expectations for trainers' qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training). 	

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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>	Self Assessment
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 of the lead person(s) accountable for training. 	<ul style="list-style-type: none"> • Identification of the lead person(s) accountable for training. • Description of the role and responsibilities of the lead person(s) accountable for training. 	
B(2) Training	<p>Effective research-based adult learning strategies are used.^{7,8,9}</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. 	<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. 	
B(3) Training	<p>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).^{3,5}</p> <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. 	<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. • 	

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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 the training and to provide further supports through coaching. 	<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 the training and to provide further supports through coaching. • 	

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B(5) Training	<p>Trainers (the people who trained PD participants) are trained, coached, and observed.^{5,10}</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). 	<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). 	
C(1) Coaching	<p>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.¹¹</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. 	<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. 	

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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 is used to provide feedback to implementers. 	<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 is used to provide feedback to implementers. 	
D(1) Performance Assessment (Data-based Decision Making)	<p>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).¹⁰</p> <p>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.</p>	
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 	<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 	

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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 the SPDG works with <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● Describe the feedback loop for each level of the system the SPDG works with <ul style="list-style-type: none"> ○ 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 	
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 shared. ● Describe positive recognition processes for achievements. ● Describe how data are used to “market” the initiative. 	<ul style="list-style-type: none"> ● Describe how benchmarks are created and shared. ● Describe positive recognition processes for achievements. ● Describe how data are used to “market” the initiative. 	
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. 	<ul style="list-style-type: none"> ● Procedures described for data submission. ● Guidance provided to schools/districts. 	

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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.</p> <p>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. 	<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. 	
E(2) Facilitative Administrative Support/ Systems Intervention	<p>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> <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. 	<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. 	

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

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⁶ Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.

⁷ Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences*, 8, 143-148.

⁸ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 39-43).

⁹ <http://learningforward.org/standards/learning-designs#.U1GVhbHD888> .

¹⁰ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 47-55).

¹¹ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 44-47).

⁹ http://learningforward.org/standards/data#.U2FGp_lDwYk .

¹⁰ <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-ImplementationDriversAssessingBestPractices.pdf> (pp. 15-16).