

**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: 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 <i>(please provide after each bullet)</i>
A(1) Selection	<p><b>Clear expectations are provided for PD participants and for schools, districts, or other entities.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Description of expectations for PD participants (e.g., attendance in training, data reporting, pre and post training activities).</li> <li>● Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).</li> <li>● Description of how schools, districts, or other entities were informed of their responsibilities.</li> </ul> <p>Provide a brief description of the form(s) used for these agreements.</p>	<ul style="list-style-type: none"> <li>● Expectations for PD participants:</li>   <li>● What have schools, districts, or other entities agreed to provide?</li>   <li>● How were schools, districts, or other entities informed of their responsibilities?</li>   <li>● Brief description of the agreement forms:</li> </ul>
A(2) Selection	<p><b>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Expectations for trainers' qualifications and experience and how these qualifications are ascertained. <ul style="list-style-type: none"> <li>○ Description of role and responsibilities for trainers (the people who trained PD participants).</li> </ul> </li> <li>● Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained. <ul style="list-style-type: none"> <li>○ Description of role and responsibilities for coaches or mentors (the people who provided follow-up to training).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Expectations for trainers' qualifications and experience and how these qualifications are ascertained: <ul style="list-style-type: none"> <li>○ Description of role and responsibilities for trainers:</li> </ul> </li>   <li>● Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained: <ul style="list-style-type: none"> <li>○ Description of role and responsibilities for coaches or mentors:</li> </ul> </li> </ul>

**Worksheet: 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 <i>(please provide after each bullet)</i>
B(1) Training	<p><b>Accountability for the delivery and quality of training.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of the lead person(s) accountable for training– include name and position/title.</li> <li>• Description of the lead person(s)' role and responsibilities related to developing and supporting evidence-based professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead person(s) accountable for training (include name and position/title):</li> <li>• Lead person(s)' role and responsibilities related to developing and supporting evidence-based professional development:</li> </ul>
B(2) Training	<p><b>Effective research-based adult learning strategies are used.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of adult learning strategies used, including the source of those strategies (e.g., citation).</li> <li>• Description of how these adult learning strategies were used.</li> <li>• Description of data gathered to assess how well adult learning strategies were used.</li> </ul>	<ul style="list-style-type: none"> <li>• Adult learning strategies used, including the source of those strategies (e.g., citation):               <ul style="list-style-type: none"> <li>○ How were these adult learning strategies used?</li> </ul> </li> <li>• Data gathered to assess how well adult learning strategies were used:</li> </ul>
B(3) Training	<p><b>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of skills that participants were expected to acquire as a result of the training.</li> <li>• Description of activities conducted to build skills.</li> <li>• Description of how participants' use of new skills was measured (e.g., observation of skills; exit ticket that demonstrates use of skills).</li> </ul>	<ul style="list-style-type: none"> <li>• Skills that participants were expected to acquire as a result of the training:</li> <li>• Activities conducted to build skills:</li> <li>• How was participants' use of new skills measured?</li> </ul>

**Worksheet: 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 <i>(please provide after each bullet)</i>
B(4) Training	<p><b>Trainers (the people who trained PD participants) are trained, coached, and observed.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of training provided to trainers.</li> <li>• Description of coaching provided to trainers.</li> <li>• Description of procedures for observing trainers.</li> <li>• Identification of training fidelity instrument used. This instrument should measure the extent to which the training is implemented as intended, including the content that is covered and how the training is delivered.</li> <li>• Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development).</li> <li>• Description of how observation, training fidelity data, and training evaluation data (reaction, self-efficacy, demonstration of skill/knowledge development) were used (e.g., to ensure that trainers are qualified; to identify further training and coaching needed for trainers; to inform revisions to training content/materials).</li> </ul>	<ul style="list-style-type: none"> <li>• Training provided to trainers:</li> <li>• Coaching provided to trainers:</li> <li>• Procedures for observing trainers.</li> <li>• Training fidelity instrument used:</li> <li>• Procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development).</li> <li>• How were observation, training fidelity data, and training evaluation data used?</li> </ul>

**Worksheet: 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 <i>(please provide after each bullet)</i>
B(5) Training	<p><b>Administrators are trained and coached on the SPDG-supported practices and have knowledge of how to support its implementation, including how to develop and support implementation teams and how to support coaches.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported.</li> <li>• Description of how administrators are trained and coached to support implementers and coaches.</li> <li>• Description of supports for creating implementation teams at the building and district or local program levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported:</li> <li>• How are administrators trained and coached to support implementers and coaches?</li> <li>• Supports for creating implementation teams at the building and district or local program levels:</li> </ul>
B(6) Training	<p><b>Training outcome data are collected and analyzed to assess participant knowledge and skills.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of training outcome measure(s).</li> <li>• Description of procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training.</li> <li>• Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule or processes).</li> </ul>	<ul style="list-style-type: none"> <li>• Training outcome measure(s):</li> <li>• Procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training:</li> <li>• How were training outcome data used to make appropriate changes to the training and to provide further supports through coaching:</li> </ul>
C(1) Coaching	<p><b>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of the lead person(s) accountable for coaching services. Please include name and position/title.</li> <li>• Description of the lead person(s) role and responsibilities for promoting high quality and timely coaching services.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead person(s) accountable for coaching services. Please include name and position/title:</li> <li>• Lead person(s) role and responsibilities for promoting high quality and timely coaching services:</li> </ul>

**Worksheet: 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 <i>(please provide after each bullet)</i>
C(2) Coaching	<p><b>Coaches use effective coaching practices to increase innovation fidelity.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>Description of coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured. <i>Note: This description may take the form of a coaching service delivery plan.</i></li> <li>Description of how coaching process is captured and connected to impact on fidelity of the innovation. <i>Note: These data may be collected in a coaching log.</i></li> </ul>	<ul style="list-style-type: none"> <li>Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured:</li> <li>How is your coaching process captured and connected to impact on fidelity of the innovation?</li> </ul>
C(3) Coaching	<p><b>Coaching outcome data are collected and analyzed to assess participant knowledge and skills.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>Description of how coaching is monitored for fidelity to content and quality.</li> <li>Description of how coaching fidelity data are used to identify potential training and coaching for coaches</li> <li>Description of procedures to assess the knowledge and skills gained by those who are coached.</li> <li>Description of how coaching outcome data are analyzed by the SPDG team.</li> <li>Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients.</li> </ul>	<ul style="list-style-type: none"> <li>How is coaching monitored for fidelity to content and quality?</li> <li>How is coaching fidelity data used to identify potential training and coaching for coaches?</li> <li>Procedures to assess the knowledge and skills gained by those who are coached:</li> <li>How are coaching outcome data analyzed by the SPDG team?</li> <li>How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients?</li> </ul>

**Worksheet: 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 <i>(please provide after each bullet)</i>
D(1) Data Systems that Support Decision Making	<p><b>Accountability for the system of measuring and reporting of innovation fidelity and student outcomes.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Identification of the lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title.</li> <li>• Description of the data expertise, role and responsibilities of the identified lead person(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title:</li>   <li>• Data expertise, role and responsibilities of the identified lead person(s):</li> </ul>
D(2) Data Systems that Support Decision Making	<p><b>Coherent data systems are in place at all education levels (SEA, regional, LEA, school).</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of key data sources are analyzed to connect training and coaching to fidelity of the innovation and then child outcomes:</li> <li>• Description of how targets/benchmarks are set for the various types of data.</li> <li>• Description of how data collection guidance (e.g., procedures, timelines) is provided to professional development sites and participants.</li> <li>• Description of how teams are trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data.</li> </ul>	<ul style="list-style-type: none"> <li>• Key data sources analyzed to connect training and coaching to fidelity of the innovation and then child outcomes:</li>   <li>• How are targets/benchmarks set for the various types of data?</li>   <li>• How is data collection guidance provided to professional development sites and participants?</li>   <li>• How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data?</li> </ul>

**Worksheet: 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 <i>(please provide after each bullet)</i>
D(3) Data Systems that Support Decision Making	<p><b>Fidelity and student outcome data are used to inform the continuous improvement of the project in collaboration with stakeholders at multiple levels (SEA, regional, schools, community, other agencies).</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Description of how data are compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol).</li> <li>● Description of how feedback loops function to inform improvement across multiple levels (State, regional, local, community, and other agencies).</li> <li>● Description of how fidelity and child outcome data inform modifications to project plans and processes.</li> </ul>	<ul style="list-style-type: none"> <li>● How are data compiled and communicated in usable format(s) with various audiences/stakeholders?</li> <li>● How do feedback loops function to inform improvement across multiple levels?</li> <li>● How do fidelity and child outcome data inform modifications to project plans and processes?</li> </ul>
E(1) Systemic Leadership Supports	<p><b>Accountability for the technical and adaptive leadership of the project at the state level.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>● Identification of the lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title.</li> <li>● Description of how the lead(s):               <ul style="list-style-type: none"> <li>● Engages in regular communication with the leads for training, coaching and data systems,</li> <li>● Promotes the effective use of evidence based professional development components,</li> <li>● Problem solves challenges to innovation implementation,</li> <li>● Recognizes effort and successes, and</li> <li>● Develops and/or refines state policies or procedures to support the sustainability of evidenced based professional development components.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title:</li> <li>● How does this person ensure there is regular communication with the leads for training, coaching and data systems?</li> <li>● How does this person promote the effective use of evidence based professional development components?</li> <li>● How does this person problem solve challenges to innovation implementation?</li> <li>● How does this person recognize effort and successes?</li> <li>● How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidenced based professional development components?</li> </ul>



**Worksheet: 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 <i>(please provide after each bullet)</i>
E(2) Systemic Leadership Supports	<p><b>Leadership systems are in place to build state-level capacity and promote project sustainability.</b></p> <p>Required elements:</p> <ul style="list-style-type: none"> <li>• Description of how project leadership analyzes feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation.</li> <li>• Description of processes for revising policies and procedures to support a new way of work (e.g., communication protocol that supports decision making).</li> <li>• Description of collaborative efforts with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and support improved outcomes for children with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation?</li> <li>• What are the processes for revising policies and procedures to support a new way of work?</li> <li>• What collaborative efforts have occurred with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and support improved outcomes for children with disabilities?</li> </ul>