

**B(5) Training: Trainers (the people who trained PD participants) are trained, coached, and observed.**

**Across SISEP's work in Active States, developing competency within the middle of an education agency (embedded FTE) has been identified as a critical catalyst for sustaining change amid internal and external challenges including staff turnover.**

Possible Targets for Training:

- Use of effective adult learning strategies and instructional design; use of strategies to increase active engagement; using (multi-modal, multi-method) data to guide performance-based feedback; developing and using coaching service delivery plans to support fidelity of the delivery of training content.

**Resources:**

KY has developed a training protocol and associated assessments (Checklist for before/during/after training, pre/post based on content delivered, Adult Learning Strategies check list, event evaluation). Amanda Waldroup (KY STS) will ask KDE for permission to share.

**Attached Examples:**

**Draft MTSS PL Plan 10-2-18** – Plan documents the plan for professional learning including selection and development of Trainers, scope of content, distribution of training over time, and fidelity system and protocol for content delivery.

**MTSS Professional Learning Event Evaluation Form** – Likert scale survey for participants of learning sessions that collects feedback on alignment of session with objectives, usefulness and relevance, and knowledge gains. This tool is designed to be used in conjunction with other resources such as the Observation Checklist, self-reflection (Professional Learning Checklist Days 1 and 2), product reviews, etc.

**MTSS Professional Learning Observation Checklist** - This observation tool, drawn from research identifying indicators of high-quality professional learning, is a guidance document, resource to drive coaching, and a resource to document effective professional learning. This tool is designed to be used in conjunction with other resources such as the Event Evaluation Form, self-reflection (Professional Learning Checklist Days 1 and 2), product reviews, etc.

**MTSS Professional Learning Checklist Days 1 and 2** - This tool was designed to be completed by the trainer to determine adherence to the professional learning plan. This tool is designed to be used in conjunction with other resources such as the Event Evaluation Form, self-reflection (Professional Learning Observation Checklist), product reviews, etc.

**C(2) Coaching: SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.**

**Across SISEP's work in Active States, use of data to inform pace, direction, and focus for capacity development remains a significant catalyst for not only initiating change but also for maintaining it when faced with competing urgencies and demands. Coaching is a critical piece in developing and supporting new skills particularly when feasible components of learning are identified and targeted (e.g., within a Coaching Action Plan). Effective and efficient coaching requires data derived from multiple sources (observation, reviews of products, interviews, etc.) that focus on essential components of practices (such as identified within Practice Profiles) are essential to support new ways or work.**

**Possible Targets for Training:**

- Use of (multi-modal, multi-method) data to guide coaching; use of (multi-modal, multi-method) data to guide performance-based feedback; developing and using coaching service delivery plans to support use of practices or systemic work with fidelity; developing a system of support for coaching and coaching of coaches

**Resources:**

KY has a Coaching Practice Profile. Training of coaches is designed based on the core components. Training protocols and assessments from the “common training” are used (with math Practice Profile and OTISS). Teachers also complete a survey to assess coaching delivery/effectiveness (based on coaching core components). Coaches also complete a coaching log to assess how much time is dedicated in each area of coaching. Amanda Waldroup (KY STS) is asking KDE for permission to share some examples of these resources.

**Attached Examples:**

**Coaching Action Plan:** Guides use of data to inform coaching focus, plan, and alignment of resources.

**Practice Profile for Coaching Module on AiHub:** Informed development of coaching modules on AiHub.

**Linked Examples:**

**Coaching Look Fors**

**Meeting Facilitation:**

[Exploration Meetings](#): This observation tool captures facilitation skills of implementation team members during exploration meetings.

[Implementation Team Meetings](#): This observation tool captures facilitation skills of team members during implementation team meetings.

**Coaching:**

[General Coaching](#): This tool captures research-based behaviors, practices, and products to inform supports for coaching of general coaching.

[Targeted Coaching](#): This tool captures research-based behaviors, practices, and products to inform supports for coaching of targeted coaching.

**Training:**

[Mini Lesson or Training Event](#): This observation tool captures facilitation skills of team members during mini lessons and knowledge building sessions.

D(3) Performance Assessment: Implementation fidelity and student outcome **data are shared regularly with stakeholders** at multiple levels (SEA, regional, local, individual, community, other agencies).

**The importance of having data (e.g., implementation, fidelity, impact) flowing across all levels of an education agency (SEA, REA, LEA, school, individual, community, etc.) within the first six months of work has emerged repeatedly as a catalyst for moving systems change work forward.**

**Possible Targets for Training:**

- How to share data that are meaningful and useful to stakeholders and answer questions of implementation, impact, and allocation of supports

**Resources:**

KY uses a protocol for holding an effective meeting, setting a goal, engaging in PDSA-C monthly. Documentation of the process is provided as a hard copy during meetings so team members can follow steps until they are fluent with the process. Coupled with this KY also has a power point slide that animates to show authentic examples of problem and solutions generated at the school level. Amanda Waldroup (KY STS) is asking KDE for permission to share some examples of these resources.

Kentucky has a structured process (i.e., data report) that shares relevant data (e.g., capacity, fidelity, process) with stakeholders. Amanda Waldroup (KY STS) is asking KDE for permission to share some an example of a de-identified resource.

Michigan will be developing a template for sharing data in the near future.

**Essential pieces drawn from Capacity Assessments:**

**Item 25** (i.e., *RIT uses a communication plan*) **on Regional Capacity Assessment** (V2.1) describes full and effective use of a communication plan as a written and accessible resources that is available to all regional staff -AND- includes:

- List of internal and external stakeholder groups (e.g., internal staff represented in the organizational chart, necessary outside agencies, families)
- Person(s) responsible for communication with each group
- Frequency of communication (e.g., following each monthly team meeting)
- Type of information to disseminate and gather identified stakeholders
- Methods of communication (e.g., regularly scheduled meeting, email)
- Communication effectiveness survey and timelines for gathering communication survey data

-AND-

Plan is consistently used - AND - Stakeholders report that communication has been effective

**Item 16** (i.e., *District provides a status report on the EI to the school board*) **on the District Capacity Assessment** (v 6.3; item 17 on V 7.0)

identifies sharing the following types of information at least twice a year as critical:

- Number of schools across the district working to implement the EI;
- Each school's stage of implementation;
- Internal capacity to develop structures to support the EI (leadership, organization, competency);
- Fidelity of implementation for the EI;
- Impact of the EI on student outcomes;
- Stakeholder information (e.g., survey data from staff and parents) about implementation of the EI; and
- Upcoming work to scale-up the EI and continue improving.

**D(4): Goals are created with benchmarks** for implementation and student outcome data, and successes are shared and celebrated.

**Possible Targets for Training:**

- Use of frequent, actionable, and relevant data to inform work; creating goals to drive allocation of resources; use of improvement cycles

**Resources:**

Colorado is developing a logic model for their use of a service delivery model that includes short and long-term outcomes based on outcome, fidelity, capacity, implementation, and outcome data. This is still in development and not, at present available to be shared.

We are still searching for example implementation plans and will share as they become available.

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

**The importance of having the right data (e.g., implementation, fidelity, impact) at the right time to answer key questions and inform actionable next steps has emerged repeatedly as a catalyst for moving systems change work forward. These data also inform the work of aligning and leveraging current work and resources.**

**Possible Targets for Training:**

- Identifying the right questions and then the right data to answer those questions

**Resources:**

- We are looking for authentic examples of a data collection protocol used within our states that provides alignment between questions posed, data collected, timelines, and by whom it should be collected/reported. We will share as they become available.

**E(2): 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

**A catalyst noted across SISEP work with Active States has been developing capacity to communicate accurate and clear information from all levels of a system. That is, informed talking points and political visibility is critical to address at the start of any implementation efforts (i.e., exploration stage activity) with a protocol for continual updates so that challenges and success can be addressed through an informed lens.**

**Attached Example:**

***District\_Communication\_Plan\_Barrier Removal\_Process:***

This document (shared from MI) offers a template and when necessary, worked examples of communication plan components and related processes for addressing barriers.