

SPDG National Meeting

October 17 - 18, 2023

Leveraging Data for Impact

Washington, DC

Capital Turnaround
Washington, DC

High Fidelity Trivia

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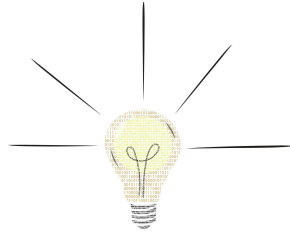
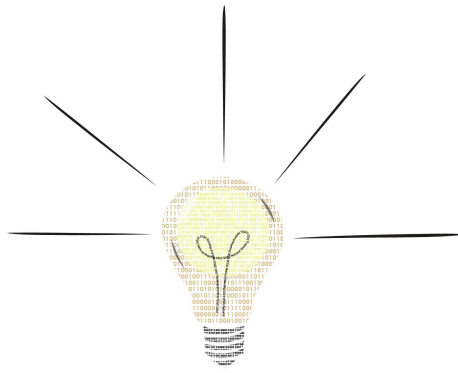


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Leveraging Data for Impact: Annual SPDG National Meeting

October 17-18th, 2023

Capital Turnaround, Washington, DC

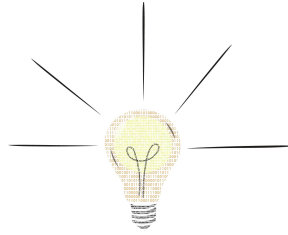
Meeting Objectives:

Build a stronger network of SPDG projects.

Improve project impact through data “analysis and use.”

Pre-Meeting: October 16		
5:30 – 8:00 pm	Informal Meetup	<i>Top of the Yard, 1265 First St SE</i>
Day One: October 17		
8:00 – 9:00	Registration	<i>Lobby</i>
8:00 – 9:00	Communities of Practice & Working Groups All are welcome to join! You do not need to be part of a community to be part of these conversations focused on challenges and strategies. <i>8:00 – 8:30 AM: Round 1</i> <i>8:30 – 9:00 AM: Round 2</i>	<i>Breakout Spaces, see pg. 4</i>
8:30 – 9:00	New Participant Orientation <i>Earl Fohct, Ohio Department of Education</i>	<i>Green Room 3</i>
9:00 – 9:30	Cold Open & Conference Overview <i>Jennifer Coffey, Ph.D, SPDG Program Area Lead, OSEP</i> <i>John Lind, Ph.D, SIGnetwork Coordinator</i> <i>Kelsey Leib, SIGnetwork Facilitator</i>	<i>Main Hall</i>
9:30 – 10:30	Keynote - Putting Student Outcomes in the Forefront <i>Katie Novak, Ed.D, Founder and Executive Director of Novak Education</i>	<i>Main Hall</i>
10:30 – 10:45	Break & Networking	
10:45 – 11:30	Cross-State Sustainability Planning	<i>Main Hall, see pg. 6</i>

11:30 – 12:15	Single-State Sustainability Planning	<i>Main Hall and Breakout Spaces, see pg. 8</i>
12:15 – 2:00	Lunch	<i>On your own (see recommendations on pg. 24)</i>
2:00 – 2:45	Fidelity Conversations, Round 1	<i>Breakout Spaces, see pg.9</i>
2:55 – 3:40	Fidelity Conversations, Round 2	<i>Breakout Spaces, see pg. 9</i>
3:40 – 4:00	State Team Time & Networking & Poster Set Up	
4:00 – 5:00	Poster Sessions	<i>Poster Hallway</i>
5:00 – 7:00	SIGnetwork Social Hour	<i>The Ugly Mug, 723 8th St SE</i>
Day Two: October 18		
8:00 – 8:50	Affinity Groups	<i>Breakout Spaces, see pg. 17</i>
9:00 – 9:15	Welcome & Overview of Day's Agenda	<i>Main Hall</i>
9:15 – 10:15	Keynote - Using Data to Maximize Your Coaching System <i>Jennifer Pierce, Ph.D, National Center on Systemic Improvement</i>	<i>Main Hall</i>
10:15 – 10:30	Break	
10:30 – 11:30	Data Conversations	<i>Breakout Spaces, see pg.20</i>
11:30 – 12:00	SIGnetwork Leadership Award and Closing	<i>Main Hall</i>
12:00 – 12:45	(Optional) Meeting with Project Officers	<i>On your own</i>



Communities of Practice & Working Groups

October 17, Round 1: 8:00-8:30 a.m., Round 2: 8:30-9:00 a.m.

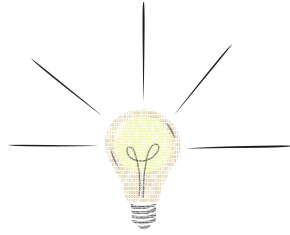
Although these are all professional learning communities that meet regularly, all are welcome to join these discussions. You do not need to be part of a community to be part of these conversations focused on challenges and strategies.

There are two rounds so you are free to participate in multiple groups. However, you are also welcome to stay in one group for both sessions.

Discussion Questions (not required)

- What is happening in your State/your SPDG right now related to this topic?
- What data are available to show what is working and what is not?
- Blue sky thinking... what would be happening in your State (related to this topic) if you had your way?
- What do you want to know about other States (related to this topic)?
- What topics, challenges, strategies do you hope this PLC will approach in the future?

Native American Working Group	The Dock
Communications	The Loft
Family Partners	The Commons
Social-Emotional Learning	Conversation Corner
Including Children with the Most Significant Needs	Farm Table
SPDGs with an Early Childhood Focus	Green Room 1
States with Small Populations	Green Room 2
Evaluators, See next page for instructions	Main Hall



Main Hall

Evaluators

October 17, 8:00-9:00 a.m.

There will be 3 tables each discussing a topic from the CDC's Framework for Program Evaluation in Public Health:

- a. Engage Stakeholders,
- b. Focus Evaluation Design, and
- c. Justify Conclusions.

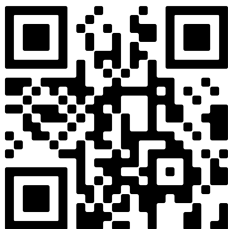
You may swap tables every 15 - 20 minutes to discuss all 3 or just choose the thing you want to talk about most and use a full hour.

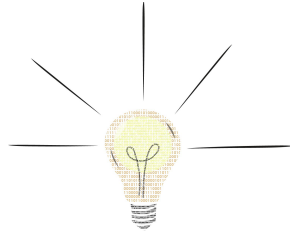
Discussion Questions

- What has worked for you in this area? Why do you think?
- What has been challenging? Why?
- Are there recommendations you would share with others?
- Any helpful resources for this area of evaluation?

Resources:

Framework for Program Evaluation in Public Health:





Main Hall

Cross-State Sustainability Discussions

October 17, 10:45-11:30 p.m. ET

For the cross-state meetings please look for your table tent. For the single State meetings you are free to use all conference spaces (breakout spaces, lobby, etc).

We are using a modified 1-2-4-All Liberating Structure (see resource QR codes below) to consider sustainability for (a) SPDG professional development sites, and (b) the SPDG initiative. Please follow these steps:

1. On your own, review both sustainability tools (10 min).
 - a. The SUBSIST Checklist is oriented to the school level. Replace “PBIS” with your SPDG initiative as you review it.
 - b. The SUSTAIN Tool is geared toward the larger system (i.e., State Education Agency).
 - c. Use the notetaking document to capture your **PMI** (see page 7 for PMI Document). What was **Positive**? What could you **Modify** for your own use? What **Inquiries** do you have about the tools or sustainability more generally?
2. Now turn to the person next to you and take turns sharing your **PMI** (10 min).
3. Your pair now joins with one other pair to share some of the big ideas that came out of your thinking and conversation (10 min).
4. The entire table now joins together in conversation.
 - a. Go around the table and have each person share their most salient thought resulting from the previous thinking time and conversation.
 - b. Once each person has had a turn, open conversation ensues (15 min).

Resources:

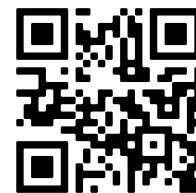
1-2-4-All Liberating Structure:



SUBSIST Checklist:



SUSTAIN Tool:



P Positive Things

P Positive Things

P Positive Things

M

Minus Things

M

Minus Things

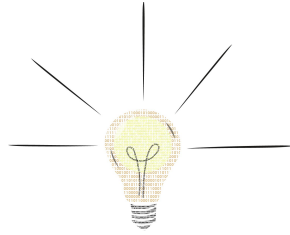
M

Minus Things

I Interesting Things

I Interesting Things

I Interesting Things



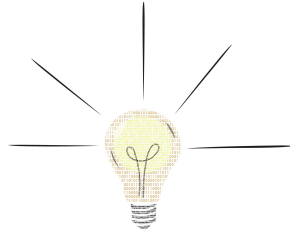
Single-State Sustainability Planning

October 17, 11:30-12:15 p.m.

For the single state meetings, you are free to use all conference spaces (breakout spaces, lobby, etc).

1. *Conversation with your State may stem from the following questions:*
 - a. *What data do you currently collect that demonstrates the likelihood:*
 - i. *Sites will sustain their work?*
 - ii. *Your initiative will sustain?*
 - b. *Were there elements of the two sustainability tools that might be helpful in action planning and providing support for sustainability?*
 - c. *How do you think your implementation supports (e.g., readiness activities, implementation teams, communication protocols) may be working to support sustainability?*
2. *What next steps should your SPDG take?*
 - a. *Who will be responsible for the various actions?*
 - b. *When will you next discuss?*

Notes



Fidelity Conversations

October 17, Round 1: 2:00-2:45 p.m., Round 2: 2:55-3:40 p.m.

*These informal discussions are based on the *Appreciative Interviews Liberating Structure*. A conversation leader will interview the presenter with questions such as:*

- What was the catalyst for taking this direction?
- What have you learned along the way?
- Are there specific steps other projects should take?
- Any surprises? Unintended consequences? New partnerships resulting from these efforts?
- If you could give one piece of advice to other SPDGs, what would it be? Why?
- What are your next steps? What do you hope will occur?

Order of the Implementation Conversation Session

1. Interview (20 min)
2. Questions from participants (15 min)
3. Pair Share (10 min): Participants pair up to share their project's thinking and activities related to this topic.

Resources:

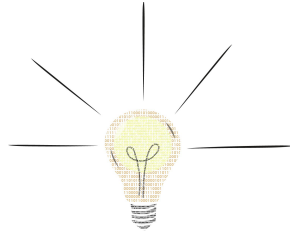
Appreciative Interviews (from *Liberating Structures*):



Fidelity Conversations

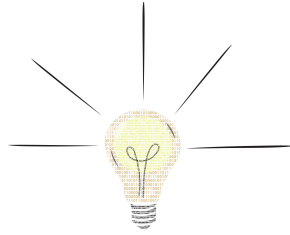
October 17, Round 1: 2:00-2:45 p.m., Round 2: 2:55-3:40 p.m.

Round 1: 2:00-2:45 p.m. ET:	
<p>Measuring Fidelity in the Classroom Facilitator: <i>Amy Gaumer Erickson</i>, Ph.D, Evaluator, Kansas</p> <p>We will discuss live, video, and self-report options for measuring fidelity in the classroom. Tools will be shared including an MTSS Inclusive Practices Observation Protocol, Co-Teaching Observation, e-Mentoring Video Observation Protocol, and Competency Framework Evidence Walk.</p>	The Dock
<p>Buying into Fidelity Data Facilitator: <i>Kailey Bunch-Woodson</i>, Project Director, Idaho</p> <p>When practitioners understand the value of collecting and using fidelity data, they are more willing to engage in this work. The SPDG team from Idaho has utilized a few strategies to increase buy-in for collecting and using fidelity data, which has resulted in an improvement in data submission. In this conversation, the Idaho SPDG Project Director will share these strategies and facilitate a discussion with the goal of generating actions SPDG projects can take to improve buy-in for fidelity data collection and use.</p>	The Loft
<p>Utilizing Fidelity Data in Deep Cultural Contexts Facilitator: <i>Tom Delaney</i>, SPDG Director, Minnesota</p> <p>This session will focus on strategies for using fidelity data in teams and settings with cultural context. Cultural context is an important factor in achieving fidelity of practice, and in team and practitioner use of fidelity data to improve practices.</p>	The Commons



<p>Focusing on Fidelity to Reach Sustainability Facilitators: <i>Celeste Minor</i>, SPDG Director, Alabama, <i>Patrice Harvill</i>, Principal Investigator, Alabama, and <i>Dr. Jocelyn Cooledge</i>, External Evaluator, Alabama</p> <p>We will provide a chronological review of our last grant. We will discuss fidelity throughout the grant (initial fidelity, adopting a new fidelity tool, data review processes, the impact from COVID, revising training and coaching, and fidelity, funding and sustainability).</p>	Conversation Corner
<p>Flexibility, Structure and Ongoing Engagement Facilitators: <i>Jo Hannah Ward</i>, Director Office for Exceptional Children at the Ohio Department of Education and <i>Aimee Troyer</i>, Educational Program Specialist, Ohio Department of Education</p> <p>Considering the complexity of complex systems, how does the educational cascade move together in a fluid manner. Engaging in ongoing conversations, plans and implementation. How to be flexible while building structures.</p>	Farm Table
<p>Coaching Log Data Facilitator: <i>Kim St Martin</i>, SPDG Director, Michigan</p> <p>Coaching log data is used to inform successes and improvement opportunities for professional learning and coaching support and inform things that facilitate implementation and challenges. Check out how your SPDG can incorporate coaching logs into the data sources used to evaluate outcomes.</p>	Green Room 1
<p>The Science of Learning Improves Fidelity! Facilitator: <i>Mary Spencer</i>, Education Specialist and SPDG Coordinator, Rhode Island</p> <p>In this fidelity conversation, the group will explore how utilizing research-based tenets of the Science of Learning* in professional development can increase motivation and improve teacher fidelity of implementation. *Spaced Practice, Interleaving, Retrieval Practice, Elaboration, and Concrete Examples</p>	Green Room 3

Round 2: 2:55-3:40 p.m. ET:	
<p>RCA Continuous Improvement Fidelity Facilitator: <i>Thomas C. Manthey</i>, Ph.D., Associate Dean of Education and Director of the Montana Center, Evaluator, Montana</p> <p>In Montana's second year of implementing the Regional Capacity Assessment (RCA). We have experienced challenges and successes in our journey to making the RCA fit with the regions in the Montana Comprehensive System Personnel Development.</p>	The Dock
<p>Integrating Student Engagement Measures Into Literacy and Mathematics Classroom Fidelity Observations Facilitators: <i>Melissa Towery</i>, MEd., NC SIP Project. Director, North Carolina and <i>Ginger Cash</i>, Section Chief, Program Improvement and Professional Development, North Carolina</p> <p>Student engagement measures have been added to our Literacy and Mathematics Classroom Fidelity Observation forms. The Literacy and Mathematics classroom observation forms were previously utilized to measure the fidelity of evidence-based practices implementation. The student engagement measures were added to the forms to enable North Carolina State Improvement Project partner sites to collect data around student engagement. The correlation we hope to see is that teachers who are implementing literacy and mathematics evidence-based practices with fidelity and have a high level of student engagement in those classes will produce increased outcomes for students.</p>	The Loft
<p>Coaching Logs for Fidelity <i>RJ Morton</i>, Director of MTSS Washington</p> <p>Taking a look at a tool and method for collecting regional coach technical assistance for districts. How we are beginning to use that information for statewide decision making.</p>	Conversation Corner



<p>Flexibility, Structure and Ongoing Engagement (repeat session) Facilitators: <i>Jo Hannah Ward</i>, Director Office for Exceptional Children at the Ohio Department of Education and <i>Aimee Troyer</i>, Educational Program Specialist, Ohio Department of Education</p> <p>Considering the complexity of complex systems, how does the educational cascade move together in a fluid manner. Engaging in ongoing conversations, plans and implementation. How to be flexible while building structures.</p>	Farm Table
<p>Keeping Your Thumb on Fidelity When Scaling Up <i>Tracy Whitlock</i>, SPDG Director Maine</p> <p>Maine will share fidelity insights when moving from teams to schoolwide to district level implementation.</p>	Green Room 1
<p>Insights Gained as We Embark on Our Implementation Fidelity Journey Facilitators: <i>Laura Bray</i>, SPDG Director, Pennsylvania</p> <p>The Pennsylvania SPDG is eager to share our experiences, challenges, and the lessons we've gathered on our path toward establishing a comprehensive system for monitoring implementation fidelity through classroom observations. In this dialogue, we will spotlight our strategies for assessing the fidelity of our literacy intervention, Enhanced Core Reading Instruction (ECRI), and shed light on the valuable insights we've gained while undertaking this journey. These insights underscore the significance of aligning expectations across educational systems and nurturing trusting, collaborative relationships as we strive for fidelity in implementation.</p>	Green Room 2
<p>Measuring and Supporting Fidelity in the District, School and Classroom Facilitators: <i>Vicki Griffo</i> and <i>Amy Maynard</i> California</p> <p>Description: The California SPDG, CALI Reads, developed fidelity measures and processes at the district, school and classroom levels, and worked to support the use of these measures to improve implementation fidelity. During this session, the CA team will discuss CA's fidelity tools, key decisions in their development and use, successes and learnings that are being applied in the new CA grant.</p>	Green Room 3

Poster Session

October 17, 4:00-5:00 p.m.

Cross-Agency Alignment

Presenters: *Kristen Perez-Rickels*, SPDG Program Manager, *Melissa Ahlgrim*, MEd, Program Director-Early Literacy Policy and Programs, Oklahoma, and *Kim Donnell*, MEd, Project Manager-SoonerStart, Oklahoma
Oklahoma State Dept. of Education

Over the past 6 years, the Oklahoma SPDG has engaged in concerted efforts to define and align agency initiatives supporting the implementation of multi-tiered system of supports (MTSS). During the course of this work, our team has identified several effective strategies, while also learning important lessons for future efforts.

Preparing Education for Upcoming Digital Equity Opportunities

Presenter: *Ji Soo Song*, Digital Equity Advisor
U.S. Department of Education, Office of Educational Technology

The Bipartisan Infrastructure Law's Digital Equity Act provides various opportunities to advance digital equity for learners furthest from opportunities, including those with disabilities. During this poster session, OET will provide information on why education leaders at the state and local levels are critical to the Digital Equity Act's success and how they can participate in current and upcoming opportunities.

Macro-View of Micro-Credentials

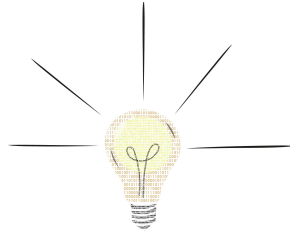
Presenters: *Crystal Bethea*, SPDG Director, Arkansas and *Becky McIver*, SPDG Transformation Coordinator
Arkansas

This session will focus on how Arkansas educators are using personalized, competency-based professional learning to impact system-wide changes for student outcomes. Through the use of micro-credentials, educators are provided time to learn, reflect, and implement instructional practices that impacts their professional practice and leads to higher achievement for students with disabilities. Lessons learned and future direction will be highlighted.

Multiperspectivity: The value of seeing two sides of the coin

Presenter: *Paula Crawford*, Ed. D., Evaluation Consultant
SIGMA / RedDoc Consulting, Inc.

Sharing perspectives from the lens of both a former SPDG Project Director (North Carolina, 9 years) and now as an evaluator who embraces a collaborative consultation approach to evaluation and program improvement.

**PBIS Longitudinal Data**

Presenters: *Selina Merrell*, REACH MS Director and *Hollie Filce*
Mississippi

To gauge the impact of REACH MS professional learning, a longitudinal analysis was conducted regarding the use of exclusionary practices for REACH MS schools implementing PBIS practices with fidelity. Twenty-four schools provided data on the number of Office Discipline Referrals, In School and Out of School Suspensions for general and special education students from 2015 through 2021.

From Coaching Conversations to Implementation Fidelity

Presenters: *Stephanie Woodley*, M.S.Ed, Grant Coordinator, IL, *Laura Barwegen*, Ed.D., External Evaluator, IL, and *Sherry Bochenek*, Ed.D., ISBE Project Director, IL
Illinois

A streamlined coaching process is essential in a state-wide coaching system. The IESE Network will share the process for developing their fidelity coaching observation instrument as well as tools coaches use to guide conversations and their observations.

Teaching All Students

Presenters: *Alison Gauld*, Low Incidence and Autism Coordinator
Tennessee

The Teaching All Students project is focused on increasing meaningful inclusion and postsecondary outcomes of students with the most significant disabilities. Through a three-pronged approach, the participating school have dramatically increased the educational and social engagement of all learners. This poster will provide an outline of the strategies used to create systemic change in the schools.

The Evolution of a Statewide Family Network

Presenters: *Laura Bray*, SPDG Director, *Natalie Sokol*, Ph.D., PaTTAN Assistant Director, and *Rebecca Fogle*, PaTTAN Director
Pennsylvania

Our poster will spotlight the evolution of our Statewide Family Network, highlighting the empowerment of family leaders within family-led regional councils.

SPDG GPRA Measures

Presenters: *Brad Keller*, CIPP Co-Director and *Jill Lammert*, CIPP Co-Director
Center to Improve Program and Project Performance (CIPP)

At the Center to Improve Program and Project Performance (CIPP), we analyze SDPG Annual Performance Reports (APRs) for Government Performance and Results Act (GPRA) data. The information in this poster shows recent data from the three SDPG GPRA measures.

Transforming and Aligning Statewide IEP Practices through Implementation of a New Data System in Connecticut

Presenters: *Lynn Holdheide*, Project Consultant, CT, *Georgette Nemr*, SPDG Co-Director, CT, *Erin McGurk*, SPDG Co-Director, CT
Connecticut

The CSDE and AIR leveraged the rollout and scale up of a new web-based IEP system to launch a 5-year statewide training and technical assistance strategy to support the implementation of a new IEP and to align/calibrate local practices statewide. The 5-year plan embraces collaboration between the state agency, six regional education service agencies, a state education resource center, AIR and over 205 LEAs and other entities to train a target audience of 14,000+ educators (administrators, special educators and related service providers).

Empowering Family Members as Key Team Members

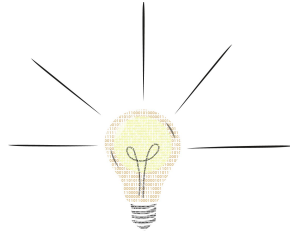
Presenters: *Kelly Henderson*, PhD, Executive Director, Formed Families Forward
Formed Families Forward

Authentic family engagement in schools and districts implementing multitiered systems of supports (MTSS) approaches is critical but challenging. Full participation of families as partners on MTSS leadership teams can be a key leverage point. This poster shares video and print resources developed by the Virginia Tiered Systems of Supports project to demonstrate HOW to engage families fully in team meetings.

Utilizing Ticketing Request Systems

Presenters: *Kalee Beal*, Evaluation Analyst, Human Development Institute
Kentucky

This poster introduces a Request Ticket system designed to streamline external partner communication and prioritize project needs. Leveraging the Smartsheet platform, users can submit their requirements through a structured form. The system automatically notifies our team, enabling swift review, adjustment, or rejection based on the project calendar. This system has proven instrumental in improving communication and ensuring efficient allocation of resources for evaluation and data reporting projects.

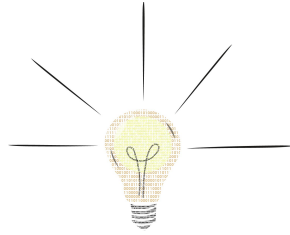


Cohort Meetings and Affinity Groups

October 18, 8:00-8:50 a.m.

<p>2020 SPDGs</p> <p>Sustainability (Handout: Sustainability slides)</p> <ul style="list-style-type: none"> ● What do you have in place to support SPDG sustainability at the State, regional, district, and building levels? <ul style="list-style-type: none"> ○ Review the slides. Slide 5 shows 3 key facilitators to sustainability (<i>commitment and support from senior leaders, staff confidence in implementing the practices, and staff observing impact on students</i>). ○ What is your SPDG doing in these areas? ○ How do you think you could improve in these areas? ○ How do you ensure collaborative groups have effective and efficient processes in place that make an impact on teaching and learning? 	<p>The Dock</p>
<p>2022 SPDGs</p> <ul style="list-style-type: none"> ● Research to Practice Gap (Handout: The Hexagon Tool) <ul style="list-style-type: none"> ○ How do you help your sites (1) choose evidence-based practices, and (b) use them effectively? <ul style="list-style-type: none"> ■ What is working well? How could you replicate this process in other sites? ■ What isn't working as well? What are your plans to improve the processes? ■ What are you missing that might help sites be more effective? 	<p>The Loft</p>

<p>2021 SPDGs</p> <ul style="list-style-type: none"> How are you supporting collaboration across practitioners at the building level? <ul style="list-style-type: none"> “The data showed that teacher-centered collaborative activities to learn about mathematics teaching and learning (teacher collaboration and informal communication) seem to be more effective in improving student mathematics achievement than learning activities that do not necessarily involve such teacher-centered collaborative opportunities (professional development programs, university courses, individual learning activities). Teacher-driven research activities through professional conference presentation and participation were also found to be associated with student achievement growth in mathematics.” <p>Motoko Akiba & Guodong Liang (2016) Effects of teacher professional learning activities on student achievement growth, The Journal of Educational Research, 109:1, 99-110.</p> <p>https://doi.org/10.1080/00220671.2014.924470</p> <ul style="list-style-type: none"> How do you ensure collaborative groups have effective and efficient processes in place that make an impact on teaching and learning? 	<p>Green Room 1</p>
<p>2023 SPDGs</p> <ul style="list-style-type: none"> Readiness <ul style="list-style-type: none"> How do you plan to build readiness in your sites? <ul style="list-style-type: none"> How does this look different at the district level vs the building level? Read the Readiness <u>brief</u> from SISEP. <ul style="list-style-type: none"> Did it give you any ideas for how to proceed? What did it affirm in terms of your current plans to build readiness. 	<p>The Commons</p>
<p>Early Childhood Focus</p> <ul style="list-style-type: none"> How did your state respond to the optional NIA request to support the Comprehensive System of Personnel Development (CSPD) in Part C? What is your team’s vision for Part C CSPD? How does the SPDG project support the vision? What are some implementation drivers (e.g., partnerships, political context, previous investments, etc.) your project can leverage to help realize the vision? What are some challenges you are grappling with? What are your plans to evaluate your efforts? Are there topics you want to discuss further through this CoP? 	<p>Conversation Corner</p>



Family Engagement <ul style="list-style-type: none">• What innovative or effective family engagement strategy could a SPDG support?• How could SPDGs improve their communication with families?• What is a data point that would better tell the story of family engagement?	Farm Table
Evaluators , <i>See next page for instructions</i>	Main Hall

Resources:

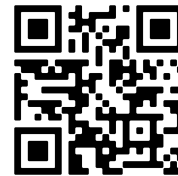
Sustainability Slides:



Hexagon Tool:



Readiness Brief:



Data Conversations

October 18, 10:30-11:30 a.m.



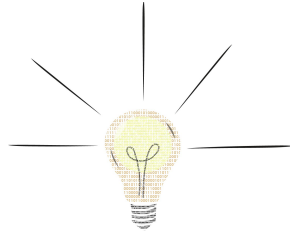
Presenters will share a data resource or process (30 min) and then participants will ask questions and discussion will ensue (30 min).

Participants will take notes in their Four Square Action Plan (see following page):

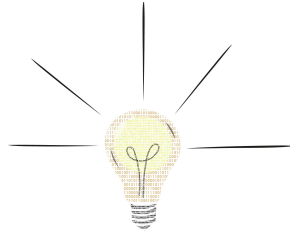
1. Emotions (attitudes, aspirations): How do I feel about what I've learned?
2. Knowledge & Skills: What did I learn that will help me do my job better?
3. Behavior: How will my practices change as a result of what I've learned?
4. Next Steps: What am I committing to use from the information discussed today?

Process and Outcome Data: Lessons Learned Facilitator: <i>Sandi Cole</i> , Ed. D., Director Center on Education and Lifelong Learning, Indiana University Indiana Using Implementation Science: Lessons Learned The Indiana SPDG has been using Implementation Science over the past 8 years of SPDG funding and will share important lessons learned on implementation fidelity and the use of outcome and process data to improve the effectiveness of problem identification and resolution	The Dock
A Multi-Tiered Approach to Family Engagement Through Special Education Facilitators: <i>Hadley Bachman</i> and <i>Barbara Boone</i> , Program Director Ohio In this session, we will share strategies for using an MTSS approach to improve supports and partnerships with all families of students with disabilities and inform school policies, programs, and practices.	The Loft
Practice Profiles in Action Facilitator: <i>Ronda Jenson</i> Ph.D., Professor, Consultant Missouri	The Commons

<p>In Missouri, practice profiles are integral to training, coaching, ongoing implementation support, and fidelity--for teachers and leaders.</p>	
<p>Sparkling a Data-Based Decision-Making Protocol Movement in Colorado Facilitators: <i>Kristen Brown</i>, Director of the Office of Learning Supports/Colorado Multi-tiered System of Supports and <i>Sean Taylor</i>, Colorado Multi-tiered System of Supports Regional Lead Colorado</p> <p>How do you make diving into the Data-based Decision-Making Protocol Movement worthwhile and valuable to regional, district and school educators? We believe that you tie the data-based decision-making journey into your multi-tiered system of supports work to show growth at the system level and to increase student outcomes. Join us in discussing a protocol that is designed to support the four-step problem solving process by examining data and using those results to inform decision making, action planning and prioritize goals at all levels.</p>	<p>Conversation Corner</p>
<p>Communicating Data Facilitator: <i>Scott Eckman</i>, Ed.D., SPDG Coordinator Nebraska</p> <p>The NE SPDG team has embarked on the journey of delivering "sticky" content to our districts and schools, which includes an emphasis on communicating data. This session will discuss the key principles on the art and science of communicating numbers from the book "Making Numbers Count" from Chip Heath and Karla Starr, and how we are incorporating these principles in our SPDG.</p>	<p>Farm Table</p>



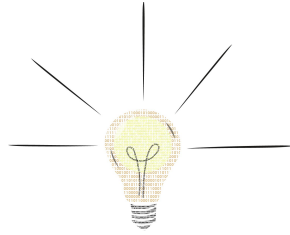
<p>Creating Interactive Online Maps for your Data Facilitators: <i>Eileen Grady</i>, Program Evaluator and <i>Jason Wheatley</i>, EdD, Postsecondary Transition Specialist Kentucky</p> <p>Join us for an engaging discussion on how to create interactive online maps for your data. In this session, we will explore the power of ArcGIS Online, a versatile web-based mapping platform that allows you to transform your data into interactive and visually appealing maps. Whether you're working with a free personal account or are able to gain access through your university partner, this discussion will provide you with the basic resources needed to start building interactive maps in ArcGIS Online for your SPDG projects. We will also explore how maps serve as powerful tools for visualizing project reach, communicating progress to stakeholders, and enhancing your marketing efforts.</p>	Green Room 1
<p>Using Data Visualization to Share your Project Results Facilitator: <i>Jill Lammer</i>, Co-Director, Center to Improve Program and Project Performance and <i>Brad Keller</i>, Co-Director, Center to Improve Program and Project Performance Westat</p> <p>During this session, the Center to Improve Program and Project Performance (CIPP) will share a new tool designed to help projects showcase their work using data visualizations. Presenters will highlight the benefit of using data visualizations and then walk participants through some user-friendly strategies for creating visualizations that effectively communicate their data.</p>	Green Room 2



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Four Square Notes

<p>Emotions (attitudes, aspirations): How do I feel about what I've learned?</p>	<p>Knowledge & Skills: What did I learn that will help me do my job better?</p>
<p>Behavior: How will my practices change as a result of what I've learned?</p>	<p>Next Steps: What am I committing to use from the information discussed today?</p>



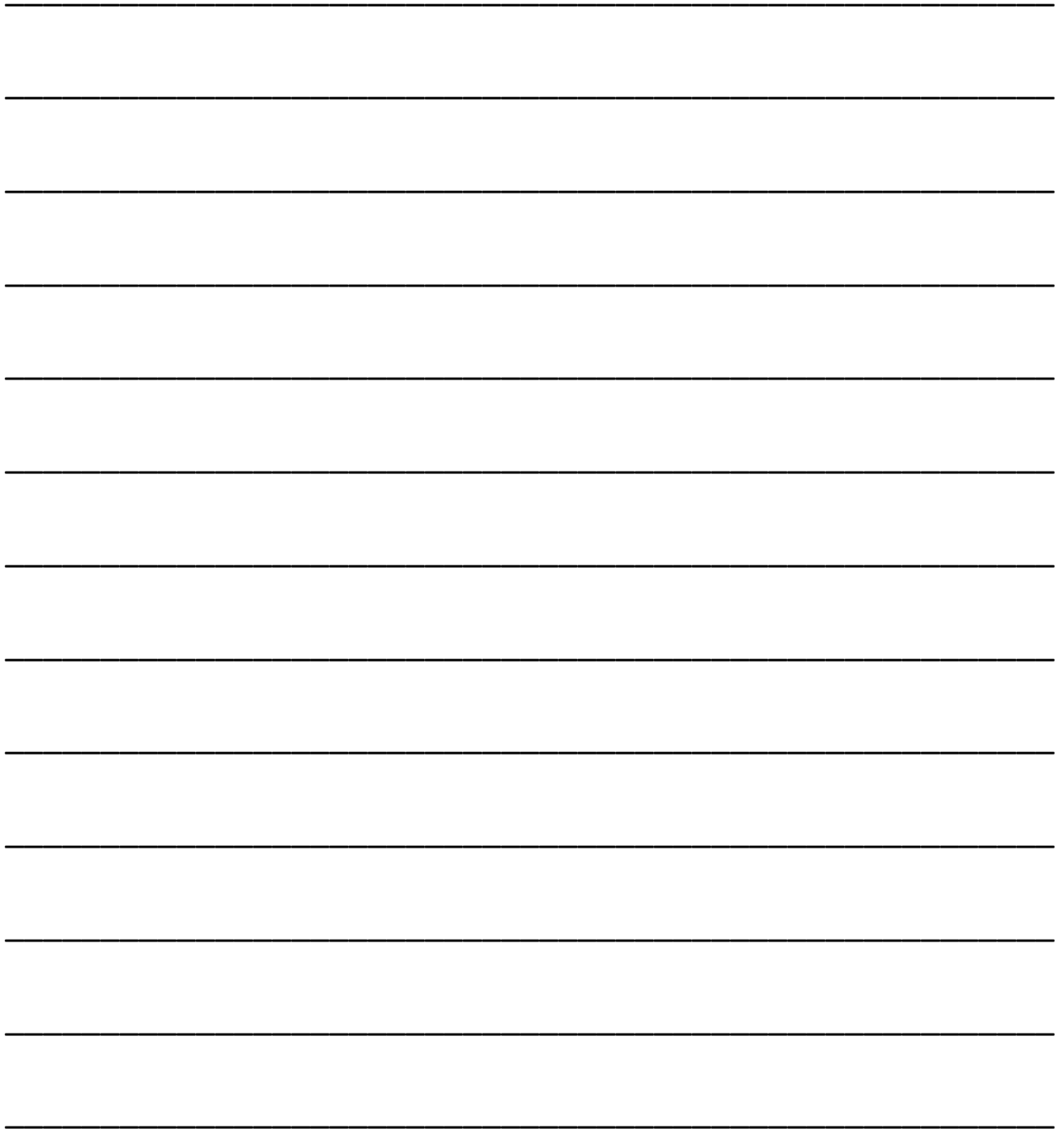
Lunch Recommendations

- AMBAR
523 8th St, SE · 202.813.3039 · Balkan cuisine
- BELGA CAFÉ
514 8th St, SE · 202.544.0100 · French/Belgian cuisine, specialty beers, desserts
- BOMBAY STREET FOOD 2
524 8th St, SE · 202-758-2415 · Indian Cuisine
- EXTREME PIZZA
520 8th St SE · 202.798.1222 · Fresh handcrafted pizza and more
- KAIJU RAMEN 怪獣拉面
525 8th St SE STE 1, Washington, DC 20003 · Japanese Cuisine
- LAS PLACITAS
1100 8th St, SE · 202.543.3700 · Salvadoran and Mexican
- MATCHBOX
521 8th St, SE · 202.548.0369 · pizzas, burgers, sandwiches
- SUSHI HACHI
735 8th St, SE · 202.640.1881 · Japanese Cuisine
- TACO CITY
1100 8th St, SE · 202. 629.4012. Mexican Restaurant.
- TED'S BULLETIN
505 8th St, SE · 202.544.8337 · 1930's retro diner/bakery - breakfast all day; lunch, dinner
- TRATTORIA ALBERTO
506 8th St, SE · 202.544.2007 · Italian
- TORAI GRILL and SUSHI
751 8th St, SE · 202.525.2053 · Sushi and bento boxes
- THE BRIG
1007 8th Street, SE. 202.675.1000. Year-round tavern featuring liters of German brews, plus eats such as bratwurst & pretzels.



Visit barracksrow.org for a shopping directory or scan the code.





This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.