Incorporating Lessons Learned

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Poll Question #1

- What year of SPDG funding are you currently working in?

a. Year 1
b. Year 2
c. Year 3
d. Year 4
e. Year 5
f. NCE

EB- PD Rubric

Selection

- Expectations
- Descriptions

Training

- Accountability
- Effective Strategies
- Skill Based
- Data Analysis
- Protocols

Coaching

- Development
- Monitoring

Performance Assessment

- Fidelity Measurement
- Coherent Data System
- Implementation Data
- Goals and Benchmarks
- Data Dissemination

Facilitative Administration

- Implementation Knowledge
- Leadership

SELECTION (A 1 & 2)

- Year 3 Implementation Guide
  - Expectations for ALL
  - Responsibilities for ALL
  - Updated Annually

Section 1: Overview .....

Section 2: Participating Districts .....

Section 3: Components of the Grant .....

Setting the Stage .....

Institutes .....

Virtual Technical Assistance Leadership Calls .....

Online Modules .....

Blended Coaching .....

Section 4: District Responsibilities .....

Section 5: Coaches Expectations .....

Section 6: Idaho Virtual Coaching Guide .....

Section 7: State Department of Education (SDE) Responsibilities .....

Section 8: External Evaluator/ Idaho Training Clearinghouse Responsibilities ...

Section 9: Data Collection .....

Section 10: Data Cycle of the Grant .....

Poll Question # 2

- Does your state have an implementation guide?

a. Yes, we have an implementation guide

b. No, we do not have a formal guide

c. We have something similar

Training (B1-5)

- Consistent Training
  - Adult learning theory
  - Data Driven Planning
  - Fidelity Data Collection
  - Participant Feedback

Coaching (C1)

Multiple Measures

1) online coaches log of activities
2) coaching observation checklist
3) regional coaching infographics
4) online note-taking feature
5) coaching evaluation survey

Section 5: Coaches Expectations

Setting the Stage

- Share interactive models for adult engagement and interaction to further the understanding of how leads should engage others the work.
- Provide knowledge of coaching processes and opportunities

Virtual Technical Assistance

- Provide the latest information to move districts forward in the area of RTI.
- Use an instructional model to meet the needs of adult learners.
- Assist the districts in using their data and the information provided to move the district forward.
- Use data from their previous training to help collaborate with the SDE as to what should be presented at the next Institute.
- Interact with each of the districts assigned to them, so the districts are also receiving differentiated instruction in the topic being discussed.
- Provide materials to the SDE one month prior to the training to provide sufficient time to copy materials.

Online Modules

- Facilitate conversations about RtI and instructional practices to further district implementation
- Prepare teachers to implement research based literacy strategies in the classroom
- Increase team knowledge of effective RtI systems
- Guide teams and individuals to new understandings through questioning and interactive coaching

Blended Coaching

- Facilitate RtI team conversations that allow forward thinking and growth of the system
- Support leadership to become expert group facilitators to guide the RtI team when the grant work is complete.
- Ask timely questions to move the district when they seem to either be stuck in their thinking or not following their RTI protocol.
- Attend the Fall and Spring Institute and provide coaching during these sessions.
- Complete a rubric on each school in the spring and then meet with each district to create an official rubric to be submitted to the state.
- Assist the districts in data collection and the use of that data

Coaching (C2)

Blended Coaching Model

1) On-site
2) Virtual

	2016-2017		2017-2018
65%	Onsite	**20.7%**	Onsite
34%	Online meeting/webinar	**78.6%**	Online meeting/webinar
1%	Phone/conference Call	**0.6%**	Phone/Conference Call

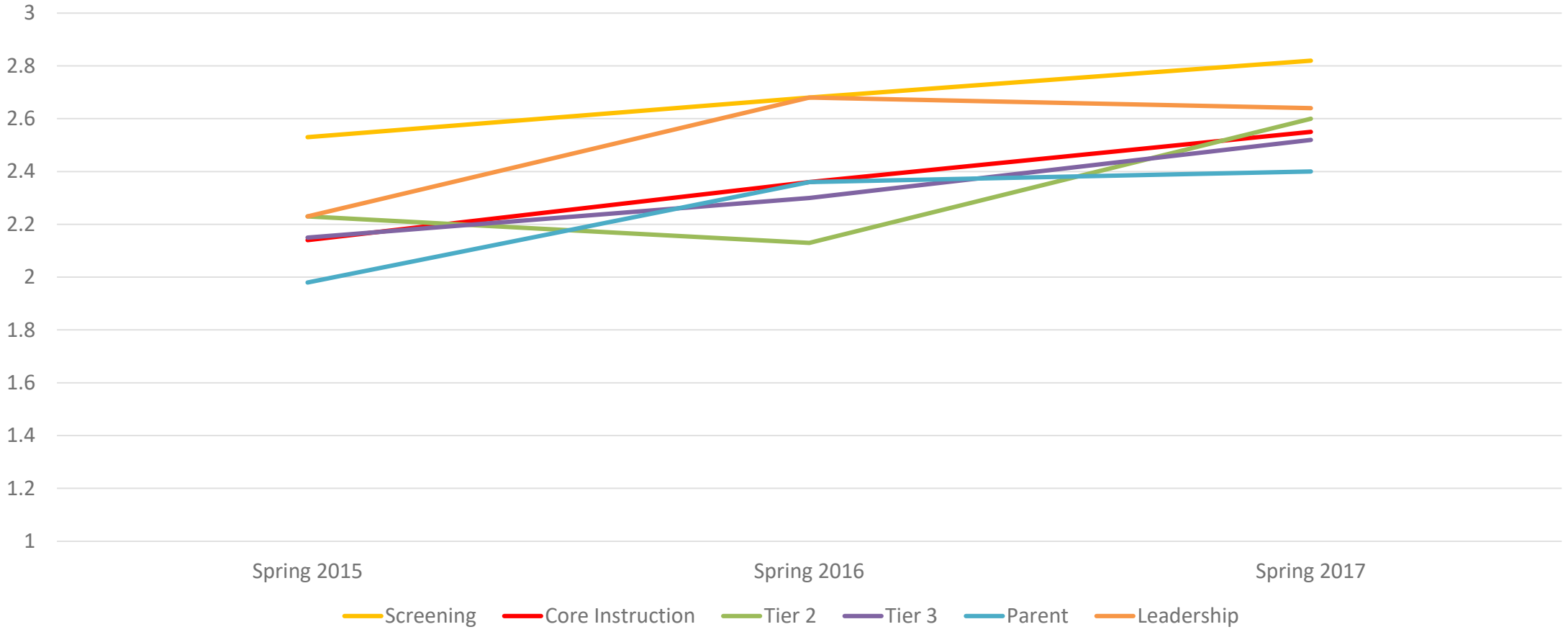
Poll Question # 3

- Are you implementing any type of virtual coaching or training?

a. Yes

b. No

Performance Assessment (D 1-5)



Performance Assessment (D 1-5)

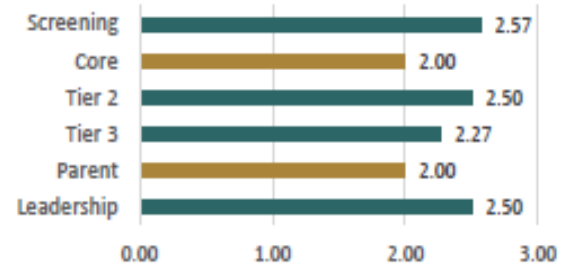
Breakfast School District

Idaho State Personnel Development Grant (SPDG)
Response to Intervention (RTI)

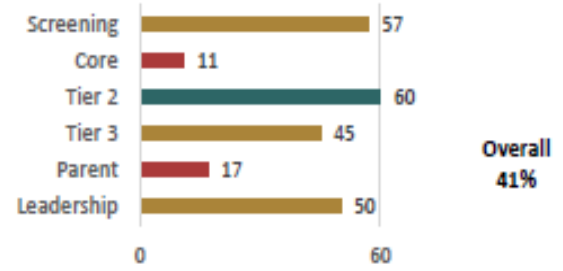
Implementation of RTI Core Components (Spring 2016)

Bacon Grade

Component Averages

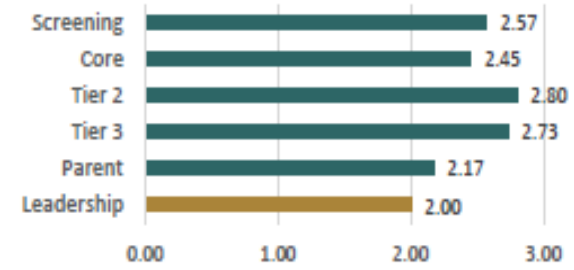


Percent of Components in Place



Ham and Eggs Middle School

Component Averages



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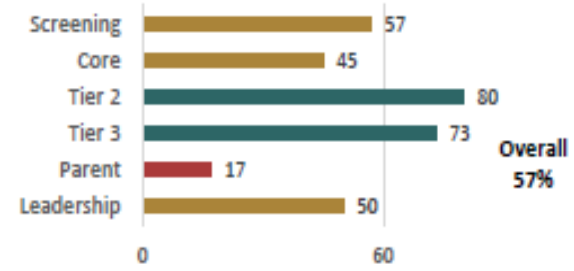
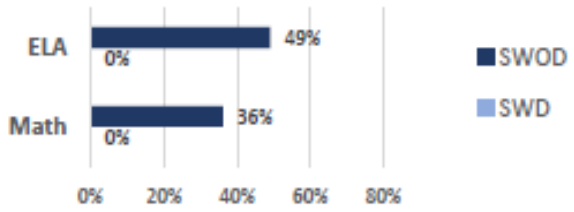


Parent Perspective on Involvement in RTI (Spring 2016)

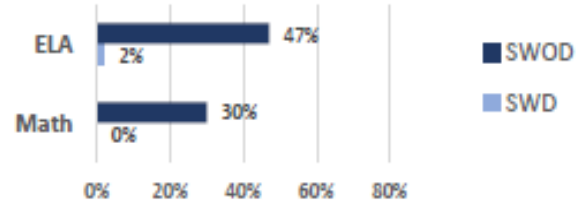
Bacon Grade	% Occurring Frequently	Ham and Eggs MS
67%	Provides information regarding the RTI framework	50%
0%	Conducts training on main elements of the RTI framework	50%
33%	Includes parents in the decision making of interventions	75%

Student Achievement (Spring 2016)

Percent Proficient/Advanced



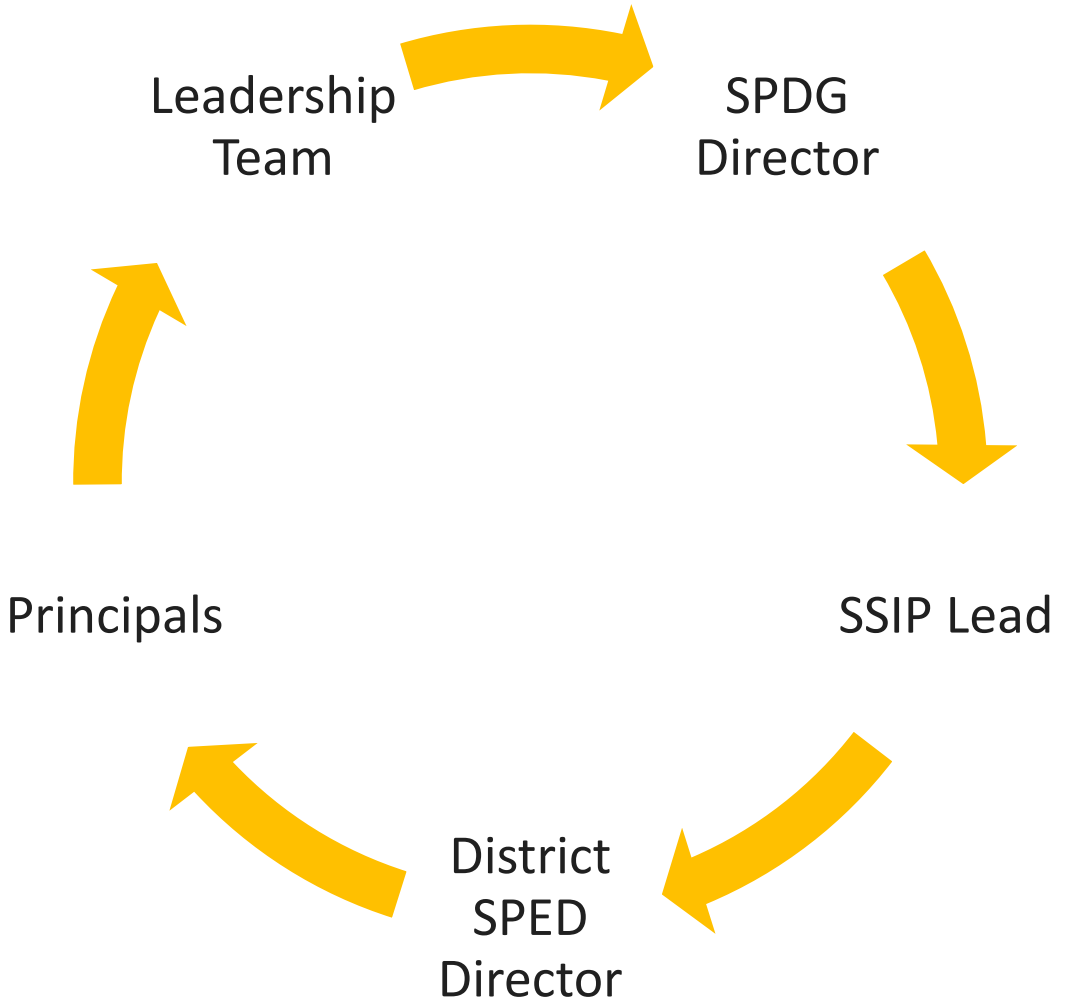
Percent Proficient/Advanced



Member Perspective on District RTI Team Functioning (Spring 2016)

Breakfast District	% Occurring Frequently
All team members attend meetings	N/A
Decision making is shared with balanced influence of team members	N/A
Clear action plans/items from last meeting are reviewed	N/A
Results of data analysis are used to make changes to the district's plan	N/A

Facilitative Administration (E1 & 2)



- Internal SEA meetings
- Bi-Monthly LEA meetings
- Online Data Repository

Questions

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