

Coaching Series:

SPDG Directors' Webinar

June 5, 2025





High-level Agenda

- ▶ Program Evaluation Project Update
- ▶ Research Minute + Question of the Month + Resource of the Month
- ▶ OSEP Conference
- ▶ SPDG National Meeting
- ▶ Coaching Series

Program Evaluation Update

- ▶ University of Denver (DU) School Psychology Doctoral Students are using our Evidence-based Professional Development(EB-PD) Worksheets for a study.
- ▶ OSEP is hoping to simplify the EB-PD components using the study's results.

Rubric Revisions

Replaced vague descriptions with clear, observable expectations

Added verification tools like resumes, MOUs, and fidelity rubrics

Used plain-language bullets instead of dense paragraph text

Included score 4 exemplars and balanced trainer/coach roles

Integrated citations and models like Dunst & Trivette and Guskey throughout

Example Before & After: B(5) – Trainer Coaching, Observation, and Evaluation

Description of training provided to trainers	Description of the training provided to trainers, including duration and content focus
Description of coaching provided to trainers	Description of the structure and frequency of coaching provided to trainers (e.g., individual, group sessions)
Description of procedures for observing trainers	Description of the procedures used to observe trainers, including the fidelity instrument used
(Not present)	Description of procedures to obtain participant feedback
Description of how observation and training fidelity data were used	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).

Recommendations

Provide Annotated Examples	➡	Create clear “score 4” exemplars with side-by-side comparisons	➡	Help grantees better self-evaluate and improve consistency
Develop Reviewer & Grantee Training	➡	Offer guidance through webinars or how-to documents	➡	Clarify common misinterpretations and rating challenges
Pilot the Revised Rubric Before Full Rollout	➡	Test usability and scoring reliability with a small cohort	➡	Use feedback to refine before statewide or national use
Address Self-Scoring Bias	➡	Acknowledge the risk of both over- and under-rating due to misunderstanding rubric criteria or organizational culture	➡	Recommend validation strategies, such as reflection checklists, calibration sessions, or prompts embedded in the rubric, to improve scoring accuracy

First Recommendation

Action/ Recommendation	Means/ Implementation	Outcome/ Intended Impact
Provide Annotated Examples	Create clear “score 4” exemplars with side-by- side comparisons	Help grantees better self- evaluate and improve consistency

Example from

Applicants who scored a
provide:

- A clear defined training
trainers
- Structured and frequent
- Description of how t
observed using fidel
- A process for collect
participant feedback
- Clear expectations o
were used to revise o
provide targeted trai

Second and Third Recommendation

Action/Recommendation	Means/Implementation	Outcome/Intended Impact
Develop Reviewer & Grantee Training	Offer guidance through webinars or how-to documents	Clarify common misinterpretations and rating challenges
Pilot the Revised Rubric Before Full Rollout	Test usability and scoring reliability with a small cohort	Use feedback to refine before statewide or national use



Research Minute

- + Question of the Month
- + Resource of the Month

- ▶ Beginning in November 2023, through interviews with AI researchers, developers, PL providers, and district personnel explored three primary research questions:
 - ▶ How are organizations and districts currently using AI for teacher PL?
 - ▶ What potential future applications do stakeholders see for AI in teacher PL?
 - ▶ What are the key challenges stakeholders are facing with regard to AI in teacher PL?
- ▶ Among **teachers** the concern is using the tools well and safely to create good learning experiences and broader support structures: **Professional learning *about* AI**
- ▶ **Professional Learning leaders and developers** want to unlock the potential of AI for teacher learning: **Professional learning *with* AI**

AI in Professional Learning: Navigating Opportunities and Challenges for Educators ([RPPL & Annenberg at Brown University, May 2024](#))

How are teachers using AI?

- ▶ Generating course content, including supplemental materials to facilitate student engagement,
- ▶ Differentiating and translating course materials to increase accessibility,
- ▶ Diagnosing student needs to support data-driven instructional decisions,
- ▶ Providing feedback on student work, and
- ▶ Communicating with parents and family members regarding campus events or individual student progress.



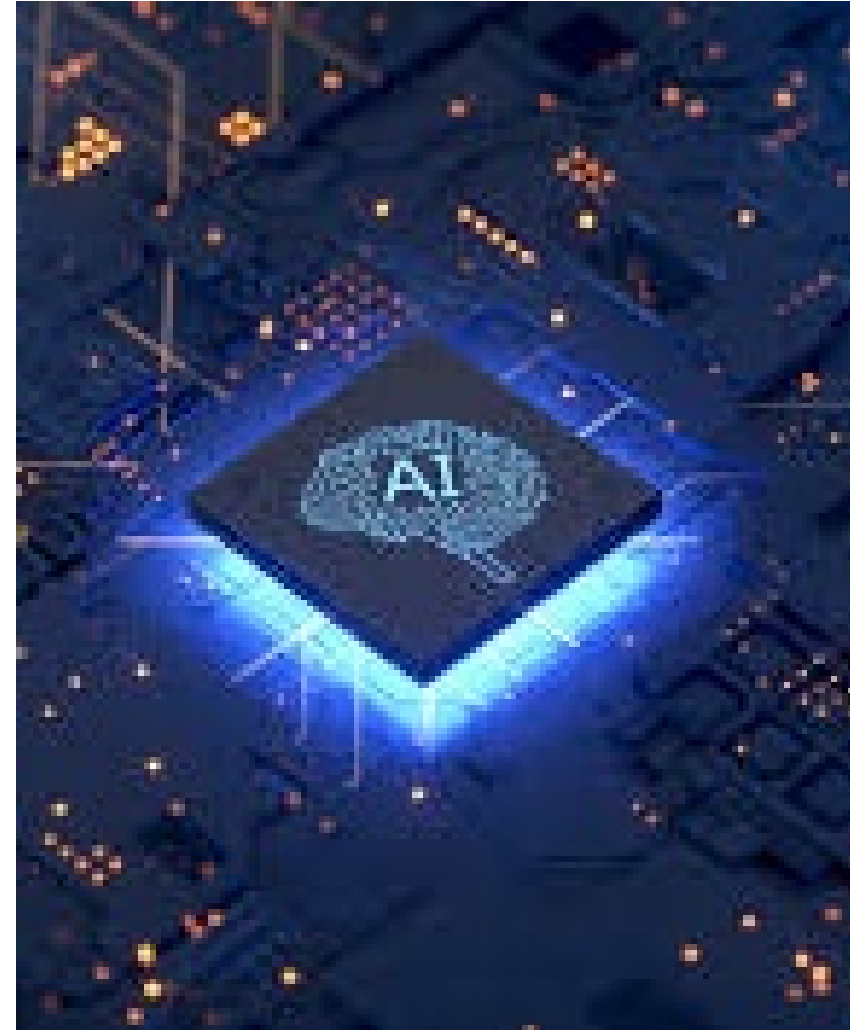
What supports do they need?

- ▶ Interview participants highlighted the need for two specific types of PL intended to support the effective use of AI to reduce teacher burden:
 - ▶ Broadening general AI literacy.
 - ▶ Practicing implementing AI tools, piloting and making sense of the advantages and disadvantages of specific tools and use cases.
- ▶ Digital Promise provides a [Framework for AI Literacy](#)

Teachers almost universally spoke of a need for guidance on “how to use AI, when to use AI, when not to use AI, and how to be discerning about the content it creates.”

Case Study: Incorporating AI in District PL Infrastructure

- ▶ The district co-constructed guidelines for AI use with teachers and school and district leaders.
- ▶ Outlined guardrails related to privacy, data use, and the structuring of prompts
 - ▶ The district prioritized fostering engagement and understanding among district stakeholders with focus groups and AI-related PL that gave teachers time to interact with AI tools both informally and formally.
 - ▶ Informal opportunities included games, contests, and drop-in “office hours,” while formal engagements comprised structured PL sessions and virtual coaching focused on effective AI use.
- ▶ The district emphasized the importance of representation from all departments, ensuring that technical expertise was integrated into the policy development process.



District Leader Guidance

- ▶ Develop district policies around AI
- ▶ Align Technology and PL Infrastructure
 - ▶ Council of the Great City Schools [“K-12 Generative AI Readiness Checklist”](#)
- ▶ Dedicate Time for AI Literacy
- ▶ Beware of Misleading Claims
- ▶ Take a Balanced Approach (*i.e., value the unique contribution of teachers as well as efficiency of AI tools*)
- ▶ Invest in Technology Leadership
- ▶ Monitor Implementation





Questions?

What does all this
mean for your project?

How are you
planning to get the
most out of the OSEP
Conference for your
team?

Question of the Month





Resource of the Month

Illinois' Infographic

Reminder

Fidelity Friday

*Analyzing and Using Fidelity
Data*

June 6th @ Noon ET



Conference Reminders

- ▶ OSEP Conference - *Progress, Potential, and Possibilities*
 - ▶ August 5th and 6th At the [Crystal City Gateway Marriott Hotel in Arlington, Virginia](#).
 - ▶ [2025 OSEP Conference website](#) to register, submit a proposal, secure your lodging, and stay updated on all event details.
 - ▶ For Part D grantees (including the SPDG) only Project Directors are able to attend. *Note that accepted presenters may also be able to attend.*
 - ▶ **Please note that registration will close on July 7, or when capacity has been reached.**
- ▶ SPDG National Meeting - *Dissemination, Partnerships, & Impact*
 - ▶ Virtual!
 - ▶ Please invite your PTI/CPRC, IHE, and district partners.
 - ▶ Let us know if you would like to be on the planning committee.
 - ▶ October 15th & 16th



SPDG National Meeting





Coaching Series

Coaching in Early Intervention with Rachel Schachter, Ph.D. and Sue Bainter