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OSEP FY 2024 Grant Performance Report

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PR/Award # H323A210010
Budget Period # 4
Report Type: Annual Performance

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Project Narrative - Additional Text Section A

Title : Additional Text Section A

Attachment:

File :

1 **H323A210010_SPDG_EBPD_2025_FINAL.pdf**

Maryland SPDG Year 4 (2024 APR) Worksheet: SPDG Evidence-based Professional Development Components

State Personnel Development Grant #H323A210010

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

PD components *(with required elements the description should contain)*	**Project Description** (*please provide after each bullet*)	**Self-Assessment Score**
A (1) Selection Clear expectations were provided for PD participants and for schools, districts, or other entities. Required elements: • Description of expectations for PD participants (e.g., attendance in training, data reporting, pre- and post-training activities). • Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants). • Description of how schools, districts, or other entities were informed of their responsibilities. • Provide a brief description of the form(s) used for these agreements.	**INTRODUCTION** The 2021 – 2026 Maryland SPDG # H323A210010 began October 1, 2021. Maryland SPDG focuses on improved student mathematics proficiency and social-emotional competence with an emphasis on children with disabilities. Implementation targets evidence-based core mathematics and specially designed mathematics instruction with embedded social-emotional learning skills. Project structures addressed during Years One and Two include the identification of well-defined evidence-based practices (EBPs) with fidelity (Maryland Practice Profiles), data-driven decision making, job-embedded professional learning, progress-monitoring using common measures, and coaching support. Implementation is supported with ongoing professional learning and instructional coaching. This approach to capacity building is based on the stages of implementation, drivers of implementation with fidelity, and teaming structures as defined by the National Implementation Research Network (NIRN) with an end goal of replication and sustainability across the State, local education agencies (LEA), and school levels. This process was impacted by significant delays in the hiring of State and local level project personnel as well as leadership changes across the State agency. Year One and Two implementation includes the development of SPDG project management structures inclusive of establishing an Implementation Design Team, LEA Leadership Teams, and a SPDG Stakeholder Advisory Group. Quarterly meetings were held to build team capacity and initiate planning processes for engaging with national experts related to the creation of performance practice profiles for evidence-based core mathematics instruction aligned with the What Works Clearinghouse (WWC) Practice Guide, individualized intensive interventions using data for instructional decision making based on the National Center on Intensive Intervention (NCII), and the adaptation of content, method, or delivery of mathematics specially designed instruction (SDI) grounded in self-regulated strategy development. The SPDG Stakeholder Advisory Group is composed of state technical assistance partners, MSDE interagency collaborators across content emphasis, university representatives, and LEA leadership. Year Two and Three implementation emphasizes capacity building for implementation with the identification of grade level teams of teachers, recruitment of district level coaching personnel, and targeted professional learning opportunities. One of the LEAs experienced challenges with the recruitment and hiring of a district level coach resulting in delays in full site-based implementation. District- and school-based personnel participated in the SPDG Summer Academy, instructional coaches' training, and collaborative planning outside of the regular duty day. Family engagement activities aligned with SPDG goals. Implementation of SPDG EBPs in elementary classrooms began in Fall 2024. Year Four implementation represents a full level of established operational structures, staffing, and implementation with fidelity. The 2024 SPDG Summer Academy brought together personnel from the implementing LEAs. This included a scale up inclusive of staff from Wicomico County Public Schools (Fruitland Elementary and Pinehurst Elementary Schools). The academy provided the foundation for professional	4

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	learning during the FY 2024 reporting period with an emphasis on the connection between improved instructional practice and student outcomes with the focused application of Maryland Practice Profiles. Content instruction highlighting the critical foundations for teaching mathematics fluency, specially designed instruction (SDI) as an essential component of a Multi-tiered System of Supports (MTSS), the implementation of a school-wide implementation of self-regulation support for learning and behavior, as well as the implementation of the SPDG instructional coaching process have been center to ongoing and site-specific professional learning opportunities. Data-driven decision making and fidelity of implementation were key to this work. **DESCRIPTION OF EXPECTATIONS FOR PD PARTICIPANTS** All work product and outcomes represent a collaborative effort between MSDE and the local district personnel. Expectations vary dependent upon specific roles and responsibilities and the related tasks. As a partner in this work, local district personnel are actively engaged in the design of practices that will serve as a model for replication across Maryland and contribute to a national collaborative math instructional model. With a focus on doable and replicable instructional practices within a school-wide approach to improve mathematics performance and social-emotional competence for all learners within the participating schools and a targeted emphasis on narrowing the gap for students with disabilities. **State Responsibilities** • Professional learning opportunities from national experts. • A well-defined evidence-based approach to mathematics specially designed instruction with embedded social-emotional supports, with fidelity measures. • An evidence-based coaching model, designed with local, State, and national input. • Funding for a district coach and stipends for school-based educators to learn and plan for instructional delivery; travel, as needed to attend professional learning, technical assistance, and structures to facilitate the District Implementation Team and School Implementation Teams. **District (LEA) Responsibilities** • A District Implementation Team committed to meet monthly with SPDG Facilitation and MSDE representation. • Schools include students with disabilities in general education mathematics instruction. • Evidence-based elementary core mathematics curriculum. • Evidence-based mathematics screener and progress monitor for assessing student performance, with a system that provides disaggregated performance data reports. • District personnel time and capacity to provide professional learning and job-embedded coaching for the general and special education teachers of mathematics. • Individual student data through a data sharing agreement for the participating schools.	

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	School Responsibilities • The proposed schools have a diverse population with 10-20% students with disabilities, and a minimum of 25% of the total student population eligible for free and reduced meals. • A School Implementation Team, composed of general and special educators meets monthly with SPDG staff and District Coach to review school-wide implementation data, oversee implementation planning, and develop teacher support strategies as needed. • The school has a history of collaboration to adapt mathematics instruction for learners with disabilities, including those with significant cognitive disabilities. • Willingness to implement embedded evidence-based social-emotional learning (SEL) strategies within mathematics instruction. • Special and General Educators have (or will have) collaborative time to learn, plan, and implement new practices. **Professional Development (Learning)** Each participating local school has identified two grade level teams and a site-based leadership team for the initial implementation of Maryland SPDG. These teachers have received training by way of the July 2023 Maryland Accelerates – Summer Academy, a 3-day professional learning workshop to teach selected evidence-based core mathematics instruction, specially designed mathematics instruction, and embedded social-emotional learning (SEL). Ongoing and job-embedded professional learning is provided by means of needs-based training and related resources, self-paced learning modules, instructional coaching with SPDG Coach Facilitators and district coaches, and collaborative planning supports. All professional learning activities are scheduled at mutually agreeable times and personnel are provided stipends for activities taking place outside of the regular duty day. Formal professional learning events and modules include an evaluation of Quality, Usefulness, Relevance of the learning session and Knowledge gained (QUR-K Evaluation) which asks participants to rate their pre/post learning based on key indicators. The survey is distributed via a QR code. Outcomes and learner needs are then tracked and used to inform ongoing professional learning opportunities. FY 2024 implementation expanded emphasis to additional grade level teams at the original sites and scale up to include additional schools from Wicomico County Public Schools. The academy provided the foundation for professional learning during the FY 2024 reporting period with an emphasis on the connection between improved instructional practice and student outcomes with the focused application of Maryland Practice Profiles. Established protocols for the provision of ongoing and job-embedded professional learning continued. **Coaching Expectations and Outcomes** The coaches and teachers implementing SPDG targeted practices collaborate to engage in the coaching process as they work together to improve outcomes for all children with a focus on success for children with disabilities. This collaboration is defined by the following agreements relative to support and commitment:	

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	• Initial planning and coaching sessions are scheduled in advance. Calendar invitations are provided by the coach. If there is a need to cancel a meeting (i.e., illness, student emergency) or adjust timelines, communication is provided to the other person at least 12 hours in advance to honor the other person's time. We recognize that at times there could be an unforeseen emergency that does not allow prior notice. • Initial planning includes collaboratively drafting a Work Plan to identify the targeted practices which guide the coaching cycles. • In a coaching cycle, the targeted practice(s) are planned by the teacher and observed by the coach. Documentation of the observation is non-evaluative and not shared with the teacher's supervisor and/or administrators. Video recording is optional at the discretion of the teacher. Video captured instruction is used for learning purposes and will only be shared with the teacher's consent. • Coaching conversations scheduled post-observation within 2 workings days whenever possible. The coaching conversation capitalizes on teacher strengths and identifies the "grow" actions. Coaching conversations are confidential. Coaches document designated data points required by the external SPDG evaluating team. • Once a targeted practice is documented as proficient, the coach and teacher determine the next targeted practice, and the coach updates the Work Plan accordingly. • Professional learning is essential to implementing evidence-based practices with fidelity. Professional learning is provided through a variety of learning activities within the coaching cycles, which are embedded within a workday or compensated outside the workday. • Coaching cycles are a collaborative process therefore input from the teacher is essential for achieving the outcomes of SPDG. At the end of each coaching cycle, a coach asks for input on what is working and what can be improved with the next coaching cycle. There are also opportunities for anonymous feedback via online surveys. **IDENTIFICATION OF AGREEMENTS (SCHOOLS, DISTRICTS, OR OTHER ENTITIES)** Maryland SPDG recruited participants from across the twenty-four LEAs. Applications were submitted and vetted based on readiness criteria. Each local applicant submitted an initial application during the 2021–2022 school year, followed by an interview process, attestations, the completion of a SPDG District Program Inventory, district level disaggregated student data in support of the application for participation. Baltimore County and Howard County Public Schools were selected based on their ability to demonstrate readiness to implement evidence-based practices with success and fidelity. Factors considered include: • Use of an evidence-based mathematics screener/progress monitoring tool for assessing student performance with a system of disaggregated performance data. • Implementation of an evidence-based elementary mathematics curriculum as a foundation of a multi-tiered system of support including intensive interventions and specially designed instruction (SDI).	

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	• Commitment to adopting embedded social-emotional learning teaching practices to provide a foundation for students' learning • Implementation of specially designed instruction (SDI) within the general education environment for all students with disabilities including individuals with significant cognitive disabilities. • Communication of a shared responsibility for outcomes and deliverables. School districts committed to providing at least one full time equivalent coach to learn the Maryland SPDG coaching process and support teachers in implementing their targeted practices. Principals agreed to support teachers and hold monthly meetings with MSDE project staff. Teachers committed to engage with coaching, including observations, coaching conversations, and embedded professional learning, as well as implementing mathematics instructional practices with embedded SEL support. To advance the scale-up of Maryland SPDG, MSDE has recruited a third local education agency, Wicomico County Public Schools (WCPS) with two additional participating schools. This LEA was selected based upon need criteria and a willingness to implement the improvement targets of Maryland SPDG. WCPS serves a wide-ranging population of students with varying learning strengths, backgrounds, and abilities and is committed to ensuring that all students have access to the resources and instructional strategies needed for success. Once the local districts and participating schools were identified, MSDE shared the commitments through a variety of documents and conversations: • Agreement(s) (Attestation) signed by school district leadership and school principals prior to engaging in SPDG work • Signed Assurances related to subgrant award • SPDG Child Outcome Data Collection • SPDG Participant Outcome Data Collection • Overview of expected activities through a district leadership half-day launch. • Initial in-person overview at each school with identified "leadership team" composed of the school principal, assistant principal, teacher representatives, and support staff (e.g., staff development specialist, interventionist). • Principal responsibilities document. • School leadership team responsibilities document. • Coaches' responsibilities document. See Appendix A for attestations, assurances, data requirements and responsibilities documents.	
A (2) Selection Clear expectations were provided for SPDG	**CLEAR EXPECTATIONS PROVIDED FOR SPDG TRAINERS AND SPDG COACHES/MENTORS** Expectations for all SPDG personnel are communicated via the subgrant application process, the SPDG Stakeholder Advisory Group meeting content, and direct contact with LEA leadership, and school leadership teams. Dissemination of this information is shared in resource documents, video-conferencing, and face-to-face meetings.	3

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trainers and SPDG coaches/mentors. Required elements: • Expectations for trainers' qualifications and experience and how these qualifications were ascertained. ○ Description of role and responsibilities for trainers (the people who trained PD participants). • Expectations for coaches'/mentors' qualifications and experience and how these qualifications were ascertained. ○ Description of role and responsibilities for coaches or mentors (the people who provided follow-up to training).	**DESCRIPTION OF ROLES AND RESPONSIBILITIES FOR TRAINERS/CORE TEAM:** • Provide technical assistance, facilitates, and lead the compilation of literature related to the evidence of effective professional learning and coaching practices. • Collaborates with the National Experts in professional learning, the University partners, and the MSDE Division of Certification and Program Approval, to coordinate the design of the evidence-based practices for professional learning and coaching, and processes that will be applied across the university, State technical assistance, and local professional learning/coaching activities. • Develop and draft guides for implementation based on the design of professional learning and coaching evidence-based practices and with input from the Design Team and Local Education Agencies (LEAs). • Models and conducts professional learning and coaching practices. • Selects and assembles a national expert panel to rate SPDG products. • Compiles information for presentation at Stakeholder Advisory Group meetings. • Utilizes implementation tools to determine the extent to which university faculty, MSDE staff, and local professional developers use evidence-based practices. • Facilitates a focus group on professional learning and coaching practices. • Provides technical assistance to contribute to SPDG planning for implementing and evaluating SPDG activities. Preferred Qualifications: • Demonstrated expertise in content (mathematics SDI and Social-emotional learning. • Knowledge of the Practice Profiles developed to identify participant proficiencies in the targeted evidence-based practices (RBPs). • Experience in applying proficiencies in elementary schools. • Demonstrated experience in professional learning methods. • Production of articles, resources, and/or research in the EBP areas. **EXPECTATIONS FOR COACHES'/MENTORS' QUALIFICATIONS AND EXPERIENCE AND HOW THESE QUALIFICATIONS ARE ASCERTAINED:** Coaches are expected to have prior experience as a coach (per district report), participate in initial and ongoing coaches' training, and demonstrate rigorous application of the coaching model per teacher feedback and observation by State Learning Specialists/Coach Facilitators. The SPDG district coaches assigned to schools have specific responsibilities outlined in Appendix A (School System Coach). Coaches are expected to participate in bi-weekly meetings with the SPDG Coach Facilitators, conduct coaching sessions following the process and lenses defined in the SPDG Coaching Manual, conduct coaching sessions in a timely manner, and continuously reflect and deepen their knowledge of the EBPs and coaching process. The qualifications of district coaches are ascertained through an informal interview/verification process. Bi-weekly training/coaching is provided to district coaches to hone their skills and ensure their coaching competence. District coaches meet with the SPDG Coach Facilitators bi-weekly for coaching-specific content PL and collaboration critical to capacity building and outcomes of Maryland SPDG. These	

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	sessions include ongoing learning, networking, and planning assistance. During the FY 2024 reporting period, 17 coaching-specific PL sessions occurred with 11 additional one-to-one coach / site specific planning assistance sessions provided to address individual needs. SPDG Coach Facilitators have conducted seven coaching observation/feedback visits to provide direct support to implementers and to monitor fidelity of implementation (Appendix G Coaching Look fors/Observation Tool). District Coaches with the support of SPDG Coach Facilitators work collaboratively with educators to create conditions for deep reflection, learning, and desirable changes in practice that support teacher growth and autonomy. SPDG Coaching facilitates ongoing targeted professional learning grounded in research and builds on the strengths and talents of educators to ensure all students, specifically students with disabilities, have access to rigorous evidence-based math, social-emotional, and specially designed instruction which contributes to increased math achievement and equitable outcomes for students. Coaches engage educators in the coaching cycle to support fidelity of the evidence-based practices. The coaching cycle offers feedback aligned to clear criteria of evidence-based practices and support through learning activities such as reteaching, planning, modelling, co-implementing, and video recording. Within each coaching cycle, the coach and educator analyze implementation, evaluate proficiency based on rubric descriptors, and identified student benefits for the targeted practices. Of the 36 educators who completed two coaching cycles, 32 (88.89%) improved implementation of targeted practices, as rated by the coach. A coaching feedback survey (Appendix E) is completed by implementing teachers following the completion of every two coaching cycles. Coaching is considered high-quality if averages exceed 2.5 on the 3-point scale.	
B(1) Training **Accountability for the delivery and quality of training.** Required elements: • Identification of the lead person(s) accountable for training—include name and position/title. • Description of the lead person(s)' role and responsibilities related	**LEAD PERSONS ACCOUNTABLE FOR PROFESSION LEARNING:** SPDG Project Coordinator (Alicia Palmer) and SPDG Co-Director/Co-Principal Investigator (Carol Quirk) The SPDG Project Coordinator devotes 100% of her time to providing direct oversight of SPDG project activities, including training. Ms. Palmer is responsible for the management of human and fiscal resources, serves as the liaison between the State leadership and OSEP, approves and coordinates content development activities, directs day-to-day work of project staff, matches staff skill sets to project tasks, provides regular feedback to team members, and ensures the quality and alignment of SPDG-related professional learning. The SPDG Project Coordinator facilitates direct communication with LEA leadership, State leadership, university, and community partners. The SPDG Co-Director/Co-Principal Investigator devotes approximately 40% of her time to providing direct support to the development and implementation of SPDG project activities. Dr. Quirk is responsible for coordinating partner collaborations, the SPDG Design Team, SPDG Stakeholder Advisory Group, and content experts. The SPDG Co-Director served as the primary contact for Maryland SPDG development and management structures for Year One and Year Two prior to the recruitment and hiring of the MSDE SPDG Project Coordinator. **LEAD PERSONS' ROLES AND RESPONSIBILITIES RELATED TO DEVELOPING AND SUPPORT EVIDENCE-BASED PROFESSIONAL LEARNING:**	4

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to developing and supporting evidence-based professional development.	The SPDG Project Coordinator and Co-Director/Co-Principal Investigator work collaboratively to coordinate professional learning (PL) provided by national and state experts in the content of the EBPs. Once initial training and ongoing webinar-based training is provided, the SPDG Lead responsibilities include working with SPDG Coach Facilitators to identify participant strengths, areas for continued development, and to arrange professional learning topics/presenters who have the needed expertise. Follow up job-embedded PL is provided by SPDG Coach Facilitators and District Coaches with teacher implementers. The SPDG Leads are also responsible for the review and analysis of evaluative feedback from professional learning, and with the External Evaluator, provide training and guidance to SPDG implementation teams regarding evaluation products, processes and the function and purpose of SPDG professional learning.	
B (2) Training **Effective research-based adult learning strategies were used.** Required elements: • Identification of adult learning strategies used, including the source of those strategies (e.g., citation). • Description of how these adult learning strategies were used. • Description of data gathered to assess how well adult learning strategies were used.	**EFFECTIVE RESEARCH-BASED ADULT LEARNING STRATEGIES WERE USED:** Professional learning, when integrated with school improvement and inclusive of job-embedded professional development, on-demand support, and contact with peers during the learning process provides opportunities for personnel to engage in learning that transforms practice and sustainable active learning. Professional learning encompassing models of expected practice, coaching support, and reflective performance feedback were the key considerations for improving student math performance and SEL competences within Maryland's SPDG. Implementation of a defined and structured approach to capacity building ensures that highly effective practices embedded within the State and local systems' processes for building the capacity of implementers are in place with an emphasis on systemic change and sustainability. 1. It is focused: Professional development that focuses on teaching strategies associated with specific curriculum content supports teachers' learning within their classroom contexts. This element includes an intentional focus on discipline-specific curriculum development and pedagogies. 2. Incorporates active learning: Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. Such professional development uses authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture based and have no direct connection to teachers' classrooms and students. 3. Supports collaboration: High-quality professional development creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school, and/or district. 4. Uses models of effective practice: Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching. 5. Provides coaching and expert support: Coaching and expert support involves the one-on-one sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.	3

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	6. Offers feedback and reflection: High-quality professional learning frequently provides built-in time for teachers to intentionally think about, receive input on, and make changes to their practice by facilitating reflection. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice. 7. It is for a sustained duration: Effective professional development provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice. (Darling-Hammond, Hyler, & Gardner, 2017) **DESCRIPTION OF HOW ADULT LEARNING STRATEGIES WERE USED:** All professional learning activities intentionally involve adult learning domains, and the results are used to inform changes to content and focus of training. These strategies are used in the implementation of self-paced learning modules, face to face meetings/conferences, webinars, and facilitated meetings. Participants are provided clearly stated learning targets aligned to the Maryland SPDG outcomes/expectations, activities are interactive and reflective to provide opportunities to engage in the same style of learning they are designing for their students, and collaborative opportunities are embedded to allow sharing of learning and an emphasis on building a community. All professional learning activities are scheduled at mutually agreeable times and personnel are provided stipends for activities taking place outside of the regular duty day. The implementation of the coaching process emphasizes the following key components of adult learning: • Needs Assessment – as reflected in the collaborative drafting of a Work Plan to identify the targeted practices which guide the Coaching Cycles and self -assessment which includes a self-rating of competencies relative to the targeted evidence-based practices. Learning is focused on individual needs and goals. • Flexibility - fostering self-directed and learner-centered learning as SPDG coaches work collaboratively with educators to target professional learning that is grounded in research and building on the strengths and talents of educators. The coaching process provides conditions for learning, and desirable changes in practice that support teacher growth and autonomy. Cultivating a growth mindset utilizing real-world/experiential learning. • Reflection and Feedback – the coaching process provides opportunities for collaborative learning and self-reflection, acknowledging that learning is a trial-and-error progression grounded in mutual respect and trust. Throughout the coaching cycle the coach and educator engage in intentional reflection, data analysis, and strategic decision-making creating an environment for iterative improvements, higher engagement and retention rates. This transformative approach to learning supports the critical thinking needed for task-oriented problem solving and communicative learning with the examination of needs, feelings, and desires. See Appendix G for Coaching Look-fors, Appendix E for Coaching Feedback Survey, and Appendix I End-of Year Refection **DESCRIPTION OF HOW THE DATA WERE GATHERED TO ASSESS ADULT LEARNING STRATEGIES:**	

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	The Maryland SPDG is utilizing a Quality Usage Relevance and Knowledge (QUR-K) assessment which is grounded in Guskey's five critical levels of professional development evaluation to evaluate professional learning experiences and drive continuous program improvement by providing key information for decision-making and program implementation. The levels build on one another so that success at lower levels is usually necessary for success at the levels above. The critical levels are: • Level 1: Participants' reactions: Did participants feel the professional learning was useful? • Level 2: Participants' learning: Did they acquire the intended knowledge and skills? • Level 3: Organization support and change: Was professional learning implementation advocated, facilitated, and supported at the school? • Level 4: Participants' use of new knowledge and skills: Did participants effectively apply the new knowledge and skills? • Level 5: Student learning outcomes: What was the impact on students? (Guskey, 2000,2013) To achieve the goals of the Maryland SPDG, it is important that participants exit professional learning with the knowledge and skills necessary to implement the evidence-based practices, as outlined within the learning targets for each professional learning session. During the reporting period, survey data was collected from participants following professional learning events for local coaches and each day of a 3-day Maryland Accelerates! Summer Academy designed for implementing teachers. Reflecting on their learning, participants were asked to indicate their knowledge or skill level regarding each learning target, both prior to and following the training, on a scale of 1 (None), 2 (Minimal), 3 (Moderate), or 4 (Extensive). Of the 213 responses collected following these events, 124 responses (58%) indicated an improvement in skill level for one or more of the learning targets, while 58 responses (27%) indicated that participants already had extensive knowledge/skills concerning each learning target, for a combined 182 responses (85%) demonstrating either improvement in knowledge/skill or extensive prior expertise. The 2024 Summer Academy had an average knowledge pre-training rating of 3.02 and post-training rating of 3.59. The 2024 Summer Academy was observed by the SPDG Evaluator and found to address all adult learning indicators on the Observation Checklist for High-Quality Professional Development—Version 3.2 (HQPD Checklist) domains: Contextualizing the Content, Engaging in Learning, Reflecting on Learning, and Transferring Learning to Practice. Participants were actively engaged (by reading, writing, experiencing the learning activity, or discussing the content) through 68 unique learning activities. Participants rated the quality, usefulness, and relevance of each professional learning event on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Across the 3 days of the Maryland Accelerates! 2024 Summer Academy, participants rated professional learning as 4.49 for quality, 4.56 for usefulness, and 4.47 for relevance. Knowledge gained relative to specific aspects of professional learning was assessed using pre- and post-training measures with knowledge levels of 1 = none, 2 = minimal, 3 = some, and 4 = extensive.	

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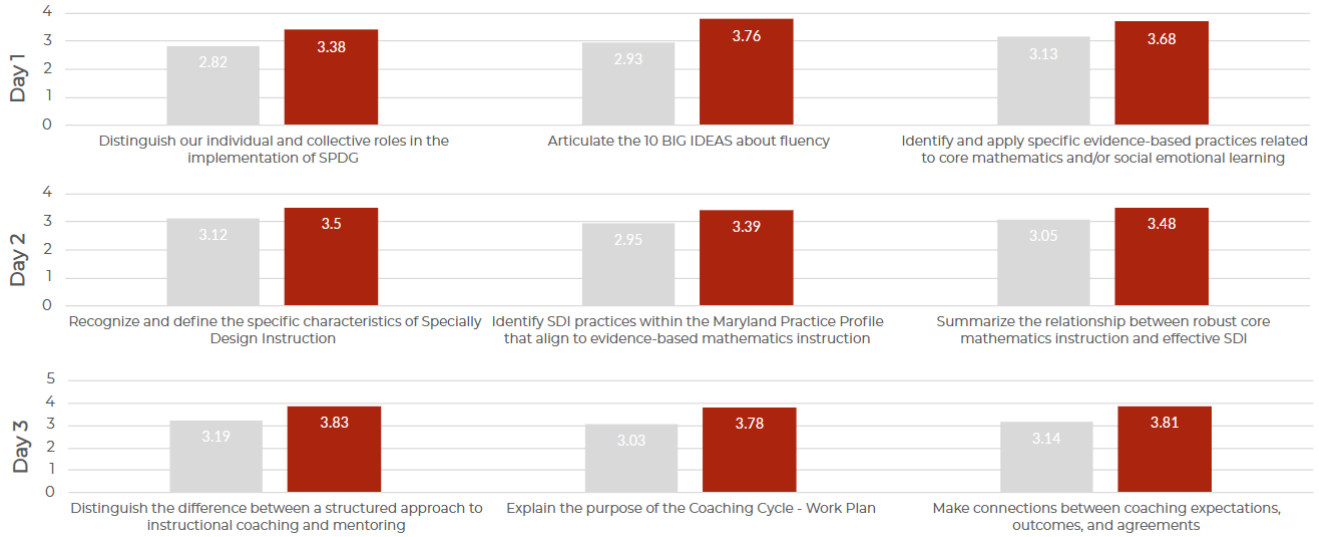

District coaches meet with the SPDG Coach Facilitators bi-weekly for coaching-specific content PL and collaboration critical to capacity building and outcomes of Maryland SPDG. These sessions include ongoing learning, networking, and planning assistance. During the FY 2024 reporting period, 17 coaching-specific PL sessions occurred with 11 additional one-to-one coach / site specific planning assistance sessions provided to address individual needs. SPDG Coach Facilitators have conducted seven coaching observation/feedback visits to provide direct support to implementers and to monitor fidelity of implementation. The professional learning events for coaches had an average pre-training knowledge rating of 2.07 and post-training rating of 3.34. Average ratings for the professional learning events for coaches included 4.41 for quality, 4.53 for usefulness, and 4.47 for relevance.

To build teacher competencies related to integrated social emotional learning strategies, Maryland SPDG collaborated with Dr. Nancy Frey, coauthor of All Learning is Social and Emotional, The Social Emotional Learning Playbook, and Teaching Students to Drive Their Learning to provide a series of webinars aligned to the Maryland Social Emotional Learning Practice Profile. Dr. Frey presented a series of three 90-minute webinars to the participating SPDG LEAs, school personnel, and members of the SPDG Stakeholders Advisory Group. The topics included:

- Social and Emotional Learning: What, Why, How,
- Emotional and Cognitive Regulation, and
- Proactive Approaches to Restorative Practices.

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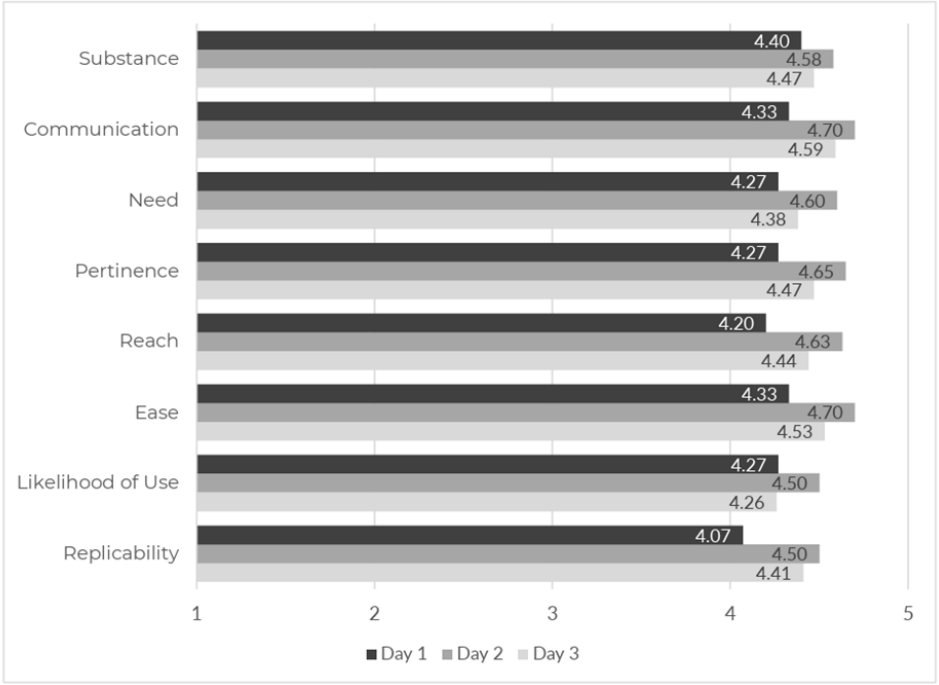
	Participants evaluated the overall effectiveness of the presentations based on the following eight categories.  The Maryland SPDG is also using the *Observation Checklist for High Quality Professional Development -Version 3.2* (Gaumer Erickson et al., 2023) as an observation measure to provide coaching to PL facilitators. The tool is completed by an outside observer and rates each trainer's adherence to 21 principles of adult learning within five domains: preparing for learning, contextualizing the content, engaging in learning, reflecting on learning, and transferring learning to practice. This tool is used to provide ongoing feedback and guidance to individuals providing professional learning across presentation formats. See Appendix C Sample application of the measure.	
B (3) Training **Training was skill-based (e.g., participant**	**DESCRIPTION OF SKILLS THAT PARTICIPANTS WERE EXPECTED TO ACQUIRE:** Participants are expected to acquire knowledge and skills in teaching core evidence-based mathematics instruction, specially designed mathematics instruction, and embedded SEL skills of promoting identity/agency and emotional regulation. To target improvement the	3

Maryland SPDG Year 4 (2024 APR) Worksheet: SPDG Evidence-based Professional Development Components

State Personnel Development Grant #H323A210010

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behavior rehearsals to criterion with an expert observing). Required elements: • Description of skills that participants were expected to acquire as a result of the training. • Description of activities conducted to build skills. • Description of how participants' use of new skills was measured (e.g., observation of skills; exit ticket demonstrating use of skills).	SPDG Design Team (a group composed of national and state content experts) has identified specific practices that will address Specially Designed Mathematics Instruction within a tiered system of support, implemented with fidelity, based on evidence-based core mathematics instruction, and integrated SEL competencies provided in an inclusive learning environment. These Practice Profiles operationalize the "WHAT" we are doing into its core elements focusing on discrete skills or practices that are taught, learned, and observed. Evidence-Based Mathematics Core Practice Profile aligned with the Maryland College and Career Ready Standards for Mathematics and the What Works Clearinghouse (WWC) Practice Guide. Tier 1 Interventions and effective evidence-based core instructional practices supporting elementary students at risk for or with disabilities. This profile serves as a rubric of best practices in intervention research with easily comprehensible instructional teacher practices related to the following EBP: • Explicit (systematic) instruction • Mathematical language • Representations • Number lines • Word problems • Fact fluency Evidence-based Mathematics SDI Practice Profile for accelerating learner progress with the adaptation of instruction based on the individual characteristics of learner, with consideration of the cognitive load in the teaching process and cognitive energy required for learning. This profile focuses on accelerating progress to narrow the achievement gap for students with disabilities. These EBPs have been shown to improve student learning of academic content. The practices are specific to SDI in mathematics: • Systematic prompting and feedback • Self-regulation support for learning and behavior • Peer assisted instruction • Manipulative-based instructional sequences • Contextualized instruction • Modified schema-based instruction • Learning and communication accessibility Social-Emotional Learning (SEL) Framework Practice Profile incorporating four of the five tenets of everyday SEL instruction designed by Nancy Frey, Dominque Smith, and Douglas Fisher. The SEL practices identify the SEL tenets (improvement targets), the learner competencies (student), and the proficiencies to be demonstrated by the teachers. These include the following: • Identity and agency • Emotional regulation	

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	• Cognitive regulation • Social skills In addition to the EBPs, participants implement State developed frameworks to integrate research, evidence-based practices, and quality improvement actions. • UMD continues to meet implementation targets as set out in the memorandum of understanding with MSDE. • UMD modified UMD's current special education math methods course (EDSP485) to include the Maryland Practice Profiles for personnel preparation in support of the planning, delivery, and evaluation of evidence-based specially designed mathematics instruction and integrated social-emotional supports for elementary age students with disabilities. During the reporting period, UMD revised and began piloting EDSP485, an undergraduate special education mathematics methods course to include the Maryland Practice Profiles for personnel preparation in support of the planning, delivery, and evaluation of evidence-based specially designed mathematics instruction and embedded social- emotional supports for elementary age students with disabilities. Data from the pilot shows that undergraduate students have increased their knowledge of math standards, response to intervention, and specially designed instruction. • UMD will design one (1) online professional learning (PL) 3-credit course reflecting the Maryland Practice Profiles for personnel preparation in support of the planning, delivery, and evaluation of evidence-based specially designed mathematics instruction and integrated social-emotional supports for elementary age students with disabilities. Course design in progress. • UMD will offer one (1) 3-credit online designed professional learning (PL) course for minimum of 10 teachers/course/semester through the University's Institute for the Study of Children and Youth (ISECY) to Maryland teachers/professionals with a cohort option for SPDG participants. Planning in progress with launch Summer 2025. • UMD will provide mentoring to a minimum of two (2) partner universities providing undergraduate mathematics special education courses to include support the Maryland Practice Profiles for personnel preparation in support of the planning, delivery, and evaluation of evidence-based specially designed mathematics instruction and integrated social-emotional supports for elementary age students with disabilities. Scheduled for Fall 2025. See Appendix J Maryland Practice Profiles **DESCRIPTION OF ACTIVITIES CONDUCTED TO BUILD SKILLS:** Acquisition professional learning includes presentation, non-evaluative practice, collaboration with peers, and access to resources developed by State experts on applications. Ongoing skill building includes book studies, team-based collaborative planning, and coaching. For the initial implementation, the LEAs selected specific targeted practices within the focus areas to build the capacity of implementing teachers. Participants learn to successfully plan and deliver instruction based on student needs. SPDG Coach Facilitators work collaboratively with educators to create conditions for deep reflection, learning, and desirable changes in practice that support teacher growth and autonomy.	

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PD components *(with required elements the description should contain)*	**Project Description** (*please provide after each bullet*)	**Self-Assessment Score**

	• SPDG Summer Academy 2023 and 24
	• Foundational training related to Specially Designed Instruction
	• Refined and update resources for professional learning;
	  ○ Coaching Framework
	  ○ Coaching Process
	  ○ Work Plan
	  ○ Coaching Look-fors
	• Delivery of three 90-minute Zoom webinars with Dr. Nancy Frey focused on:
	  ○ Prioritizing SEL skills that facilitate student self-perceptions and content interactions
	  ○ Teaching emotional and cognitive regulation inclusive of delay gratification and goal setting, monitoring of progress and impulse control
	  ○ Implementing restorative practice to build community proactively to prevent problems from arising and for when problems arise
	• Explicit professional learning and coaching support
	  ○ 17 coaching specific PL sessions (bi-weekly coaches training)
	  ○ 11 one to one (coach and Coach Facilitator) sessions regarding planning assistance to address individual needs
	  ○ 7 coaching observation/feedback site visits to provide support to coaches, Implementation Teams, and teacher implementers
	DESCRIPTION OF HOW PARTICIPANTS' USE OF NEW SKILLS WAS MEASURED:
	New skills are measured by participant feedback on knowledge gained (QUR-K) after training sessions. Application of skills is measured through the coaching work plan and coaching observations. Coaches engage educators in the coaching cycle to support fidelity of the evidence-based practices. The coaching cycle offers feedback aligned to clear criteria of the evidence-based practices and support through learning activities such as reteaching, planning, modelling, co-implementing, and videotaping targeted skills are rated on a rubric:
	Proficient:
	P3 = demonstrates the PROFICIENT criteria
	P2 = demonstrates some proficiency (specify)
	P1 = focused on becoming proficient
	Developing:
	D3 = demonstrates the DEVELOPING criteria
	D2 = demonstrates change (specify)
	D1 = describes when and how the practice will occur
	Learning:	

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	L3 = determines changes to current practice L2 = accurately describes the practice L1 = starting to learn this practice See Appendix H Targeted Practice Reflection See Appendix D for Coaching Work Plan and Appendix F for the Coaching Cycle documentation. Project Measure 1.4 provides data on participants' knowledge gains and Program Measure 2.1 provides data on participants growth in implementation of skills learned through SPDG PL. During coaching, each educator prioritized one evidence-based practice from a selection of six prioritized by their district. Specifically, 11 educators improved fact fluency, 6 educators improved explicit (systematic) instruction, 4 educators improved representation, 2 educators improved manipulatives, and 2 educators improved self-regulation support for learning and behavior as described in the Evidence-Based Mathematics/Special Designed Instruction Practice Profile. Five educators improved cognitive regulation, and 2 educators improved emotional regulation as described in the Social-Emotional Learning Instruction and Embedded Supports Practice Profile. Coaching cycles are ongoing, and it is anticipated that these educators will continue to progress in implementation and the additional educators with baseline data will demonstrate improvement in implementation by the conclusion of the 2024–25 school year. For the FY 2024 reporting period, 88.89% of educators completing at least two coaching cycles improved implementation of targeted practices, as rated by the coach. In addition to the use of the rubric, participants identify specific learning targets for their students within the coaching work plan "How will you know that all students and students with disabilities have demonstrated growth? (i.e., classroom-based assessment, county assessments, unit assessments, etc.)" These formative measures provide data related to the teacher's instructional impact on student learning. As the coaching process is implemented this data is analyzed for effect by the External Evaluator. The MSDE is collaborating with the University of Maryland (UMD) to embed evidence-based practices in mathematics SDI and SEL into existing undergraduate coursework, develop a new graduate course, and mentor faculty from other universities. Professors from the University of Maryland serve on the Stakeholder Advisory Group and are instrumental collaborators. During the reporting period, UMD revised and began piloting EDSP485, an undergraduate special education mathematics methods course to include the Maryland Practice Profiles for personnel preparation in support of the planning, delivery, and evaluation of evidence-based specially designed mathematics instruction and embedded social- emotional supports for elementary age students with disabilities. Data from the pilot shows that undergraduate students have increased their knowledge of math standards, response to intervention, and specially designed instruction. UMD also began revisions of EDSP683, a graduate mathematics course and will begin offering this course in Summer 2025. Mentoring of faculty at other universities is scheduled to begin in Fall 2025.	
B (4) Training	**DESCRIPTION OF TRAINING PROVIDED TO TRAINERS:**	3

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PD components *(with required elements the description should contain)*	**Project Description** (*please provide after each bullet*)	**Self-Assessment Score**
Trainers (the people who trained PD participants) were trained, coached, and observed. Required elements: • Description of training provided to trainers. • Description of coaching provided to trainers. • Description of procedures for observing trainers. • Identification of training fidelity instrument used. This instrument should have measured the extent to which the training was implemented as intended, including the content that was covered and how the training was delivered. • Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development).	Maryland SPDG trainers are national, and State experts recognized in their respective fields of study. These trainers participate in the SDPG Design Team and are instrumental in the development and planning of the evidence-based practices identified in the Maryland SPDG. These experts provide consultative support to the SPDG Core Leadership and Stakeholder Advisory Group. The initial expert team includes: • Thomas R. Guskey, University of Kentucky: Professional Learning • Paul J. Riccomini, Pennsylvania State University: Specially Designed Instruction/High-Leverage Practices for Mathematics • Emily Bouck, Michigan State University: Mathematical Interventions • Jenny Root, Florida State University: Specially Designed Instruction – Mathematics * • Nancy Frey, San Diego State University: Instructional Strategies, Coaching, and Social-Emotional Learning * • Douglas Fisher, San Diego State University: Educational Leadership, Professional Learning, and Social-Emotional Learning * • Amy Gaumer Erickson and Pattie Noonan, University of Kansas: Evaluation • John SanGiovanni, Howard County Public Schools: Coordinator of Mathematics ** • Carol Quirk, Maryland Coalition for Inclusive Education: Effective Inclusive Practices/Specially Designed Instruction* • Alicia Palmer, Maryland State Department of Education: Language-based Learning Disabilities/Specially Designed Instruction* * Trainer(s) for the SPDG Summer Academy 2023 ** Trainer for the SPDG Summer Academy 2024 Using a trainer of trainers model of capacity building, the SPDG Core Leadership Team, work with the expert trainers to deliver professional learning via self-paced modules, face to face professional development, and training resources/manuals. State level personnel participate in the SIGnetwork Directors Meetings and other content Work Groups. Training support is also available via the NCSI monthly collaboratives. **DESCRIPTION OF COACHING PROVIDED TO TRAINERS:** PL was collaboratively planned with national experts and SPDG Leadership. Between each day of PL, the national experts and SPDG Leads discussed participants' learning and adjustments for the following day. After PL, evaluation data was reviewed by the Stakeholder Advisory Group, which includes participation from national experts and SPDG Leadership. Adjustments to the PL process, follow-up coaching, and resources were determined through these ongoing collaborative feedback processes. Beginning January 2025, Maryland SPDG contracted with Mathematics and Problem-Solving, LLC to provide targeted professional learning to address gaps in mathematical conceptual understanding. Professional learning is comprised of: • Two (2) cohorts of 4 days of OGAP Additive Professional Development in-person. Professional development will be provided for classroom teachers, special educators, math interventionists, and SPDG coaches, with each cohort having 24 or fewer participants. This will occur in either a 4-day block or two 2-day sessions. NOTE: the initial 4-day block will occur on June 23, 24, 25, and 26, 2025.	

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• 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 were qualified; to identify further training and coaching needed for trainers; to inform revisions to training content/materials).	• Four (4) follow up days for ongoing support. These will be scheduled collaboratively between OGAP and the Maryland State Department of Education (MSDE) and designed to best meet the needs of the participating school districts. These will occur in blocks of two or more consecutive days. Maryland SPDG initiated a collaboration with the All-Learners Network, an organization committed to the provision of professional learning with a focus on improved pedagogy through increased content knowledge, timely feedback, and capacity building. This collaboration includes: • Strengthen math content knowledge for instructional coaches, enabling them to assist teachers in using an asset-based approach to conceptual math development, ultimately enhancing both student and teacher understanding. • Focus on the overall goals and outcomes of each of the Maryland Practice Profiles with an emphasis on holistic integration. • Provision of virtual coaching for SPDG Coach Facilitators, coaches, and content specialists for support of coaching the coaches. **DESCRIPTION OF PROCEDURES FOR OBSERVING TRAINERS:** The External Evaluator and SPDG Co-Director observed professional learning using a modified version of the HQPD, Observation Checklist for High-Quality Professional Development—Version 3.2 (Gaumer Erickson et al., 2023). This tool is used to provide direct feedback related to the professional learning facilitated by the SPDG Coach Facilitators. See Appendix C for a sample application of the measure. The SPDG Coaching Look-fors/Observation Tool is aligned to the SPDG coaching practices and tools associated with the Work Plan and Coaching Cycles, items are observed and documented by the SPDG Coach Facilitators; items are documented as observed/not observed along with evidence of the behavior and/or product. The observation data obtained is used to provide feedback and information to build capacity with implementation and is nonevaluative. See Appendix G for Coaching Look-fors **IDENTIFICATION OF TRAINING FIDELITY INSTRUMENT:** All PL is based on the practice profiles and implementation processes (See Appendix J Maryland Practice Profiles). These tools are shared with participants, and the learning content is anchored in these practices. In addition to The Observation Checklist for High-Quality Professional Development—Version 3.2 (Gaumer Erickson et al., 2023), data is one of the fidelity instruments utilized. Through this observation, the alignment of learning objectives and practice opportunities is ascertained, and evidence/feedback is documented. Training fidelity is also assessed using self-assessment, observation data, and the tracking of student achievement data with the purpose of demonstrating the connection between enhanced teacher capacity and improved student learning outcomes. For the FY 2024 reporting period, affective change is noted with 72.41% of students with disabilities demonstrating growth in mathematics at a rate comparable to their grade-level peers as measured by the MCAP (spring state assessment) and MAP (winter grade-level performance data) and 78.64% of all students demonstrating math skill development as measured by classroom formative measures. Affective change is also noted in the response of students completing the Maryland Accelerates! SEL Student Self-Assessment. Of the 1678	

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	students, 1270 reported average ratings of 2.5 or higher. Across the math resilience items, average ratings were 2.61 out of 3. Average ratings by item are as follows: *I believe I can learn to do anything if I try hard.* 2.67 *I can keep trying even when learning is hard.* 2.63 *I can tell you about my strengths and skills in math.* 2.51 *I can take steps to try new skills or solve a problem.* 2.63 **DESCRIPTION OF PROCEDURES TO OBTAIN TRAINING EVALUATION DATA:** In addition to the HQPD, Maryland SPDG uses the QUR-K tool for evaluative feedback and data collection. The measure is used with each professional learning event and self-paced modules which ask participants to rate their pre/post learning based on key indicators aligned with Guskey's five critical levels of professional development evaluation. The survey is distributed via a QR code. Outcomes and learner needs are then tracked and used to inform ongoing professional learning opportunities. Teacher implementers are asked to complete the Coaching Feedback Survey following the completion of two coaching cycles (see Appendix E) **DESCRIPTION OF HOW OBSERVATION, TRAINING FIDELITY DATA AND TRAINING EVALUATION DATA WERE USED:** Observation and fidelity data are reviewed by SPDG Core Leadership team to improve existing professional learning content and delivery. During monthly team meetings, determinations are made regarding the subsequent use of trainers and feedback for any change/improvement. Meeting notes are used to document strengths and areas of growth. This data informs future PL planning. Data are also shared at the Stakeholder Advisory Group meetings, and feedback guides PL revisions, the focus of ongoing PL and coaching. For the FY 2024 reporting period, observation data, training fidelity data, and evaluation data have impacted PL planning, resource development, and changes to processes related to the implementation of the Maryland Practice Profiles, school improvement planning, as well as staffing needs for future implementation.	
B (5) Training **Administrators were trained and coached on the SPDG-supported practices and knew how to support its implementation, including how to develop and support implementation teams**	**DESCRIPTION OF ROLE/JOB DESCRIPTION OF ADMINISTRATORS:** Building principals, district administrators, and district coaches are expected to be fully present and participating in all training provided to teacher implementers. In addition, district math supervisors and SEL support staff are expected to attend and be engaged to take the learning back to their districts and incorporate into any additional training provided districtwide. Principals and district administrators received an initial onboarding training highlighting roles, responsibilities, and requirements for successful implementation at the school level. School Leadership teams meet bi-monthly (every two months) with the SPDG Coordinator and Co-Director to discuss plan implementation, and specific training needs unique to their school and implementing teachers. Additional content is shared with leaders during the quarterly SPDG Stakeholders Advisory meetings. See Appendix B Roles and Responsibilities. District coaches meet with the SPDG Coach Facilitators bi-weekly for coaching-specific content PL and collaboration critical to the capacity and outcomes of Maryland SPDG. These sessions include ongoing learning, networking, and planning assistance.	3

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and how to support coaches.
 	
Required elements:
• Description of expectations for the role of building, district, and regional administrators in project implementation, including how coaches were supported.
• Description of how administrators were trained and coached to support implementers and coaches.
• Description of supports for creating implementation teams at the building and district or local program levels.
	DESCRIPTION OF HOW ADMINISTRATORS WERE TRAINED AND COACHED TO SUPPORT IMPLEMENTERS AND COACHES:
	Principals and district administrators received an initial onboarding training highlighting roles, responsibilities, and requirements for successful implementation at the school level. School Leadership teams, which include the principal and assistant principal meet bi-monthly (every two months) with the SPDG Coordinator and Co-Director to discuss plan implementation and specific training needs unique to their school and the implementing teachers. Additional content is shared with leaders during the quarterly SPDG Stakeholders Advisory meetings. Coaches training was launched in November 2023 with a two-day face-to-face orientation and professional learning. Day 1 content focused on the coaching protocol and support process and day 2 prepared coaches for scheduling and initial meetings with school staff. District coaches meet with the SPDG Coach Facilitators bi-weekly for coaching specific content, professional learning, and the collaboration critical to the capacity and outcomes of Maryland SPDG. These sessions include ongoing learning, role-play/scenarios, networking, and planning assistance. The 2024 SPDG Summer Academy brought together personnel from the implementing LEAs. This included a scale up inclusive of staff from Wicomico County Public Schools (Fruitland Elementary and Pinehurst Elementary Schools). The academy provided the foundation for professional learning during the FY 2024 reporting period with an emphasis on the connection between improved instructional practice and student outcomes with the focused application of Maryland Practice Profiles. Content instruction highlighting the critical foundations for teaching mathematics fluency, specially designed instruction (SDI) as an essential component of a Multi-tiered System of Supports (MTSS), the implementation of a school-wide implementation of self-regulation support for learning and behavior, as well as the implementation of the SPDG instructional coaching process have been center to ongoing and site-specific professional learning opportunities. Data-driven decision making and fidelity of implementation were key to this work.
	
	During the FY2024 reporting period, district-level and school-based leadership teams received intensive professional learning specific to:
	• Targeted support for site-based implementation:
	  ○ Leadership role related to the SPDG instructional coaching process
	  ○ The stages of a coaching cycle and participant roles
	  ○ Making connections between coaching expectations, outcomes and agreement to demonstrate the connection between teacher practice and student outcomes
	• Using data-driven decision making to drive school improvement planning and actions
	• Accessing resources in support of plan implementation
	
	DESCRIPTION OF SUPPORTS FOR CREATING IMPLEMENTATION TEAMS:
	The school leadership/implementation team provides leadership in the SPDG work and is critical for making decisions related to the systemic implementation, expansion, and sustainability of targeted evidence-based instruction. The purpose of implementing the core mathematics and specially designed mathematics practices is to improve student performance for all learners and reduce the achievement gap for students with disabilities. The purpose of implementing social-emotional instruction and support is to foster student confidence and competence as math learners. The goal of the school leadership/implementation team is to ensure that school leadership understands the expectations for implementing teachers and coaches, identifies barriers to strong and intentional implementation with fidelity, finds	

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	solutions to barriers, and fosters communication of "what works" and "what needs to be improved or installed' for success. The team also identifies school-wide practices in family partnerships, as well as measurement and data collection for mathematics skills and social-emotional competencies in students. This team meets bi-monthly (every two months) with the SPDG Coordinator and Co-Director. Team Norms/ Expectations include: • Actively participate in bi-monthly SPDG School Leadership meetings. • Attend annual professional learning and networking event. • Understand the Practice Profiles of evidence-based practices that teachers will implement. • Understand the SPDG coaching cycle. • Provide input to the MSDE core SPDG team on any barriers, success to share, and opportunities to improve the coaching and implementation of SPDG practices. • Foster the positive engagement of teachers in the implementation process. Support during FY 2024 included site visits and observations, a regular schedule of consultation and solution finding meetings. Planning assistance and support to family engagement activities were directly facilitated by the Coach Facilitators.	
B (6) Training **Training outcome data were collected and analyzed to assess participant knowledge and skills.** Required elements: • Identification of training outcome measure(s). • Description of procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training.	**IDENTIFICATION OF TRAINING OUTCOME MEASURE(S) AND THE USE OF PRE-AND POST-TRAINING DATA:** All professional learning opportunities include learning outcomes/objectives that identify the knowledge and skills to be learned. Participants are asked to rate their knowledge before and after the training session; they also have an opportunity for narrative input. New skills are measured by participant feedback on knowledge prior to training and knowledge gained (QUR-K) following the training sessions. The QUR-K includes reflection and satisfaction items, specific practices the participant plans to use, and the relevance of the training objective to student growth. Application of skills is measured through the coaching work plan and classroom observations conducted by coaches as part of the ongoing coaching process. Input data. **DESCRIPTION OF HOW TRAINING OUTCOME DATA WERE USED TO MAKE APPROPRIATE CHANGES TO THE TRAINING:** Outcome data are reviewed by the SPDG Core Leadership including the SPDG Coach Facilitators who conduct the training specifically for district coaches. The outcome data for both general professional learning for implementers as well as feedback from coaches informs both coaching and content for teacher learning. The evaluation outcomes provide insight related to learner needs including clarification or feedback and learner gains including potential application and benefit to students. The self-assessment rubrics aligned with the Maryland Practice Profiles provide insight to the implementing teacher and coach by establishing an entry level relative to the instructional practice, setting benchmarks or indicators of progress, and defining proficiency. For the coach, the self-assessment provides a snapshot of the teachers' perspective of strengths, needs, and potential for growth. It also helps to inform the types of support provided to the teacher. Self-assessment and coach assessment through classroom observations are major	3

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• 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).	components of the Coaching Work Plan. Project Measure 1.4 provides data on participants' knowledge gains. Program Measure 2.1 provides data on participants' pre-assessment and growth across coaching cycles. The data from Teacher Feedback Surveys administered to the implementing teachers was used to assess which components of coaching may need to be reinforced either through professional learning or more specific feedback around the different stages of the coaching process. Coaching data provided the opportunity to analyze and shift communication, timeliness, availability, trust, the lenses coaches operate from, listening skills, their questioning, and stances (patience and compassion). Data from caseload documentation and Work Plans, and Coaching Cycle forms delivered real-time start and completion of coaching cycles allowing the SPDG Leadership Team to determine areas of need additional and support with specific best practices or how to deliver a change in either instruction or interventions. In reviewing targeted practices on an individual level and analyzing patterns among a coaches' caseload of teachers, the reviewers can determine if an individual requires a different approach in learning practices or interventions or if a specific academic, behavioral practice, or understanding of proficiency requires more professional learning or varied approach in delivery. This leads to improved proficiency criteria as well as how to make implementation more efficient for everyone Summarized data were reviewed by the SPDG Leadership Team, and adjustments were made to future professional development based on the pre/post data. Additionally, through coaching, misconceptions were addressed quickly, and new learning was applied. The self-assessment rubrics and coaches' ratings of teachers' proficiency were summarized and reviewed by the SPDG Leadership Team twice annually. These data were used to provide professional development examples for the commonly selected practices.	
C (1) Coaching **Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.** Required elements: • Identification of the lead person(s) accountable for	**IDENTIFICATION OF THE LEAD PERSON(S) ACCOUNTABLE FOR COACHING SERVICES:** Brittni Sammons, SPDG Coach Facilitator, Maryland Coalition for Inclusive Education (MCIE) Cliff Mason, SPDG Coach Facilitator, Maryland State Department of Education (MSDE) **DESCRIPTION OF THE LEAD PERSON(S) ROLE AND RESPONSIBILITIES FOR PROMOTING HIGH-QUALITY AND TIMELY COACHING SERVICES:** The SPDG Coach Facilitators, in collaboration with significant stakeholders and national experts, provide robust professional learning and consultation on a coaching approach that supports educators with planning, implementing, and adjusting evidence-based specially designed mathematics instruction and social-emotional supports with fidelity. These specialists are responsible for coordinating the training and resources for direct coaching support. The Maryland Coaching Guide is based on the foundations of transformational coaching as described in *The Art of Coaching* (Aguilar, 2013) and informed by the work of Malcolm Knowles, *The Principles of Adult Learning* (1973, 2020). The MCIE Coach Facilitator devotes approximately 40% of her time to the development and implementation of SPDG coaching support and related professional learning activities. The MCIE Coach Facilitator provides technical assistance, facilitates, and leads the compilation of	4

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<table>
<tr><th>PD components
(with required elements the description should contain)</th><th>Project Description
(please provide after each bullet)</th><th>Self-Assessment Score</th></tr>
<tr><td>coaching services. Please include name and position/title.
• Description of the lead person(s) role and responsibilities for promoting high-quality and timely coaching services.</td><td>literature related to the evidence of effective professional learning and coaching practices. Ms. Sammons was the lead developer of the Maryland Coaching Guide with expertise in facilitating sustained learning, growth, and connection. The MSDE Coach Facilitator (Education Program Specialist) devotes 100% of his time to providing direct support and oversight of SPDG coaching support and related professional learning activities including demonstrated expertise in content (mathematics, SDI, and social-emotional learning), models and conducts professional learning, and coaching practices, and compiles information for presentation and discussion at Stakeholder Advisory Group meetings. Mr. Mason plays a vital role in implementing Maryland SPDG. He provides professional learning opportunities and proactive technical assistance that enhance the collective capacity of teachers, coaches, and school leaders. His personal vision and strong work ethic not only support the targeted outcomes of the SPDG but also align with the Division's mission.</td><td></td></tr>
<tr><td>C (2) Coaching

Coaches used effective coaching practices to increase innovation fidelity.

Required elements:
• Description of coaching process, including coaching strategies, frequency, how feedback was provided, use of data within the coaching process, and how coaching effectiveness was measured.

Note: This description may take the form of a coaching service delivery plan.</td><td>DESCRIPTION OF COACHING PROCESS, INCLUDING COACHING STRATEGIES, FREQUENCY, HOW FEEDBACK WAS PROVIDED, USE OF DATA WITHIN THE COACHING PROCESS, AND HOW COACHING EFFECTIVENESS WAS MEASURED:
Role of Coaching
SPDG Coach Facilitators work collaboratively with educators to create conditions for deep reflection, learning, and desirable changes in practice that support teacher growth and autonomy. SPDG coaching facilitates ongoing targeted professional learning grounded in research and builds on the strengths and talents of educators to ensure all students, specifically students with disabilities, have access to rigorous evidence-based math, social-emotional, and specially designed instruction which contributes to increased math achievement and equitable outcomes for students.

See Appendix F for the coaching cycle documentation including the evidence-based practices log and observation log.

Expectations and Outcomes
The coaching process is a partnership between the coach and educator designed to support proficient implementation of targeted practices.

<table><tr><th></th><th>Expectations</th><th>Outcomes</th></tr></table></td><td>4</td></tr>
</table>

Maryland SPDG Year 4 (2024 APR) Worksheet: SPDG Evidence-based Professional Development Components

State Personnel Development Grant #H323A210010

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

<table>
<tr><th>PD components
(with required elements the description should contain)</th><th>Project Description
(please provide after each bullet)</th><th>Self-Assessment Score</th></tr>
<tr><td>• Description of how coaching process was captured and connected to impact on fidelity of the innovation.

Note: These data may be collected in a coaching log.</td><td>
<table>
<tr><td>Coach</td><td>✓ Implement coaching framework and process with fidelity
✓ Provide feedback aligned to criteria of the evidence-based practices
✓ Consistently document cycles
✓ Strategically differentiated educator support
✓ Maintain confidentiality</td><td>✓ Meeting individual educator needs
✓ Build capacity and autonomy of educators
✓ Grow coaching practices
✓ Feel success, confidence, and competence</td></tr>
<tr><td>Educator</td><td>✓ Strategically plans standards driven lessons utilizing evidence-based practices
✓ Consistently commit to coaching sessions
✓ Reflect and adjust teaching practices
✓ Advocate for needs and exercise agency</td><td>✓ Increase the use and fidelity of evidence-based practices
✓ Meeting individual learner needs
✓ Reflect and build autonomy
✓ Feel success, confidence, and competence</td></tr>
</table>

Initial Planning & Work Plan Development
Prior to beginning the coaching process, the coach communicates individually with each educator, including specialized educators (i.e., special educator, ESOL educator), visits the classroom in the implementing math classes, and meets with each educator to develop a Work Plan. The focus of the initial planning meetings is the creation of a Work Plan in which educators will target specific evidence-based practices to begin the coaching cycle. This process ranges from 60 to 90 minutes and may need to be conducted over 2–3 sessions. See Appendix D for Coaching Work Plan.

Coaching Cycle
Once a Work Plan is developed, the coaching cycle is ready to begin. There are three stages to the coaching cycle: observe, analyze, and grow. In the grow stage there are five possible forms of learning activities.
The goal of a coaching cycle is to:
• Provide feedback on the implementation of the targeted evidence-based practices</td><td></td></tr>
</table>

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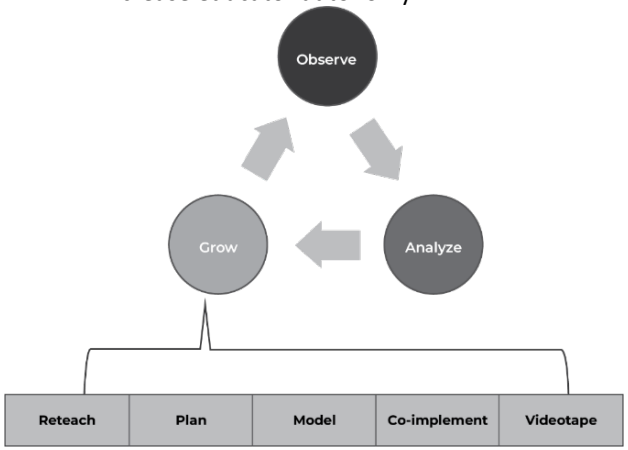
PD components *(with required elements the description should contain)*	**Project Description** (*please provide after each bullet*)	**Self-Assessment Score**
	• Engage in learning activities to increase educator's proficiency in implementing EBPs • Increase educator autonomy  **Observe:** The coach observes (30–60 minutes) the educator implementing the targeted practice **Analyze:** The educator and coach meet to collaboratively (30–60 minutes, 1-3 sessions): • Summarize strengths and opportunities based on what was observed by the coach and criteria of the targeted practice • Determine learning activities to support opportunities for growth **Grow:** • The educator engages in the selected learning activities • The next coaching cycle is collaboratively planned continuing with the targeted practice or by selecting a new targeted practice (depending on proficiency) **DESCRIPTION OF HOW COACHING PROCESS WAS CAPTURED AND CONNECTED TO IMPACT ON FIDELITY OF THE INNOVATION:** The coach works with the teacher to identify the targeted practice and provide a self-assessment using the rubric rating that is also verified by the coach. As the teacher selects, self-assesses, implements, and demonstrates criteria for proficiency, the coach captures the process and progress, tracking each targeted practice identified by the teacher. See Appendix F for the coaching cycle documentation including the evidence-based practices log and observation log.	

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PD components *(with required elements the description should contain)*	**Project Description** (*please provide after each bullet*)	**Self-Assessment Score**
C (3) Coaching **Coaching outcome data were collected and analyzed to assess participant knowledge and skills.** Required elements: • Description of how coaching was monitored for fidelity to content and quality. • Description of how coaching fidelity data were used to identify potential training and coaching for coaches • Description of procedures to assess the knowledge and skills gained by those who were coached. • Description of how coaching outcome data were analyzed by the SPDG team. • Description of how coaching outcome data were used as part of feedback loops among trainers, coaches, and coaching recipients.	**DESCRIPTION OF HOW COACHING WAS MONITORED FOR FIDELITY TO CONTENT AND QUALITY:** MSDE maintains a SharePoint folder for all SPDG activity, including a coach folder for each coach who maintains a folder for each teacher. All coaching data is uploaded to the teacher folder that can only be accessed by the coach, SPDG Core Leadership team, and the External Evaluator. Aside from coach reports in bi-weekly 2-hour meetings, content from coaching conversations and the progression of teacher learning is regularly reviewed. **Description of how coaching fidelity data were used to identify potential training and coaching for coaches:** Potential coaching training is identified through review of coach's records of teacher implementation and coaching notes, observation of coaches, and attention to input provided in individual and group coach's meetings. Evaluative data are gathered from the Coaching Feedback Survey (see Appendix E) and the Observation Checklist for High-Quality Professional Development—Version 3.2 (Gaumer Erickson et al, 2023; see Appendix C). Coaches review implementation and brainstorm solutions to barriers at their bi-weekly 2-hour meetings. Coaching cycle documentation and evidence-based practice logs are reviewed analyzed by the External Evaluator and reviewed by the SPDG Core Leadership team twice per year. Feedback survey data from educators participating in coaching are analyzed by the External Evaluator and reviewed by the SPDG Core Leadership team at least twice per year. Upon review of coaching data, the SPDG Core Leadership Team communicates on a regular and frequent basis, with discussion of the progress of coaches. This information is used to identify ongoing coach learning needs. As observation and training fidelity data become available with the completion of multiple coaching cycles, the SPDG Core Leadership team and Coach Facilitators will work with the External Evaluator to review and analyze the results. This process would include analysis of the self-assessment data, coaching logs, feedback from the Coaching Feedback Survey and HQPD Observations in comparison with student benchmark data and MCAP data. Project measure 2.2 provides coaching feedback from educators who participated in two or more coaching cycles. **Description of procedures to assess the knowledge and skills gained by those who were coached:** As reported in Program Measure 2.1, educators self-assess their instructional practices and coaches verify the implementation of EBP through observation. This data is documented in the coaching cycle documentation and used by coaches to guide their coaching. Skill implementation is monitored on a rubric after each coaching cycle. During the 2023 – 2024 reporting period, baseline data was documented for 20 educators. Within each coaching cycle, the coach and educator analyzed implementation, rubric descriptors, and student benefits for the targeted practices. Within the reporting period, the completion of two coaching cycles was documented for six educators. Each of these educators (100%) improved implementation of targeted practices, as rated by the coach.	3

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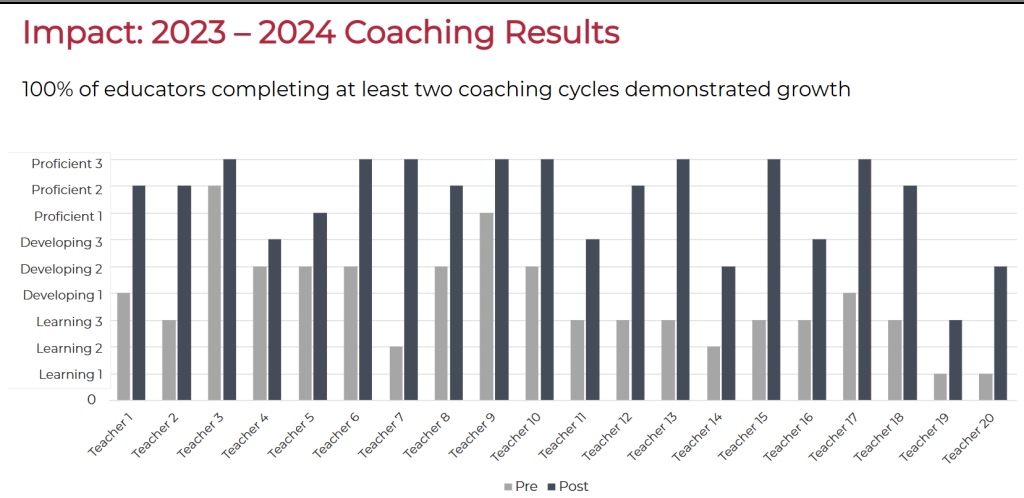
PD components *(with required elements the description should contain)*	**Project Description** (*please provide after each bullet*)	**Self-Assessment Score**
	 Ongoing coaching is a core component of Maryland Accelerates! professional learning. District coaches observed classrooms and guided educators through a baseline assessment process of evidence-based math, SDI, and SEL practices. Within the reporting period, coaching data representing two coaching cycles was completed for 36 educators. An additional 20 educators completed one coaching cycle, and 11 educators completed the baseline assessment and were beginning their first coaching cycle. Within each coaching cycle, the coach and educator analyzed implementation, evaluated proficiency based on rubric descriptors, and identified student benefits for the targeted practices. Of the 36 educators who completed two coaching cycles, 32 (88.89%) improved implementation of targeted practices, as rated by the coach. During coaching, each educator prioritized one evidence-based practice from a selection of six prioritized by their district. Specifically, 11 educators improved fact fluency, 6 educators improved explicit (systematic) instruction, 4 educators improved representation, 2 educators improved manipulatives, and 2 educators improved self-regulation support for learning and behavior as described in the Evidence-Based Mathematics/Special Designed Instruction Practice Profile. Five educators improved cognitive regulation, and 2 educators improved emotional regulation as described in the Social-Emotional Learning Instruction and Embedded Supports Practice Profile. Coaching cycles are ongoing, and it is anticipated that these educators will continue to progress in implementation and the additional educators with baseline data will demonstrate improvement in implementation by the conclusion of the 2024–25 school year.	

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PD components *(with required elements the description should contain)*	**Project Description** (*please provide after each bullet*)	**Self-Assessment Score**
	The coaching feedback survey was completed by 29 educators during the reporting period after their second coaching cycle. Coaching participants responded 1 (*no*), 2 (*sometimes*), or 3 (*yes*) to indicators of quality coaching. Coaching is considered high-quality if averages exceed 2.5 on the 3-point scale. Across the coaching behaviors, average ratings were 2.86 out of 3, exceeding the criteria for high-quality coaching. **Description of how coaching outcome data was analyzed and used by the SPDG team**: Coaching outcome data, including the coaching dosage, coaching process components, and educators' observed proficiency in the targeted practices, were analyzed by the SPDG Leadership team twice annually. These data were used to determine adjustments to the coaching process and adjustments to coaching documentation. Further, these data were reviewed by the SPDG Stakeholder Advisory Group, and their input guided adjustments. Data from each coach was analyzed separately to pinpoint each coach's strengths and determine additional support. SPDG Leadership Team members utilized the data to customize ongoing support for each coach.	
D (1) Data Systems That Support Decision Making **Accountability for the system of measuring and reporting of innovation fidelity and student outcomes.** Required elements: • Identification of the lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes—include name and position/title.	**IDENTIFICATION OF THE LEAD PERSON(S) ACCOUNTABLE FOR MEASURING AND REPORTING FIDELITY TO THE INNOVATION AND RELATED STUDENT OUTCOMES—INCLUDE NAME AND POSITION/TITLE:** Dr. Amy Gaumer-Erickson, University of Kansas – External Evaluator Dr. Patricia Noonan, University of Kansas – External Evaluator **DESCRIPTION OF THE DATA EXPERTISE, ROLES, AND RESPONSIBILITIES OF THE IDENTIFIED LEAD PERSON(S):** Noonan Gaumer Erickson, LLC has over 20 years of experience evaluating State Personnel Development Grants, working closely with State Departments of Education, including the Missouri Department of Elementary and Secondary Education, the Kansas State Department of Education, the Florida Department of Education, the Georgia Department of Education, and the Oregon Department of Education. Through this work, other evaluation contracts, and doctorate coursework, Drs. Noonan and Gaumer Erickson developed expertise in evaluation of statewide, regional, and local professional development and coaching models that include both in-person and virtual modes of delivery. Drs. Noonan and Gaumer Erickson have supported data-based decision making at numerous user levels (e.g., state personnel, trainers, leadership teams, instructional coaches, and educators) through the collaborative development and implementation of meaningful measures on the efficacy and effectiveness of professional development and coaching, instructional practices, and enabling systems that lead to students' intrapersonal, interpersonal, and academic development. Dr. Amy Gaumer-Erickson serves as the primary External Evaluator for the Maryland SPDG and assists the State's efforts to refine and implement a multi-year evaluation of the plan. Drs. Gaumer Erickson and Noonan are nationally renowned evaluators who have extensive experience developing fidelity processes where meaningful data is collected, summarized, and reported to various stakeholders for optimal data-based decision making. They assist the State's efforts to study and learn established observation protocols and to design project-	4

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PD components *(with required elements the description should contain)*	**Project Description** (*please provide after each bullet*)	**Self-Assessment Score**
• Description of the data expertise, role, and responsibilities of the identified lead person(s).	specific observation protocols. The evaluators implement these protocols with input and feedback from the project staff. Drs. Noonan and Gaumer Erickson provide relevant technical assistance with the evaluation tools or processes. They are highly responsive to technical concerns regarding any of the evaluation tools and can be contacted quickly via email or phone. This data analysis is shared with the SPDG Core Leadership for inclusion in the annual performance report and is used to make recommendations regarding the implementation and progress of the Maryland SPDG toward its goals. Dr. Gaumer Erickson or Noonan attend each Stakeholder Advisory Group meeting to present data, contribute to discussions, and apply feedback from this team. Evaluation contract deliverables include: • Attend quarterly Stakeholder Advisory meetings and in-person professional learning sessions. • Participate in planning meetings with SPDG staff and local leaders. • Gather fidelity of implementation data across four schools. • Analyze and summarize ratings of the Quality, Usefulness, Relevance, and Evidence-Based (QUR & E) items associated with various grant objectives and the QUR-K results from professional learning opportunities. • Analyze coaching performance data. • Analyze student mathematics performance data and growth over time based on state assessments and local screening data (NWEA MAP). • Analyze aggregate and disaggregate fidelity data. • Analyze the correlation between student mathematics performance, social-emotional competence, and teacher fidelity of implementation measures. • Statistically analyze student growth in mathematical performance and social-emotional competence with a focus on gap reduction.	
D (2) Data Systems That Support Decision Making **Coherent data systems were in place at all education levels (SEA, regional, LEA, school).** Required elements: • Description of key data sources were analyzed to connect training and coaching to fidelity of	**DESCRIPTION OF KEY DATA SOURCES ANALYZED TO CONNECT TRAINING AND COACHING TO FIDELITY OF THE INNOVATION AND THEN CHILD OUTCOMES:** Coaching provides both the key implementation support and the key data connecting PL to fidelity of the innovation and child outcomes. The coaching cycle documentation includes the following data: • Self-assessment of proficiency in EBP rubrics (i.e. practice profiles). Self-assessments are performed after each coaching cycle. • Coach observation and verification of self-assessment data after each coaching cycle. • Documentation of implementation activities, short-term goals, and student impacts Student progress data sources further the coaching conversations and support district and state refinement of PL support. These include: • Formative student math assessment data (i.e. unit or module assessments) guides students' skill development. • *Maryland Accelerates! Social-Emotional Competencies: Performance-Based Observation* pinpoints SEL practices and measures students' growth over time. • MCAP (Spring state assessment) and MAP (Winter grade-level performance data) provide growth metrics across years.	3

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PD components *(with required elements the description should contain)*	**Project Description** (*please provide after each bullet*)	**Self-Assessment Score**
the innovation and then child outcomes. • Description of how targets/benchmarks were set for the various types of data. • Description of how data collection guidance (e.g., procedures, timelines) was provided to professional development sites and participants. • Description of how teams were trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data.	**DESCRIPTION OF HOW TARGETS/BENCHMARKS WERE SET FOR THE VARIOUS TYPES OF DATA:** Targets are set with baseline data. Teacher implementation targets are set based on the initial proficiency rating. Once an evidence-based practice is demonstrated to be proficient (P3), another practice is targeted for development or improvement. The educator implementation target is outlined in Program Measure 3.1. Student targets are set based on the student's current performance on universal screening data and local measures of math performance with gains in performance set over time. The student impact targets are outlined in Program Measure 4.1 and Project Measures 4.2, 4.3, and 4.4. See Appendix D for Coaching Work Plan and Appendix F for the coaching cycle documentation. **DESCRIPTION OF HOW DATA COLLECTION GUIDANCE (E.G., PROCEDURES, TIMELINES) WAS PROVIDED TO PROFESSIONAL DEVELOPMENT SITES AND PARTICIPANTS:** In collaboration with district- level and school leaders, local measures of mathematics are identified, and guidance is provided by means of regular Implementation Team Meetings, bi-weekly coaches meetings/professional learning, and quarterly Stakeholders Advisory Group meetings. Baseline data collected during FY 2023 implementation was compared to outcome data gathered during FY 2024. Formative classroom data guide instruction and are analyzed within the coaching process to prioritize instructional practices. During the reporting period, data on students' skill development was captured in the coaching cycle documentation of 28 educators. Of the 515 students, 405 (78.64%) showed improvement in the targeted skill. Data on the skill development of students with disabilities was captured in the coaching cycle documentation of 24 educators. Of the 79 students with disabilities, 61 (77.22%) showed improvement in the targeted skill. In collaboration with school principals and the State Stakeholder Advisory Group, observational measures of SEL competencies were developed and piloted in Spring 2024. Data collection on student SEL competencies was established during the FY 2024 reporting period. The following heat map displays provides a visual representation of student data, draws attention to patterns and correlations, and data representations. This tool and the related data analysis is used by school improvement teams to target specific areas in need of improvement. Teams drill down and review data by class and individual students to highlight growth/change overtime as well as track the impact of teacher competencies related to the SEL Practice Profiles.	

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PD components *(with required elements the description should contain)*	**Project Description** (*please provide after each bullet*)	**Self-Assessment Score**

SEL Student Self-Assessment

Percentage of Students selecting *like me* for each item

Using the Heat Map data, what are some key questions to ask when planning to implement the SEL Practices at a school-wide level or across specific grade levels?

	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1. I believe I can learn to do anything if I try hard.	82.8%	67.6%	60.0%	71.9%	54.2%
2. I can keep trying even when learning is hard.	75.9%	74.6%	58.5%	75.0%	72.9%
3. I can show you how to be a good friend.	86.2%	69.0%	76.9%	71.9%	81.3%
4. I can tell you about my strengths and skills in math.	62.1%	54.9%	46.2%	59.4%	50.0%
5. I can take steps to try new skills or solve a problem.	84.5%	60.6%	64.6%	65.6%	68.8%
6. I can wait, take turns, and share with others.	70.7%	66.2%	70.8%	60.9%	81.3%
7. I can refocus my attention by using the helping tools provided by my teacher.	77.6%	47.9%	49.2%	62.5%	60.4%
8. I can tell how my words and actions change the way other friends feel.	65.5%	59.2%	53.8%	71.9%	68.8%

Guidance on educator implementation data, collected through the coaching cycle documentation, is analyzed by coaches through regular coaches training. During these meetings, coaches analyze implementation, the coaching process, and solutions to barriers. They also practice coaching techniques and methods for debriefing and applying data.

Measures of success (including data to be collected and tools/instruments to be used as applicable)	**Timeline for data collection and analysis**

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PD components *(with required elements the description should contain)*	**Project Description** (*please provide after each bullet*)		**Self-Assessment Score**
	• Collect and analyze individual student mathematics benchmark assessment/universal screener (MAP) data at the Winter Administration across all grade levels to demonstrate the impact of EBPs on student achievement. • Collect and analyze individual student MCAP data for students participating in MCAP in grades 3, 4, & 5 for documenting student outcomes relative to mathematics achievement. • Collect and analyze individual student level SEL competency data three times annually for demonstrated improvement or proficiency. • Collect and analyze student data relative to growth/proficiency of targeted math constructs as documented on the Coaching Cycle Tool at least twice a year showing the impact of implementation with fidelity on student and participant outcomes.	Winter Administration Spring Administration Sept/Oct, Jan, & April/May March and July	
	• District coach observes instruction to document the level of teacher proficiency after each coaching cycle analyzed twice annually to build capacity of instructional personnel relative to implementation. • Implementing educators reflect on coaching feedback and respond to agreement statements related to quality of coaching provided acknowledging personal and professional growth. • Implementing coaches reflect on coaching feedback and respond to agree statements related to quality of coaching and professional learning provided to refine and enhance the implementation of EBPs with fidelity.	March and July December and May December and May	
	DESCRIPTION OF HOW TEAMS WERE TRAINED AND COACHED TO USE TRAINING/COACHING, FIDELITY OF THE INNOVATION, AND CHILD OUTCOMES DATA: During the FY2024 reporting period, district-level, school-based leadership teams coaches and teacher implementers received intensive professional learning specific to: • Targeted support for site-based implementation: o Leadership role related to the SPDG instructional coaching process o The stages of a coaching cycle and participant roles o Making connections between coaching expectations, outcomes and agreement to demonstrate the connection between teacher practice and student outcomes		

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	• Using data-driven decision making to drive school improvement planning and actions	

D (3) Data Systems That Support Decision Making **Fidelity and student outcome data were used to inform the continuous improvement of the project in collaboration with stakeholders at multiple levels (SEA, regional, schools, community, other agencies).** Required elements: • Description of how data were compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol). • Description of how feedback loops functioned to inform improvement across multiple levels (state, regional, local,	**DESCRIPTION OF HOW DATA WERE COMPILED AND COMMUNICATED IN USABLE FORMAT(S) WITH VARIOUS AUDIENCES/STAKEHOLDERS (E.G., COMMUNICATION PROTOCOL):** A comprehensive record of fidelity and child outcome data collection is shared with each of the LEAs by way of assurances included with the subgrant award. With the 2023–2024 school year serving as the initial implementation of the Maryland SPDG, a full cycle of data collection has not been established. See Appendix A3 for copies of the data collection assurances. Baseline data related to the MCAP and MAP child outcomes has been collected and analyzed. This data analysis informed the decision-making processes aligned with revisions to the Maryland SPDG evaluation plan. During the FY 2024 reporting period, targets for Program Measure 4.1 and Performance Measure 4.2 exceeded projections with all students demonstrating math skills development at 78.64% and students with disabilities demonstrating improvement 77.22. Students with disabilities taught by SPDG implementing teachers demonstrated a pattern of increased learning (72%) as compared to students with disabilities whose teachers did not participate in coaching (54%) Fall to winter growth. Reports from the QUR-K and QUR-E have been converted into easy-to-understand reports that are shared with stakeholders and participating schools/districts. Key metrics are reported as program and project measures within the APR. These data are shared and discussed with the Stakeholder Advisory Group to analyze progress and discuss adjustments to implementation, measures, and processes. Project Measure 1.2 outlines Stakeholder Advisory Group processes and feedback.	3

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community, and other agencies).

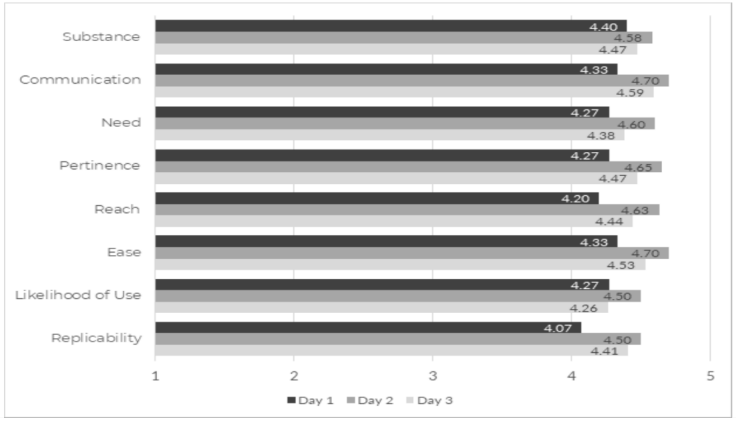
- Description of how fidelity and child outcome data informed modifications to project plans and processes.

2025 Stakeholders' ratings of identified resources/processes/tools

	Coaching Framework	Coaching Process	Work Plan	Coaching Look-Fors
Substance: The product is of high quality, professional, and current. (Quality)	4.6	4.6	4	4.1
Communication: The product is understandable, well-organized, and appropriately formatted. (Quality)	4.1	4	3.7	3.7
Need: The product is important for Coaches and Teachers to implement SEL supports. (Usefulness)	4.4	4.4	4.1	4.1
Pertinence: The product is related to successful implementation of SEL supports. (Usefulness)	4.4	4.6	4.3	4.4
Reach: The product is applicable to diverse groups of Teachers and elementary schools. (Usefulness)	4.7	4.7	4.4	4.6
Ease: The product is easy to understand with clear content. (Relevance)	4.1	4	3.6	3.7
Likelihood of Use: The product is likely to be used by Teachers and Coaches. (Relevance)	4.4	4.6	4.3	4.3
Sustainable: The product is likely to be used over time. (Relevance)	4.3	4.4	3.9	4.1
Evidence-Based: The product is based on research and evidence that implementation will impact students.	4	4.4	4.3	4

2025 Social-Emotional Learning Webinar

Participants rated their level of agreement (1 = strongly disagree, 5 = strongly agree) with a series of statements about the following areas:



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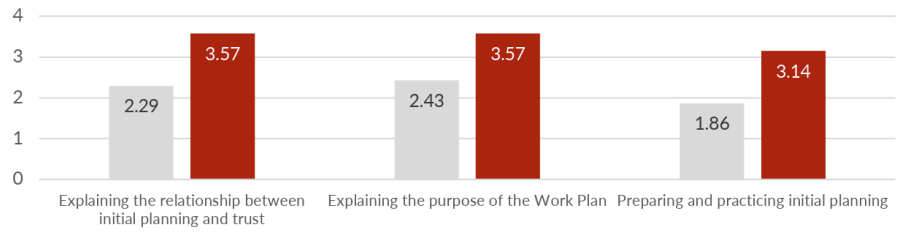
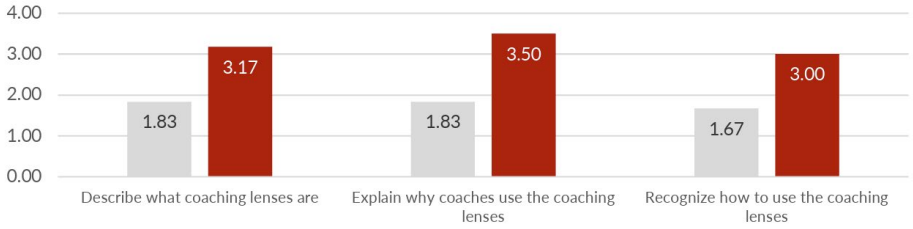
Job-embedded Professional Learning and Collaboration Results
Knowledge -Gained (Sample)

Participants assessed their knowledge levels (1 = none, 2 = minimal, 3 = some, 4 = extensive) about topics covered during the learning sessions before and after each session..

November 4, 2024



January 10, 2025



DESCRIPTION OF HOW FEEDBACK LOOPS FUNCTIONED TO INFORM IMPROVEMENT ACROSS MULTIPLE LEVELS (STATE, REGIONAL, LOCAL, COMMUNITY, AND OTHER AGENCIES):

With a foundation based on implementation science, Maryland SPDG uses a team framework of continuous inquiry and learning (plan-do-study-act) with an emphasis on organizational culture of improvement. As implementation progresses from the initial phase to the full phase, the process and procedures are delineated and shared with all stakeholders and participants. Feedback loops or opportunities for collaborative decision-making are embedded across all levels of implementation.

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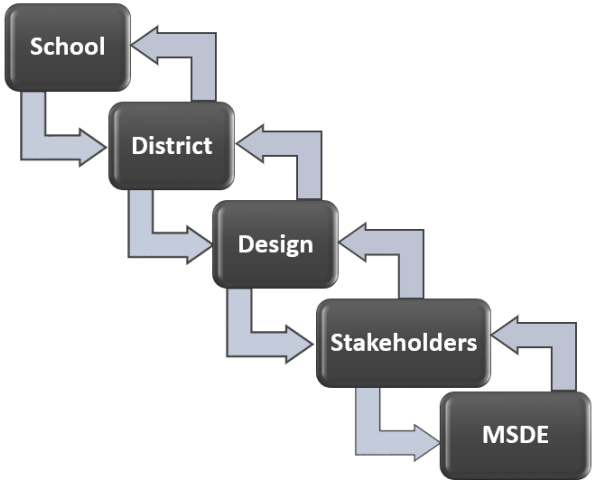
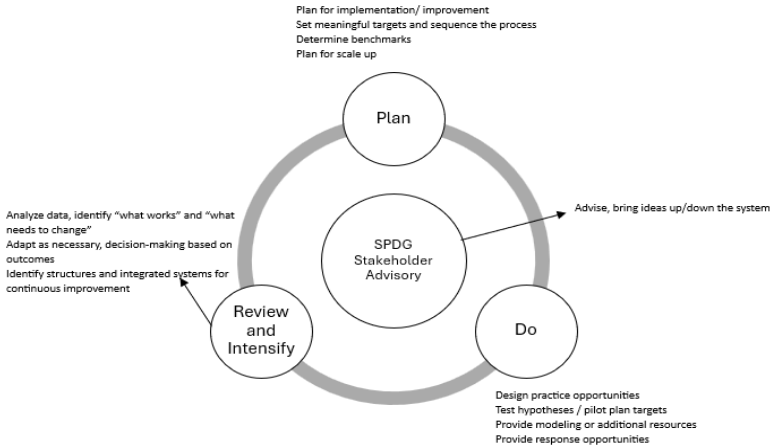
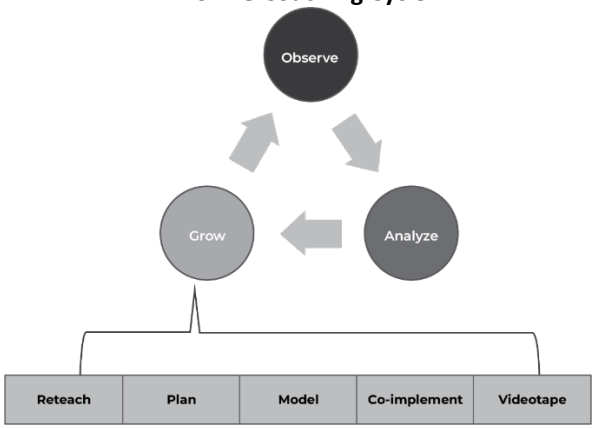
Maryland SPDG Continuous Team Framework



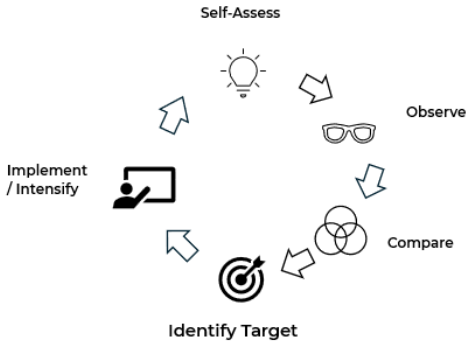
SPDG Stakeholder Advisory Group



SPDG Coaching Cycle



Work Plan Process/Self-Assessment/Targeted Practice



DESCRIPTION OF HOW FIDELITY AND CHILD OUTCOME DATA INFORMED MODIFICATIONS TO PROJECT PLANS AND PROCESSES:

The current implementation is focused on the collection of fidelity data related to professional learning outcomes, coaching effectiveness, and learner outcomes impacting instructional practice. The SPDG Leadership Team reviewed the academic achievement outcome data and determined that the project was having the desired impact and should be continued with minor modifications. Based on implementation data, clarity was added to professional development on commonly selected practices. Analysis of the student SEL data led to expansion of

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	professional development with one participating school sharing how they implemented family engagement practices to expand students' mathematics learning, self-efficacy in math, and self-regulation. All professional development participants practiced and determined how they might apply similar family engagement and SEL practices. Analysis of the stakeholder document review and job-embedded professional learning led to adjustments in the coaching documentation and process. All adjustments were informed by discussions of the Stakeholder Advisory Group.	
E (1) Systemic Leadership Supports **Accountability for the technical and adaptive leadership of the project at the state level.** Required elements: • Identification of the lead persons responsible for (1) technical leadership and (2) adaptive leadership—include names and position/title.	**IDENTIFICATION OF THE LEAD PERSONS RESPONSIBLE FOR (1) TECHNICAL LEADERSHIP AND (2) ADAPTIVE LEADERSHIP:** Technical Leadership: Alicia Palmer, SPDG Project Coordinator and Dr. Antoine Hickman, SPDG Co-Director & Assistant State Superintendent Adaptive Leadership: Alicia Palmer, SPDG Project Coordinator and Carol Quirk, SPDG Co-Director/Principal Investigator, MCIE Director of Special Projects **ENGAGED IN REGULAR COMMUNICATION WITH THE LEADS FOR TRAINING, COACHING AND DATA SYSTEMS:** Collective impact efforts must prioritize working together in more relational ways to find systemic solutions. Regular and consistent structures of communication, planning, and reflective discourse are essential to the work of Maryland SPDG. This need was critically apparent as implementation was significantly stalled during Years One and Two. At that time the SPDG Core Leadership Team was impacted by changes in State leadership and staffing vacancies extending over an 18-month time frame. To ensure continued progress toward SPDG plan goals, Dr. Quirk, Co-Director/Co-Principal Investigator, was responsible for coordinating project management structures including program design and management planning, communications, and workflow related to the SPDG Design Team, SPDG Stakeholder Advisory Group, and collaboration with the content experts. As SPDG Project Coordinator, Ms. Palmer provides direct oversight of SPDG project activities inclusive of Dr. Quirk is responsible for coordinating partner collaborations, the SPDG Design Team, SPDG Stakeholder Advisory Group, and content experts. The SPDG Co-Director served as the primary contact for Maryland SPDG development and management structures inclusive of the management of human and fiscal resources, serving as the liaison between the State leadership and OSEP, approving and coordinating content development activities, directing day to day work of project staff, matching staff skill sets to project	2

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• Description of how the lead(s): ○ Engaged in regular communication with the leads for training, coaching and data systems, ○ Promoted the effective use of evidence-based professional development components, ○ Problem solved challenges to innovation implementation, ○ Recognized effort and successes, and ○ Developed and/or refined state policies or procedures to support the sustainability of evidenced-based professional development components.	tasks, providing regular feedback to team members, and ensuring the quality and alignment of SPDG related professional learning. Ms. Palmer facilitates direct communication with LEA leadership, State leadership, university, and community partners. Maryland SPDG leadership operates with the understanding that supporting people is fundamental to systemic change or improvement. Communication is key to the gains demonstrated with the implementation of Maryland SPDG such as: • Guiding the technical vision, • Identification of barriers and solutions, • Articulation of the need for collective understanding and support for action; and • Maximum transparency in decision making processes and feedback. Communication protocols and expectations currently in place include: • The SPDG Project Coordinator and Co-Director meet weekly to discuss plan actions and progress (Smartsheet tracking/Weekly Branch Meetings). • The SPDG Project Coordinator and Co-Director/Principal Investigator meet weekly (at a minimum) to discuss SPDG project activities, support locals, and collaboration with MSDE content representatives, External Evaluator, or national experts. • The SPDG Core Leadership Team including the External Evaluator meets monthly (at a minimum) to coordinate planning efforts, review data, address barriers and find solutions. • The SPDG Stakeholder Advisory Group meets quarterly to advise, analyze data, and adapt as necessary. • The SPDG Professional Learning Specialists meet bi-weekly with district coaches to provide consultation and professional learning, coordinate training and site visits, and share resources for direct coaching support. • SPDG School Leadership Team meets every six weeks to discuss site specific needs, plan for scale up, and share resources. Communications take place virtually, by phone, or via face-to-face interactions. Email is used daily to address immediate concerns or action items. **PROMOTED THE EFFECTIVE USE OF EVIDENCE-BASED PROFESSIONAL DEVELOPMENT COMPONENTS:** The SPDG Project Coordinator and Co-Director/Co-Principal Investigator work collaboratively to coordinate professional learning provided by national and State experts in the content of the EBPs. The Project Coordinator is also responsible for the development of professional learning modules, resource documents, agency communications related to professional development, and the SPDG Newsletter. The SPDG Project Coordinator and Co-Director/Co-Principal Investigator responsibilities include working with SPDG Coach Facilitators to identify participant strengths, areas for continued development, and to arrange professional learning topics/presenters who have the needed expertise. Ms. Palmer assumes responsibility for local data collection; Dr. Quirk assumes responsibility for coordinating with the External Evaluator. Follow-up job-embedded professional learning is provided by State personnel and District coaches with teacher implementers. The SPDG Leaders are also responsible for the review and analysis of evaluative feedback from professional learning and, with the External Evaluator, provide training and guidance to SPDG implementation teams regarding evaluation products, processes and the function and purpose of SPDG professional learning. **RECOGNITION OF EFFORT AND SUCCESSES:** The recognition of effort and success is an ongoing component of all meeting constructs. Each agenda is characterized by celebrations/recognitions providing an opportunity to acknowledge individual and collective achievements featuring changes to instructional practice, learning gains, or community events aligned with SPDG. A fall and spring newsletter is distributed to all participants and stakeholders.	

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	DEVELOPED AND/OR REFINED STATE POLICIES OR PROCEDURES TO SUPPORT THE SUSTAINABILITY OF EVIDENCED-BASED PROFESSIONAL DEVELOPMENT COMPONENTS: Components of the Maryland Practice Profiles have been included in the *Success for All Learners: An MSDE Inclusive Practices Guide* .https://www.marylandpublicschools.org/programs/Documents/Special-Ed/Accommodating-All-Learners-A.pdf This guide addresses a core audience of general educators. By embedding the Maryland Practice Profiles within the context of this guide, Maryland is taking the first step toward scaling up by providing a common language and frame of reference related to evidence-based practices supporting participation and achievement of all students in core mathematics content, SDI mathematics and the significance of integrated SEL. Appendix J Maryland Practice Profiles	
E (2) Systemic Leadership Supports **Leadership systems were in place to build state-level capacity and promote project sustainability.** Required elements: • Description of how project leadership analyzed feedback regarding barriers and successes to identify and made necessary changes to alleviate barriers and facilitate implementation. • Description of processes for revising policies and procedures to support a new way of work (e.g., communication protocol supporting decision making). • Description of collaborative efforts with other state offices, departments, and	**DESCRIPTION OF HOW PROJECT LEADERSHIP ANALYZED FEEDBACK REGARDING BARRIERS AND SUCCESSES TO IDENTIFY AND MAKE CHANGES TO ALLEVIATE BARRIERS AND FACILITATE IMPLEMENTATION:** Successes and barriers are discussed in bi-monthly School Leadership Team meetings and at Stakeholder Advisory Group meetings. SPDG Leaders work with the LEAs to solve problems and find solutions to barriers. One example of this is a communication error that resulted in the LEA not hiring a SPDG coach in support of the plan implementation. The Core Leadership worked with local leadership and school principals to identify a means of implementation with the use of alternate staffing and a delayed implementation timeline for coaching. In this situation district resource personnel were identified as an interim support to SPDG, that individual was designated as instructional coach and received training from the SPDG Coach Facilitators. Implementation was delayed to January 2024 with the participating schools narrowing the focus of implementation to one specific grade level. Teachers are now receiving coaching support and an implementation plan is in place. Problem-solving/solution-finding is a collaborative effort driven by the data available, response of stakeholders, district, and school leaders. It is most important that the process is aligned to the goals and objectives of the Maryland SPDG with an emphasis on "How will this decision impact the professional learning/capacity of the teachers?", "How will this decision impact the quality of instructional practice/fidelity of implementation?", and "How will this decision impact learning outcomes for students especially those students with disabilities?" Problem-solving/solution-finding decisions impacting the overall implementation of the Maryland SPDG at the state level are brought to the attention of the Assistant State Superintendent, Dr. Hickman and/or the Deputy Superintendent for Teaching and Learning. Examples of this process in action include the drafting of an MOU with the University of Maryland and the expansion of Maryland SPDG to include a third LEA (Wicomico County Public Schools). The SPDG Stakeholder Advisory Group met to review and update the Readiness for Change and Selection Criteria used for local system recruitment efforts and to make recommendations related to scale up efforts. Recommendations included focusing on roles of leadership rather than specific job titles, including a school leadership team who could continue practices if one or two members left the district, and providing flexibility in structures such as when participation could begin. In addition, the Stakeholder Advisory Group conducted a comprehensive review of four main resources/tools used during the FY 2024 reporting period: Coaching Framework, Coaching Process, Work Plan, and Coaching Look-fors (overall rating out of 5). Key feedback provided guidance related to strengths, and areas for improvement.	2

outside agencies to promote the work of the project, align initiatives, and support improved outcomes for children with disabilities.

Quality:	Usefulness:	Relevance:
• Substance (Professionalism & Currentness): 4.0–4.6 • Communication (Clarity & Organization): 3.7–4.1	• Need (Importance for SEL Supports): 4.1–4.4 • Pertinence (Alignment to SEL Supports): 4.3–4.6 • Reach (Applicability to Diverse Teachers/Schools): 4.4–4.7	• Ease (Clarity of Content): 3.6–4.1 • Likelihood of Use: 4.3–4.6 • Sustainability (Long-Term Use Potential): 3.9–4.4 • Evidence-Based (Rooted in Research): 4.0–4.4

Findings:
• The resources are highly rated for quality and usefulness, but usability, accessibility, and sustainability need improvement.
• Training and collaborative onboarding should be enhanced for better implementation.
• Some tools need restructuring and reformatting for clarity and ease of use.

DESCRIPTION OF PROCESSES FOR REVISING POLICIES AND PROCEDURES TO SUPPORT A NEW WAY OF WORK (E.G., COMMUNICATION PROTOCOL SUPPORTING DECISION MAKING):
Revisions to policies and procedures are guided by the school leadership teams, Stakeholder Advisory Group, and district coaches through regular meetings. The expectations for participating districts have been refined, and the coaching process has been fully described within the Coaching Guide.

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:
A climate of trust, respect, and openness is required to build and sustain collaboration over time, building a commitment to systemic change, common goals, and interdependence. Maryland SPDG Implementation Teams are cross-disciplined and representative of the knowledge, skills, and expertise essential to systems change. The teams include:

- SPDG Core Leadership Team consists of the SPDG Coordinator, SPDG Co-Principal Investigator MSDE, the SPDG Professional Learning Specialists, MSDE Data Coordinator, Director of Mathematics (MSDE), Branch Chief and the Assistant State Superintendent.
- Cross-agency representation from the Office of Teaching and Learning is a requirement for the SPDG Stakeholders Advisory Group. Representatives provide insight and guidance to ensure that alignment with State priorities is represented in the SPDG implementation.
- Stakeholder Advisory Group includes diverse representation from the State Interagency Coordinating Council, Maryland Special Education State Advisory Committee, Parents' Place (family engagement and technical assistance), Maryland Developmental Disabilities Council, University of Maryland, External Evaluator, elementary mathematics at the local level, and SEL specialists in addition to MSDE agency representatives.

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	• School-based and District-level Leadership Teams consisting of a core set of local system personnel responsible for the co-development, co-implementation, and co-evaluation of the SPDG improvement activities such as hiring of essential personnel, professional learning, and curricular supports. • Blueprint Accountability and Implementation Board (AIB) adopted its Initial Blueprint Comprehensive Implementation Plan. The Implementation Plan outlines recommendations for MSDE to convene a Blueprint Special Education Workgroup to discuss and make recommendations on instruction and services for students with disabilities. Beginning January 2025, Maryland SPDG contracted with Mathematics and Problem-Solving, LLC to provide targeted professional learning to address gaps in mathematical conceptual understanding. Professional learning is comprised of: • Two (2) cohorts of 4 days of OGAP Additive Professional Development in-person. Professional development will be provided for classroom teachers, special educators, math interventionists, and SPDG coaches, with each cohort having 24 or fewer participants. This will occur in either a 4-day block or two 2-day sessions. NOTE: the initial 4-day block will occur on June 23, 24, 25, and 26, 2025. • Four (4) follow up days for ongoing support. These will be scheduled collaboratively between OGAP and the Maryland State Department of Education (MSDE) and designed to best meet the needs of the participating school districts. These will occur in blocks of two or more consecutive days. Maryland SPDG initiated a collaboration with the All-Learners Network, an organization committed to the provision of professional learning with a focus on improved pedagogy through increased content knowledge, timely feedback, and capacity building. This collaboration includes: • Strengthen math content knowledge for instructional coaches, enabling them to assist teachers in using an asset-based approach to conceptual math development, ultimately enhancing both student and teacher understanding. • Focus on the overall goals and outcomes of each of the Maryland Practice Profiles with an emphasis on holistic integration. • Provision of virtual coaching for SPDG Coach Facilitators, coaches, and content specialists for support of coaching the coaches. Components of the Maryland Practice Profiles have been included in Success *for All Learners: An MSDE Inclusive Practices Guide.* https://www.marylandpublicschools.org/programs/Documents/Special-Ed/Accommodating-All-Learners-A.pdf This guide addresses a core statewide audience of general educators. By embedding the Maryland Practice Profiles within the context of this guide, Maryland is taking the first step toward scaling up by providing a common language and frame of reference related to evidence-based practices supporting participation and achievement of all students in core mathematics content, SDI mathematics and the significance of integrated SEL.	

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APPENDICES

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APPENDIX A

Recipient Assurances

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions.

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants, including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is incompliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform to section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities expending federal funds of $750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate, and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve the grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports and data submissions including those outlined in the SPDG Child Outcome Data Collection for Grades K – 5 by School Year (Appendix D) and SPDG Participant Outcome Data Collection by School Year (Appendix E). Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program, or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

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9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. MSDE and the Grantee shall implement appropriate security and privacy safeguard to protect the data from unauthorized access, use, disclosure, modification, and destruction. In compliance with the National Institute of Standards and Technology (NIST) Special Publication (SP) 800-53 Rev. 5, Security and Privacy Controls for Information Systems and Organizations, data will be stored securely with access restricted to authorized personnel only.

12. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures, and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

_____ _____

Superintendent of Schools/Head of Grantee Agency Date

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DISTRICT ATTESTATIONS

To ensure success for the LEA and participating schools, MSDE requests that the LEA verify their readiness for engagement in this important work. MSDE stands ready to support the LEA and its schools in implementing new practices that are based on research and customized for the school context:

Commitment of District Leadership		Yes	No
1.	**District Implementation Team**: Superintendent agrees to support the time and priority for the District Implementation Team to meet monthly.		
2.	**District Implementation Team**: Team members agree to participate in monthly District Implementation Team meetings, facilitated by an LEA Coach and SPDG staff.		
3.	**Participation in Design and Evaluation**. Superintendent agrees to support the participation of district staff in professional learning and the Stakeholder Advisory Group, including Design Team.		
4.	**Stakeholder Communication**: Superintendent will communicate the need for this work with district, school, and community members.		
5.	**School Stability**: Superintendent agrees not to move the principals of selected schools for 3 years, and to consider any principal replacement regarding continuation of the SPDG work.		
6.	**Core Instruction**: The district's core mathematics curriculum has been in place for 3 or more years by SY 2022-23.		
7.	**Tiered Interventions**: The district is, and will continue to work toward, defining and refining its integrated tiered system of supports and mathematics interventions.		
8.	**Parent Partnership**: The district agrees to work with families to include students who take the alternate assessment as members of the general education school community.		
9.	**Professional Learning/Coaching**: Superintendent agrees to appoint a local Mathematics Coach to partner with SPDG staff to provide professional learning and coaching activities.		
10.	**Professional Learning**: The district is, and will continue to work toward, supporting professional learning communities as a means of building educator capacity in the participating schools.		
11.	**Incentive for Implementation**: The district will provide incentives (time, CPD credit, stipends) for school staff to participate in professional learning and additional planning needed to implement new practices.		

_____ _____

Signature (Superintendent) Date:

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ATTESTATIONS

School 1: _____

To support schools in consideration of the competing priorities and pressures on time, MSDE wants to consider setting the stage for school success. The importance of the principal in any important capacity building endeavor is without question.

	School 1: Commitment of School Leaders	**Yes**	**No**
1.	Principal agrees that this work is important and is willing to prioritize it over the next 4 years. and will articulate the need, as reflected in student data and school priority for this work.		
2.	Principal will articulate the need for this work, as reflected by student performance data, educator willingness, and the impact for students with disabilities.		
3.	Principal agrees to participate in monthly School Implementation Teams, facilitated by an LEA Coach and SPDG staff.		
4.	Principal agrees to allocate time for personnel to develop their capacity for implementing the learned evidence-based practices, and planning for adaptations for students with disabilities.		
5.	The School Principals have been in the selected school for at least 2 or more years and are not about to retire.		
	School 1: Commitment of School Staff	**Yes**	**No**
1.	School Staff agree to participate in the implementation of mathematics instruction with adaptations for learners with disabilities in mathematics classes.		
2.	General and Special Education Mathematics Teachers will be supported to participate in professional learning, coaching, and provide input re: the efficacy of the evidence-based practices.		
3.	Teacher retention: Approximately 75% or more teachers return each year.		
	School 1: School-based Collaboration and Tiered Instruction Practices	Yes	No
1.	The school has a systemic approach to social-emotional learning or wishes to implement one (not multiple) SEL interventions in the school.		
2.	The school will implement embedded SEL supports and interventions within mathematics instruction and across the school day.		
3.	The school has or will implement an evidence-based approach to adapt core mathematics instruction for students with disabilities.		

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4.	The written master schedule has or will have time allocated for daily core mathematics instruction for at least 45-60 minutes.		

5.	School teams uses data to identify gaps among various student groups and a process to identify which students need supplemental interventions or intensive instruction.		
6.	There is time allocated in the written master schedule within the school day for supplemental interventions for those who need it.		
7.	General educators collaborate to adapt instruction for children with a variety of disabilities.		
8.	Principal agrees to allocate time for personnel to develop their capacity for implementing the learned evidence-based practices and planning for adaptations for students with disabilities.		
9.	There is a written master schedule with collaborative grade-level planning time for general education and special education mathematics teachers.		
10.	There is a written master schedule with time for Professional Learning Communities to focus on ongoing skill development.		

_____ _____

Signature (School Principal) Date:

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APPENDIX A2

SPDG Child Outcome Data Collection

Child Outcomes Data for Grades 1 - 5 by School Year Data Element Name	Definition
Local Education Agency Name (LEA)	Identifies the LEA by name.
LEA Number	Identifies the LEA by the State assigned identification number.
State ID Number or Consistent Student Identification	Identifies the Student(s) by State ID Number (Unique Identifier Number). *Note: The State ID Number / UIN is used to cross reference and track students over time and across environments.*
Student Name	Identifies the Individual Student by Name. *Note: The Student's Name is used to evaluate the efficacy of mathematics instruction. Individual Student Names will not be published or shared in any type of reporting.*
State Assessment Data Maryland Comprehensive Assessment Program (MCAP) – Mathematics Grades 3 – 5	Identifies the Individual Student's MCAP data for students participating in the State Mathematics Assessment: • Raw Score • Proficiency Levels
State Assessment Data Maryland Alternate Assessment – Dynamic Learning Maps (DLM) – Mathematics Grades 3 – 5	Identifies the Individual Student's Alternate Assessment data for students participating in the State DLM Mathematics Assessment: • Raw Score • Proficiency Levels
School Name	Identifies the participating school by name.
School Number	Identifies the participating school by assigned identification number.
Grade Level	Identifies the Student's grade level 1 – 5.
Race/Ethnicity	Identifies the Student's Race/Ethnicity by count and percent of all students who are: • American Indian / Alaska Native • Asian • Black / African American • Hispanic

Maryland SPDG Year 4 (2024 APR) Worksheet: SPDG Evidence-based Professional Development Components

State Personnel Development Grant #H323A210010

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

- Native Hawaiian / Pacific Islander
- Two or More Races
- White

Student Group Type	General Education / Special Education / ADA 504 by count and percentage of all students.

Data Element Name	**Definition**
Gender	Identifies the Student's Gender by count and percent of all students: • Female • Male
Socio-economic Status	Identifies the Student's Socio-economic Status by count and percent of all students: • Economically Disadvantaged (Yes/No) • FARMS (Yes/No) • Title 1 (Yes/No)
Disability Code	Identifies the Student's Disability Code 1 – 15 (Students with IEPs Only).
English Learner (EL) Status	Identifies the Student's EL Status by count and percent of all students (Yes/No).
Educational Environment (LRE code)	Identifies the Student's LRE as indicated on the IEP (Special Education Only) • LRE A = General Education participation 80% or more • LRE B = General Education participation 41 – 79% • LRE C = General Education participation less than 40%
Mathematics Benchmark/Universal Screener Data	Identifies the Student's Mathematics Benchmark/Universal Screener outcome data for the Winter Administration of each school year.
Social Emotional Learning Competency	Identifies the Student's Social Emotional Learning Competency outcome(s) for the Winter Administration of each school year.

_____ _____

Signature (Executive Director of Special Education) Date:

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APPENDIX A 3

SPDG Participant OUTCOME DATA COLLECTION

Data Element Name	**Definition**
Local Education Agency Name (LEA)	Identifies the LEA by name.
LEA Number	Identifies the LEA by the State assigned identification number.
School Name	Identifies the participating school by name.
School Number	Identifies the participating school by assigned identification number.
Participant Role	Identifies the participant's role: o General Education Teacher o Special Education Teacher o Coach o School Administrator o District Representative by Content Focus
Participant Grade Level Assignment	Identifies the participant's grade level assignment: Grades 1 – 5.
Participant Survey Data	Identifies the impact of professional learning on personnel capacity and the implementation of EBPs with fidelity. o Individual Participant Survey Response Data o 1 – 5 Rating Scale of Quality, Usefulness, and Relevance (QUR) and Knowledge gained (QUR-K) o Administered three (3) times: Beginning of School Year (Aug/Sept) o Mid-year (Jan) o End of School Year (June)
Teacher Implementation Fidelity Data	Identifies the impact of professional learning on personnel capacity as measured by an implementation fidelity tool aligned with OSEP reporting requirements.
Coaching Implementation Fidelity Data	Identifies the impact of professional learning and coaching on personnel capacity as measured by a coaching fidelity tool aligned with OSEP reporting requirements.
Family Partnerships Quality Indicators	Identifies the impact of SPDG-supported practices related to sustainability and increased school-family partnerships for engaging families in mathematics learning.

_____ _____

Signature (Executive Director of Special Education) Date:

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APPENDIX B

SCHOOL PRINCIPAL

The **principal** of schools engaged in the SPDG work has an essential role in supporting the implementing teachers, ensuring the school system coach is able to conduct coaching observations and conversations, and sharing the work of the grant with the rest of the school.

ESSENTIAL TASKS:

1. Actively participates in monthly SPDG School Leadership meetings.
2. Attends annual professional learning and networking event.
3. Understands the Practice Profiles of evidence-based practices that teachers will implement.
4. Understands and supports the SPDG Coaching Cycle.
5. Honors confidentiality of observations and documentation with input only for External Evaluators.
6. Ensures that implementing teachers understand the commitment of the school as participants in the SPDG work.
7. Communicates with the district office to ensure timely payments to implementing teachers for non-duty day commitments spent in professional learning or coaching conversations.
8. Provides input to the MSDE core SPDG team on any barriers, success to share, and opportunities to improve the coaching and implementation of SPDG practices.
9. Promotes the development of optimal learning environment and rigorous content learning for each student by fostering the positive engagement of teachers, coaches, and school community in the implementation process.
10. Attends and contributes to quarterly Stakeholder Advisory Meetings at MSDE.

SCHOOL LEADERSHIP TEAM

The **school team** that provides leadership in the SPDG work is critical for making decisions related to the systemic implementation, expansion, and sustainability of targeted evidence-based instruction. The purpose of implementing the core mathematics and specially designed mathematics practices is to improve student performance for all learners and reduce the gap for students with disabilities. The purpose of implementing the social-emotional instruction and supports is to foster student confidence and competence as math learner.

The purpose of the school team is to ensure that school leadership understands the expectations for implementing teachers and coaches, identifies barriers to strong and intentional implementation with fidelity, finds solutions to barriers, and fosters communication of “what works” and “what needs to be improved or installed’ for success. The team also identifies school-wide practices in family

partnerships, as well as measurement and data collection for mathematics skills and social-emotional competencies in students.

Team Expectations:

1. Actively participate in monthly SPDG School Leadership meetings.
2. Attend annual professional learning and networking event.
3. Understand the Practice Profiles of evidence-based practices that teachers will implement.
4. Understand the SPDG Coaching Cycle.
5. Provide input to the MSDE core SPDG team on any barriers, success to share, and opportunities to improve the coaching and implementation of SPDG practices.
6. Foster the positive engagement of teachers in the implementation process.

School System Coach

POSITION SUMMARY:

The person in this position supports teachers in SPDG schools to implement targeted evidence-based practices with fidelity. Following the SPDG coaching process and coaching cycles, the Coach develops trusting and collaborative relationships with teachers, supports teachers in the development of knowledge and instructional skill, and provides effective professional learning opportunities based on agreed-upon growth experiences. The SPDG coach is a district-level position and is funded through the Office of Special Education Programs in the U.S. Department of Education. These funds are awarded competitively to Maryland and given as grants to the participating local education agencies. This position is grant-funded through 2026.

REPORTS TO: School system designated SPDG Coordinator.

EDUCATION, CERTIFICATION, AND EXPERIENCE:

At the time of assignment, the Coach must have:

- A minimum of an Advanced Professional Certificate
- Five (5) years of successful teaching experience
- Two (2) years of successful coaching, mentoring, and/or professional learning development.

KNOWLEDGE, ABILITIES, AND SKILLS:

The Coach selected to participate in the SPDG work will have the following prior to assignment:

1. Demonstrated skill planning and implementing universal instruction utilizing evidence-based practices and research-based strategies which are culturally responsive.
2. Demonstrated skill planning and implementing inclusive and equitable learning environments utilizing behavioral and social-emotional frameworks and evidence-based

instructional practices.

3. Experience in teaching elementary mathematics and/or specially designed instruction.
4. Demonstrated ability to:
    a. work effectively with adults in a professional learning environment.
    b. effectively participate and/or lead collaborative planning with educators.
    c. collect and analyze student achievement data for instructional decision making.
5. Demonstrated ability in written and oral communication.

Upon receiving instruction and support to implement the SPDG coaching model and the use of instructional rubrics, the Coach will demonstrate:

1. An understanding of the Mathematics, Specially Designed Instruction, and Social-Emotional Learning rubrics (Practice Profiles)
2. The ability to cite evidence of the components within classroom instruction.
3. Demonstrated ability to provide job-embedded professional learning and support.

ESSENTIAL JOB FUNCTIONS, RESPONSIBILITIES, AND DUTIES:

1. Attends school leadership meetings, SPDG coaching meetings, and SPDG sponsored professional learning.
2. Cultivates relational trust, caring, mutual respect, and honesty with the identified teachers to build ownership, solve problems, and foster teacher agency, resilience, and commitment to the success of each student.
3. Follows the SPDG Coaching Cycle with fidelity.
4. Gathers implementation fidelity data and documents it for project evaluation purposes.
5. Maintains confidentiality of observations and documentation with input only for External Evaluators.
6. Conducts and supports professional learning opportunities aligned with SPDG.
7. Promotes, designs, and facilitates teacher professional learning that is aligned with professional teaching standards, school and district instructional goals, to promote the development of optimal learning environments and rigorous content learning for each student.
8. Deepens and maintains own knowledge of rigorous elementary mathematics content standards, specially designed instruction, and social-emotional learning.
9. Uses coaching and team collaboration time effectively to advance instruction and the learning of each student.
10. Facilitates reflective conversations to identify areas for improved implementation.
11. Engages school leaders and instructional leadership teams in productive partnerships to advance teacher effectiveness.
12. Builds teacher capacity to implement evidence-based core and specially designed mathematics instruction.
13. Builds teacher capacity to establish and maintain an inclusive classroom environment that fosters self-regulation and learner agency.
14. Spends sufficient time in the school to ensure timely coaching cycles (weekly)

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15. Works flexible hours as necessary to engage teachers in coaching conversations and learning.

OTHER DUTIES:

Participates in the SPDG coaching bi-weekly meetings, coaching professional learning, and support to collaborates with the MSDE core SPDG team and coaches within the district and in other districts. The Coach is not a teacher and not assigned as a school-based employee and is not expected to engage in regular school activities (e.g., extra duties, staff meetings, class coverage, etc.)

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APPENDIX C

Maryland Accelerates!

PROFESSIONAL LEARNING OBSERVATION

HIGH QUALITY PROFESSIONAL DEVELOPMENT (VERSION 3.2)

State Personnel Development Grant

INDICATORS	Observed? 0 = No 1 = Somewhat 2 = Yes NA	EVIDENCE
Preparing for Learning		
1. Prior to the professional development, provides learning objectives addressing the critical concepts.	2	• Practice tagging videos using Debriefscape • Collaboratively discuss coaching status • Practice using facilitative and directive stances *(time permitting)*
2. Prepares participants to engage in the content by designing activities in advance.	2	Tomorrow morning, we have our PL session at 9:00. Two people from Debriefscape will be on the call to support us while we experiment with the directions for uploading and tagging film. Please download and save the video clip to your device before the beginning of our meeting. Just to keep you one step ahead, below are the three major things we need to tag: • HERE are directions for uploading videos into the Dashborard. • Attached is a one-minute clip (FYI, there is no audio) just for practicing logistics – this has video has nothing to do with EBPs. • HERE is where we begin a session.
3. Follows an agenda that outlines the flow of the content and includes beginning times, ending times, and key breaks.	2	See above
4. Establishes credibility by communicating content expertise and/or experience.	2	Established already – this is part of ongoing PL

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INDICATORS	Observed? 0 = No 1 = Somewhat 2 = Yes NA	EVIDENCE
Contextualizing the Content		
5. Illustrates alignment between the content and participants' standards, goals, or priorities	2	See slide 2 and 3/too much time-almost 15 mins
6. Summarizes the evidence base for learning goals, including references and links.	2	Links for Debriefscape provided in agenda as well as google docs instructions
7. Emphasizes the impact of the practice/content on improved outcomes (student mathematics proficiency, social-emotional competency, coaching).	2	Discussed in slide 2 as needed (tagging and video recording)
8. Provides model examples of the content in practice, connected to Maryland district and school context and/or the content with teachers.	2	Debriefscape presenters demo and feedback
Engaging in Learning		
9. Builds on or relates to participants' prior learning.	2	Content previously shared in introductory manner
10. Engages participants in higher order thinking to learn each critical concept or objective.	2	Asks questions to solicit input and thoughtful application
11. Prompts each participant to connect content to their context.	2	Asks participants to reflect on application of content to their reality
12. Facilitates opportunities for participants to collaborate related to the critical concepts	2	Encourages participant input, collaboration
13. Facilitates opportunities for each participant to practice applying concepts.	2	Application/practice opportunity with Debriefscape
Reflecting on Learning		
14. Provides constructive feedback within practice opportunities	2	Supported Kendra in application

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INDICATORS	Observed? 0 = No 1 = Somewhat 2 = Yes NA	EVIDENCE
to promote the acquisition of skills.		
15. Engages each participant in self-assessment of knowledge/skill acquisition with corrective feedback.	2	Solicited input with questions – very accepting of assessment of possibilities – no judgement
16. Facilitates opportunities for participants to reflect on their current practices and the influence of new learning on their future practice.	2	Same as above
17. Establishes a process for continued reflection on implementation and impact	2	Pause and reflect slide 6 – excellent! Requested a video to practice together
Transferring Learning to Practice		
18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice.	NA	These are ongoing
19. Ensures that participants leave with selected practices to develop and apply their learning.	NA	These are ongoing
20. Provides resources and technical assistance for continued learning.	NA	These are ongoing
21. Plans for ongoing two-way communication (coaching) to improve the implementation fidelity of critical concepts.	2	Uses input from coaches to plan next learning session Shared notes and items to discuss in the future

Additional Notes:

This observation tool is based entirely on content from:
Gaumer Erickson, A. S., Noonan, P. M., Ault, M., Monroe, K., & Brussow, J. (2023). *Observation Checklist for High-Quality Professional Development* (Version 3.2). Center for Research on Learning, University of Kansas. https://www.researchcollaboration.org/wp-content/uploads/HQPD-Checklist.pdf

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APPENDIX D

Work Plan

Educator:	Click or tap here to enter text.
School:	Click or tap here to enter text.
Date:	Click or tap to enter a date.
Additional Adult(s):	Click or tap here to enter text.
Coach:	Click or tap here to enter text.
Class Location:	Click or tap here to enter text.
Time:	Click or tap here to enter text.
Adult(s) Role:	Click or tap here to enter text.

SCHOOL IMPROVEMENT PLAN AND SPDG GOALS ALIGNMENT

Review and discuss the alignment between the SPDG Goal and the School Improvement Plan (SIP).

Aligned SIP Goal(s):	SPDG Goal
Click or tap here to enter text.	Increased mathematics performance, narrow the gap for learners with disabilities, and increased social-emotional competence.

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SELECTING TARGETED PRACTICES

Review the Targeted Practices Selection document.

Identify and discuss with your coach.

1. An evidence-based practice for each area and the targeted practice for the selected evidence-based practice.
2. Proficiency ratings for each targeted practice.

Complete the Work Plan.

MY WORK PLAN

Core Mathematics	Targeted Practice	Self-Assessment	Coach's Rating
Fact Fluency	Choose a Targeted Practice. *If more than one (1) selection:* Choose a Targeted Practice.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.
Explicit Systematic Instruction	Choose a Targeted Practice. *If more than one (1) selection:* Choose a Targeted Practice.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.
Representation	Choose a Targeted Practice. *If more than one (1) selection:* Choose a Targeted Practice.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.

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Specially Designed Instruction	Targeted Practice	Self-Assessment	Coach's Rating
Self-Regulation Support for Learning and Behavior	Choose a Targeted Practice. *If more than one (1) selection:* Choose a Targeted Practice.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.
Manipulative-Based Instructional Sequences	Choose a Targeted Practice. *If more than one (1) selection:* Choose a Targeted Practice.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.

Social-Emotional Learning	Targeted Practice	Self-Assessment	Coach's Rating
Identify and Agency	Choose a Targeted Practice. *If more than one (1) selection:* Choose a Targeted Practice.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.
Cognitive Regulation	Choose a Targeted Practice. *If more than one (1) selection:* Choose a Targeted Practice.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.	Choose a Proficiency. *If more than one (1) selection:* Choose a Proficiency.

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COACHING CYCLE 1

Prepare for the first coaching cycle.

Which targeted practice(s) will be coached?

Click or tap here to enter text.

How will you know that all students and students with disabilities have demonstrated growth? (i.e., classroom-based assessment, county assessments, unit assessments, etc.)

Click or tap here to enter text.

When will the observation occur?

Date	Click or tap to enter a date.
Start Time	Click or tap here to enter text.
Additional Adult(s)	Click or tap here to enter text.
End Time	Click or tap here to enter text.
Duration	Click or tap here to enter text.
Adult(s) Role	Click or tap here to enter text.

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When will the coaching conversation occur?

Date	Click or tap to enter a date.
Start Time	Click or tap here to enter text.
Additional Adult(s)	Click or tap here to enter text.
End Time	Click or tap here to enter text.
Duration	Click or tap here to enter text.
Adult(s) Role	Click or tap here to enter text.

COACHING SUPPORT INFORMATION

Provide details related to coaching support.

Best days for observations	Click or tap here to enter text.
Best days/times for coaching conversation	Click or tap here to enter text.
Best methods of communication	Click or tap here to enter text.
Ways I like to learn	Click or tap here to enter text.

Additional Information:

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APPENDIX E

Maryland Accelerates!
State Personnel Development Grant

Coaching Feedback Survey Spring 2025

Rating:
0 = No
1 = Sometimes
2 = Yes

Method:
After two coaching cycles (observe → reflective coaching conversation → grow opportunity), the coach will send out the anonymous survey to the teacher, with a request to complete the survey within 2 workdays, with a copy to the SPDG Coach Facilitators (Brittni and Cliff).

On the last workday of each month, the Coach Facilitators will download the coaching data and clear the form for the next month.

Other than the school district, there will be no identifying information regarding the teacher or specific coach.

Process

Communication	
	1. I receive a message (text, email, etc.) from my coach at least 1 – 2 days prior to an observation or meeting.
	2. I receive a note, email, or text thanking me after each visit by my coach.
Timeliness	
	3. My coaching conversations are scheduled with my coach within 2 working days after my observation.
	4. My coach adheres to the start and end times for my scheduled observations, conversations, and learning opportunities.
Availability	
	5. My coach responds to my text, call, email, or questions within two business days.
	6. My coach is flexible to meet with me at the times when it is most convenient for me.

Stances

Trust	
	7. My coach continually maintains a safe relationship that makes me feel comfortable and that our conversations are confidential.

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Lenses		
		8. My coach facilitates my critical thinking through a variety of perspectives when analyzing my implementation of the targeted evidence-based practice and determining next steps for growing my skill.
Listening		
		9. My coach listens without judgement and with intention to create space for me to express myself and reflect on my implementation.
Questioning		
		10. My coach asks questions for clarification and to prompt me to be thoughtful about my implementation.
Stances		
		11. As I am learning, my coach demonstrates patience and shows compassion for what I am experiencing.
Learning		
		12. My coach effectively supports me to implement the targeted practices from the Maryland SPDG Practice Profiles by providing resources, reflecting on lesson plans/materials, modelling, co-implementing, and/or use of video analysis.

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APPENDIX F

Coaching Cycle Form

OBSERVATION

Educator:	Click or tap here to enter text.
School:	Click or tap here to enter text.
Date:	Click or tap to enter a date.
Additional Adult(s):	Click or tap here to enter text.
Coach:	Click or tap here to enter text.
Class Location:	Click or tap here to enter text.
Time:	Click or tap here to enter text.
Adult(s) Role:	Click or tap here to enter text.

Class Demographics

[i.e., number of learners, number of learners with disabilities, students who are multilingual, etc.]

Click or tap here to enter text.

Learning Activities

[i.e., whole group instruction, flexible grouping, paired partner thinking or working, etc.]

Click or tap here to enter text.

Classroom Environment

[i.e., summary of culture, climate, and function of the classroom]

Click or tap here to enter text.

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Observation Log

Time	Observation	Tags/Exemplar EBP/Area to build
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Add additional cells, as needed.

CONVERSATION

Date: Click or tap to enter a date.

Targeted Practice(s) and Rating(s)

Core Mathematics	
Choose a Targeted Fact Fluency Practice, if applicable.	Choose a Proficiency.
Choose a Targeted Explicit/Systematic Practice, if applicable.	Choose a Proficiency.
Choose a Targeted Representation Practice, if applicable.	Choose a Proficiency.

Specially Designed Instruction

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Choose a Targeted Self-Regulation Practice, if applicable.	Choose a Proficiency.
Choose a Manipulative-Based Targeted Practice, if applicable.	Choose a Proficiency.

Social-Emotional Learning	
Choose a Targeted Identity and Agency Practice, if applicable.	Choose a Proficiency.
Choose a Targeted Cognitive Regulation Practice, if applicable.	Choose a Proficiency.

Percentage of growth for all students

	All Students	Students with Disabilities
Total Number of Students	Click or tap here to enter text.	Click or tap here to enter text.
Number of Students who Demonstrated Growth	Click or tap here to enter text.	Click or tap here to enter text.
Percent	Click or tap here to enter text.	Click or tap here to enter text.

Summary of strengths and growth opportunities based on observation:

Summary of Strengths
Click or tap here to enter text.

Growth Opportunities
Click or tap here to enter text.

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LEARNING (GROW) ACTIVITIES

Re-Teach: provide direct instruction and/or resources to support teacher knowledge and skill development

Plan: reflect on lesson plans to prepare materials and instruction of EBPs

Model: demonstrate implementation of EBPs

Co-Implement: co-plan and co-implement EBPs

Video: videotape, analyze and reflect on implementation of EPBs

Growth Activity	Timeline	To Do – Teacher	To Do – Coach
Choose a Growth Activity.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose a Growth Activity.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose a Growth Activity.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Process the Coaching Cycle

What worked about the coaching cycle?	What can be improved with the coaching cycle?
Click or tap here to enter text.	Click or tap here to enter text.

SPDG Coaching Look-fors

The following look-fors are aligned to the SPDG coaching practices and tools associated with the Work Plan and Coaching Cycles coaches implement. Items are documented as observed or not observed along with evidence of the behavior and/or product observed. Observation data are used to provide feedback and inform support to build capacity with implementation and not evaluative.

Information

Observer:	Click or tap here to enter text.
Date:	Click or tap here to enter text.
District:	Click or tap to enter a date.
School:	Click or tap here to enter text.
Coach:	Click or tap here to enter text.
Teacher:	Click or tap here to enter text.

Description of coaching session:

Directions:

Observed: Put an "x" in the box next to the item to indicate that the behavior was observed. In the text box below the item, provide evidence by describing the behaviors or product observed.

Not Observed: Leave the box next to the item blank if the behavior was not observed.

Not Applicable: For the items that are not applicable based on the coaching session observed, leave the box next to the item blank and in the text box below the item, record "N/A" in the text box of that item.

Initial Planning

☐ Agenda is present and used to support facilitation of initial planning.

Behavior and/or Product Observed:

☐ A thorough overview of coaching which includes the stages of the coaching cycle and agreements is discussed utilizing the Coaching Overview document.

Behavior and/or Product Observed:

☐ The Work Plan is available and used to facilitate the conversation.

Behavior and/or Product Observed:

☐ Targeted practices are collaboratively selected and documented in the Work Plan utilizing the teacher's self-assessment of the targeted practices and Targeted Practices Selection and Reflection document.

Behavior and/or Product Observed:

☐ The Work Plan is uploaded in SharePoint.

Behavior and/or Product Observed:

The organization and formatting of this document are adapted from:

State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) and The National Implementation Research Network (NIRN), 2015. *General Coaching Look Fors.* Chapel Hill, NC: Authors

☐ The Coaching Cycle is prepared by identifying the targeted practice to be coached based on the Work Plan, determining how the teacher will know students are demonstrating growth, and planning the logistics for the observation and coaching conversation.

Behavior and/or Product Observed:

Coaching Cycle

☐ Observation log includes a running record of labeled actions and verbatim quotes with timestamps of what was observed.

Behavior and/or Product Observed:

☐ Tags/Exemplar EBPs/Areas to Build are phrased using strength-based language and aligned to evidence in the observation log.

Behavior and/or Product Observed:

☐ The coaching conversation begins with deliberately reviewing the targeted practice.

Behavior and/or Product Observed:

The organization and formatting of this document are adapted from:

State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) and The National Implementation Research Network (NIRN), 2015. *General Coaching Look Fors.* Chapel Hill, NC: Authors

☐ Student growth data is reviewed, and the discussion is grounded in progress of all students and specifically students with disabilities as it aligns to the targeted practice.

Behavior and/or Product Observed:

☐ Through a collaborative discussion, the teacher identifies strengths and opportunities for growth based on the evidence in the observation log.

Behavior and/or Product Observed:

☐ The coach uses and shares the criteria of the targeted practice from the Practice Profile to determine proficiency.

Behavior and/or Product Observed:

Proficient

☐ Proficient: The coach shares and uses the Work Plan to document the date of proficiency for the targeted practice and facilitates a discussion to select the next targeted practice(s) based on the targeted practices listed in the Work Plan.

Behavior and/or Product Observed:

☐ Proficient: The Coaching Cycle is prepared by identifying the targeted practice to be coached based on the Work Plan, determining how the teacher will know

The organization and formatting of this document are adapted from:

State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) and The National Implementation Research Network (NIRN), 2015. *General Coaching Look Fors.* Chapel Hill, NC: Authors

students are demonstrating growth, and planning the logistics for the observation and coaching conversation.

Behavior and/or Product Observed:

Not Yet Proficient

☐ Not Yet Proficient: Connections between the teacher's strengths and opportunities for growth are used to select learning activities prepared by the coach.

Behavior and/or Product Observed:

☐ Not Yet Proficient: Learning activities support the teacher to implement the targeted practice and engage the teacher in learning.

Behavior and/or Product Observed:

☐ Not Yet Proficient: Another Coaching Cycle is prepared for the same targeted practice, determining how the teacher will know students are demonstrating growth, and planning the logistics for the observation and coaching conversation.

Behavior and/or Product Observed:

Documentation

☐ The Coaching Cycle Form is updated and uploaded in SharePoint.

Behavior and/or Product Observed:

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Framework Principles

☐ Listening was used to create space for the teacher to process and express themself using intentional silence and wait time as well as providing non-verbal signals.

Behavior and/or Product Observed:

☐ Questioning was grounded in learning about the teacher, clarifying understanding, assisting the teacher with uncovering thinking, and establishing and sustaining trust.

Behavior and/or Product Observed:

☐ The coaching approach between directive and facilitative stances, including the questions asked, reflected patience, compassion for the teacher's learning and grapple with change, and the conditions of the conversation.

Behavior and/or Product Observed:

☐ The coach facilitated critical thinking through a variety of perspectives based on the six lenses when analyzing evidence and making decisions.

Behavior and/or Product Observed:

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STATE SPDG Year 4 (FY 2024 APR) Worksheet: SPDG Evidence-based Professional Development Components

State Personnel Development Grant #H323A210010

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

APPENDIX G SPDG COACHING LOOK FORS

SPDG Coaching Look-fors

The following look-fors are aligned to the SPDG coaching practices and tools associated with the Work Plan and Coaching Cycles coaches implement. Items are documented as observed or not observed along with evidence of the behavior and/or product observed. Observation data are used to provide feedback and inform support to build capacity with implementation and not evaluative.

Information

Observer:	Click or tap here to enter text.
Date:	Click or tap here to enter text.
District:	Click or tap to enter a date.
School:	Click or tap here to enter text.
Coach:	Click or tap here to enter text.
Teacher:	Click or tap here to enter text.

Description of coaching session:

Directions:

Observed: Put an "x" in the box next to the item to indicate that the behavior was observed. In the text box below the item, provide evidence by describing the behaviors or product observed.

Not Observed: Leave the box next to the item blank if the behavior was not observed.

Not Applicable: For the items that are not applicable based on the coaching session observed, leave the box next to the item blank and in the text box below the item, record "N/A" in the text box of that item.

Initial Planning

☐ Agenda is present and used to support facilitation of initial planning.

Behavior and/or Product Observed:

☐ A thorough overview of coaching which includes the stages of the coaching cycle and agreements is discussed utilizing the Coaching Overview document.

Behavior and/or Product Observed:

☐ The Work Plan is available and used to facilitate the conversation.

Behavior and/or Product Observed:

☐ Targeted practices are collaboratively selected and documented in the Work Plan utilizing the teacher's self-assessment of the targeted practices and Targeted Practices Selection and Reflection document.

Behavior and/or Product Observed:

☐ The Work Plan is uploaded in SharePoint.

Behavior and/or Product Observed:

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☐ The Coaching Cycle is prepared by identifying the targeted practice to be coached based on the Work Plan, determining how the teacher will know students are demonstrating growth, and planning the logistics for the observation and coaching conversation.

Behavior and/or Product Observed:

Coaching Cycle

☐ Observation log includes a running record of labeled actions and verbatim quotes with timestamps of what was observed.

Behavior and/or Product Observed:

☐ Tags/Exemplar EBPs/Areas to Build are phrased using strength-based language and aligned to evidence in the observation log.

Behavior and/or Product Observed:

☐ The coaching conversation begins with deliberately reviewing the targeted practice.

Behavior and/or Product Observed:

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☐ Student growth data is reviewed, and the discussion is grounded in progress of all students and specifically students with disabilities as it aligns to the targeted practice.

Behavior and/or Product Observed:

☐ Through a collaborative discussion, the teacher identifies strengths and opportunities for growth based on the evidence in the observation log.

Behavior and/or Product Observed:

☐ The coach uses and shares the criteria of the targeted practice from the Practice Profile to determine proficiency.

Behavior and/or Product Observed:

Proficient

☐ Proficient: The coach shares and uses the Work Plan to document the date of proficiency for the targeted practice and facilitates a discussion to select the next targeted practice(s) based on the targeted practices listed in the Work Plan.

Behavior and/or Product Observed:

☐ Proficient: The Coaching Cycle is prepared by identifying the targeted practice to be coached based on the Work Plan, determining how the teacher will know

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students are demonstrating growth, and planning the logistics for the observation and coaching conversation.

Behavior and/or Product Observed:

Not Yet Proficient

☐ Not Yet Proficient: Connections between the teacher's strengths and opportunities for growth are used to select learning activities prepared by the coach.

Behavior and/or Product Observed:

☐ Not Yet Proficient: Learning activities support the teacher to implement the targeted practice and engage the teacher in learning.

Behavior and/or Product Observed:

☐ Not Yet Proficient: Another Coaching Cycle is prepared for the same targeted practice, determining how the teacher will know students are demonstrating growth, and planning the logistics for the observation and coaching conversation.

Behavior and/or Product Observed:

Documentation

☐ The Coaching Cycle Form is updated and uploaded in SharePoint.

Behavior and/or Product Observed:

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☐ Listening was used to create space for the teacher to process and express themself using intentional silence and wait time as well as providing non-verbal signals.

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☐ Questioning was grounded in learning about the teacher, clarifying understanding, assisting the teacher with uncovering thinking, and establishing and sustaining trust.

Behavior and/or Product Observed:

☐ The coaching approach between directive and facilitative stances, including the questions asked, reflected patience, compassion for the teacher's learning and grapple with change, and the conditions of the conversation.

Behavior and/or Product Observed:

☐ The coach facilitated critical thinking through a variety of perspectives based on the six lenses when analyzing evidence and making decisions.

Behavior and/or Product Observed:

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Targeted Practice Reflection

APPENDIX H

Based on the district identified evidence-based practices (EBP), the teacher selects one targeted practice for each area. The teacher rates whether they are Proficient, Developing, or Learning. Based on observations the coach identifies their rating for Proficient, Developing, or Learning. During conversation, the coach and teacher describe observable behaviors that demonstrate the skill, coming to consensus. For Proficient practices (P3), they will identify the date the proficiency target was met.

Proficiency Ratings			
Proficient	**P3 =** Demonstrates the PROFICIENT criteria	**P2 =** Demonstrates some proficiency (specify)	**P1 =** Focused on becoming proficient
Developing	**D3 =** Demonstrates the DEVELOPING criteria	**D2 =** Demonstrates some proficiency (specify)	**D1 =** Describes when and how the practice will occur
Learning	**L3 =** Determines necessary changes to current practice	**L2 =** Accurately describes the practice	**L1 =** Starting to learn this practice

CORE MATHEMATICS INSTRUCTION

Explicit (Systematic) Instruction

Providing explicit instruction during instruction to develop student understanding of mathematical ideas. The term systematic indicates that: (a) instructional elements intentionally build students' knowledge over time toward an identified learning outcome, (b) materials are designed to develop topics in an incremental and intentional way, and (c) instruction provided supports student learning.

Resources:

Teaching Math with Examples (Pershan)
Better Learning through Structured Teaching (Fisher & Frey)

A. **Proficient:** Clearly explains objectives from state standards for all students; supports individual students with IEPs to understand their mathematics-related IEP goals (e.g., math, self-regulation, etc.) and makes connections to prior learning.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Posts objectives and reviews with students at the beginning of a lesson.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Posts standards.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

B. **Proficient:** Models a variety of strategies with clear explanations and planned examples.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Knows modeling is important but not sure if, when, or how to model, and for what concepts, strategies, and procedures.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Models with limited or inflexible examples of mathematics strategies.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

C. **Proficient:** Provides appropriate visual and verbal supports (e.g., phrases, gestures, pictures/diagrams).

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Inconsistently or inappropriately uses visual and verbal supports, or for some students and not others.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Acquiring knowledge about how and when to use visual and verbal supports.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

D. **Proficient:** Provides multiple opportunities for students to practice alone or with peers and receive mastery-oriented feedback, with consistent and deliberate instruction or supports to build student independence.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Provides practice opportunities to support increasing student independence, either alone or with peers.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Expects students to independently practice a skill without prior direct and explicit explanations and opportunities for practice with feedback, either alone or with peers.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

E. **Proficient:** Consistently embedded a variety of opportunities for ALL students to respond.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Primarily solicits single-student responses to questions (i.e., calling on individuals).

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Provides limited opportunities for student response.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

F. **Proficient:** Provides multiple opportunities for students to receive immediate and specific feedback.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Provides generic feedback.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Provides limited, untimely, or no feedback to students for their performance.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

G. **Proficient:** Instructional pace is responsive to student performance and learning.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Pace may be slow or fast, but inconsistently responsive to student performance and learning.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Instructional pace varies and is unrelated to student performance.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

H. **Proficient:** Reviews, integrates, and connects previously learned concepts, strategies, and procedures with instruction on new concepts, strategies, and procedures to promote maintenance and discrimination (e.g., through routines, independent practice, centers).

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Periodically reviews previously learned concepts strategies, and procedures.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Instructional time focuses on currently targeted concepts, strategies, and procedures.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

I. **Proficient:** Consistently uses accessible numbers when introducing new concepts, strategies, and procedures to reduce cognitive load.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Sporadically uses accessible numbers when introducing new concepts and skills to reduce cognitive load or does so for some students but not others.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Numbers used in tasks are not differentiated.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

Representation

Concrete and semi-concrete representations are part of core instructional programs. Students who struggle to learn mathematics need additional, focused instruction using representations to model mathematical ideas. Teachers choose representations carefully and connect them explicitly to abstract representations (mathematical notation) so that students can conceptualize the connection between the representations and the mathematics.

A. **Proficient:** Intentionally and consistently uses a well-chosen set of concrete and semi-concrete representations that are aligned with the mathematical concept, strategy, or procedure.
   - ❒ **P3 =** Demonstrates the PROFICIENT criteria
   - ❒ **P2 =** Demonstrates some proficiency (specify)
   - ❒ **P1 =** Focused on becoming proficient

   Developing: Uses a limited set of representations and/or the form of representations are not aligned with the mathematical concept, strategy, or procedure.
   - ❒ **D3 =** Demonstrates the DEVELOPING criteria
   - ❒ **D2 =** Demonstrates some proficiency (specify)
   - ❒ **D1 =** Describes when and how the practice will occur

   Learning: Acquiring knowledge of how to select and use representations to model mathematical ideas.
   - ❒ **L3 =** Determines necessary changes to current practice
   - ❒ **L2 =** Accurately describes the practice
   - ❒ **L1 =** Starting to learn this practice

B. **Proficient:** Uses and connects concrete and pictorial (i.e., semi-concrete) forms of representations to support explanations of abstract concepts, strategies, and procedures.
   - ❒ **P3 =** Demonstrates the PROFICIENT criteria
   - ❒ **P2 =** Demonstrates some proficiency (specify)
   - ❒ **P1 =** Focused on becoming proficient

   Developing: Inconsistently connects concrete and pictorial (i.e., semi-concrete) representations, to abstract concepts, strategies, and procedures.
   - ❒ **L3 =** Determines necessary changes to current practice

- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

Learning: Acquiring knowledge and skills needed to teach students how to use a variety of concrete and pictorial (i.e., semi-concrete) representations to model mathematical ideas and connect them to abstract concepts, strategies, and procedures.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

C. **Proficient:** Intentionally teaches students to select and appropriately use a variety of representations.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Sporadically or reactively teaches students to select and use representations, or only with a limited range of representations.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Students have access to a limited variety of representations but do not receive instruction on how to use them.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

D. **Proficient:** Provides ample and meaningful opportunities and mastery-oriented feedback for students to use a variety of representations to explain their thinking.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Provides limited opportunities and feedback for students to use representations to explain their thinking.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria

- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Students do not have opportunities to use representations to explain their thinking.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

Fluency

Automatic retrieval of math facts is a critical component of mathematics proficiency as it gives more mental energy to understand and execute complex mathematical tasks and procedures. Students need to be able to apply knowledge of all operations (addition, subtraction, multiplication, and division) accurately and efficiently. They also need automaticity in subtasks important for solving, such as recalling equivalencies and estimating place value. This is not easy for students who experience difficulties in mathematics. Without automatic retrieval, students will struggle to follow their teachers' explanations of and demonstrate proficiency.

A. **Proficient:** Selects instructional targets for fluency-building that students have been working on over many lessons.
   - ❒ **P3 =** Demonstrates the PROFICIENT criteria
   - ❒ **P2 =** Demonstrates some proficiency (specify)
   - ❒ **P1 =** Focused on becoming proficient

   Developing: Instructional targets selected for fluency-building are not consistently those which students have already been working on over many lessons.
   - ❒ **D3 =** Demonstrates the DEVELOPING criteria
   - ❒ **D2 =** Demonstrates some proficiency (specify)
   - ❒ **D1 =** Describes when and how the practice will occur

   Learning: Students do not have consistent opportunities for fluency-building.
   - ❒ **L3 =** Determines necessary changes to current practice
   - ❒ **L2 =** Accurately describes the practice
   - ❒ **L1 =** Starting to learn this practice

B. **Proficient:** Systematically teaches and provides multiple opportunities for students to use a variety of efficient strategies for building fact fluency (e.g., counting on, doubles, skip counting) with mastery-oriented feedback.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Provides limited or sporadic instruction on and opportunities to practice strategies for building fact fluency or uses a limited variety of strategies.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Acquiring knowledge of how and when to provide instruction and practice opportunities on a variety of strategies for building fact fluency.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

C. **Proficient:** Regularly incorporates a variety of activities and materials, including timed activities and games, for students to engage with individually and with peers.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Uses a limited variety of activities, formats (i.e., alone or with peers) and materials for building fact fluency.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Acquiring knowledge of activities, instructional formats, and materials to build fact fluency.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

D. **Proficient:** Adjusts and individualizes instructional strategies based on student performance.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Infrequently adjusts instructional strategies based on student performance or does so for some students and not others.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Recognizes the need for individualization.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

E. **Proficient:** Consistently provides feedback and error correction and soon after fact fluency building practice as possible.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Inconsistently provides feedback and error correction when students practice building fact fluency.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Tells students to practice math facts but does not provide feedback.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

F. **Proficient:** Encourages and motivates students by teaching and providing consistent opportunities for self-monitoring and self-graphing.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Monitors and informs students of progress.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Acquiring knowledge of how to motivate and encourage students to build fact fluency.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

SPECIALLY DESIGNED MATHEMATICS INSTRUCTION FOR LEARNERS WITH DISABILITIES

Self-Regulation Support for Learning and Behavior

Teachers customize task requirements, and provide instruction in goal setting, self-evaluation, and self-graphing performance and progress. These result in opportunities to:

- Create agency/confidence
- Regulate emotions
- Recognize/regulate strategies toward a goal
- Engage with adults and peers as a learner and class community member
- Support peers as learners

A. **Proficient:** Consistently provides deliberate instruction on a range of self-regulation strategies.
   - ❒ **P3 =** Demonstrates the PROFICIENT criteria
   - ❒ **P2 =** Demonstrates some proficiency (specify)
   - ❒ **P1 =** Focused on becoming proficient

   Developing: Sporadically provides instruction on self-regulation strategies, or on a limited range of strategies.
   - ❒ **D3 =** Demonstrates the DEVELOPING criteria
   - ❒ **D2 =** Demonstrates some proficiency (specify)
   - ❒ **D1 =** Describes when and how the practice will occur

   Learning: Acquiring knowledge of self-regulation strategies.
   - ❒ **L3 =** Determines necessary changes to current practice
   - ❒ **L2 =** Accurately describes the practice
   - ❒ **L1 =** Starting to learn this practice

B. **Proficient:** Consistently provides opportunities to apply a range of self-regulation strategies within mathematics tasks.
   - ❒ **P3 =** Demonstrates the PROFICIENT criteria
   - ❒ **P2 =** Demonstrates some proficiency (specify)
   - ❒ **P1 =** Focused on becoming proficient

Developing: Sporadically provides opportunities to apply self-regulation strategies within mathematics tasks.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Acquiring skill in identifying ways to embed opportunities to apply self-regulation strategies within mathematics tasks.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

C. **Proficient:** Consistently models use of a range of self-regulation strategies within mathematics tasks.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Sporadically models use of self-regulation strategies within mathematics tasks.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Acquiring skill of modeling self-regulation strategies.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

D. **Proficient:** Explicitly teaches instructional routines within mathematics instruction and provides necessary supportive resources (e.g., first-then list, lesson sequence, visual directions, self-monitoring.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Classroom routines and structures are semipredictable.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria

- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Identifies opportunities to create or enhance classroom routines and structures.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

E. **Proficient:** Consistently provides predictable routines and structure within the classroom and across the day that meets student's needs (e.g., visual schedule, daily preview).

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Classroom routines are the same for every student and not specially designed for learners with disabilities.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Acquiring knowledge of how to identify students who need individualization to participate in routines.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

Manipulative-based Instructional Sequences

This includes both concrete and virtual manipulative instructional sequences and are evidence-based interventions for students with disabilities. They are often referred to as concrete-representational-abstract or concrete-semi concrete-abstract. It is a framework in which the concrete (movable), representational (pictorial) and abstract (mathematic notation) forms of math concepts, strategies, and procedures are explicitly taught to facilitate deep understanding. While phases may differ based on student and concept (e.g., CRA, CA, VR), the critical commonality is progression through phases based on student data.

A. **Proficient:** Intentionally matches a manipulative-based instructional sequence to the math task and student need.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Provides the same manipulative-based instructional sequence to all students and in all math tasks.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Acquiring knowledge of how to select and use manipulative-based instructional sequences based on math task and student need.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

B. **Proficient:** Explicitly teaches and provides opportunities for students to use 3D movable manipulatives (concrete or virtual) to model new concepts, strategies, and procedures.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Describes generally how to use 3D movable manipulatives (concrete or virtual) to model concepts, strategies, and skills.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Provides limited opportunities for modeling concepts, strategies, and procedures with 3D representations.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

C. **Proficient:** Explicitly teaches and provides opportunities for students to use 2D pictures, drawings, or diagrams to model concepts, strategies, and procedures previously taught using 3D representations.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Describes generally how to use 2D pictures, drawings, or diagrams to model concepts, strategies, and procedures, but may not connect with previously learned 3D representations.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Provides limited opportunities for modeling concepts, strategies, and procedures with 2D representations, or does not link these to previously taught 3D representations.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

D. **Proficient:** Explicitly teaches and provides opportunities for students to use abstract methods (numbers and symbols) for concepts, strategies, and procedures that were previously modeled with 3D and 2D representations.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Describes generally and provides limited opportunities for students to use abstract methods (numbers and symbols) for concepts, strategies, and procedures, but may not connect with previously learned 2D and 3D representations.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Provides limited instruction and opportunities for students to use abstract methods for concepts, strategies, and procedures, or does not link these to previously taught 3D and 2D representations.

- ❒ **L3 =** Determines necessary changes to current practice

- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

E. **Proficient:** Uses student data to make individualized instructional decisions about progression through the instructional sequence that is based on established performance criteria.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Understands how to set and monitor progress toward performance criteria but instructional decisions about progression through the instructional sequence are not individualized or based on student data.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Acquiring knowledge of how to set and monitor progress toward performance criteria for student progression through manipulative-based instructional sequences.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

Peer Assisted Instruction

Teachers use peers to provide models, prompts, and authentic feedback (Mahoney, 2019). Example strategies include:

- Reciprocal teaching/learning.
- Tutor/Tutee
- Mixed ability and flexible grouping
- Mixed ability learning pairs

Resources:

- PALS math (Fuchs)
- PALS math (EBI network)
- LD online

A. **Proficient:** Intentionally places students in pairs or flexible groups for peer assisted instruction based on student and task requirements.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Uses paired or small student group for peer assisted instruction but groups are not flexible based on interests, learning, or task requirements.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Uses paired or small student groups inconsistently but not for collaborative work.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

B. **Proficient:** Students are provided with instruction on the roles they play within the group (e.g., tutor and tutee, coach and player, facilitator, notetaker.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Students are provided limited to no instruction on the roles they play within the group (e.g., tutor and tutee, coach and player).

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Acquiring knowledge of roles students can play within a group to assist with instruction.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

C. **Proficient:** All students in a cooperative group or peer partnership are engaged in a structured/focused math task with a clearly defined outcome.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Engaged in a math task and/or the task lacks structure or a with a clearly defined outcome.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: When placed in pairs or groups, only one or some students are actively engaged in a math task.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

D. **Proficient:** Provides operational definitions of peer/collaboration expectations with operational definitions of the target behaviors and/or skills.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Provides general descriptions of the target behaviors for paired or peer assisted work and/or skills.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Target behaviors are named but not described.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

E. **Proficient:** Provides opportunities for peers to role play with feedback from teacher.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Provides a demonstration but peers do not engage in role play or provide feedback.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Provides verbal directions but does not provide models, prompts, or feedback.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

F. **Proficient:** Teacher actively monitors groups and provides immediate affirmative and corrective feedback.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Monitors groups passively and/or fails to provide immediate affirmative and corrective feedback.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: When students are working in groups, they use the opportunity to do other things.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

SOCIAL-EMOTIONAL LEARNING SUPPORT & INSTRUCTION

Identity and Agency

Identity (how we think about ourselves governs **Agency** (belief that I can influence the world around me). A strong sense of **Identity** and **Agency** helps a learner take risks and persevere through challenges.

Learner Competencies:

- A recognition of one's strengths.
- The self-confidence to try something new.
- Self-efficacy or belief in oneself.
- A growth mindset fueled by perseverance and grit.
- The resiliency to bounce back from setbacks

A. **Proficient:** Knows and acknowledges the individual identities, interests, and preferences of their learners, as well as their strengths and gifts as learners.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Acknowledges individuals by name and sometimes recognizes the interests or strengths of some learners.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Acknowledges learners by name and occasionally identifies the academic strengths of some learners.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

B. **Proficient:** Models identify and agency by providing examples such as Think Aloud to identify personal strengths, how to use them to meet new challenges and requests examples from the students. "I know that skip counting by 5s is one of my Math Superpowers. It is

super helpful when I get stuck telling time on the analog clock because I know that is a strategy to help me tell time." "What Math Superpower helps you solve problems with telling time?"

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Provides examples of how to use personal strengths to solve a challenge but may not support decision-making with a justification for doing so.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Provides problem-solving examples based on a process or procedure not necessarily a personal strength.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

C. **Proficient:** Uses explicit language and feedback that communicate learner strengths vs. deficits and models how to be successful.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Uses language, feedback, and activities that are positive but not explicit in providing feedback on an accomplishment. "Here is one process that all 4th graders use to solve long division problems."

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Uses language and feedback that may be positive but does not focus on specific expected performance. "Great work, everyone!"

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

D. **Proficient:** Provides feedback about how to be successful. “When you have all of the materials organized on your desk, you will have the tools necessary to solve the problem using the strategies you have learned.”

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Provides feedback about what to do but does not link it to why it should be done (success that will occur). “You need to gather all your materials and start your morning work now in order to finish on time.”

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Provides general feedback, sometimes only for some learners. “My friends who are struggling with their math assignment are using the hundreds chart as a problem-solving tool.”

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

E. **Proficient:** Intentionally and explicitly calls attention to learners who manage or regulate themselves to accomplish their team or personal assignment. “I noticed that even when you didn’t know how to solve the math problem, you raised your hand for help; that shows me that you want to be successful.”

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Notices when some learners manage or regulate themselves to accomplish their team or personal assignment.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Provides general expectations for performance but does not yet recognize the regulatory development skills of some learners.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice

- ❒ **L1 =** Starting to learn this practice

F. **Proficient:** Provides specific and intentional positive feedback related to learner performance related to mathematics competence vs general "good job" feedback as evidenced in verbal interactions, personalized visuals, and celebrations.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Provides general feedback freely to most learners related to mathematics performance.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Occasionally provides positive feedback to some learners. "Here's a goal, it's a worthy goal and you have the ability to achieve it."

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

G. **Proficient:** Organizes the classroom to encourage goal setting (agency) using resources that reflect and support a diverse, collaborative community of learners including normed expectations and consistent routines (heterogeneous grouping with opportunities for peer to-peer assisted learning fostered on a regular basis).

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Organizes the classroom to reinforce goal setting (agency) but provides limited opportunities for peer collaboration as reflected in student groupings (homogeneous groupings), inconsistent routines, or materials that are generic (non-representative of the class community).

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Establishes classroom routines independent of student identity and/or set up of the classroom in a manner that may exclude some members of the class community.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

Cognitive Regulation

Successful learners take actions and use processes to acquire information, organize information, make decisions, and assume responsibility for learning

Learner Competencies:

- Recognize one's thinking and consider the actions to get it done.
- Develop the inclination to redirect one's attention to a task when distracted.
- Commit to achieving a learning goal, monitoring progress, and celebrating growth.
- Recognize when problems occur and take effective steps toward a solution.
- Differentiate between the ability to solve a problem independently and when assistance is needed.
- Plan to problem solve by considering options, making a choice, and taking the appropriate action.
- Make and follow a work plan to manage time and adopt study habits using organizational scaffolds as needed.

A. **Proficient:** Uses formative data to determine what mathematics skills need to be taught/retaught in an upcoming lesson inclusive of current performance levels on specific IEP math goals, functional learning goals, and curriculum goals.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Uses data to determine what mathematics skills need to be taught in an upcoming lesson may include current performance levels on specific IEP math goals, functional learning goals, and curriculum goals.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Inconsistently, uses data to determine what mathematics skills need to be taught in an upcoming lesson; consults with special educator for support related IEP math goals, and functional learning goals.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

B. **Proficient:** Engages learners in the processes needed to recognize problems, trends, or patterns, and apply solutions using "problem-solving scripts," visual schedules, or social stories. "Using our problem-solving script, can someone demonstrate your thinking, and the processes used to identify the mathematical operation and determine the best solution for answering this word problem."

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Demonstrates the processes needed to recognize problems, trends, or patterns, and apply solutions using "problem-solving scripts," anchor charts, or checklists. "Follow along as I demonstrate the steps, we need to use to identify the mathematical operation and choose the best solution for answering this word problem."

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Explains the processes needed to recognize problems, trends, or patterns, and apply solutions referencing anchor charts, or checklists posted in the room. "Class, let's review our checklist of steps needed to identify the operation and choose the best solution for answering word problems."

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

C. **Proficient:** Models positive decision-making skills including when to ask for help using Think-Aloud and provides opportunities for students to practice reflection and evaluation of their choices made using reciprocal processes. "Yesterday, we worked through the decision-making processes needed to find the area of a rectangle with fractional side lengths using square unit tiles and comparing our findings by multiplying. Today we will use the collaborative strategy of Pair – Share – Square to revisit the process and demonstrate the decision-making used to solve for area of different rectangular areas."

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Models decision-making skills including when to ask for help using Think-Aloud and may interject examples as teachable moments within the lesson. "Today we used the following decision-making processes (reviews processes) needed to find the area of a rectangle with fractional sides. I noticed that Eric and Jamal used "Helper Hacks" to offer help and accept help when stuck. Can the red group demonstrate?"

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Provides references for decision-making skills including when to ask for help but misses opportunities to relate the skill to lesson content. "When finding the area of a rectangle with fractional sides, we use the following processes to solve and check for accuracy."

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

D. **Proficient:** Responds to indicators of student restlessness or inattention with strategies to help them re-focus using breaks which explicitly identify the purpose of the break (regulating attention and monitoring actions) and other varied interactive engagements. "Sometimes when we are working at our seats for a long time, we may find it hard to concentrate on our work or get wiggly in our seat. What is an activity that we could do to take a quick break and get back to work?"

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Responds to indicators of student restlessness or inattention with strategies to help them re-focus using breaks, call and respond, or physical movement. "I'm sensing the need for a brain break; to reduce some of that energy we are going to take a moment to do the Pokémon Freeze Dance."

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Responds to student restlessness or inattention with strategies to help them re-focus using breaks, call and respond, or physical movement. “One – two – three. Eyes on me.”

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

E. **Proficient:** Structures the learning environment to promote developmentally appropriate goal setting, identification of strengths, and self-monitoring of “personal best” attainments (focusing on skills developed).

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Structures the learning environment to promote goal setting with a focus on strengths, and academic achievement.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Structures the learning environment to reinforce academic and behavioral goals, class rules, and procedural processes.

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

F. **Proficient:** Systematically teaches learners using visual or auditory cues, learning scaffolds, process or procedural prompts, and organizational materials to demonstrate time management, study skills, or self-regulation.

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Generally, teaches learners using learning scaffolds and organizational materials to demonstrate time management, study skills, or self-regulation.

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)

- ❒ **D1 =** Describes when and how the practice will occur

Learning: Provides learners with organizational charts, visual resources, and/or learning scaffolds without explicitly teaching their function related to time management, study skills, or self-regulation. "Class, please use your ten frames as a way to solve today's warm-up activity."

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

Emotional Regulation

Emotions can positively or negatively affect how a learner participates in school and how they manage or regulate their behavior. The ability to understand and regulate emotions and behavior influences how they are perceived by others.

Learner Competencies:

- Ability to identify and describe one's own emotions.
- Perception of one's emotional state as the first step to identifying the emotions of others.
- Recognizes and manages feelings of stress.

A. **Proficient:** Teaches the language of emotions with intention by naming them, referencing them in anchor charts or word walls, and exploring emotions connected to struggle and learning as a component of instruction and engagement. "I saw you were frustrated with members of your group when they did not respond to the question. But instead of getting upset, you encouraged them and helped everyone get back on track. Excellent job, Thunderbirds!"

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Teaches the language of emotions by naming them in general terms or using tools such as the Wheel of Emotions, but they are not used consistently to support student engagement or management of feelings. "During today's independent work, I noticed that some friends had difficulty finding the missing factor, using your Wheel of Emotions, identify how this made you feel."

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)

- ❒ **D1 =** Describes when and how the practice will occur

Learning: Teaches the language of emotions by referencing them on a word wall but rarely uses them as a means of supporting student engagement or management of feelings. “Oliver, you seem distracted by the base ten blocks, please stop playing and complete your drill activity.”

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

B. **Proficient:** Models and names their own emotions and use Think Aloud to relate those emotions to situations that their learners experience. “I thought that math was hard to learn, and it made me feel afraid to try new tasks. I realized that I use math all the time in everyday life, and I had to change my attitude.”

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Models by naming their own emotions and providing examples that are not directly linked to their learners’ experience. “I understand how you are feeling. When I broke my favorite mug, I was so angry and wanted to yell at someone. When I calmed down, I went to Target and bought a new one.”

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Names their own emotions but relates them to situations that may negatively impact their learners’ experience or may be disciplinary in nature. “Your behavior during the Number Corner activity was disrespectful and made me feel frustrated by your actions.”

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

C. **Proficient:** Sets regular routines to help learners name their own emotions and identifies connections between how they feel and how they act by using positive check-in routines, fostering self-reflection and response moderation. Strategies may include Think Aloud Anchor Charts, Wheel of Emotions, If/Then Charts, or Zones of Regulation. “Each day my students place a “color zone” magnet next to their name

to tell me how they are feeling about the skills we are working on, allowing me to do a quick temperature check of the class. I then tailor my language, questions, and responses to their immediate needs within the math lesson."

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Establishes processes to help learners name their own emotions and identify connections between how they feel and how they act by using positive check-in routines. "We use mindful minutes, journal writing, or positive affirmations to identify how feelings before, during or after a lesson."

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Posts the math goals and student outcomes so all learners can see them; provides differentiated instruction to meet learner differences. "Boys and girls, let's review today's objective before beginning our work."

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

D. **Proficient:** Posts reasonable and attainable math goals with embedded prosocial behaviors; explicitly states essential learner outcomes, adapts daily goals for individual learners (SDI) and demonstrates strategies for achieving the goals throughout the lesson. "Today we will use our 'Working with Friends' guidelines" to select an appropriate strategy (e.g., pairing objects or counting by 2s) to determine if a group of objects has an odd or even number of members and write an equation that expresses the even number as a sum of 2 equal addends."

Working with Friends:

- Taking turns
- Completing tasks
- Helping a teammate Using kind words
- Rating our success

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Posts math goals and student outcomes with occasional references to prosocial behavior at the beginning of the class; differentiates daily goals to address learner differences and demonstrates strategies for achieving the goals during instruction. “When I got stuck trying to solve this equation (points to the challenge), I felt confused and a little out of control (Yellow Zone). What recommendations would you suggest helping me get unstuck and back on track?”

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Posts the math goals and student outcomes so all learners can see them; provides differentiated instruction to meet learner differences. “Boys and girls, let’s review today’s objective before beginning our work.”

- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

E. **Proficient:** Creates a reliable, learning environment that promotes calm by eliminating environmental obstructions (light, clutter, and noise), adjusting academic structures (use of risk-free practice opportunities), and/or identifying healthy distractors (movement, affirmations, or options) for coping with the stress of negative events/feelings related to mathematics content. “I frequently use ’Choose your attitude and actions.’ affirmations (rehearsing positive thoughts and responses) as a component of goal setting for the math lesson. I use visual schedules to identify potential stressors and anchor charts with response actions to support student autonomy.”

- ❒ **P3 =** Demonstrates the PROFICIENT criteria
- ❒ **P2 =** Demonstrates some proficiency (specify)
- ❒ **P1 =** Focused on becoming proficient

Developing: Creates a safe, learning environment that promotes calm by providing organizational structures and processes for risk-free practice opportunities, and/or affirmations for coping with the stress of negative events/feelings related to mathematics content. “Before we get started today, let’s take a moment to identify resources and tools that we can use to help us problem-solve when tasks get challenging.”

- ❒ **D3 =** Demonstrates the DEVELOPING criteria
- ❒ **D2 =** Demonstrates some proficiency (specify)
- ❒ **D1 =** Describes when and how the practice will occur

Learning: Creates a reliable, learning environment that promotes calm and provides options for coping with the stress of negative events/feelings related to mathematics content. “I display colorful posters with positive messages and anchor charts to reinforce problem solving strategies to help my students maintain calm.”

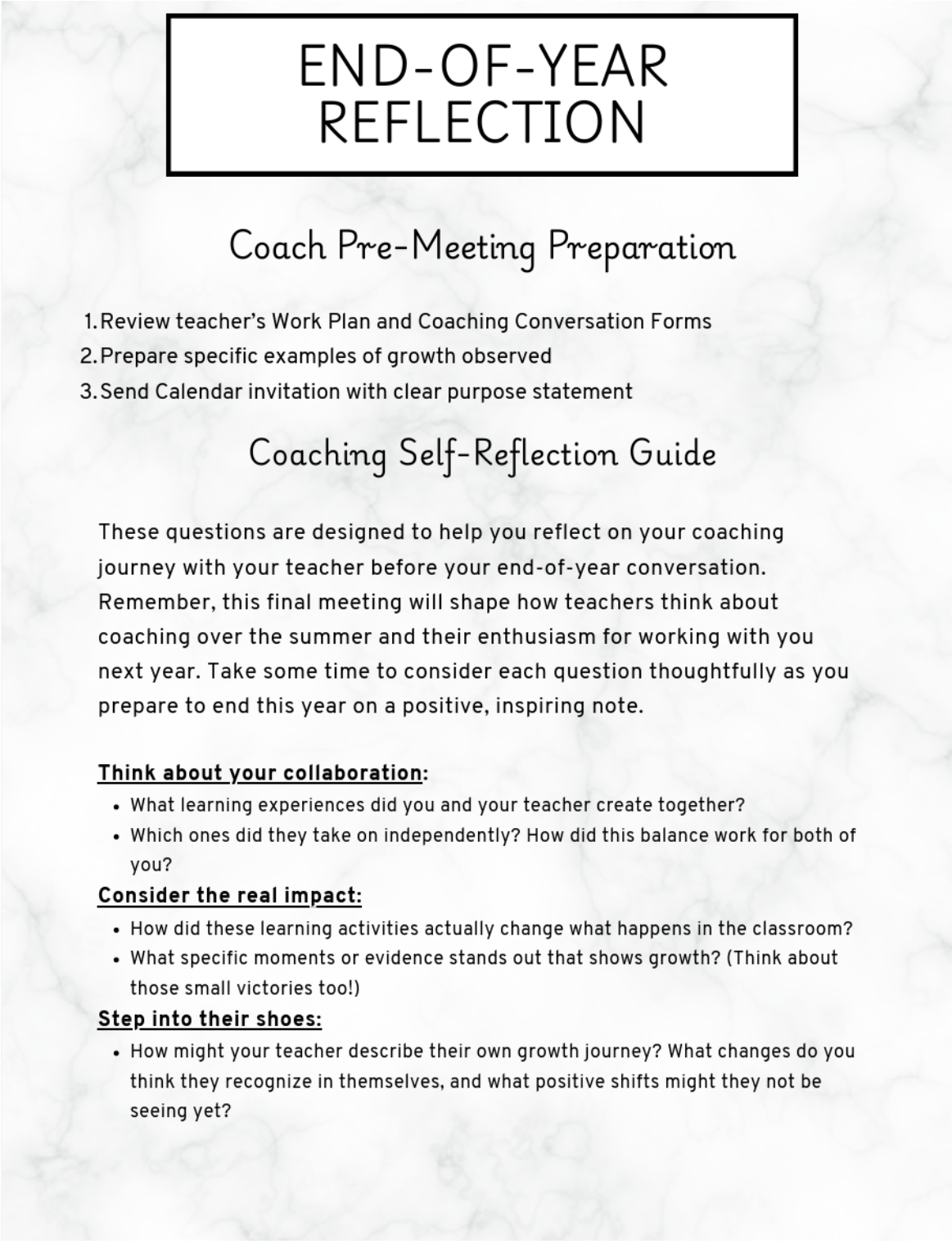
- ❒ **L3 =** Determines necessary changes to current practice
- ❒ **L2 =** Accurately describes the practice
- ❒ **L1 =** Starting to learn this practice

STATE SPDG Year 4 (FY 2024 APR) Worksheet: SPDG Evidence-based Professional Development Components

State Personnel Development Grant #H323A210010

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

APPENDIX I END OF YEAR REFLECTION



END-OF-YEAR REFLECTION

Coach Pre-Meeting Preparation

1. Review teacher's Work Plan and Coaching Conversation Forms
2. Prepare specific examples of growth observed
3. Send Calendar invitation with clear purpose statement

Coaching Self-Reflection Guide

These questions are designed to help you reflect on your coaching journey with your teacher before your end-of-year conversation. Remember, this final meeting will shape how teachers think about coaching over the summer and their enthusiasm for working with you next year. Take some time to consider each question thoughtfully as you prepare to end this year on a positive, inspiring note.

Think about your collaboration:

- What learning experiences did you and your teacher create together?
- Which ones did they take on independently? How did this balance work for both of you?

Consider the real impact:

- How did these learning activities actually change what happens in the classroom?
- What specific moments or evidence stands out that shows growth? (Think about those small victories too!)

Step into their shoes:

- How might your teacher describe their own growth journey? What changes do you think they recognize in themselves, and what positive shifts might they not be seeing yet?

STATE SPDG Year 4 (FY 2024 APR) Worksheet: SPDG Evidence-based Professional Development Components

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Celebrate the bright spots:

- When did you both feel that spark of connection and progress in your coaching relationship?
- What "aha" moments lit up your sessions? What achievement are you most proud of together?

Acknowledge the hurdles:

- What challenges have made coaching more difficult than you'd hoped?
- What conversations or adjustments might help clear the path forward? (Remember, obstacles often reveal important insights.)

Understand their learning style:

- What have you discovered about how this teacher learns best?
- Which approaches really connected and inspired change?
- Which coaching strategies seemed to resonate most deeply?

Evaluate your approach:

- For building proficiency in the targeted practices, do you need to revisit certain activities, try something completely new, or perhaps just create more space for reflection on what you've already done?

Plan for future growth:

- Which coaching approaches do you want to make sure are part of your regular practice going forward?
- Which strategies might you want to expand or explore more deeply?

STATE SPDG Year 4 (FY 2024 APR) Worksheet: SPDG Evidence-based Professional Development Components

State Personnel Development Grant #H323A210010

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

APPENDIX J MARYLAND PRACTICE PROFILES

Maryland
STATE DEPARTMENT OF EDUCATION

Evidence-Based Core Mathematics Practice Profile

Maryland State Personnel Development Grant (SPDG)

Office of Teaching and Learning
Division of Early Intervention and Special Education Services (DEI/SES)

Revised: March 2025

The contents of this tool were developed under a grant from the U.S. Department of Education, #H323A210010. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

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Introduction

According to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), extensive research and experience has demonstrated that the education of children with disabilities can be made more effective with maintaining high expectations for students while ensuring their access to the general education curriculum in the regular classroom as appropriate.

A continuing trend of discrepancies in performance data for students with disabilities as compared to grade level peers may indicate that there is a need for more support and guidance in providing specially designed instruction and appropriate accommodations to students with disabilities in the general education classroom. To enhance the performance of students with disabilities in the mathematics' classrooms, Maryland has developed a competency-based practice profile that defines the skills of effective teachers of mathematics in the general education classroom, and competencies to adapt instruction for students with disabilities.

PRACTICE PROFILE

A Practice Profile provides operational definitions for the components and practices that are based on research and required for sound implementation. It identifies the essential functions of an evidence-based program or set of practices. For evidence-based mathematics instruction for children with disabilities the following areas of competency are defined:

- Evidence-based Mathematics Instruction for Struggling Students
- Increasing Intensity of Instruction/Intervention with Data-based Individualization
- Specially Designed Mathematics Instruction for Students with Disabilities

Evidence-Based Mathematics Instruction for Struggling Students

Evidence-Based Mathematics Instruction forms the base of effective core Tier 1 instruction aligned with Maryland College and Career Ready Standards for Mathematics. Recent research in mathematics instruction and interventions has demonstrated success in raising the mathematics achievement level of students who are struggling or who have disabilities. The What Works Clearinghouse™ (WWC) in conjunction with an expert panel, distilled this contemporary mathematics intervention research into easily comprehensible and practical recommendations for teachers to use when teaching elementary students in intervention settings, published in the WWC Practice Guide. These are appropriate for students at risk for or with disabilities.

Evidence-Based Practices (EBP) are:

1. **Explicit (Systematic) Instruction**
2. **Mathematical Language**
3. **Representations**
4. **Number Lines**
5. **Word Problems**
6. **Fact Fluency**

EXPLICIT (SYSTEMATIC) INSTRUCTION

EBP Definition	Proficient	Developing	Learning
Providing explicit instruction during instruction to develop student understanding of mathematical ideas. The term systematic indicates: a. Instructional elements intentionally build students' knowledge over time toward an identified learning outcome b. Materials are designed to develop topics in an incremental and intentional way c. Instruction provided supports student learning **Resources:** Explicit Instruction (Archer & Hughes) Teaching Math with Examples (Pershan)	a. Clearly explains objectives from state standards for all students; supports individual students with IEPs to understand their mathematics related IEP goals (e.g., math, self-regulation, etc.) and makes connections to prior learning b. Models a variety of strategies with clear explanations and planned examples c. Provides appropriate visual and verbal supports (e.g., phrases, gestures, pictures/diagrams) d. Provides multiple opportunities for students to practice alone or with peers and receive mastery-oriented feedback, with consistent and deliberate instruction or supports to build student independence	a. Posts objectives and reviews with students at the beginning of a lesson b. Models with limited or inflexible examples of mathematics strategies c. Inconsistently or inappropriately uses visual and verbal supports, or for some students and not others d. Provides practice opportunities to support increasing student independence, either alone or with peers e. Primarily solicits single-student responses to questions (i.e., calling on individuals) f. Provides generic feedback g. Pace may be slow or fast, but inconsistently responsive to	a. Posts standards and/or learning objectives b. Knows modeling is important but not sure if, when, or how to model, and for what concepts, strategies, and procedures c. Acquiring knowledge about how and when to use visual and verbal supports d. Expects students to independently practice a skill without prior direct and explicit explanations and opportunities for practice with feedback, either alone or with peers e. Provides limited opportunities for student response f. Provides limited, untimely, or no feedback to students for their performance

EBP Definition	Proficient	Developing	Learning
Better Learning through Structured Teaching (Fisher & Frey)	e. Consistently embed a variety of opportunities for ALL students to respond f. Provides multiple opportunities for students to receive immediate and specific feedback g. Instructional pace is responsive to student performance and learning h. Reviews, integrates, and connects previously learned concepts, strategies, and procedures with instruction on new concepts, strategies, and procedures to promote maintenance and discrimination (e.g., through number routines, independent practice, centers) i. Consistently uses accessible numbers when introducing new concepts, strategies,	student performance and learning h. Periodically reviews previously learned concepts strategies, and procedures i. Sporadically uses accessible numbers when introducing new concepts and skills to reduce cognitive load, or does so for some students but not others	g. Instructional pace varies and is unrelated to student performance h. Instructional time focuses on currently targeted concepts, strategies, and procedures i. Numbers used in tasks are not differentiated

EBP Definition	Proficient	Developing	Learning
	and procedures to reduce cognitive load		

MATHEMATICAL LANGUAGE (ORAL, NONVERBAL, OR WRITTEN)

EBP Definition	Proficient	Developing	Learning
Mathematical language is an academic language that conveys mathematical ideas. This includes vocabulary, terminology, and language structures used when thinking about, talking about, and writing about mathematics. Mathematical language conveys a more precise understanding of mathematics than the conversational or informal language used every day.	a. Consistently uses precise and concise mathematical language b. Links new vocabulary to a variety of examples, including concrete or semi-concrete representations c. Routinely teaches and applies mathematical language in the context of instruction d. Provides regular mastery-oriented feedback to each student upon use of mathematical language e. Provides opportunities and supports for all students to use mathematical language in a variety of ways (e.g., verbal, written) to effectively communicate reasoning and understanding of mathematical concepts	a. Sporadically uses or references mathematical vocabulary or uses imprecise and/or unnecessarily complex language b. Links some vocabulary to a limited variety of examples c. Inconsistently teaches mathematical language, or for some students and not others d. Gives limited feedback to students on their use of mathematical language, or for some students and not others e. Sporadically supports or reinforces students to use correct mathematical language, in limited ways, or for some students and not others	a. Acquiring knowledge of mathematical language b. Can identify links between new vocabulary and examples from prior learning or real-world context c. Acquiring skill in how and when to teach and apply mathematical language d. Notices when students use mathematical language during lessons e. Does not support or reinforce students using correct mathematical language

REPRESENTATIONS

EBP Definition	Proficient	Developing	Learning
Concrete and semi-concrete representations are part of core instructional programs. Students who struggle to learn mathematics need additional, focused instruction using representations to model mathematical ideas. Teachers choose representations carefully and connect them explicitly to abstract representations (mathematical notation) so that students can conceptualize the connection between the representations and the mathematics.	a. Intentionally and consistently uses a well-chosen set of concrete and semi-concrete representations that are aligned with the mathematical concept, strategy, or procedure b. Uses and connects concrete and pictorial (i.e., semi-concrete) forms of representations to support explanations of abstract concepts, strategies, and procedures c. Intentionally teaches students to select and appropriately use a variety of representations d. Provides ample and meaningful opportunities and mastery- oriented feedback for students to use a variety of representations to explain their thinking	a. Uses a limited set of representations and/or the form of representations are not aligned with the mathematical concept, strategy, or procedure b. Inconsistently connects concrete and pictorial (i.e., semi-concrete) representations, to abstract concepts, strategies, and procedures c. Sporadically or reactively teaches students to select and use representations, or only with a limited range of representations d. Provides limited opportunities and feedback for students to use representations to explain their thinking	a. Acquiring knowledge of how to select and use representations to model mathematical ideas b. Acquiring knowledge and skills needed to teach students how to use a variety of concrete and pictorial (i.e., semi-concrete) representations to model mathematical ideas and connect them to abstract concepts, strategies, and procedures c. Students have access to a limited variety of representations but do not receive instruction on how to use them d. Students do not have opportunities to use representations to explain their thinking

NUMBER LINES

EBP Definition	Proficient	Developing	Learning
The number line is a unique semi-concrete mathematical representation that can concurrently represent all real numbers, including whole numbers and rational numbers, positive and negative numbers, and other sets of numbers. Number lines can be used to develop a variety of mathematical understandings across several of the state standards. Consistent use of number lines can help students build understanding of the number system, including magnitude and operations for whole numbers and fractions, graphing coordinates, and displaying and analyzing data.	a. Consistently incorporates the use of the number line (open and ticked) as a thinking tool to teach concepts, strategies, and procedures b. Facilitates transition between open and ticked number lines as appropriate c. Systematically teaches students to use the number line to demonstrate mathematical concepts, strategies, and procedures for both whole numbers and rational numbers d. Provides ample intentionally planned and meaningful opportunities for students to use the number line to build and communicate understanding of numerical magnitude and operations with mastery-oriented feedback	a. Sporadically uses or references the number line as a thinking tool, or for some concepts, strategies, and procedures but not others b. Uses both open and ticked number lines as appropriate c. Provides some instruction in use of the number line, or for some students and not others, or for some mathematical concepts, strategies, and procedures but not others d. Provides inconsistent opportunities and feedback for students to use the number line to build and communicate understanding of numerical magnitude and operations	a. Acquiring knowledge of how to use the number line in instruction for whole and rational numbers b. Acquiring knowledge about open and ticked number lines c. Students do not receive instruction on how to use a number line d. Acquiring knowledge of when and how to use number line to build and communicate understanding of numerical magnitude and operations

WORD PROBLEMS

EBP Definition	Proficient	Developing	Learning
Learning to solve word problems is an important part of the elementary mathematics curriculum because word problems help students apply the mathematics they are learning, develop critical thinking skills, and begin to connect mathematics to a variety of scenarios or contexts. Becoming successful at applying mathematics through solving word problems can deepen students' understanding of grade-level content and set students up for success in advanced mathematics courses and the workforce. To set up and solve word problems successfully, students need to read and understand the problem's narrative, determine what the problem is asking them to find, and identify one or more mathematical operations that will solve the problem. Students with or at risk for mathematics disabilities often have difficulty	a. Consistently uses role-playing, gestures, or concrete and/or semi concrete representations to help students model the problem, identify relevant information, and understand how quantities relate to each other b. Provides consistent and deliberate instruction on word problem structures (schemas) and matching reasonable solution methods to these structures c. Systematically teaches and reinforces context, vocabulary, and language within word problem solving instruction d. Frequently intermixes previously learned problem types with new problem types to promote discrimination and maintenance	a. Inconsistently uses a limited range of strategies to help students model problems, identify relevant information, and/or connect quantities to each other, or for some students and not others b. Provides limited, sporadic, or reactive instruction on word problem structures (schemas) that is connected to reasonable solution methods c. Provides some instruction on context, vocabulary, and language within word problem solving instruction, or for some students and not for others d. Sporadically includes previously learned problem types, or for some students and not for others	a. Acquiring knowledge of strategies for modeling word problem structures b. Acquiring knowledge of how to provide deliberate instruction on identifying word problem types (schemas) and matching reasonable solution strategies to these problem types c. Acquiring knowledge of vocabulary, conceptual knowledge, and procedural skills needed for word problem solving d. Acquiring knowledge of how to support maintenance of problem-solving concepts, strategies, and procedures

EBP Definition	Proficient	Developing	Learning
with one or more of these actions, which further impacts their ability to set up and solve problems correctly. **Resources:** Pirate Math Equation Quest by Powell Solving Math Word Problems by JItendra Solving Ratio, Proportion, & Percent Problems Using Schema-based Instruction by Jitendra Conceptual Model-based Problem Solving (COMPS) by Xin	e. Word problems contain realistic quantities for the situation, accurately represent the targeted problem structure (schema), and reflect a culturally & personally relevant real-world context for applying the mathematical concepts	e. Some word problems have realistic quantities, or accurately represent the targeted problem structure, or reflect a culturally & personally relevant real-world context for applying the mathematical concepts	e. Acquiring knowledge about how to design word problems: uses word problems from the curriculum and has not yet adjusted problems for real world contexts and quantities or cultural/personal relevance.

FACT FLUENCY

EBP Definition	Proficient	Developing	Learning
Automatic retrieval of math facts is a critical component of mathematics proficiency as it gives more mental energy to understand and execute complex mathematical tasks and procedures. Students need to be able to apply knowledge of all operations (addition, subtraction, multiplication, and division) accurately and efficiently. They also need automaticity in subtasks important for solving, such as recalling equivalencies and estimating place value. This is not easy for students who experience difficulties in mathematics. Without automatic retrieval, students will struggle to follow their teachers' explanations of and demonstrate proficiency.	a. Selects instructional targets for fluency-building that students have been working on over many lessons b. Systematically teaches and provides multiple opportunities for students to use a variety of efficient strategies for building fact fluency (e.g., counting on, doubles, skip counting) with mastery-oriented feedback c. Regularly incorporates a variety of activities and materials, including timed activities and games, for students to engage with individually and with peers d. Adjusts and individualizes instructional strategies based on student performance e. Consistently provides feedback and error correction and soon after fact fluency building practice as possible f. Encourages and motivates students by teaching and providing consistent	a. Instructional targets selected for fluency-building are not consistently those which students have already been working on over many lessons b. Provides limited or sporadic instruction on and opportunities to practice strategies for building fact fluency, or uses a limited variety of strategies c. Uses a limited variety of activities, formats (i.e., alone or with peers) and materials for building fact fluency d. Infrequently adjusts instructional strategies based on student performance, or does so for some students and not others e. Inconsistently provides feedback and error correction when students practice building fact fluency f. Monitors and informs students of progress	a. Students do not have consistent opportunities for fluency-building b. Acquiring knowledge of how and when to provide instruction and practice opportunities on a variety of strategies for building fact fluency c. Acquiring knowledge of activities, instructional formats, and materials to build fact fluency d. Recognizes the need for individualization e. Tells student to practice math facts but does not provide feedback f. Acquiring knowledge of how to motivate and encourage students to build fact fluency

EBP Definition	Proficient	Developing	Learning
	opportunities for self-monitoring and self-graphing		

Maryland
STATE DEPARTMENT OF EDUCATION

Evidence-Based Specially Designed Instruction Practice Profile

Maryland State Personnel Development Grant (SPDG)

Office of Teaching and Learning
Division of Early Intervention and Special Education Services (DEI/SES)

Revised: March 2025

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Specially Designed Instruction

Specially Designed Instruction (SDI) is the adaptation of the content, method, or delivery of instruction to address the unique learning needs that result from a disability and to enable a learner to access and make progress toward the grade level standards. SDI should accelerate progress to narrow the achievement gap. Mathematics SDI includes the evidence-based instructional strategies that have been shown to result in improved performance and learning of academic content through research. The adaptation of math lessons will be based on the individual characteristics of the learner, with considerations of the cognitive load in the teaching process and cognitive energy required in the learning process. https://iris.peabody.vanderbilt.edu/module/srs/cresource/q1/p01/#content

Evidence-based Mathematics SDI include:

1. **Systematic Prompting and Feedback**
2. **Self-Regulation Support for Learning and Behavior**
3. **Peer Assisted Instruction**
4. **Manipulative-Based Instructional Sequences**
5. **Contextualized Instruction**
6. **Modified Schema-Based Instruction**

SYSTEMATIC PROMPTING AND FEEDBACK

EBP Definition	Proficient	Developing	Learning
Systematic prompting and feedback are specific instructional strategies that reflect the principles of applied behavior analysis (ABA). All response-prompting procedures are based on conducting instructional trials, which consist of an attentional cue, an instructional stimulus (e.g., task direction), a response, and a consequence (e.g., feedback). These techniques/practices include: • Task analysis • Time delay (constant and progressive) • Error correction • Simultaneous prompting • System of least prompts • Feedback on performance to support/apply concepts	a. Instructional goals within math lessons for each student are specific, observable, and measurable b. Frequently (e.g., twice per week) collects student data that align with instructional goals c. Instructional decisions are always based on student data d. Uses strategies to secure student attention before and during instruction e. Delivers same directive only once, then uses prompts or feedback to support correct responses f. Delivers consistent, mastery-oriented feedback during instruction	a. Instructional goals are specified for each student b. Infrequently collects student data and/or data does not align with instructional goals c. Instructional decisions are sometimes based on student data d. Inconsistently seeks attention responses before and during instruction e. Delivers same directive multiple times and/or delivers different directives before using prompts or feedback to support correct responses f. Provides feedback to students during instruction g. Uses knowledge about how to connect type of prompting and feedback to student's phase of learning	a. Has identified instructional goals b. Acquiring knowledge and skills in data collection c. Understands instructional decisions should be based on data d. Instruction is delivered before seeking attention responses e. Delivers same directives multiple times and/or delivers different directives and does not use prompts or feedback effectively for students to respond correctly f. Acquiring knowledge and skills on mastery-oriented feedback g. Acquiring knowledge about how to connect type of prompting and feedback to student's phase of learning

EBP Definition	Proficient	Developing	Learning
(timing and content of feedback) • Uniquely designed visual stimuli for support (e.g., color coding, symbol cues, adapted graphic organizer) **Resources:** Systematic Instruction (Collins) MAST modules AIM modules (OCALI) AFIRM modules (NPDC)	g. Selects a systematic prompting technique to use based on a student's phase of learning (e.g., acquisition, fluency, maintenance, generalization. h. Consistently uses systematic prompting and feedback techniques (e.g., system of least prompts, constant time delay, simultaneous prompting) to support student progress toward instructional goals i. Routinely uses assistive technology and/or environmental modifications to ensure student is engaged, comprehends, and has a way to respond to math instruction	h. Occasionally uses systematic prompting and feedback techniques (e.g., system of least prompts, constant time delay, simultaneous prompting) to support student progress toward instructional goals i. Occasionally uses assistive technology and environmental modifications and/or they are not individualized based on student need, or do not account for engagement, comprehension, and responding	h. Acquiring knowledge on systematic prompting and feedback techniques (e.g., system of least prompts, constant time delay, simultaneous prompting) to support student progress toward instructional goals i. Acquiring knowledge on using assistive technology and environmental modifications based on student need to engage with, comprehend, and respond to math instruction

SELF-REGULATION SUPPORT FOR LEARNING AND BEHAVIOR

EBP Definition	Proficient	Developing	Learning
Teachers customize task requirements, and provide instruction in goal setting, self-evaluation, and self-graphing performance and progress. These result in opportunities to: • Create agency/confidence • Regulate emotions • Recognize/regulate strategies toward a goal • Engage with adults and peers as a learner and class community member • Support peers as learners **Resources:** Zones of Regulation (Kuypers) All Learning is Social and Emotional (Frey, Fisher, & Smith) Self-Regulated Strategy Development (IRIS module)	a. Consistently provides deliberate instruction on a range of self-regulation strategies b. Consistently provides opportunities to apply a range of self-regulation strategies within mathematics tasks c. Consistently models use of a range of self-regulation strategies within mathematics tasks d. Explicitly teaches instructional routines within mathematics instruction and provides necessary supportive resources (e.g., first-then list, lesson sequence, visual directions, self-monitoring) e. Consistently provides predictable routines and structure within the classroom and across the day that meets student's needs	a. Sporadically provides instruction on self-regulation strategies, or on a limited range of strategies b. Sporadically provides opportunities to apply self-regulation strategies within mathematics tasks c. Sporadically models use of self-regulation strategies within mathematics tasks d. Classroom routines and structures are semi-predictable e. Classroom routines are the same for every student and not specially designed for learners with disabilities	a. Acquiring knowledge of self-regulation strategies b. Acquiring skill in identifying ways to embed opportunities to apply self-regulation strategies within mathematics tasks c. Acquiring skill of modeling self-regulation strategies d. Is able to identify opportunities to create or enhance classroom routines and structures e. Acquiring knowledge of how to identify students who need individualization to participate in routines

EBP Definition	Proficient	Developing	Learning
	(e.g., visual schedule, daily preview)		

PEER ASSISTED INSTRUCTION

EBP Definition	Proficient	Developing	Learning
Teachers use peers to provide models, prompts, and authentic feedback (Mahoney, 2019). Example strategies include: • Reciprocal teaching/learning • Tutor/Tutee • Mixed ability and flexible grouping • Mixed ability learning pairs	a. Intentionally places students in pairs or flexible groups for peer assisted instruction based on student and task requirements b. Students are provided with instruction on the roles they play within the group (e.g., tutor and tutee, coach and player, facilitator, notetaker c. All students in a cooperative group or peer partnership are	a. Uses paired or small student group for peer assisted instruction but groups are not flexible based on interests, learning, or task requirements b. Students are provided limited to no instruction on the roles they play within the group (e.g., tutor and tutee, coach and player) c. Students are only moderately engaged on a math task	a. Uses paired or small student groups inconsistently but not for collaborative work b. Acquiring knowledge of roles students can play within group to assist with instruction c. When placed in pairs or groups, only one or some students are actively engaged in a math task

EBP Definition	Proficient	Developing	Learning
Resources: PALS math (Fuchs) PALS math (EBI network) LD online LD online	engaged on a structured/focused math task with a clearly defined outcome d. Provides operational definitions of peer/collaboration expectations with operational definitions of the target behaviors and/or skills e. Provides opportunities for peers to role play with feedback from teacher f. Teacher actively monitors groups and provides immediate affirmative and corrective feedback	and/or the task lacks structure or a with a clearly defined outcome d. Provides general descriptions of the target behaviors for paired or peer assisted work and/or skills e. Provides a demonstration but peers do not engage in role play or provide feedback f. Monitors groups passively and/or fails to provide immediate affirmative and corrective feedback	d. Target behaviors are named but not described e. Provides verbal directions f. but does not provide models, prompts, or feedback g. When students are working in groups, uses the opportunity to do other things

MANIPULATIVE-BASED INSTRUCTIONAL SEQUENCES

EBP Definition	Proficient	Developing	Learning
This includes both concrete and virtual manipulative instructional sequences and are evidence-based interventions for students with disabilities. They are often referred to as concrete-representational-abstract or	a. Intentionally matches a manipulative-based instructional sequence to the math task and student need b. Explicitly teaches and provides opportunities for	a. Provides the same manipulative-based instructional sequence to all students and in all math tasks b. Describes generally how to use 3D movable	a. Acquiring knowledge of how to select and use manipulative-based

EBP Definition	Proficient	Developing	Learning
concrete-semi concrete-abstract. It is a framework in which the concrete (movable), representational (pictorial) and abstract (mathematic notation) forms of math concepts, strategies, and procedures are explicitly taught to facilitate deep understanding. While phases may differ based on student and concept (e.g., CRA, CA, VR), the critical commonality is progression through phases based on student data.	students to use 3D movable manipulatives (concrete or virtual) to model new concepts, strategies, and procedures c. Explicitly teaches and provides opportunities for students to use 2D pictures, drawings, or diagrams to model concepts, strategies, and procedures previously taught using 3D representations d. Explicitly teaches and provides opportunities for students to use abstract methods (numbers and symbols) for concepts, strategies, and procedures that were previously modeled with 3D and 2D representations. e. Uses student data to make individualized instructional decisions about progression through the instructional sequence that is based on	manipulatives (concrete or virtual) to model concepts, strategies, and skills c. Describes generally how to use 2D pictures, drawings, or diagrams to model concepts, strategies, and procedures, but may not connect with previously learned 3D representations d. Describes generally and provides limited opportunities for students to use abstract methods (numbers and symbols) for concepts, strategies, and procedures, but may not connect with previously learned 2D and 3D representations e. Understands how to set and monitor progress toward performance criteria but instructional decisions about progression through the instructional sequence are	b. instructional sequences based on math task and student need c. Provides limited opportunities for modeling concepts, strategies, and procedures with 3D representations d. Provides limited opportunities for modeling concepts, strategies, and procedures with 2D representations, or does not link these to previously taught 3D representations e. Provides limited instruction and opportunities for students to use abstract methods for concepts, strategies, and procedures, or does not link these to previously taught 3D and 2D representations f. Acquiring knowledge of how to set and monitor progress toward performance criteria

EBP Definition	Proficient	Developing	Learning
	established performance criteria	not individualized or based on student data	for student progression through manipulative-based instructional sequences

MODIFIED SCHEMA-BASED INSTRUCTION

EBP Definition	Proficient	Developing	Learning
Students are systematically taught problem structures (schemas) and reasonable strategies that align with the structures. Specific practices are incorporated to intensify traditional schema-based instruction to support student working memory, language, reading level, and numeracy skills. These may include: • Reasonable strategies presented as student- friendly problem-solving routines (e.g., task analysis with picture supports) • Accessible problem- solving tasks (e.g., adjusted literacy and numeracy demands) • Supports for concepts, strategies, and procedures such as representations, calculators, and visual	a. Consistently engages students in meaningful problem-solving tasks that are personally and culturally relevant and depict realistic situations and quantities b. Makes all word problems and materials accessible based on each student's reading, numeracy, and communicative skills c. Identifies and teaches prerequisite skills for each problem type d. Sequences instruction to focus on solving and discriminating between problem types (e.g., additive: group, compare, and change; multiplicative: equal group, multiplicative comparison, ratio, proportion)	a. Occasionally engages students in meaningful problem-solving tasks that are personally and culturally relevant and/or problems sometimes depict unrealistic situations and quantities b. Ensures that word problems and materials are accessible to most students c. Sequences instruction to focus on solving problem types with some attention to discriminating between problem types d. Inconsistently provides options for students to demonstrate metacognition and engage in mathematical discourse, or only provides options for some students	a. Exposes students to word problems b. Acquiring knowledge on how to make word problems and materials accessible based on student's reading, numeracy, and communication skills c. Acquiring knowledge on how to sequence problem solving instruction d. Acquiring knowledge on metacognition and mathematical discourse e. Acquiring knowledge on problem solving routines aligned with problem structures f. Acquiring knowledge on making problem solving routines student-friendly (e.g., aligns with their literacy, communication, and

EBP Definition	Proficient	Developing	Learning
supports (e.g., hundreds chart, number line) • Intentional opportunities for practice with feedback & for generalization **Resources:** Math Skills Builder (Root)	e. Provides options for all students to demonstrate metacognition and engage in mathematical discourse (e.g., hand motions, verbal chants, response options, calculator, writing an equation, verbal explanation) f. Explicitly teaches a problem-solving routine for identifying underlying structures of problems and selecting a solution strategy that matches the structure g. Problem solving routine is student-friendly (e.g., aligns with their literacy, communication, and executive functioning needs) h. Explicitly teaches vocabulary and symbols needed to conceptually understand	e. Teaches a problem-solving routine for identifying underlying structures of problems and selecting a solution strategy that matches the structure f. Provides a problem-solving routine provided to students but may not meet all students' literacy, communication, and executive functioning needs g. Teaches some vocabulary and symbols needed to conceptually understand problem types and/or communicate understanding h. Identifies and teaches some prerequisite skills for problem types	executive functioning needs) g. Acquiring knowledge on teaching vocabulary and symbols needed to conceptually understand each problem type and communicate understanding h. Identifies some prerequisite skills needed for problem solving

EBP Definition	Proficient	Developing	Learning
	each problem type and communicate understanding		

LEARNING AND COMMUNICATION ACCESSIBILITY

EBP Definition	Proficient	Developing	Learning
Specific materials, equipment, technology, and supports to participate in learning Examples: • Text to speech • Talking calculator (calculator) • Large font • Modified text and instructional materials • Pictures accompanying words • Abacus • Web-based accessibility features • Software/programs • AAC program/device **Resources:** Literacy for All	a. Consistently collaborates with related service providers (e.g., speech/language pathologist, AT specialist) and general education teacher to identify, implement, and improve student communication and accessibility in mathematics b. Provides students multiple meaningful opportunities to communicate during mathematics and identifies individual barriers as they arise c. Adapts and incorporates math vocabulary and messages needed to engage other peers into communication system	a. Consults with related service providers (e.g., speech/language pathologist, AT specialist) regarding student communication and accessibility b. Students have opportunities to communicate during mathematics but may not have adequate supports to meaningfully or consistently do so c. Math vocabulary is provided in communication systems, but does not include opportunities to message to peers	a. Recognize that a learner does not have to tools needed to acquire or demonstrate knowledge in mathematics b. Provides some but limited opportunities for a student with a communication or learning equipment/supports to communicate during mathematics c. Does not provide mathematic vocabulary to all students

Appendix A – 16 Elements of Explicit Instruction

ARCHER & HUGHES (2011)

1. **Focus Instruction on critical elements:** Teach skills, strategies vocabulary terms, concepts and rules that will empower students in the future and match student's instructional needs.
2. **Sequence skills logically:** Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself.
3. **Break down complex skills and strategies into smaller instructional units:** Teach in small steps.
4. **Design organized and focused lessons:** Make optimized use of instructional time. Make sure your lessons are organized, sequenced, and focused.
5. **Begin lessons with a clear statement of the lesson's goal and your expectations:** Tell learners clearly what is to be learned and why.
6. **Review prior skills and knowledge before beginning instruction:** Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with the other related skills.
7. **Provide step by step demonstrations:** Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill.
8. **Use clear and concise language:** Use consistent, unambiguous wording and terminology.
9. **Provide an adequate range of examples and non-examples:** In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples.
10. **Provide guided and supported practice:** In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance.
11. **Require frequent responses:** Plan for high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral, written, or action response) helps them focus on the lesson content.

12. **Monitor student performance closely:** Carefully watch and listen to students' responses, so you can verify student mastery as well as make timely adjustments in instruction if students are making errors.
13. **Provide immediate affirmative and corrective feedback:** Follow up on students' responses as quickly as you can. Immediate feedback helps ensure high rates of success and reduces the likelihood of practicing errors.
14. **Deliver the lesson at a brisk pace:** Deliver the instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior.
15. **Help students organize their knowledge:** Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit.
16. **Provide distributed and cumulative practice:** Provide multiple opportunities to practice skills over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills.

Appendix B – 6 Functions of Scaffolds

SIX FUNCTIONS OF SCAFFOLDING

(Kirschner & Hendrick, 2020; Wood, Bruner, & Ross, 1976)

1. **Recruitment:** The teacher must somehow elicit the problem solver's interest in the task and the kinds of skills needed to complete it.
2. **Reduction in degrees of freedom:** This essentially refers to the teacher simplifying the task to a much smaller number of possibilities so that the tutee is not overwhelmed. For the confused novice, the choice between the right step and an obviously wrong one is much easier than a wide array of different steps which they cannot tell apart.
3. **Direction maintenance:** Keeping the tutee interested and focused on the task in hand is a vital part of scaffolding, especially when (s)he would experience success on a simpler part of the overall task such as pairing two blocks and want to keep doing that repeatedly as opposed to taking the next step.
4. **Marking critical features:** The teacher should mark out or emphasize key milestones in the development of the task. The key thing here is to make visible discrepancies between where the child is at the moment and where they need to go next.
5. **Frustration control:** Having empathy concerning the possible frustration of the child is a vital aspect of scaffolding and requires deft skill as there is a danger that if the teacher makes it too easy, then the child can develop too much dependency on the teacher.
6. **Demonstrating:** It is not enough to simply model solutions to a task, the effective teacher will perform an "idealization" of the task to be performed. This can be an execution of the problem to be solved by the child, who may have already partially executed the problem. By elaborately performing the task, the teacher allows the child to more easily imitate the steps required to solve the problem.

Maryland
STATE DEPARTMENT OF EDUCATION

Embedded Social-Emotional Learning Practice Profile

Maryland State Personnel Development Grant (SPDG)

Office of Teaching and Learning
Division of Early Intervention and Special Education Services (DEI/SES)

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Introduction

"**Social-Emotional Learning** focuses on a set of social, emotional, behavioral, and character skills that support success in school" (Frey, Fisher, & Smith, 2019, p. 2). When learners demonstrate social-emotional competence, they develop actions and flexibly respond to the demands and opportunities in their environment. They can adapt their own responses with self-reflection and self-regulation to participate in the social community.

The Social-Emotional Learning (SEL) framework adopted by the Maryland SPDG incorporates 4 of the 5 tenets of everyday SEL instruction designed by Nancy Frey, Dominque Smith, and Douglas Fisher.

These are:

1. **Identity and Agency**
2. **Emotional Regulation**
3. **Cognitive Regulation**
4. **Social Skills**
5. **Public Spirit**

The Social-Emotional Learning Practice Profile identifies the SEL tenets, the learner competencies and the proficiencies demonstrated by teachers.

IDENTITY AND AGENCY

EBP Definition	Proficient	Developing	Learning
Identity (how we think about ourselves) governs Agency (belief that I can influence the world around me). A strong sense of Identity and Agency helps a learner take risks and persevere through challenges. **Learner Competencies:** • A recognition of one's strengths. • The self-confidence to try something new. • Self-efficacy or belief in oneself. • A growth mindset fueled by perseverance and grit.	a. Knows and acknowledges the individual identities, interests, and preferences of their learners, as well as their strengths and gifts as learners. b. Models identity and agency by providing examples such as Think Aloud to identify personal strengths, how to use them to meet new challenges and requests examples from the students. *c. "I know that skip counting by 5s is one of my Math Superpowers. It is super helpful when I get stuck telling time on the analog clock because I know that I can count by 5s as a strategy to help me tell time."* d. Uses explicit language and feedback that communicates learner strengths vs. deficits and models how to be successful. e. Uses explicit language and feedback that communicates	a. Acknowledges individuals by name and sometimes recognizes the interests or strengths of some learners. b. Provides examples of how to use personal strengths to solve a challenge but may not support decision-making with a justification for doing so. *"What Math Superpower helps you solve problems with telling time?"* c. Uses language, feedback, and activities that are positive but not explicit in providing feedback on an accomplishment. d. *"Here is one process that all 4th graders use to solve long division problems."* e. Provides feedback about what to do but does not link it to why it should be done (success that will occur). f. *"You need to gather all your materials and start your morning work now in order to finish on time."*	a. Acknowledges learners by name and occasionally identifies the academic strengths of some learners. b. Provides problem-solving examples based on a process or procedure not necessarily a personal strength. c. *"Let's use the ten frame to find the sum."* d. Uses language and feedback that may be positive but does not focus on specific expected performance. e. *"Great work, everyone!"* f. Provides general feedback sometimes only for some learners. g. *"My friends who are struggling with their math assignment are using the hundreds chart as a problem-solving tool."* h. Notices when some learners manage or regulate themselves to accomplish their team or personal

EBP Definition	Proficient	Developing	Learning
	learner strengths vs. deficits and models how to be successful. f. Provides feedback about how to be successful. *g. "When you have all of the materials organized on your desk, you will have the tools necessary to solve the problem using the strategies you have learned."* h. Intentionally and explicitly calls attention to learners who manage or regulate themselves to accomplish their team or personal assignment. *i. "I noticed that even when you didn't know how to solve the math problem, you raised your hand for help; that shows me that you want to be successful."* j. Organizes the classroom to encourage goal setting (agency) using resources that reflect and support a diverse, collaborative community of learners including normed expectations and consistent	g. Notices when some learners manage or regulate themselves to accomplish their team or personal assignment. h. Provides intentional positive feedback freely to most learners related to mathematics performance referencing specific goals posted in the class. i. Organizes the classroom to reinforce goal setting (agency) but provides limited opportunities for peer collaboration as reflected in student groupings (homogeneous groupings), inconsistent routines, or materials that are generic (non-representative of the class community).	assignment. provides positive feedback to some learners. i. Provides general feedback freely to most learners related to mathematics performance.

EBP Definition	Proficient	Developing	Learning
	routines (heterogeneous grouping with opportunities for peer-to-peer assisted learning fostered on a regular basis).		

EMOTIONAL REGULATION

EBP Definition	Proficient	Developing	Learning
Emotions can positively or negatively affect how a learner participates in school and how they manage or regulate their behavior. The ability to understand and regulate emotions and behavior influences how they are perceived by others. **Learner Competencies** • Ability to identify and describe one's own emotions. • Perception of one's emotional state as the first step to identifying the emotions of others. • Recognizes and manages feelings of stress.	a. Teaches the language of emotions with intention by naming them, referencing them in anchor charts or word walls, and exploring emotions connected to struggle and learning as a component of instruction and engagement. *b. "I saw you were frustrated with members of your group when they did not respond to the question. But instead of getting upset, you encouraged them and helped everyone get back on track. Excellent job, Thunderbirds!"* c. Models and names their own emotions and use Think Aloud to relate those emotions to situations that their learners experience.	a. Teaches the language of emotions by naming them in general terms or using tools such as the Wheel of Emotions, but they are not used consistently to support student engagement or management of feelings. *"During today's independent work, I noticed that some friends had difficulty finding the missing factor, using your Wheel of Emotions, identify how this made you feel."* b. Models by naming their own emotions and providing examples that are not directly linked to their learners' experience. c. *"I understand how you are feeling. When I broke my favorite mug, I was so angry and wanted to yell at someone. When I calmed down, I went to Target and*	a. Teaches the language of emotions by referencing them on a word wall but rarely uses them as a means of supporting student engagement or management of feelings. *b. "Oliver, you seem distracted by the base ten blocks, please stop playing and complete your drill activity."* c. Names their own emotions but relates them to situations that may negatively impact their learners' experience or may be disciplinary in nature. *d. "Your behavior during the Number Corner activity was disrespectful and made me feel frustrated by your actions."*

EBP Definition	Proficient	Developing	Learning
		bought a new one."	
	d. *"I thought that math was hard to learn, and it made me feel afraid to try new tasks. I realized that I use math all the time in everyday life, and I had to change my attitude."* e. Sets regular routines to help learners name their own emotions and identifies connections between how they feel and how they act by using positive check-in routines, fostering self-reflection and response moderation. Strategies may include Think Aloud, Anchor Charts, Wheel of Emotions, If-Then Charts, or Zones of Regulation. *f. "Each day my students place a "color zone" magnet next to their name to tell me how they are feeling about the skills we are working on, allowing me to do a quick temperature check of the*	d. Establishes processes to help learners name their own emotions and identify connections between how they feel and how they act by using positive check-in routines. *e. "We use mindful minutes, journal writing, or positive affirmations to identify how feelings before, during or after a lesson."* f. Posts math goals and student outcomes with occasional references to prosocial behavior at the beginning of the class; differentiates daily goals to address learner differences and demonstrates strategies for achieving the goals during instruction. *"When I got stuck trying to solve this equation (points to the challenge), I felt confused*	*e.* Asks learners to share how they feel about math without providing context or options for naming those feelings or connecting them to how they act or respond to specific situations in the math lesson. *f. "Using thumbs up/thumbs down tell me how you felt about today's lesson."* *g. Posts the math goals and student outcomes so all learners can see them; provides differentiated instruction to meet learner differences.* *h. "Boys and girls, let's review today's objective before beginning our work."* i. Creates a reliable, learning environment that promotes calm and provides options for coping with the stress of

EBP Definition	Proficient	Developing	Learning
	class. I then tailor my language, questions, and responses to their immediate needs within the math lesson." g. Posts reasonable and attainable math goals with embedded prosocial behaviors; explicitly states essential learner outcomes, adapts daily goals for individual learners (SDI) and demonstrates strategies for achieving the goals throughout the lesson. *h. "Today we will use our 'Working with Friends' guidelines" to select an appropriate strategy (e.g., pairing objects or counting by 2s) to determine if a group of objects has an odd or even number of members and write an equation that expresses the even number as a sum of 2 equal addends."*	*and a little out of control (Yellow Zone). What recommendations would you suggest helping me get unstuck and back on track?"* g. Creates a safe, learning environment that promotes calm by providing organizational structures and processes for risk-free practice opportunities, and/or, affirmations for coping with the stress of negative events/feelings related to mathematics content. *h. "Before we get started today, let's take a moment to identify resources and tools that we can use to help us problem-solve when tasks get challenging."*	negative events/feelings related to mathematics content. *j. "I display colorful posters with positive messages and anchor charts to reinforce problem solving strategies to help my students maintain calm."*

EBP Definition	Proficient	Developing	Learning
	i. Working with Friends: • Taking turns • Completing tasks • Helping a teammate • Using kind words • Rating our success j. Creates a reliable, learning environment that promotes calm by eliminating environmental obstructions (light, clutter, and noise), adjusting academic structures (use of risk-free practice opportunities), and/or identifying healthy distractors (movement, affirmations, or options) for coping with the stress of negative events/feelings related to mathematics content. *k. "I frequently use 'Choose your attitude and actions.' affirmations (rehearsing positive thoughts and*		

EBP Definition	Proficient	Developing	Learning
	responses) as a component of goal setting for the math lesson. I use visual schedules to identify potential stressors and anchor charts with response actions to support student autonomy."		

COGNITIVE REGULATION

EBP Definition	Proficient	Developing	Learning
Successful learners take actions and use processes to acquire information, organize information, make decisions, and assume responsibility for learning. **Learner Competencies:** • Recognizes one's thinking and considers the actions to get it done. • Responds to personal restlessness or inattention with strategies to help them re-focus using breaks, call and respond, or physical movement, monitoring progress, and celebrating growth. • Recognizes when problems occur and takes effective steps toward a solution. • Problem-solves by considering options, making a choice, and/or taking the appropriate action.	a. Uses formative data to determine what mathematics skills need to be taught/retaught in an upcoming lesson inclusive of current performance levels on specific IEP math goals, functional learning goals, and curriculum goals. b. Engages learners in the processes needed to recognize problems, trends, or patterns, and apply solutions using "problem-solving scripts," visual schedules, or social stories. c. *"Using our problem-solving script, can someone demonstrate your thinking and the processes used to identify the mathematical operation and determine the best solution for answering this word problem."*	a. Uses data to determine what mathematics skills need to be taught in an upcoming lesson may include current performance levels on specific IEP math goals, functional learning goals, and curriculum goals. b. Demonstrates the processes needed to recognize problems, trends, or patterns, and apply solutions using "problem-solving scripts," anchor charts, or checklists. *"Follow along as I demonstrate the steps, we need to use to identify the mathematical operation and choose the best solution for answering this word problem."* c. Models decision-making skills including when to ask for help using Think-Aloud and may interject examples as	a. Inconsistently, uses data to determine what mathematics skills need to be taught in an upcoming lesson; consults with special educator for support related IEP math goals, and functional learning goals. b. Explains the processes needed to recognize problems, trends, or patterns, and apply solutions referencing anchor charts, or checklists posted in the room. *"Boys and girls, let's review our checklist of steps needed to identify the operation and choose the best solution for answering word problems."* c. Provides references for decision-making skills including when to ask for help but misses opportunities to relate the skill to lesson content.

EBP Definition	Proficient	Developing	Learning
• Manages time and adopts study habits using organizational scaffolds as needed.	d. Models positive decision-making skills including when to ask for help using Think-Aloud and provides opportunities for students to practice reflection and evaluation of their choices made using reciprocal processes. *e. "Yesterday, we worked through the decision-making processes needed to find the area of a rectangle with fractional side lengths using square unit tiles and comparing our findings by multiplying. Today we will use the collaborative strategy of Pair – Share – Square to revisit the process and demonstrate the decision-making used to solve for area of different rectangular areas."*	teachable moments within the lesson. *d. "Today we used the following decision-making processes (reviews processes) needed to find the area of a rectangle with fractional sides. I noticed that Eric and Jamal used 'Helper Hacks' to offer help and accept help when stuck. Can you boys demonstrate your strategy?"* e. Responds to indicators of student restlessness or inattention with strategies to help them re-focus using breaks which explicitly identify the purpose of the break (regulating attention and monitoring actions). *f. "I'm sensing the need for a brain break; to reduce some of that energy we are going to take a moment to do the Pokémon Freeze Dance."*	*d. "Today we used the following decision-making processes (reviews processes) needed to find the area of a rectangle with fractional sides. I noticed that Eric and Jamal used "Helper Hacks" to offer help and accept help when stuck. "* e. Responds to indicators of student restlessness or inattention with strategies to help them re-focus using breaks, call and respond, or physical movement, or physical movement. *f. "One – two – three. Eyes on me."* g. Structures the learning environment to reinforce academic and behavioral goals, class rules, and procedural processes.

EBP Definition	Proficient	Developing	Learning
		g. Structures the learning environment to promote goal setting with a focus on strengths, and academic achievement. h. Indiscriminately teaches learners using learning scaffolds and organizational materials to demonstrate time management, study skills, or self-regulation.	h. Provides learners with organizational charts, visual resources, and/or learning scaffolds without explicitly teaching their function related to time management, study skills, or self-regulation. *i. "Boys and girls, please use your ten frames as a way to solve today's warm-up activity."*

SOCIAL SKILLS

EBP Definition	Proficient	Developing	Learning
Social skills, communication skills, and empathy facilitate quality relationships with others. Important skills include the ability to form, maintain, and repair relationships. **Learner Competencies:** • Uses prosocial skills (normative behaviors) that contribute to friendships. • Takes turns and willingly shares with others to contribute to friendships. • Contributes to a team to reach a common goal or outcome. • Makes connections with teachers and peers for positive learning experiences. • Applies verbal and nonverbal communication techniques	a. Demonstrates a variety of healthy prosocial and culturally responsive interactions by celebrating culture, language, and experiences with students and their families, communicating high expectations for all learners, and providing opportunities for student expression using a range of communication styles. b. Models, prompts, and practices critical thinking, careful listening, and communication by creating interactive discussions (e.g., communication circles) with clear communication guidelines, role-play, and feedback related to knowledge, skills, and learning (academic and social).	a. Demonstrates prosocial and culturally responsive interactions by providing opportunities for learners to make choices about their names, greeting method, or identity, communicating standards for sharing, helping and teamwork, and acknowledging individual communication or learning needs. b. Models and prompts careful listening, thinking, and communication when there are whole group discussions using visual references, Think Aloud, or collaborative conversations related to academics. *c. "During today's Number Talk, we will Rename the Number by naming number sentences that represent the number 34. Before we start let us review*	a. Demonstrates positive interactions with all children with a positive greeting and acknowledging them by name, communicating standards for behavioral and academic performance, and providing collaborative learning opportunities. b. Prompts for careful listening, thinking and communication by asking questions and inviting learner input during whole group discussions, morning meetings, or structured closure activities. *"Today's careful listener word is 'butterscotch' when you hear me say this word all class members will Stop, Look, Prepare to Listen."* c. Provides opportunities for students to work collaboratively using mixed teams and differentiated

EBP Definition	Proficient	Developing	Learning
to share ideas, ask questions, and express feelings. • Understands and connects with others to demonstrate empathy. • Takes ownership of conflict or damage, makes amends, and accepts restorative efforts.	c. *Yesterday, we used a communication circle and "talking stick" to help us resolve some problems on the playground. Today, we are going to use that same strategy.* d. Cultivates a sense of belonging for all students by developing norms for teamwork and providing structured and game-based opportunities for students to work collaboratively using mixed teams, including scripts that reflect the role of each team member, and clear goals with minimal competition among members. e. *"During today's math forum we will be working in pairs to talk and share our strategies for solving math story problems. When we come together some pairs will be asked to share and respond to questions from the group. As our group listening and sharing rules."* d. Cultivates a sense of belonging for all students by providing opportunities for students to work collaboratively using mixed teams, assigned roles, and goals with minimal competition among members. e. *"Today we will practice plotting coordinates on a map (graph) by playing a game of Battleship with a partner."* f. Models and prompts the restorative efforts needed for student ownership of conflict, resolving differences, and making amends by using Think Aloud, a menu of options, and/or visual cues. g. *"During our shared work time, I noticed that Jeff and Eugene disagreed about how to solve the story problem. Eugene called Jeff's answer 'Stupid.' Jeff was angry. Together we used our feelings sentence*	roles. d. Fosters empathy by modeling processes for establishing a classroom community that discusses and identifies feelings, praises empathetic behavior, and/or assigns class jobs requiring an empathetic response (providing care for others). e. Models the restorative efforts needed for student ownership of conflict and making amends by using role play, a menu of options, and/or visual cues. f. *"I like the way Jackson used his sentence frame to express his feelings about the incident on the playground."*

EBP Definition	Proficient	Developing	Learning
	the pairs share out, we will all be using our active listening skills." f. Fosters empathy by maintaining a classroom community where it is safe for adults and students to actively identify feelings, acknowledge verbal and non-verbal cues of others, praises empathetic behavior, and/or assigns class jobs requiring an empathetic response (providing care for others). g. Models, prompts, and practices the restorative efforts needed for personal and student ownership of conflict, resolving differences, and making amends by using scripts, Think Aloud, impromptu conversations, a menu of options, and/or visual cues. *h. "We do not always agree with our friends about how to solve a challenging problem; this is even true with teachers and*	*starters to have an impromptu conversation to apologize and resolve the bad feelings."*	

EBP Definition	Proficient	Developing	Learning
	sometimes we say words that may be unkind. When disagreements occur, it is helpful to use some of our "Repair Kit" questions and actions to resolve the problem and apologize. Will you help me work through a problem situation?"		

Project Narrative - Signed Cover Sheet

Title : Signed Cover Sheet

Attachment:

File :

1 **ed524b_cover4.2025_palmer_final_1_.pdf**

U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1894-0003
Exp. 07/31/2024

Check only one box per Program Office instructions.

[x] Annual Performance Report [ ] Final Performance Report

General Information

1. PR/Award #: H323A210010
(Block 5 of the Grant Award Notification - 11 characters.)

2. Grantee NCES ID#: _____
(See instructions. Up to 12 characters.)

3 Project Title: Maryland State Personnel Development Grant: *Maryland TEAMS/Maryland Accelerates!*
(Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification.):* Maryland State Department of Education

5. Grantee Address *(See instructions.)* 200 West Baltimore St. Baltimore, MD 21201

6. Project Director *(See instructions.)* Name: Alicia G Palmer Title: SPDG Coordinator, Division of Early Intervention and Special Ed

Ph # (410) 767-0946 Ext: ( ) Fax #: (410) 333 - 8165
Email Address: Alicia.Palmer@Maryland.gov

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 03/01/2024 To: 02/28/2025 (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds *(Match/Cost Share)*
a. Previous Budget Period	$715,317	
b. Current Budget Period	$1,003,389	
c. Entire Project Period *(For Final Performance Reports only)*		

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

a. Are you claiming indirect costs under this grant? X Yes ___No
If yes, please indicate which of the following applies to your grant?

b. X The grantee has an Indirect Cost Rate Agreement approved by the Federal Government (see letter):
The period covered by the Indirect Cost Rate Agreement is from 07/01/2022 to: 06/30/2026 (mm/dd/yyyy)
The approving Federal agency is: X ED ___Other *(Please specify)*: _____
The Indirect Cost Rate is 16.9%
The Type of Rate *(For Final Performance Reports Only)* is: ___ Provisional ___ Final ___ Other *(Please specify):*

c.___ The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f).

d.___ The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either:
___ Is included in its approved Indirect Cost Rate Agreement; or
___ Complies with 34 CFR 76.564(c)(2).

e.___ The grantee is funded under a Training Rate Program and:
___ Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2); or
___ Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b).

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ___Yes ___ No X N/A

Data Privacy and Security Measures Certification *(See instructions.)*

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached? ___Yes ___ No X N/A (Does not apply to OSEP discretionary grants.)

Performance Measures Status and Certification *(See instructions.)*

12. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? X Yes ___ No

b. If no, when will the data be available and submitted to the Department? _____/_____/_____ (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).

Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Antoine L. Hickman
Name of Authorized Representative:

Assistant State Superintendent
Title:

Antoine L. Hickman
Signature:

Date: 4 / 25 / 2025

U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1894-0003
Exp. 07/31/2024

Check only one box per Program Office instructions.

[X] Annual Performance Report [ ] Final Performance Report

PR/Award # (11 characters): **H323A210010**

Executive Summary

The 2021 – 2026 Maryland SPDG # H323A210010 began October 1, 2021. Maryland SPDG focuses on improved student mathematics proficiency and social-emotional competence with an emphasis on children with disabilities. Implementation targets evidence-based core mathematics and specially designed mathematics instruction with embedded social-emotional learning skills. Implementation is supported with ongoing professional learning and instructional coaching. This approach to capacity building is based on the stages of implementation, drivers of implementation with fidelity, and teaming structures as defined by the National Implementation Research Network (NIRN) with an end goal of replication and sustainability across the State, local education agencies (LEA), and school levels. This process was initially impacted by significant delays in the hiring of State and local level project personnel as well as leadership changes across the State agency. Implementation during the FY 2024 reporting period represents a full level of established operational structures, staffing, and implementation with fidelity.

To achieve its goals the Maryland SPDG recruited participants from across the twenty-four LEAs. Applications were submitted and vetted based on readiness criteria. Each local applicant submitted an initial application during the 20021 – 2022 school year, followed by an interview process, attestations, the completion of a SPDG District Program Inventory, district level disaggregated student data in support of the application for participation. Baltimore County and Howard County Public Schools were selected based on their ability to demonstrate readiness to implement evidence-based practices with success and fidelity.

Factors considered include:

- Use of an evidence-based mathematics screener/progress monitoring tool for assessing
- student performance with a system of disaggregated performance data.
- Implementation of an evidence-based elementary mathematics curriculum as a foundation of a multi-tiered system of support including intensive interventions and specially designed instruction (SDI).
- Commitment to adopting embedded social-emotional learning teaching practices to provide a foundation for students' learning.
- Implementation of SDI within the general education environment for all students with disabilities including individuals with significant cognitive disabilities.
- communication of a shared responsibility for outcomes and deliverables.

Once the local systems were identified four schools from each local were recruited for participation. Key considerations include:

- A culture of open communication and collaboration among educators, administrators, and support staff.
- The percentage of students with disabilities in the school reflects the percentage of students with disabilities across the districts.
- 80% of students with disabilities are placed in the general education setting for > 80% or more of the school day.
- 95% of students with disabilities attend their home school.
- All students with disabilities, including individuals with significant disabilities, participate – or will participate – in core mathematics instruction with the general education setting.
- Trend data supports the need for improved core mathematics instruction, tiered interventions, and SDI to improve outcomes for all students, especially students with disabilities.

To advance the scale-up of Maryland SPDG, MSDE has recruited a third local education agency, Wicomico County Public Schools (WCPS) with two additional participating schools. This LEA was selected based upon need criteria and a willingness to implement the improvement targets of Maryland SPDG. WCPS serves a wide-ranging population of students with varying learning strengths, backgrounds, and abilities and is committed to ensuring that all students have access to the resources and instructional strategies needed for success. Located on Maryland's Eastern Shore, WCPS has a significantly smaller total student population (15,086 students) than BCPS (110,211 students) and HCPSS (57,633 students).

Student Group Demographics:

LEA	Special Education Services	Multi-Lingual Learners	FARMs	African American	White	Hispanic	Multi-racial	Asian
BCPS	14.5%	11.5%	55.9%	39.9%	30.3%	16.7%	5.4%	7.2%
HCPSS	11.8%	7.1%	31.4%	24.8%	30.3%	13.9%	3.6%	23.7%
WCPS	10.5%	13.2%	60.4%	38%	35.8%	14.7%	8.1%	2.7%

Mathematics achievement trends across the local systems demonstrate inequities across student groups, with the lowest performing students not making the adequate growth needed to accelerate achievement and close gaps. Addressing such challenges requires a comprehensive and collaborative approach involving educators, administrators, families, and community stakeholders to ensure that all children including those with disabilities receive high-quality mathematics instruction tailored to meet unique learning needs.

BCPS

Countywide: Students with disabilities had a proficiency rate of 13.3% in grade 3, 9.6% in grade 4, and 5.9% in grade 5.

HCPSS

Countywide: Students with disabilities had a proficiency rate of 25% in grade 3, 14.3% in grade 4, and 13.6% in grade 5.

WCPS

Countywide: Students with disabilities had a proficiency rate of 6.2% in grade 3, 5 % in grade 4, and 5% in grade 5.

For the FY 2024 reporting period, schools in BCPS and HCPSS expanded their initial implementation plan to include up to four grade levels of implementing teams. WCPS schools focused on an initial implementation plan targeting two grade levels per school. Preliminary review of outcome data signals a positive shift in learning outcomes for students in mathematics with 78.64% of all students demonstrating math skill development as measured by classroom formative data and 77.22% of students with disabilities demonstrating similar progress on those measures. The SEL Student Reflection – Assessment which assesses students perceived resilience to address mathematics challenges demonstrated positive gains with 75.68% of students rating their resiliency at or above an average of 2.5 out of 3. Educators used this data to pinpoint instructional practices to increase students' resilience in math. School Leadership Teams utilize heat map data processes to target grade levels, students, and SEL competencies in need of improvement. These needs are then included in their School Improvement Plans for schoolwide improvement related to social emotional competencies and math achievement outcomes. This data also highlights growth overtime allowing data teams to drill down and disaggregate data by student and grade level to track individual and group level improvements. Comparison of data related to implementing teams and non-implementing teams provides insight relative to the impact of teacher implementation of evidence-based practices specific to the Maryland Practice Profiles.

To build teacher competencies related to integrated social emotional learning strategies, Maryland SPDG collaborated with Dr. Nancy Frey, coauthor of *All Learning is Social and Emotional*, *The Social Emotional Learning Playbook*, and *Teaching Students to Drive Their Learning* to provide a series of webinars aligned to the Maryland Social Emotional Learning Practice Profile. Dr. Frey presented a series of three 90-minute webinars to the participating SPDG LEAs, school personnel, and members of the SPDG Stakeholders Advisory Group. The topics included Social and Emotional Learning: What, Why, How; Emotional and Cognitive Regulation; and Proactive Approaches to Restorative Practices. Participants evaluated the overall effectiveness of the presentations based on eight categories including such areas as substance, need, and replicability with an average rating of 4.44 on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

The implementation of EBPs using the Maryland Practice Profiles related to core mathematics, SDI mathematics, and SEL is supported with ongoing professional learning and instructional coaching demonstrating alignment between coaching expectations, outcomes, and agreements to reinforce the connection between improved instructional practice and student achievement. This job-embedded professional learning is provided by means of needs-based training and related resources, instructional coaching with State training personnel and local coaches, in addition to collaborative planning supports. All professional learning activities are scheduled at mutually agreeable times and personnel are provided stipends for activities taking place outside of the regular duty day. School districts committed to providing at least one full time equivalent coach to learn the Maryland SPDG coaching process and support teachers in implementing their targeted practices. Principals agreed to support teachers and hold bi-monthly meetings with MSDE project staff. Teachers committed to engage with coaching, including observations, coaching conversations, and embedded professional learning, as well as implementing mathematics instructional practices with integrated SEL support. The impact of this support is evidenced in Program Measure 2.1 with 88.89% of teacher implementers demonstrating improvement in implementation of EBPs in mathematics, as outlined on the Maryland SPDG Practice Profiles and measured by coaches through classroom observations and facilitated coaching cycles.

University of Maryland (UMD) has committed to a partnership with the MSDE to develop content for preservice and in-service teacher training that is inclusive of the evidence-based mathematics and social-emotional learning included with the implementation of the SPDG, H323A210010. This effort is being implemented through the Institute for the Study of Exceptional Children and Youth (ISECY) and operates within the Counseling, Higher Education and Special Education Department (CHSE). UMD provides representation at the quarterly SPDG Stakeholders Advisory Meeting with updates on relevant work, in addition to applicable professional learning events and networking opportunities. UMD continues to meet implementation targets as set out in the memorandum of understanding with MSDE.

- UMD will modify UMD's current special education math methods course (EDSP485) to include the Maryland Practice Profiles for personnel preparation in support of the planning, delivery, and evaluation of evidence-based specially designed mathematics instruction and integrated social-emotional supports for elementary age students with disabilities. Spring 2025 Pilot.
- UMD will design one (1) online professional learning (PL) 3-credit course reflecting the Maryland Practice Profiles for personnel preparation in support of the planning, delivery, and evaluation of evidence-based specially designed mathematics instruction and integrated social-emotional supports for elementary age students with disabilities. Course design in progress.

- UMD will offer one (1) 3-credit online designed professional learning (PL) course for minimum of 10 teachers/course/semester through the University's Institute for the Study of Children and Youth (ISECY) to Maryland teachers/professionals with a cohort option for SPDG participants. Planning in progress with launch Summer 2025.
- UMD will provide mentoring to a minimum of two (2) partner universities providing undergraduate mathematics special education courses to include support the Maryland Practice Profiles for personnel preparation in support of the planning, delivery, and evaluation of evidence-based specially designed mathematics instruction and integrated social-emotional supports for elementary age students with disabilities. Scheduled for Fall 2025.

While the Maryland SPDG is in Year 4 of the grant cycle, the 2024–25 school year was the second year of full implementation of the SPDG professional development and plan implementation. The 2024 SPDG Summer Academy brought together personnel from the implementing LEAs. This included a scale up inclusive of staff from Wicomico County Public Schools (Fruitland Elementary and Pinehurst Elementary Schools). The academy provided the foundation for professional learning during the FY 2024 reporting period with an emphasis on the connection between improved instructional practice and student outcomes with the focused application of Maryland Practice Profiles. Content instruction highlighting the critical foundations for teaching mathematics fluency, specially designed instruction (SDI) as an essential component of a Multi-tiered System of Supports (MTSS), the implementation of a school-wide implementation of self-regulation support for learning and behavior, as well as the implementation of the SPDG instructional coaching process have been center to ongoing and site-specific professional learning opportunities. Data-driven decision making and fidelity of implementation were key to this work.

For the FY 2024 reporting period, the SPDG Core Leadership Team, with input from the external evaluator provided evidence for rating the Maryland Accelerates! professional development at a 4 (Exemplary) on five evidence-based professional development (EBPD) components and at a 3 (Good) on nine EBPD components. The Maryland SPDG surpassed the Year 4 benchmark of 13 with a ratio of 14/16 (87.5%) components meeting the good or exemplary standard.

Project accomplishments are noted for each performance measure and are included in Section A – Performance Objectives Information and Related Performance Measures Data. Budget Information inclusive of current spending trends, encumbrances, projected expenditures for the 2025 – 2026 implementation timeline is provided in Section B – Budget Information narrative.

Forward planning for Year 5 and beyond will include actions to ensure continued implementation of project and performance measures. A request for a no-cost extension of Maryland SPDG will address the significant delays experienced during the initial launch which resulted in a lag in implementation and will promote scale-up to include additional schools and local educational agencies.

Maryland
STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.
Interim State Superintendent of Schools

March 26, 2024

United States Department of Education
OCFO/FIPAO/ICG
Attn: Mr. Andre Hylton
400 Maryland Avenue, SW
Washington, DC 20202-4500

RE: Agreement No. 2023-085

Dear Mr. Hylton:

Enclosed please find the countersigned original Indirect Cost Rate Agreement for the Maryland State Department of Education (MSDE). This reflects MSDE's acceptance of the approved Indirect Cost Rates through fiscal year 2026, per your letter dated March 4, 2024.

Thank you very much for your continued assistance.

Sincerely,

Donna Gunning
Assistant State Superintendent
Division of Financial Policy, Planning, Operations, & Strategy

CC: Robert Polcr
Catherine Hull

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

Date: March 4, 2024

Agreement No: 2023-085

Filing Reference: This replaces previous Agreement No. 2021-088(A)
Daled: 12'1/2023

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulalions issued by the Office of Management and Budget (0MB) Unifonn Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

	fwn	lil	Rm	IIIK	Appljcable Lo
Predetemlined	7/112022	6/30/2026	16.9%	MTDC	Unrestricted
Predetelmined	7/1/2022	6/30/2026	15.3%	MTDC	Restricted
Predetermined	7/1/2022	6/30/2026	16.8%	MTDC	DDS

Distribution Base:

MTDC — Modified Total Direct Costs - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds, and the portion of each subaward (subcontract or subgrant), above $25,000 (each award; each year).

Applicable To:

Unrestricted — Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted — Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

DDS — For use on Disability Determination Services programs.

Treatment of Fringe Benefits:
Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisitlon cost is equal to or greater than $5,000.

Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject lo all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of infonnation which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and **(D)** that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/ regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

Signature

Donna M. Gunning
Name

Asst. State Superintendent
Title

3/26/2024
Date

For the Federal Government:

U.S. Department of Education
OFO / OAGA / ICD
400 Maryland Avenue, SW
Washington, DC 20202-4500

Andre Hylton
Signature

Andre Hylton
Name

Director, Indirect Cost Division
Title

March 4, 2024
Date

Negotiator: Kayon Graham
Telephone Number: (202) 453-7902

U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)

Check only one box per Program Office instructions.

[X] **Annual Performance Report** [ ] **Final Performance Report**

General Information

1. PR/Award #: H323A210010
(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#:
(See instructions. Up to 12 Characters.)

3. Project Title: State Personnel Development Grants
(Enter the same title as on the approved application.)

4. Grantee Name: MARYLAND STATE DEPARTMENT OF EDUCATION
(Block 1 of the Grant Award Notification.)

5. Grantee Address:
(See instructions.)
Street: 200 W BALTIMORE ST
City: BALTIMORE
State: MD Zip: 21201 Zip+4: 2549

6. Project Director:
(See instructions.)

First Name:Alicia Last Name:Palmer Title:SPDG Coordinator, Divsion of Early Intervention and Special Education

Phone #: 4107670946 Fax #: 4103338165 Email Address: alicia.palmer@maryland.gov

Reporting Period Information ***(See instructions.)***

7. Reporting Period: From: 03/01/2024 To: 02/28/2025
(mm/dd/yyyy)

Budget Expenditures ***(To be completed by your Business Office. See instructions. Also see Section B.)***

8. Budget Expenditures:

	Federal Grant Funds	**Non-Federal Funds** ***(Match/Cost Share)***
a. Previous Budget Period	715,317	0
b. Current Budget Period	1,003,389	0
c. Entire Project Period *(For Final Performance Reports only)*		

Indirect Cost Information ***(To be completed by your Business Office. See instructions.)***

9. Indirect Costs

a. Are you claiming indirect costs under this grant? If yes, please indicate which of the following applies to your grant? ● Yes ❍ No

b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: ● Yes ❍ No

The period covered by the Indirect Cost Rate Agreement is : From: 07/01/2022 To:06/30/2026 (mm/dd/yyyy)

The approving Federal agency is : ● ED ❍ Other *(Please specify):*

The Indirect Cost Rate is : 16.9 %

Type of Rate *(For Final Performance Reports Only)*: ❍ Provisional ❍ Final ❍ Other *(Please specify):*

c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) ❍ Yes ❍ No

d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :

❍ Is included in your approved Indirect Cost Rate Agreement ❍ Complies with 34 CFR 76.564(c)(2)?

e. The grantee is funded under a Training Rate Program and:

❍ Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)

❍ Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b)

Human Subjects (Annual Institutional Review Board (IRB) Certification) ***(See instructions.)***

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ❍ Yes ❍ No ● N/A

Data Privacy and Security Measures Certification ***(See instructions.)***

Please note that the following question pertains to programs with Institute of Education Sciences (IES) only.

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached? ❍ Yes ❍ No ● N/A

Performance Measures Status and Certification *(See instructions.)*

12. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ● Yes ❍ No

b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: Antoine Hickman	Title: Assistant State Superintendent
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:
Title : ED524B COVER 42025 PALMER File : **ed524b_cover4.2025_palmer_final_1_.pdf**

U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1894-0003
Exp. 07/31/2024

Check only one box per Program Office instructions.

[x] Annual Performance Report [ ] Final Performance Report

General Information

1. PR/Award #: H323A210010 *(Block 5 of the Grant Award Notification - 11 characters.)*
2. Grantee NCES ID#: _____ *(See instructions. Up to 12 characters.)*
3 Project Title: Maryland State Personnel Development Grant: *Maryland TEAMS/Maryland Accelerates!*
(Enter the same title as on the approved application.)
4. Grantee Name *(Block 1 of the Grant Award Notification.):* Maryland State Department of Education
5. Grantee Address *(See instructions.)* 200 West Baltimore St. Baltimore, MD 21201
6. Project Director *(See instructions.)* Name: Alicia G Palmer Title: SPDG Coordinator, Division of Early Intervention and Special Ed

Ph # (410) 767-0946 Ext: ( ) Fax #: (410) 333 - 8165
Email Address: Alicia.Palmer@Maryland.gov

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 03/01/2024 To: 02/28/2025 (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds *(Match/Cost Share)*
a. Previous Budget Period	$715,317	
b. Current Budget Period	$1,003,389	
c. Entire Project Period *(For Final Performance Reports only)*		

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

a. Are you claiming indirect costs under this grant? X Yes ___No
If yes, please indicate which of the following applies to your grant?

b. X The grantee has an Indirect Cost Rate Agreement approved by the Federal Government (see letter):
The period covered by the Indirect Cost Rate Agreement is from 07/01/2022 to: 06/30/2026 (mm/dd/yyyy)
The approving Federal agency is: X ED ___Other *(Please specify)*: _____
The Indirect Cost Rate is 16.9%
The Type of Rate *(For Final Performance Reports Only)* is: ___ Provisional ___ Final ___ Other *(Please specify):*

c.___ The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f).

d.___ The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either:
___ Is included in its approved Indirect Cost Rate Agreement; or
___ Complies with 34 CFR 76.564(c)(2).

e.___ The grantee is funded under a Training Rate Program and:
___ Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2); or
___ Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b).

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ___Yes ___ No X N/A

Data Privacy and Security Measures Certification *(See instructions.)*

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached? ___Yes ___ No X N/A (Does not apply to OSEP discretionary grants.)

Performance Measures Status and Certification *(See instructions.)*

12. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? X Yes ___ No

b. If no, when will the data be available and submitted to the Department? _____/_____/_____ (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).

Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Antoine L. Hickman

Name of Authorized Representative:

Assistant State Superintendent

Title: _____

Antoine L. Hickman

Signature:

Date: 4 / 25 / 2025

U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1894-0003
Exp. 07/31/2024

Check only one box per Program Office instructions.

[X] Annual Performance Report [ ] Final Performance Report

PR/Award # (11 characters): **H323A210010**

Executive Summary

The 2021 – 2026 Maryland SPDG # H323A210010 began October 1, 2021. Maryland SPDG focuses on improved student mathematics proficiency and social-emotional competence with an emphasis on children with disabilities. Implementation targets evidence-based core mathematics and specially designed mathematics instruction with embedded social-emotional learning skills. Implementation is supported with ongoing professional learning and instructional coaching. This approach to capacity building is based on the stages of implementation, drivers of implementation with fidelity, and teaming structures as defined by the National Implementation Research Network (NIRN) with an end goal of replication and sustainability across the State, local education agencies (LEA), and school levels. This process was initially impacted by significant delays in the hiring of State and local level project personnel as well as leadership changes across the State agency. Implementation during the FY 2024 reporting period represents a full level of established operational structures, staffing, and implementation with fidelity.

To achieve its goals the Maryland SPDG recruited participants from across the twenty-four LEAs. Applications were submitted and vetted based on readiness criteria. Each local applicant submitted an initial application during the 20021 – 2022 school year, followed by an interview process, attestations, the completion of a SPDG District Program Inventory, district level disaggregated student data in support of the application for participation. Baltimore County and Howard County Public Schools were selected based on their ability to demonstrate readiness to implement evidence-based practices with success and fidelity.

Factors considered include:

- Use of an evidence-based mathematics screener/progress monitoring tool for assessing
- student performance with a system of disaggregated performance data.
- Implementation of an evidence-based elementary mathematics curriculum as a foundation of a multi-tiered system of support including intensive interventions and specially designed instruction (SDI).
- Commitment to adopting embedded social-emotional learning teaching practices to provide a foundation for students' learning.
- Implementation of SDI within the general education environment for all students with disabilities including individuals with significant cognitive disabilities.
- communication of a shared responsibility for outcomes and deliverables.

Once the local systems were identified four schools from each local were recruited for participation. Key considerations include:

- A culture of open communication and collaboration among educators, administrators, and support staff.
- The percentage of students with disabilities in the school reflects the percentage of students with disabilities across the districts.
- 80% of students with disabilities are placed in the general education setting for > 80% or more of the school day.
- 95% of students with disabilities attend their home school.
- All students with disabilities, including individuals with significant disabilities, participate – or will participate – in core mathematics instruction with the general education setting.
- Trend data supports the need for improved core mathematics instruction, tiered interventions, and SDI to improve outcomes for all students, especially students with disabilities.

To advance the scale-up of Maryland SPDG, MSDE has recruited a third local education agency, Wicomico County Public Schools (WCPS) with two additional participating schools. This LEA was selected based upon need criteria and a willingness to implement the improvement targets of Maryland SPDG. WCPS serves a wide-ranging population of students with varying learning strengths, backgrounds, and abilities and is committed to ensuring that all students have access to the resources and instructional strategies needed for success. Located on Maryland's Eastern Shore, WCPS has a significantly smaller total student population (15,086 students) than BCPS (110,211 students) and HCPSS (57,633 students).

Student Group Demographics:

LEA	Special Education Services	Multi-Lingual Learners	FARMs	African American	White	Hispanic	Multi-racial	Asian
BCPS	14.5%	11.5%	55.9%	39.9%	30.3%	16.7%	5.4%	7.2%
HCPSS	11.8%	7.1%	31.4%	24.8%	30.3%	13.9%	3.6%	23.7%
WCPS	10.5%	13.2%	60.4%	38%	35.8%	14.7%	8.1%	2.7%

Mathematics achievement trends across the local systems demonstrate inequities across student groups, with the lowest performing students not making the adequate growth needed to accelerate achievement and close gaps. Addressing such challenges requires a comprehensive and collaborative approach involving educators, administrators, families, and community stakeholders to ensure that all children including those with disabilities receive high-quality mathematics instruction tailored to meet unique learning needs.

BCPS

Countywide: Students with disabilities had a proficiency rate of 13.3% in grade 3, 9.6% in grade 4, and 5.9% in grade 5.

HCPSS

Countywide: Students with disabilities had a proficiency rate of 25% in grade 3, 14.3% in grade 4, and 13.6% in grade 5.

WCPS

Countywide: Students with disabilities had a proficiency rate of 6.2% in grade 3, 5 % in grade 4, and 5% in grade 5.

For the FY 2024 reporting period, schools in BCPS and HCPSS expanded their initial implementation plan to include up to four grade levels of implementing teams. WCPS schools focused on an initial implementation plan targeting two grade levels per school. Preliminary review of outcome data signals a positive shift in learning outcomes for students in mathematics with 78.64% of all students demonstrating math skill development as measured by classroom formative data and 77.22% of students with disabilities demonstrating similar progress on those measures. The SEL Student Reflection – Assessment which assesses students perceived resilience to address mathematics challenges demonstrated positive gains with 75.68% of students rating their resiliency at or above an average of 2.5 out of 3. Educators used this data to pinpoint instructional practices to increase students' resilience in math. School Leadership Teams utilize heat map data processes to target grade levels, students, and SEL competencies in need of improvement. These needs are then included in their School Improvement Plans for schoolwide improvement related to social emotional competencies and math achievement outcomes. This data also highlights growth overtime allowing data teams to drill down and disaggregate data by student and grade level to track individual and group level improvements. Comparison of data related to implementing teams and non-implementing teams provides insight relative to the impact of teacher implementation of evidence-based practices specific to the Maryland Practice Profiles.

To build teacher competencies related to integrated social emotional learning strategies, Maryland SPDG collaborated with Dr. Nancy Frey, coauthor of *All Learning is Social and Emotional*, *The Social Emotional Learning Playbook*, and *Teaching Students to Drive Their Learning* to provide a series of webinars aligned to the Maryland Social Emotional Learning Practice Profile. Dr. Frey presented a series of three 90-minute webinars to the participating SPDG LEAs, school personnel, and members of the SPDG Stakeholders Advisory Group. The topics included Social and Emotional Learning: What, Why, How; Emotional and Cognitive Regulation; and Proactive Approaches to Restorative Practices. Participants evaluated the overall effectiveness of the presentations based on eight categories including such areas as substance, need, and replicability with an average rating of 4.44 on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

The implementation of EBPs using the Maryland Practice Profiles related to core mathematics, SDI mathematics, and SEL is supported with ongoing professional learning and instructional coaching demonstrating alignment between coaching expectations, outcomes, and agreements to reinforce the connection between improved instructional practice and student achievement. This job-embedded professional learning is provided by means of needs-based training and related resources, instructional coaching with State training personnel and local coaches, in addition to collaborative planning supports. All professional learning activities are scheduled at mutually agreeable times and personnel are provided stipends for activities taking place outside of the regular duty day. School districts committed to providing at least one full time equivalent coach to learn the Maryland SPDG coaching process and support teachers in implementing their targeted practices. Principals agreed to support teachers and hold bi-monthly meetings with MSDE project staff. Teachers committed to engage with coaching, including observations, coaching conversations, and embedded professional learning, as well as implementing mathematics instructional practices with integrated SEL support. The impact of this support is evidenced in Program Measure 2.1 with 88.89% of teacher implementers demonstrating improvement in implementation of EBPs in mathematics, as outlined on the Maryland SPDG Practice Profiles and measured by coaches through classroom observations and facilitated coaching cycles.

University of Maryland (UMD) has committed to a partnership with the MSDE to develop content for preservice and in-service teacher training that is inclusive of the evidence-based mathematics and social-emotional learning included with the implementation of the SPDG, H323A210010. This effort is being implemented through the Institute for the Study of Exceptional Children and Youth (ISECY) and operates within the Counseling, Higher Education and Special Education Department (CHSE). UMD provides representation at the quarterly SPDG Stakeholders Advisory Meeting with updates on relevant work, in addition to applicable professional learning events and networking opportunities. UMD continues to meet implementation targets as set out in the memorandum of understanding with MSDE.

- UMD will modify UMD's current special education math methods course (EDSP485) to include the Maryland Practice Profiles for personnel preparation in support of the planning, delivery, and evaluation of evidence-based specially designed mathematics instruction and integrated social-emotional supports for elementary age students with disabilities. Spring 2025 Pilot.
- UMD will design one (1) online professional learning (PL) 3-credit course reflecting the Maryland Practice Profiles for personnel preparation in support of the planning, delivery, and evaluation of evidence-based specially designed mathematics instruction and integrated social-emotional supports for elementary age students with disabilities. Course design in progress.

- UMD will offer one (1) 3-credit online designed professional learning (PL) course for minimum of 10 teachers/course/semester through the University's Institute for the Study of Children and Youth (ISECY) to Maryland teachers/professionals with a cohort option for SPDG participants. Planning in progress with launch Summer 2025.
- UMD will provide mentoring to a minimum of two (2) partner universities providing undergraduate mathematics special education courses to include support the Maryland Practice Profiles for personnel preparation in support of the planning, delivery, and evaluation of evidence-based specially designed mathematics instruction and integrated social-emotional supports for elementary age students with disabilities. Scheduled for Fall 2025.

While the Maryland SPDG is in Year 4 of the grant cycle, the 2024–25 school year was the second year of full implementation of the SPDG professional development and plan implementation. The 2024 SPDG Summer Academy brought together personnel from the implementing LEAs. This included a scale up inclusive of staff from Wicomico County Public Schools (Fruitland Elementary and Pinehurst Elementary Schools). The academy provided the foundation for professional learning during the FY 2024 reporting period with an emphasis on the connection between improved instructional practice and student outcomes with the focused application of Maryland Practice Profiles. Content instruction highlighting the critical foundations for teaching mathematics fluency, specially designed instruction (SDI) as an essential component of a Multi-tiered System of Supports (MTSS), the implementation of a school-wide implementation of self-regulation support for learning and behavior, as well as the implementation of the SPDG instructional coaching process have been center to ongoing and site-specific professional learning opportunities. Data-driven decision making and fidelity of implementation were key to this work.

For the FY 2024 reporting period, the SPDG Core Leadership Team, with input from the external evaluator provided evidence for rating the Maryland Accelerates! professional development at a 4 (Exemplary) on five evidence-based professional development (EBPD) components and at a 3 (Good) on nine EBPD components. The Maryland SPDG surpassed the Year 4 benchmark of 13 with a ratio of 14/16 (87.5%) components meeting the good or exemplary standard.

Project accomplishments are noted for each performance measure and are included in Section A – Performance Objectives Information and Related Performance Measures Data. Budget Information inclusive of current spending trends, encumbrances, projected expenditures for the 2025 – 2026 implementation timeline is provided in Section B – Budget Information narrative.

Forward planning for Year 5 and beyond will include actions to ensure continued implementation of project and performance measures. A request for a no-cost extension of Maryland SPDG will address the significant delays experienced during the initial launch which resulted in a lag in implementation and will promote scale-up to include additional schools and local educational agencies.

Maryland
STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.
Interim State Superintendent of Schools

March 26, 2024

United States Department of Education
OCFO/FIPAO/ICG
Attn: Mr. Andre Hylton
400 Maryland Avenue, SW
Washington, DC 20202-4500

RE: Agreement No. 2023-085

Dear Mr. Hylton:

Enclosed please find the countersigned original Indirect Cost Rate Agreement for the Maryland State Department of Education (MSDE). This reflects MSDE's acceptance of the approved Indirect Cost Rates through fiscal year 2026, per your letter dated March 4, 2024.

Thank you very much for your continued assistance.

Sincerely,

Donna Gunning
Assistant State Superintendent
Division of Financial Policy, Planning, Operations, & Strategy

CC: Robert Polcr
Catherine Hull

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

Date: March 4, 2024

Agreement No: 2023-085

Filing Reference: This replaces previous Agreement No. 2021-088(A)
Daled: 12'1/2023

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulalions issued by the Office of Management and Budget (0MB) Unifonn Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

	fwn	lil	Rm	IIIK	Appljcable Lo
Predetemlined	7/112022	6/30/2026	16.9%	MTDC	Unrestricted
Predetelmined	7/1/2022	6/30/2026	15.3%	MTDC	Restricted
Predetermined	7/1/2022	6/30/2026	16.8%	MTDC	DDS

Distribution Base:

MTDC — Modified Total Direct Costs - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds, and the portion of each subaward (subcontract or subgrant), above $25,000 (each award; each year).

Applicable To:

Unrestricted — Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted — Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

DDS — For use on Disability Determination Services programs.

Treatment of Fringe Benefits:
Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisitlon cost is equal to or greater than $5,000.

Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject lo all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of infonnation which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and **(D)** that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/ regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

Signature

Donna M. Gunning
Name

Asst. State Superintendent
Title

3/26/2024
Date

For the Federal Government:

U.S. Department of Education
OFO / OAGA / ICD
400 Maryland Avenue, SW
Washington, DC 20202-4500

Andre Hylton
Signature

Andre Hylton
Name

Director, Indirect Cost Division
Title

March 4, 2024
Date

Negotiator: Kayon Graham
Telephone Number: (202) 453-7902

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H323A210010

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

Program Measure 1: An evidence-based professional learning system for mathematics, specially designed instruction (SDI), and social-emotional learning (SEL) evidence-based practices (EBP) is designed and implemented, following implementation science guidelines.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.1 At least 80% of professional development components demonstrate a score of 3 (good) or 4 (exemplary), as measured by the OSEP SPDG Evidence-Based Professional Development Rubric.	PROGRAM		13 / 16	81		14 / 16	88
1.2 The SPDG Design Team effectively designs and refines the mathematics, SDI, and SEL EBP resources, implementation processes, and evaluation tools, as measured by Stakeholders' ratings of identified resources/processes/tools as a 4 out of 5 on a scale (strongly disagree to strongly agree) for quality, usefulness, relevance, and evidence-based.	PROJECT		4 / 5	80		4 / 5	80
1.3 The SPDG Leadership Team, with input from stakeholders, establishes readiness criteria for local participation and selects elementary school partners as measured by agreements with participating districts.	PROJECT		6 / 6	100		6 / 6	100
1.4 At least 80% of participants in professional learning report knowledge gain or extensive prior knowledge on learning targets as measured by a training evaluation.	PROJECT		80 / 100	80		182 / 213	85
1.5 Within one year of engagement with the SPDG Leadership and Stakeholder Advisory Group, University partners develop and embed EBP in mathematics SDI and SEL within special education teacher preparation coursework.	PROJECT		1 / 1	100		1 / 1	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1.1 The Maryland State Department of Education (MSDE) faced recruitment challenges for the State Personnel Development Grant (SPDG) due to COVID-19. By fall 2022, MSDE hired a full-time SPDG Coordinator and partially filled the Professional Learning Specialist/Coach Facilitator role with staff from the Maryland Coalition for Inclusive Education (MCIE). In summer/fall 2023, an external evaluation team and an MSDE Professional Learning Specialist/Coach Facilitator were onboarded. While the MD-SPDG is in Year 4 of the grant, the 2024–25 school year was the second year of full SPDG professional development and plan implementation. The 2024 SPDG Summer Academy emphasized improved instructional practice and student outcomes. For FY 2024, 87.5% of professional development components met the good or exemplary standard, surpassing the Year 4 benchmark. Evaluation data was reported to stakeholders for continuous improvement. 1.2 The SPDG Design Team effectively designs and

refines math, SDI, and SEL EBP resources, implementation processes, and evaluation tools. Stakeholders rated these resources/processes/tools as 4 out of 5 for quality, usefulness, relevance, and evidence-based criteria. The Stakeholder Advisory Group meets quarterly to provide input and feedback. During FY 2024, they reviewed four key resources/tools, averaging a rating of 4.23 on a 5-point scale. The MD Practice Profiles were included in the "Success for All Students in the General Education Classroom: A Guide for Inclusive Practices," published in October 2024, and an infographic on SDI was distributed in July 2024. These resources support statewide scale-up and evidence-based practices in math, SDI, and SEL. 1.3 The SPDG Leadership Team, with stakeholder input, sets readiness criteria for local participation and selects elementary school partners based on agreements with districts. Six elementary schools in Baltimore, Howard, and Wicomico Counties participated in SPDG-supported professional learning and coaching during the reporting period. The EBPD rubric guides selection, training, coaching, data systems, and leadership supports. The number of schools involved is on track with the SPDG application timeline. Additional districts have shown interest, and at least one more district is expected to join in the next reporting period, aligning with the 2021–2026 SPDG timeline. 1.4 The MD-SPDG aims to ensure participants gain the knowledge and skills needed to implement evidence-based practices. In FY 2024, data from six professional learning events and a 3-day Summer Academy showed that 85% of participants reported either improved skills or extensive prior knowledge on learning targets. The Summer Academy had pre-training and post-training knowledge ratings of 3.02 and 3.59, respectively, and was highly rated for quality, usefulness, and relevance. District coaches engaged in bi-weekly sessions and additional one-to-one planning assistance, with pre-training and post-training knowledge ratings of 2.07 and 3.34. These sessions were also highly rated for quality, usefulness, and relevance. To enhance teacher competencies in social-emotional learning, MD-SPDG collaborated with Dr. Nancy Frey for a webinar series, which received positive ratings and is available online for public access. The webinar series was recorded and uploaded to the MSDE, Division of Early Intervention and Special Education Services webpage for public access. 1.5 MD SPDG is partnering with the University of Maryland (UMD) to embed evidence-based practices in math and SEL into coursework. UMD revised and piloted EDSP485, an undergraduate course, to include Maryland Practice Profiles, enhancing students' knowledge of math standards and specially designed instruction. EDSP683, a graduate course, is being revised and will be offered in Summer 2025. UMD will also start mentoring faculty from other universities in Fall 2025.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: H323A210010

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

Program Measure 2: Educators and school systems increase the implementation of mathematics, SDI, and SEL EBP.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.1 After two coaching cycles, 80% of teacher implementers demonstrate im-provement in implementation of EBPs in mathematics, as outlined on the Maryland SPDG Evidence-Based Mathematics and Specially Designed Instruction Practice Profile and the Social-Emotional Learning Instruction and Embedded Supports Practice Profile, measured by coaches through classroom observations and facilitated coaching cycles.	PROGRAM		80 / 100	80		32 / 36	89
2.2 After two or more coaching cycles, implementing educators report experiencing high-quality coaching from local coaches as measured by coaching feedback survey responses, with ratings averaging 2.5 on a 3-point scale (83%).	PROJECT		30 / 36	83		83 / 87	95

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2.1 As described in the Program Measure 1.1 EBPD rubric, ongoing coaching is a core component of Maryland Accelerates! professional learning. District coaches observed classrooms and guided educators through a baseline assessment process of evidence-based math, SDI, and SEL practices. Within the reporting period, coaching data representing two coaching cycles were completed for 36 educators. An additional 20 educators completed one coaching cycle, and 11 educators completed the baseline assessment and were beginning their first coaching cycle. Within each coaching cycle, the coach and educator analyzed implementation, evaluated proficiency based on rubric descriptors, and identified student benefits for the targeted practices. Of the 36 educators who completed two coaching cycles, 32 (88.89%) improved implementation of targeted practices, as rated by the coach. During coaching, each educator prioritized one evidence-based practice from a selection of six prioritized by their district. Specifically, 11 educators improved fact fluency, 6 educators improved explicit (systematic) instruction, 4 educators improved representation, 2 educators improved manipulatives, and 2 educators improved self-regulation support for learning and behavior as described in the Evidence-Based Mathematics/Special Designed Instruction Practice Profile. Five educators improved cognitive regulation, and 2 educators improved emotional regulation as described in the Social-Emotional Learning Instruction and Embedded Supports Practice Profile. Coaching cycles are ongoing, and it is anticipated that these educators will continue to progress in implementation, and the additional educators with baseline data will demonstrate improvement in implementation by the conclusion of the 2024–25 school year. 2.2 The coaching feedback survey was completed by 29 educators during the reporting period after their second coaching cycle. Coaching participants responded 1 (no), 2 (sometimes), or 3 (yes) to indicators of quality coaching. Coaching is considered high-quality if averages exceed 2.5 on the 3-point scale. Across the coaching behaviors, average ratings were 2.86 out of 3, exceeding the criteria for high-quality coaching. Average ratings by item are as follows: My coach continually maintains a safe relationship that makes me feel comfortable and that our conversations are confidential. 2.83 My coach facilitates my critical thinking through a variety of perspectives when analyzing my implementation of the targeted evidence-based practice and determining the next steps for growing my skill. 2.86 My coach listens without judgment and creates space for me to express myself and reflect on my implementation. 2.90 My coach asks questions for clarification and to prompt me to be thoughtful about my implementation. 2.93 As I am learning, my coach demonstrates patience and shows compassion for what I am experiencing. 2.93 My coach effectively supports me in implementing the targeted practices from the Maryland SPDG Practice Profiles by providing resources, reflecting on lesson plans/materials, modelling, co-implementing, and/or use of video analyses. 2.69

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

Program Measure 3: Follow-up PL and coaching are provided to support implementation.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.1 By Year 2 and ongoing, at least 65% of SPDG professional development funds are used for activities designed to sustain the use of the SPDG evidence-based practices as determined through an annual expenditure audit.	PROGRAM		65 / 100	65		712546 / 1003389	71

Explanation of Progress (Include Qualitative Data and Data Collection Information)

3.1 The Maryland SPDG established a target of 65% of expenditures categorized as follow-up support associated with professional learning. For the FY 2024 reporting cycle, 71% of SPDG professional development funds were used for activities to sustain the use of the SPDG evidence-based practices as determined through an annual expenditure audit. Expenditures were related to implementation costs, inclusive of salaries and wages, fixed costs, and benefits to State and local coaching staff, stipends to local personnel participating in professional learning occurring outside of the regular duty day, and instructional resources supplementing the implementation of evidence-based practices for mathematics, SDI, and SEL.

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SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

Program Measure 4: Students, specifically those with disabilities, benefit from the implementation of mathematics, SDI, and SEL EBP.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
4.1 After one year of educator implementation, at least 70% of students with disabilities demonstrate growth in mathematics at a rate comparable to their grade-level peers as measured by the MCAP (spring state assessment) and MAP (winter grade-level performance data).	PROGRAM		70 / 100	70		42 / 58	72
4.2 Students in classrooms of implementing math teachers report strong math resilience as measured by the Maryland Accelerates! Student Reflection.	PROJECT		70 / 100	70		1270 / 1678	76
4.3 After six months of educator coaching, at least 70% of all students demonstrate math skill development as measured by classroom formative data.	PROJECT		70 / 100	70		61 / 79	77

Explanation of Progress (Include Qualitative Data and Data Collection Information)

4.1 The goal of MD SPDG is to increase students' math achievement. Each student's growth in math performance is calculated using MCAP and MAP assessments. Educators began implementing evidence-based practices through Maryland Accelerates! in Fall 2023. Data demonstrates that when educators progress in the implementation of EBP with coaching, student learning increases. Of the 58 students with disabilities whose math teachers demonstrated growth through coaching, 42 (72%) met the Fall to Winter growth target on the MAP during the 2024–25 school year. In comparison, for the 5719 students with disabilities in participating districts whose math teachers did not participate in coaching, 3093 (54%) met the Fall to winter growth target. 4.2 During FY 2024 reporting period, Maryland Accelerates! SEL Student Reflection was completed by 1678 students in grades 1 through 5. Educators used this data to pinpoint instructional practices to increase students' resilience in math. Students responded to items such as Not Like Me (1), Sometimes (2), or Like Me (3). Students are considered to have high math resilience if averages meet or exceed 2.5 on the 3-point scale. Of the 1678 students, 1270 reported average ratings of 2.5 or higher. Across the math resilience items, average ratings were 2.61 out of 3. Aver-age ratings by item are as follows: I believe I can learn to do anything if I try hard. 2.67 I can keep trying even when learning is hard. 2.63 I can tell you about my strengths and skills in math. 2.51 I can take steps to try new skills or solve a problem. 2.63 School Leadership Teams utilize heat map data processes to target grade levels, students, and SEL competencies in need of improvement. These needs are then included in their School Improvement Plans for schoolwide improvement related to social-emotional competencies and math achievement outcomes. This data also highlights growth over time, allowing data teams to drill down and disaggregate data by student and grade level to track individual and group-level improvements. Comparison data related to implementing teams and non-implementing teams provides insight relative to the impact of teacher practice specific to the Maryland Practice Profiles. 4.3 Formative classroom data guide instruction and are analyzed within the coaching process to prioritize instructional practices. During the reporting period, data on students' skill development were captured in the coaching cycle documentation of 28 educators. Of the 515 students, 405 (78.64%) showed improvement in the targeted skill. 4.4 Formative classroom data guide instruction and are analyzed within the coaching process to prioritize instructional practices. During the reporting period, data on the skill development of students with disabilities was captured in the coaching cycle documentation of 24 educators. Of the 79 students with disabilities, 61 (77.22%) showed improvement in the targeted skill.

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PR/Award #: **H323A210010**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)
Title : H323A210010 Section B Budget Narrative
File : **ed524b_Budget_Narrative_Measure_3_final.pdf**
SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)
Title :
File :

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Exp. 07/31/2024

PR/Award # (11 characters): H323A210010

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

The timely expenditure of Maryland SPDG funding has been significantly impacted by delays in programmatic and project implementation including the hiring of State and local level project personnel. As of November 2023, issues related to State leadership, designated personnel, and fiscal management have been resolved with consistent structures supporting the operational processes necessary for plan implementation. The FY 2024 reporting period represents a full level of operational structures, staffing, and implementation of evidence-based practices with fidelity.

To date:

Total funds awarded to Maryland SPDG: $4,399,126 (Years 1-4).
Total expenditure equals $1,82,914 (Years 1-4) with $1,003,289 (FY 2024)
Total encumbrances $1,317,110 (FY 2024)
Total FY 2024 expenditures + encumbrances = $2,320,399

Scope of Work (March – September 2025):

- Grade level expansion with professional learning across existing schools
- Targeted expansion to additional schools with professional learning
- Examination of staffing/hiring of local coaches to include reassessment of coach-to-implementor ratios for equitable support across schools
- Expansion of professional learning to include site-based options related to school improvement planned aligned with evidence-based practices (core mathematics, SDI, and integrated SEL
- Summer 2025 Coaches Training/Professional Learning
- Expansion of family engagement aligned to SPDG outcomes

Projections for the remainder of FY 2024:

Subgrant awards to existing local educational agencies (LEAs) for scaleup to include expanded grade level participation (K – 5) and an additional participating school with designated coaching staff. $900,000. Recruitment May 2024.
Subgrant award to existing partner, MCIE, for continued support and training assistance implementation through September 2026. Costs are inclusive of professional learning contracts for Ongoing Assessment Project training and collaboration with the All-Learners Network to build teacher capacity relative to implementation of mathematic content and specially designed instruction. $400,000.
Subgrant award to existing university partner, the UMD, for expanded course development and implementation through September 2026 to include tuition reimbursement to SPDG cohort participants and mentoring. $225,000.
MSDE costs including salaries and wages of SPDG personnel, fixed costs, and benefits, indirect-costs, website development, provision of professional learning with accessibility support, and supplies/materials. $550,000.
Total projected costs expenditures + encumbrances = $2,075,000

The start date for the next round of subgrant awards is slated to begin May 1, 2025.

Projection for FY 2025 performance period:

Continued emphasis on implementation with fidelity and clearly defined operational structures:

- Initiation of recruitment process to include additional local educational agencies for scale-up of SPDG implementation with a target of two additional LEAs
- Use of an evidence-based mathematics screener/progress monitoring tool for assessing student performance with a system of disaggregated performance data
- Implementation of an evidence-based elementary mathematics curriculum as a foundation of a multi-tiered system of support including intensive interventions and SDI
- Commitment to adopting embedded social-emotional learning teaching practices to provide a foundation for students' learning
- Implementation of SDI within the general education environment for all students with disabilities including individuals with significant cognitive disabilities
- Communication of a shared responsibility for outcomes and deliverables
- Hiring of a minimum of two district level coaches supporting professional learning and coaching to implementing grade level teams
- Commitment to scale-up by expanding grade level implementing teams thus including more teachers and students
- Provision of compensation inclusive of fixed costs and benefits to teachers and coaches participating in professional learning outside of the regular duty day
- Development of optimal learning environments and rigorous content learning for each student by fostering the positive engagement of teachers and coaches with the provision of professional learning activities scheduled at mutually agreeable times including times outside the duty day
- Timely and accurate submission of invoicing/requests to pay ensuring full expenditure of funds aligned to SPDG goals

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)