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OSEP FY 2024 Grant Performance Report

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Budget Period # 5

Report Type: Annual Performance

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Project Narrative - Additional Text Section A

Title : Additional Text Section A

Attachment:

File :

1 [2024_2025_APR.pdf](#)

Arkansas State Personnel Development Grant (SPDG)

Annual Grant Performance Report for Continuation Funding FY 2024

Reporting through February 28, 2025

Submitted to the

**U.S. Department of Education
Office of Special Education Programs**

by the

**Office of Special Education
Division of Elementary and Secondary Education**

May 2025

Jacob Oliva, Secretary of Education
Commissioner of the Division of Elementary and Secondary Education



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart 2020 APR
March 1, 2024-February 28, 2025
 PR/Award # (11 characters): H323A200017

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

SECTION A - Performance 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.

SPDG Program Measure 1: Projects use evidence-based professional development practices to support the attainment of identified competencies.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
By the end of year 2, 50% of the SPDG professional development components on the Evidence-based Professional Development Rubric will score a 3 or 4, with 70% in year 3, and 80% in years 4 and 5.	Program	Raw Number	Ratio	%	Raw Number	Ratio	%
			13/16	80%		16/16	100%

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
By the end of year 2, 50% of the SPDG professional development components on the Evidence-based Professional Development Rubric will score a 3 or 4, with 70% in year 3, and 80% in years 4 and 5.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			23/23	100%		23/23	100%

1.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Annually, 80% of training attendees will demonstrate proficiency on the professional development learning targets, as measured by a pre-post assessment.	Project		144/ 181	80%		168/ 181	93%

1.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Annually, all virtual trainings and collaborative sessions will have 90% (24/27) of the effective facilitation practices for virtual meetings in place, as observed by the virtual facilitation checklist.	Project		12/12	100%		12/12	100%

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

1.a. SPDG Evidence-Based Professional Development Components Worksheet

Components in place (as rated by SPDG Core Management Team)

For this reporting period, the Arkansas State Personnel Development Grant (AR SPDG) continued to show evidence of progress on each of the components in the Evidence-Based Professional Development Rubric compared to the evaluation conducted during year four of the grant. The SPDG Core Management Team (CMT) exceeded the year five goal of rating progress on 80% of the components in the rubric as "Appropriate" or "Exemplary," with 100% of the components achieving this level of performance. These components span the domains of Selection, Training, Coaching, Data Systems that Support Decision Making, and Systemic Leadership Support. The Evidence-based Professional Development worksheet and supporting documents are provided in Appendix A of this Annual Performance Report.

Over the past year, AR SPDG focused on strengthening the quality and accountability of training and coaching, while enhancing the use of data to inform continuous improvement. Efforts included refining systems to ensure high-quality professional development by clarifying expectations for skill acquisition and increasing opportunities for practice and feedback. Coaching practices were aligned to improve innovation fidelity, with greater consistency in modeling, data use, and alignment to training content. The team also prioritized the collection and analysis of coaching outcome data to assess participant knowledge and skills and inform adjustments to training and coaching supports. Additionally, the use of fidelity and student outcome data was expanded to guide decision-making in collaboration with stakeholders across the SEA, regional providers, local districts, and community partners. These integrated efforts strengthened the coherence and effectiveness of implementation supports statewide.

Components to focus on during the coming year (as rated by SPDG Core Management Team)

Although the SPDG Core Management Team (CMT) received ratings of "Appropriate" or "Exemplary" across all components of the Evidence-Based Professional Development rubric, we recognize the value of continuous improvement. The team is committed to using current data and reflection to identify areas that will enhance implementation fidelity, data use, and overall project coherence.

Coaching Practices and Impact (C2, C3):

While coaching practices are well-established, the team will work to refine documentation and analysis of coaching fidelity and outcome data. This includes strengthening feedback loops between coaching, training, and implementation teams to better assess the knowledge and skills of those being coached and to connect coaching practices more clearly to innovation fidelity.

Data-Informed Continuous Improvement (D3):

The team will continue building capacity to use comprehensive fidelity and student outcome data to inform ongoing project improvement. This includes creating clearer systems for compiling and communicating data across levels (SEA, regional, LEA), strengthening stakeholder feedback loops, and embedding child outcome data into planning and revision processes.

Onboarding Protocols and Trainer Development (A2, B4):

While expectations for trainers and coaches are communicated effectively, the development of formal onboarding protocols and performance evaluation tools for new team members will be prioritized. Additionally, creating more structured meta-coaching procedures and data tracking for trainer growth will support long-term sustainability.

Help needed from OSEP related to professional development for this initiative

The SPDG staff will continue to participate in the SPDG-SIG Network professional development opportunities including learning collaboratives and webinars as appropriate and available. Ongoing monthly check-in calls between the SPDG Director and the OSEP Project Director will assist in addressing immediate needs.

1.b. SPDG High-Quality Professional Development (HQPD) Checklist

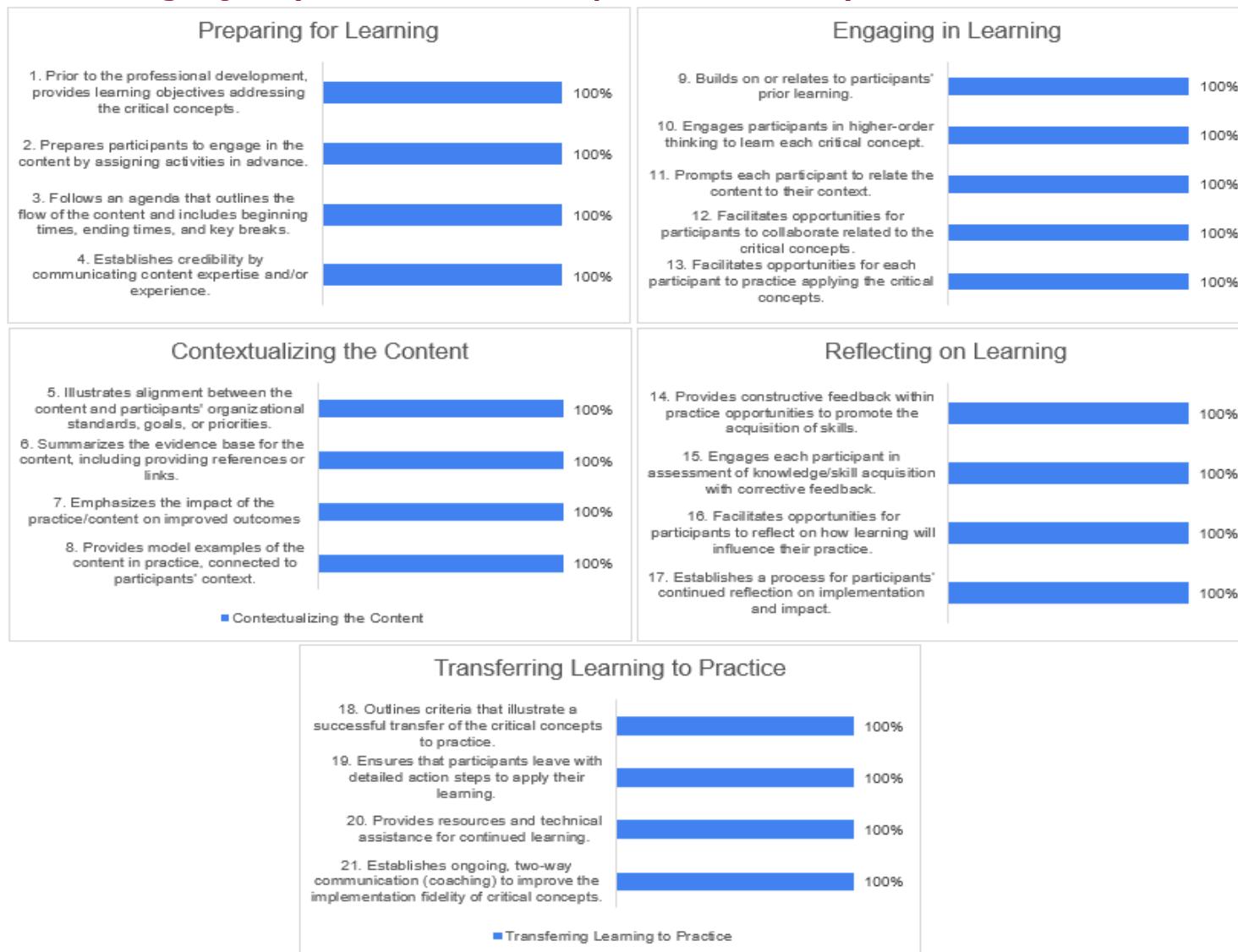
Adult learning principles observed in high-quality professional development

The ability to offer high-quality, evidence-based professional development is essential to ensuring that all educators (e.g., administrators, general and special educators, related services, technical assistance providers) obtain the knowledge, strategies, and skills necessary to promote learning and support implementation. To guarantee the SPDG provided professional development is of high-quality and designed to include evidence-based adult learning methods, the Observation Checklist for High-Quality Professional Development (HQPD Checklist-3) was used as guidance. The HQPD Checklist measures 21 evidence-based adult learning indicators.

In this reporting period, the SPDG provided 23 professional development trainings (i.e., single- and multi-day sessions). Of the 23 trainings, 100% (23/23) were observed to have at least 90% of the evidence-based adult learning indicators in place. In fact, all 23 of the trainings had 100% of the indicators in place. This is attributed to a focus on pre-calibrating using the HQPD prior to each training session. The AR SPDG team utilized the HQPD when designing PL sessions, and used the HQPD to discuss proposed training sessions with external facilitators. The AR SPDG will continue to utilize the HQPD as an alignment tool by comparing professional development plans and preparation against the rubric before delivering PD sessions

Prior to this reporting period, the AR SPDG had identified several indicators, specifically 2, 15, 18, as areas of focus and priorities for improving SPDG professional development. The data were used to provide the trainers with immediate feedback, ongoing coaching support, and guidance throughout the professional development revision process.

Exhibit 1: High-Quality Professional Development Checklist by Domain and Indicator



1.c. Training Attendees Demonstrate Proficiency on PD Learning Targets

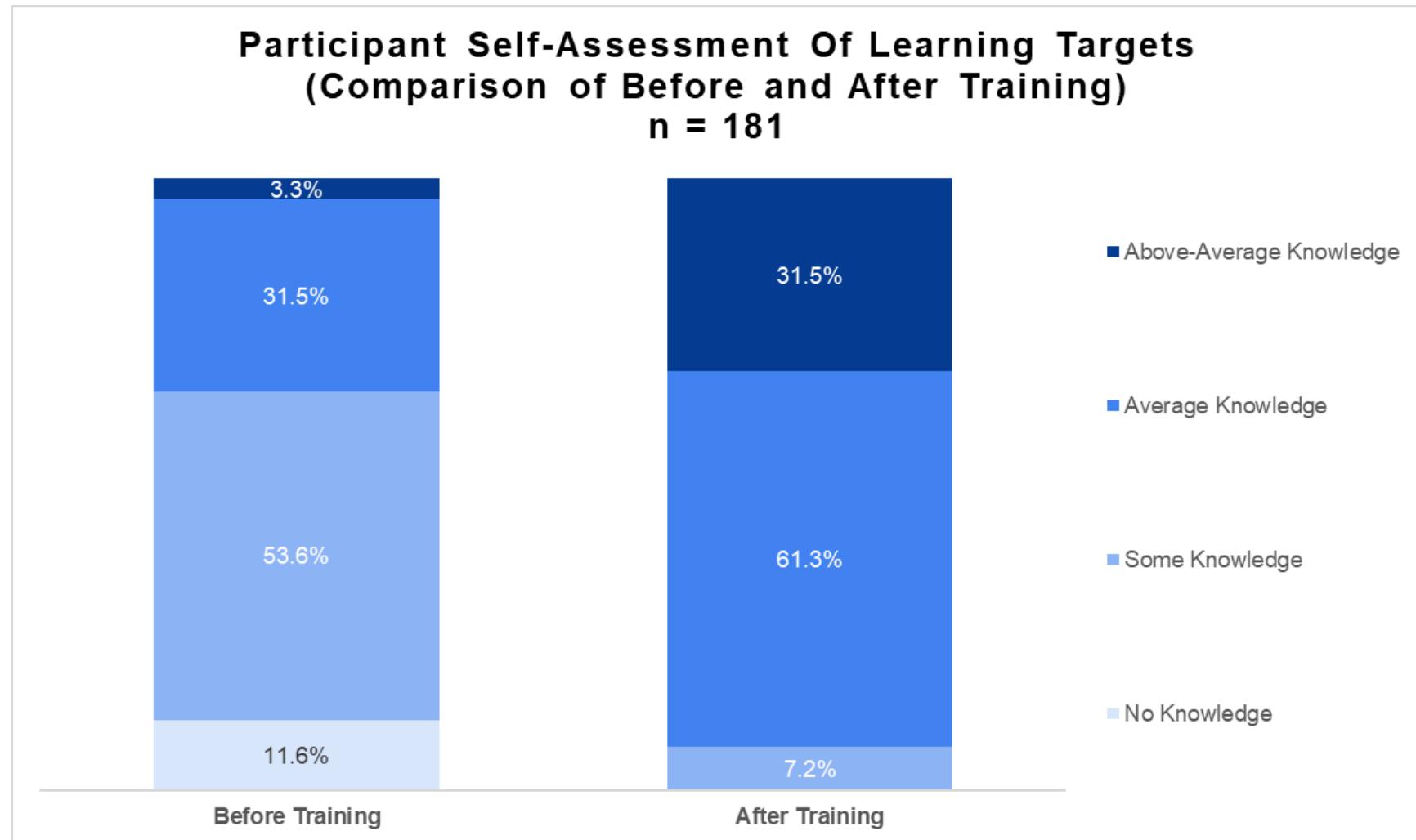
Proficiency on Professional Learning Targets

The SPDG provided professional development sessions are aligned with the indicators outlined in the *Observation Checklist for High Quality Professional Development* (HQPD Checklist 3). Prior to each training, whether a single or multi-day session, participants receive a comprehensive session overview, which includes a detailed agenda, pre-session activities, and expectations for completing a pre-assessment aligned to specific, skill-based learning targets.

Following the training, participants complete a post-assessment to reevaluate their knowledge and abilities in relation to the session's learning targets. The post-assessment also includes items focused on training effectiveness and application to practice. These data points enable the SPDG Core Management Team (CMT) to analyze participant feedback and continuously refine session design, ensuring each training includes the necessary components for educators to effectively demonstrate proficiency in the identified skills.

During this reporting period, 93 percent of participants (168 out of 181 educators) reported an average or above average level of knowledge and ability on the post-assessment, exceeding the target benchmark of 80 percent. To maintain and build upon this success, the SPDG will continue to monitor, evaluate, and enhance its professional development processes to ensure that at least 80 percent of participants consistently demonstrate proficiency in skill-based learning targets across the remaining years of the grant.

The pre-assessment and post-assessment utilize a four-point rubric, encouraging participants to reflect on their knowledge of the session's learning targets using the following levels: No Knowledge, Some Knowledge, Average Knowledge, and Above Average Knowledge.

Exhibit 2: Participant Self-Assessment of Learning Targets (Comparison of Before and After Training)

1.d. Virtual Facilitation Checklist

Effective facilitation practices for virtual meetings

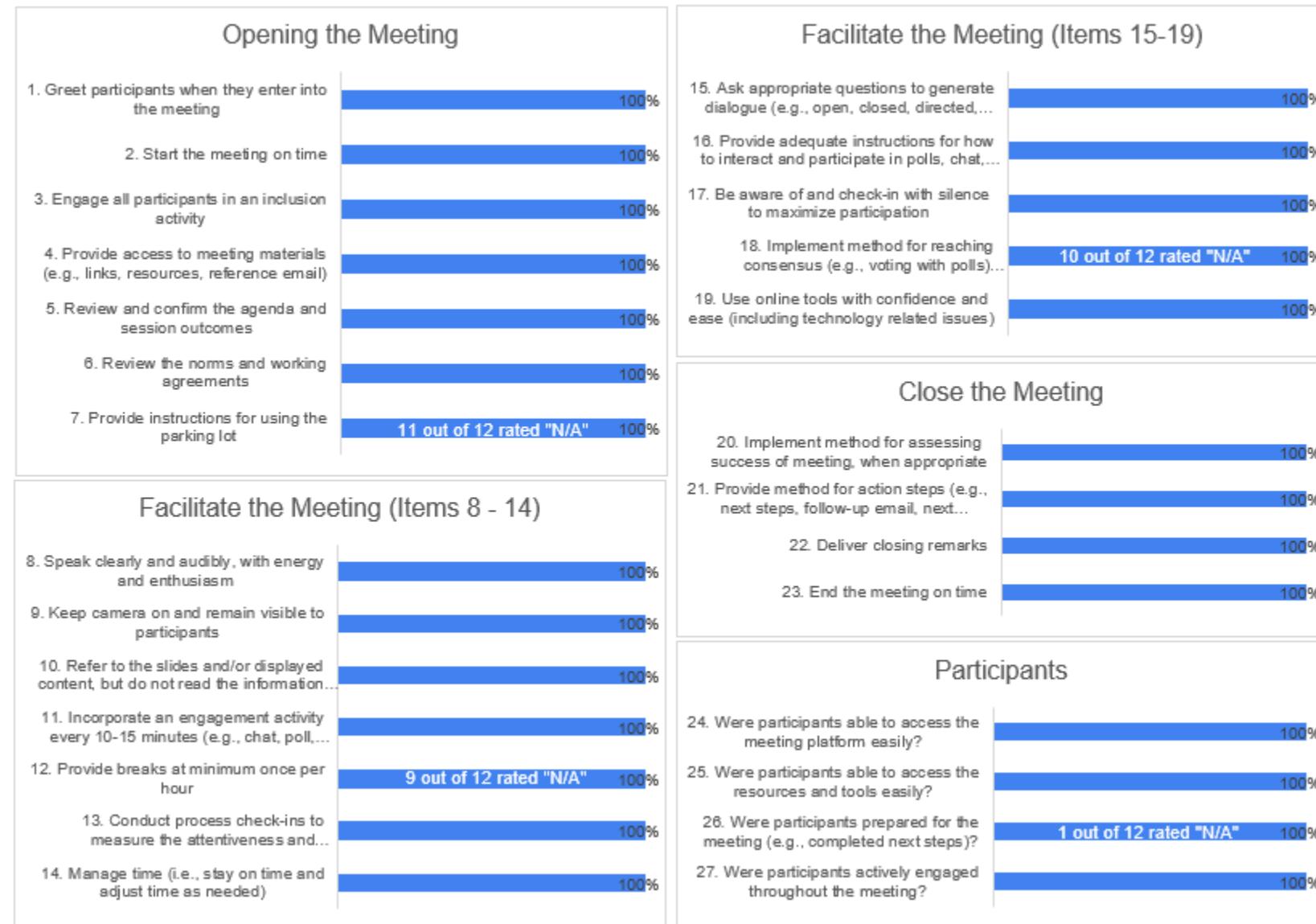
During this reporting period, the SPDG facilitated several virtual professional learning and coaching collaborative sessions. The purpose of the Virtual Facilitation Checklist is to assist facilitators in the design and delivery of high-quality virtual meetings. Checklist data is provided to and discussed with the facilitator after each meeting in order to provide ongoing feedback for process improvements.

The Virtual Facilitation Checklist is designed to answer the question: To what extent are virtual professional learning and collaboratives designed and delivered in accordance with best practices in virtual facilitation?

In this reporting period, 12 of 12 virtual sessions had 100% of the indicators in place which meets the 100% target. Through the analysis of data, the following actions were taken by the SPDG team:

- The Communities of Practice virtual sessions were all less than two hours and therefore a break was not given to the participants (the indicator for this will remain as a reminder of best practice)
- Participated in discussions to calibrate on language and expectations of each indicator;
- Re-established collective commitments around using the indicators to guide the development of high-quality virtual professional learning;
- Continuous research and shared strategies to embed in virtual environments for the purpose of increasing participant engagement; and
- Streamlined processes and procedures for reaching consensus and collecting participant feedback to assess the effectiveness of the virtual session.

Exhibit 3: Frequency of Effective Virtual Facilitation Indicators by Domain





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

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

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SECTION A - Performance 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.

SPDG Program Measure 2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG supported practices over time.

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Upon completion of a competency-based professional learning micro-credential, 80% of participants will demonstrate proficient implementation of high-leverage and other evidence-based practices, as assessed by defined criteria on first submission or initial feedback/coaching and re-submission.	Program		172/216	80%		181/216	84%

2.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
By the end of each year, The State Implementation Team will meet the SISEP State Capacity Assessment end of year goal (60% Year 1, 70% Year 2, and 80% Years 3-5) or increase their score by 10 percentage points from the previous year's score.	Project		39/48	80%		47/48	98%

2.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
By the end of each year, 100% of the supported educators will meet the Coaching Integrity Self-Assessment end of year goal (67% or 4 of 6 coaching practices) scored as "adaptive" or "sustaining" (3 or 4), or progress on 2 or more of the coaching practices.	Project		16/16	100%		13/16	81%
2.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Upon completion of a competency-based professional learning micro-credential, all participants will demonstrate increased self-efficacy for improving outcomes for students with disability, as measured by the Arkansas Educator Self-efficacy Tool.	Project		201/201	100%		198/201	99%

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

During this reporting period, AR SPDG continued to refine and advance its implementation improvement efforts by deepening its focus on the systems and practices most likely to impact student outcomes. The SPDG Coaching Collaborative was further developed as a structured mechanism to support district and school leaders in applying effective coaching strategies, fostering implementation fidelity, and promoting sustainable systems change. These collaboratives provided intentional opportunities for reflection, skill-building, and alignment across training, coaching, and data use. Additionally, the project expanded its work related to meaningful access for students with disabilities by partnering with schools to examine and improve effective educational practices and environments. This included targeted support to help educators apply Universal Design for Learning (UDL) and High-Leverage Practices (HLP) through the SPDG micro-credential system. These aligned efforts continue to position micro-credentials as the primary intervention expected to improve outcomes for students with disabilities, supporting the goals of both Program Measure 2 and Program Measure 4.

2.a. Competency-Based Professional Learning

Micro-Credentials

Micro-credentials are recognized as an integral part of Arkansas's comprehensive system of professional development. This form of competency-based professional learning has the capacity to assess and recognize an educator's acquisition of skills and knowledge for the purpose of improving practice, advancing careers, and allowing educators to be acknowledged and rewarded as professionals. Micro-credentials are defined as a verification of proficiency in a job-embedded discrete skill or competency that an educator has demonstrated through the submission of evidence assessed by defined evaluation criteria. The micro-credentials developed by SPDG and DESE Educator Effectiveness and Licensure provide Arkansas educators with access to professional learning on UDL, HLPs, and other evidence-based instructional practices. The overall goal is to ensure that every student has access to a high-quality, effective teacher regardless of context resulting in improved outcomes for all, especially students with disabilities.

Collaboratively, the SPDG and DESE Division of Educator Effectiveness and Licensure are responsible for

- the development of content for micro-credentials and the practical application required for demonstrating the identified competency;
- regular evaluation of effectiveness by collecting and acting upon valid and informative data on the educator's experience and the long-term effects on professional practice and student learning;
- all communication related to micro-credentials (e.g., infographics, informational videos, newly released micro-credential topics, upcoming conferences);
- assisting educators with enrolling, assigning assessors to score and provide feedback on evidence, and providing recognition in the form of district-wide acknowledgement, digital badges, and stipends to those who successfully earn the micro-credential.

In Arkansas, fifteen competency-based micro-credentials are available, with one more preparing for pilot testing and another in draft form scheduled for publication before December 2025.

Exhibit 4: Arkansas Library of Micro-Credentials

LIBRARY OF MICRO-CREDENTIALS		LIBRARY OF MICRO-CREDENTIALS	
 ARKANSAS STATE PERSONNEL DEVELOPMENT GRANT		 ARKANSAS STATE PERSONNEL DEVELOPMENT GRANT	
LIBRARY OF MICRO-CREDENTIALS		LIBRARY OF MICRO-CREDENTIALS	
<div style="border: 1px solid #ccc; padding: 10px;"> <p>UNIVERSAL DESIGN FOR LEARNING: MULTIPLE MEANS OF ENGAGEMENT</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator enhances student engagement by providing options to sustain effort and persistence, for recruiting interest, and for self-regulation to create purpose and motivation for learning.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>COLLABORATE WITH PROFESSIONALS TO INCREASE STUDENT SUCCESS</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator demonstrates collaborative behaviors through effective communication with others while implementing the steps of shared problem solving to Improve instructional outcomes for students.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>UNIVERSAL DESIGN FOR LEARNING: MULTIPLE MEANS OF REPRESENTATION</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator delivers new learning through multiple types of medium to enable learners to perceive new information, understand various representations, and transfer new information into usable knowledge.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>UNIVERSAL DESIGN FOR LEARNING: MULTIPLE MEANS OF ACTION AND EXPRESSION</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator strategically designs lessons that offer students flexibility in choice and support to access, engage in, and demonstrate learning.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>APPLYING UNIVERSAL DESIGN FOR LEARNING PRINCIPLES AND GUIDELINES TO LESSON DESIGN</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator develops learner profiles using the Universal Design for Learning (UDL) guidelines, analyzes methods, materials, and data sources for learning barriers, and evaluates and revises current learning design for the critical elements of UDL.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>USING EXPLICIT INSTRUCTION TO TEACH VOCABULARY</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator selects two-tier vocabulary with which to use in contexts and demonstrates explicit instruction strategies that provide students with a deep understanding of the words' multiple and/or nuanced meanings.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>ARKANSAS STATE PERSONNEL DEVELOPMENT GRANT</p> <p>The Arkansas State Personnel Development Grant is a five-year grant funded by the U.S. Department of Education, Office of Special Education Programs. Our Vision is to support transformational change for inclusive education and increase achievement for students with disabilities. To learn more about our services, visit our website at ARSPDG.ORG.</p> <p>The contents of this document were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.</p> </div>	<div style="border: 1px solid #ccc; padding: 10px;"> <p>SCAFFOLDING INSTRUCTION TO ELEVATE RIGOR</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator demonstrates the use of scaffolds to provide students with access to rigorous content and incorporates varying levels of support to engage all students in learning.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>ESTABLISH A CONSISTENT, ORGANIZED, AND RESPECTFUL LEARNING ENVIRONMENT</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator collaborates with learners to establish classroom rules, models and practices a classroom procedure, and creates a menu of behavior management strategies to support a positive classroom environment.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>SUPPORTING POSITIVE BEHAVIOR THROUGH CONVERSATIONS WITH STUDENTS</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator engages in daily two-minute conversations for ten consecutive school days with a student who routinely demonstrates problem behaviors to build a relationship and improve behavioral outcomes.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>PROVIDING FEEDBACK TO PROMOTE PROFESSIONAL GROWTH</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator provides actionable, constructive feedback following an observation of a colleague or mentee that is data driven and demonstrates the use of thoughtful, reflective questions to encourage self-directed professional growth.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>IDENTIFYING AND USING HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQMI)</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator evaluates a curriculum for alignment to standards, usability of instructional supports, relevance to students, and assesses the materials to determine whether the instructional materials are high quality and meet the needs of the district's students and teachers.</p> </div>	<div style="border: 1px solid #ccc; padding: 10px;"> <p>CREATING A TRAUMA-SENSITIVE CLASSROOM</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator demonstrates an awareness of the effects of adverse childhood experiences (ACEs) on learning and implements trauma-sensitive strategies that help students regulate their learning environment.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>EDUCATOR SELF-ASSESSMENT AND PROFESSIONAL GROWTH</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator engages in self-assessment and reflection of professional practice and uses evidence to design a professional growth plan (PGP) that will advance professional practice and student outcomes.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>IMPLEMENTING FLEXIBLE GROUPING</p>  <p>Estimated time to complete: 6 hours</p> <p>The educator uses data to create small homogeneous flexible groups and small heterogeneous groups of students and implement cooperative learning structures within the groups to improve academic outcomes for students.</p> </div> <div style="border: 1px solid #ccc; padding: 10px;"> <p>MICRO-CREDENTIAL TOPICS IN DEVELOPMENT:</p> <ul style="list-style-type: none"> • Creating Long and Short Term Goals <div style="text-align: center;">  </div> <p>For questions related to micro-credentials, please email lindsey.jumper@ade.arkansas.gov</p> </div>	<div style="border: 1px solid #ccc; padding: 10px;"> <p>ARE YOU READY TO  IN MICRO-CREDENTIALS?</p> <p>If so, visit ArkansasIDEAS by scanning the QR code or by visiting https://ideas.myarkansas.org/micro-credentials.</p> <div style="text-align: center;">  </div> </div>
ARKANSAS STATE PERSONNEL DEVELOPMENT GRANT			
<p>The Arkansas State Personnel Development Grant is a five-year grant funded by the U.S. Department of Education, Office of Special Education Programs. Our Vision is to support transformational change for inclusive education and increase achievement for students with disabilities. To learn more about our services, visit our website at ARSPDG.ORG.</p> <p>The contents of this document were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.</p>			

To be deemed as "ready" for placement on the Arkansas IDEAS learning management system, each micro-credential flows through the design and development process. This includes feedback loops and readiness indicators that align with ongoing DESE initiatives, best practices in professional learning and educator development, and represents a promising method of providing job-embedded, just-in-time support for educators built around personalized professional goals and specific student needs. The design and development process is critical in determining the

quality of each micro-credential and basis on which to measure effectiveness and impact. The rigorous design and development process fully aligns with and supports the SPDG in meeting the target for Program Measure 2.a. (i.e., Upon completion of a competency-based professional learning micro-credential, 80% of participants will demonstrate proficient implementation of high-leverage and other evidence-based practices, as assessed by defined completion criteria).

One of the valuable characteristics of micro-credentials is flexibility. This allows educators to learn, reflect, practice, and demonstrate proficiency at their own pace and based on their individual needs. There are currently 380 educators enrolled in micro-credentials who have partially submitted evidence and 216 educators who have submitted all of the required evidence of implementation. Once the educator submits, an assessor scores the evidence against the micro-credential's defined criteria and provides the educator with valuable feedback. This year, 181 out of 216 educators (84%) demonstrated proficient implementation, exceeding the target. Since an assessor scores the submitted evidence against defined criteria, this fidelity measure is not a self-assessment and does not require the 20% external observation reliability check.

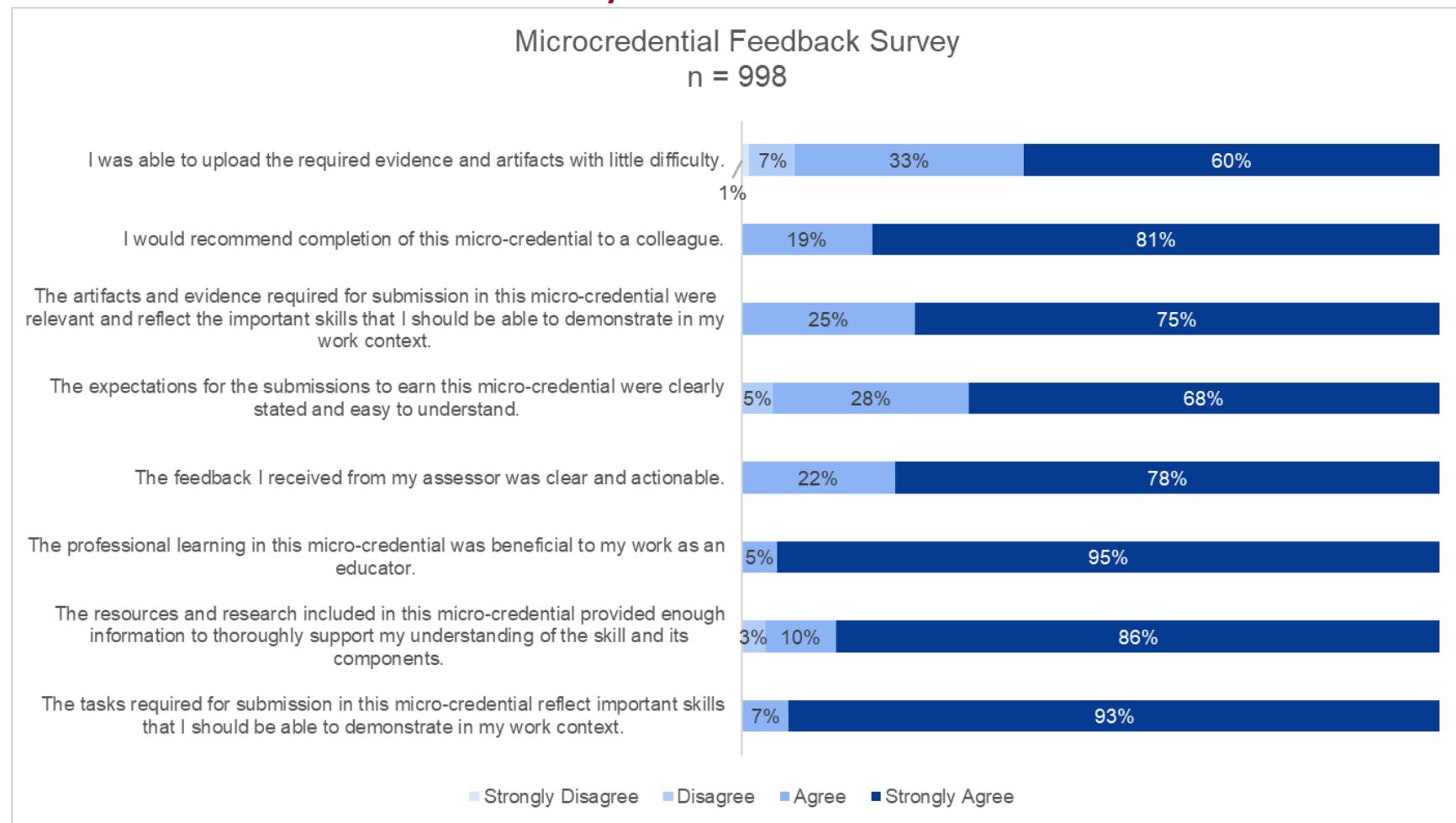
Exhibit 5: Competency-Based Professional Learning Micro-Credential Data 2024-2025

Competency-Based Professional Learning Micro-Credential	Number of Educators	Number of Educators	
	Completed: Submitted All Evidence	Earned on First Submission or After Initial Feedback/Coaching and Re-submission.	Earned on a subsequent submission with feedback and/or coaching.
Universal Design for Learning: Multiple Means of Engagement	2	2	0
Universal Design for Learning: Multiple Means of Representation	12	9	2
Universal Design for Learning: Multiple Means of Action and Expression	1	1	0

Applying Universal Design for Learning Principles and Guidelines to Lesson Design	7	7	0
Supporting Positive Behavior Through Conversations with Students	37	33	5
Collaborate with Professionals to Increase Student Success	4	4	0
Establish a Consistent, Organized, and Respectful Learning Environment	15	12	3
Educator Self-Assessment and Professional Growth	28	27	2
Creating a Trauma-Sensitive Classroom	13	11	3
Providing Feedback to Promote Professional Growth	23	20	3
Using Explicit Instruction to Teach Vocabulary	20	17	3
Scaffolding Instruction to Elevate Rigor	49	34	15
Identifying and Using High-Quality Instructional Materials (HQIM)	0	0	0
Engaging Families in Reciprocal Partnerships	5	4	1
TOTAL	216	181	37

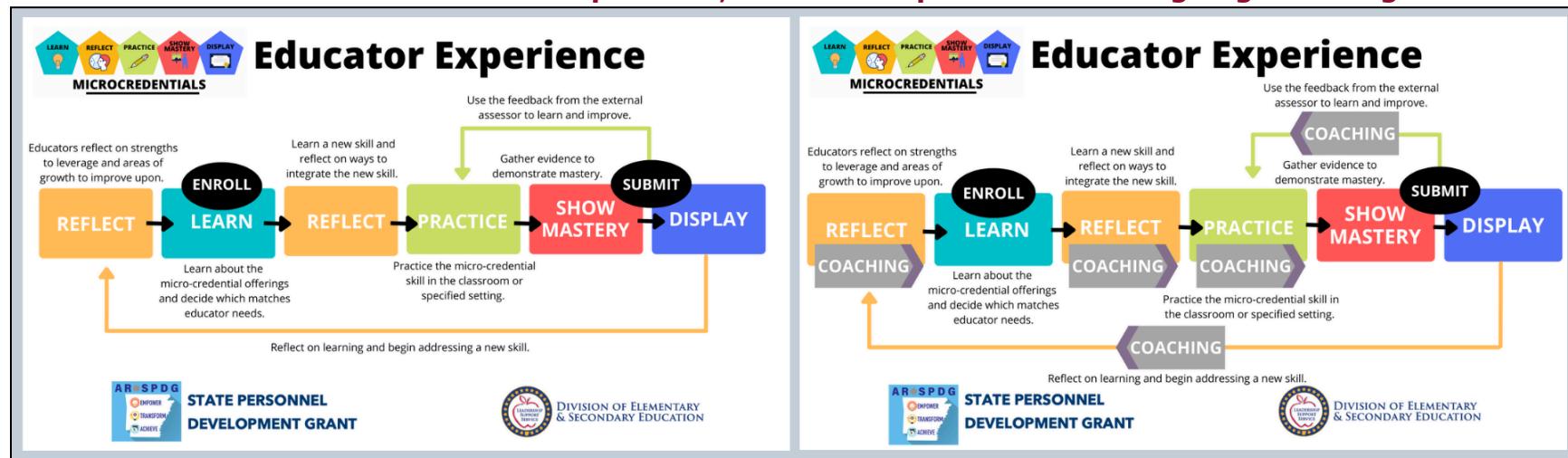
After successfully earning a micro-credential, each participant is recognized district-wide for their accomplishment and receives a certificate, digital badge, and stipend. Additionally, the SPDG requires the completion of a feedback survey related to their experience. The data are used to inform potential revisions and to ensure the offered professional learning meets the needs of all educators.

Exhibit 6: Micro-Credential Feedback Survey



To maximize implementation and sustainment of Universal Design for Learning, high-leverage practices, and other evidence-based instructional practices, the SPDG has focused on prioritizing collaboration and availability of on-site trained coaches for educators earning micro-credentials. These support structures and processes encourage and facilitate collaboration and align with evidence-based approaches that support adult learning, including professional learning communities, coaching, and communities of practice. For additional information related to the development and training of coaches, see Project Measure 2.d.

Exhibit 7: Micro-Credential Educator Experience; Educator Experience with Ongoing Coaching



2.b. State Capacity Development

State Capacity Assessment

The State Implementation Team (SIT) advises the SPDG Core Management Team regarding implementation challenges, communication strategies, and guidance on the alignment and integration of the Division of Elementary and Secondary Education (DESE) initiatives with SPDG program measures. The role of the SIT is to

- advise the Core Management Team regarding implementation and barriers;
- provide input to improve the alignment with relevant state initiatives; and
- use capacity, fidelity, and student outcome data for project improvements, decision-making, and reporting.

The SIT includes a DESE Deputy Commissioner, DESE Assistant Commissioners, SPDG Core Management Team,

external partners, and DESE leadership across the Division of Learning Services, the Division of Educator Effectiveness and Licensure, the Office of Coordinated Support Services, other state-level stakeholders, and the Arkansas Collaborative Consultants. As an evaluation tool, the SIT utilizes the State Implementation of Scaling-up Evidence-based Practices Center's (SISEP) State Capacity Assessment (SCA).

The SCA is designed to support the scaling-up of evidence-based practices by providing a regular measure of state capacity, a structured process for completing a state action plan, information on progress towards goals, and a common infrastructure for implementation. Over the past year, the SIT continued to work on developing and implementing team protocols, structures, and functions for the state team. While systems alignment remained an area of focus, additional emphasis was placed on using relevant data to plan and evaluate supports for meaningful access. The team successfully utilized a coordinated process to assess, select, and prioritize key initiatives aligned to articulated outcomes, and established collaborative partnerships with regional and local agencies to support the effective implementation of those initiatives.

The State Implementation Team completed the SISEP State Capacity Assessment in the second quarter of year 4, with a focus on meaningful access and tiered systems of support. The assessment was administered and facilitated by SPDG Director, Crystal Bethea.

Participants completing the administered SCA included:

- DESE, Director of Special Education
- SSIP Coordinator
- SPDG Director
- SPDG Transformation Coordinators and System Specialists
- SPDG Evaluator
- The Office of Innovation for Education representatives

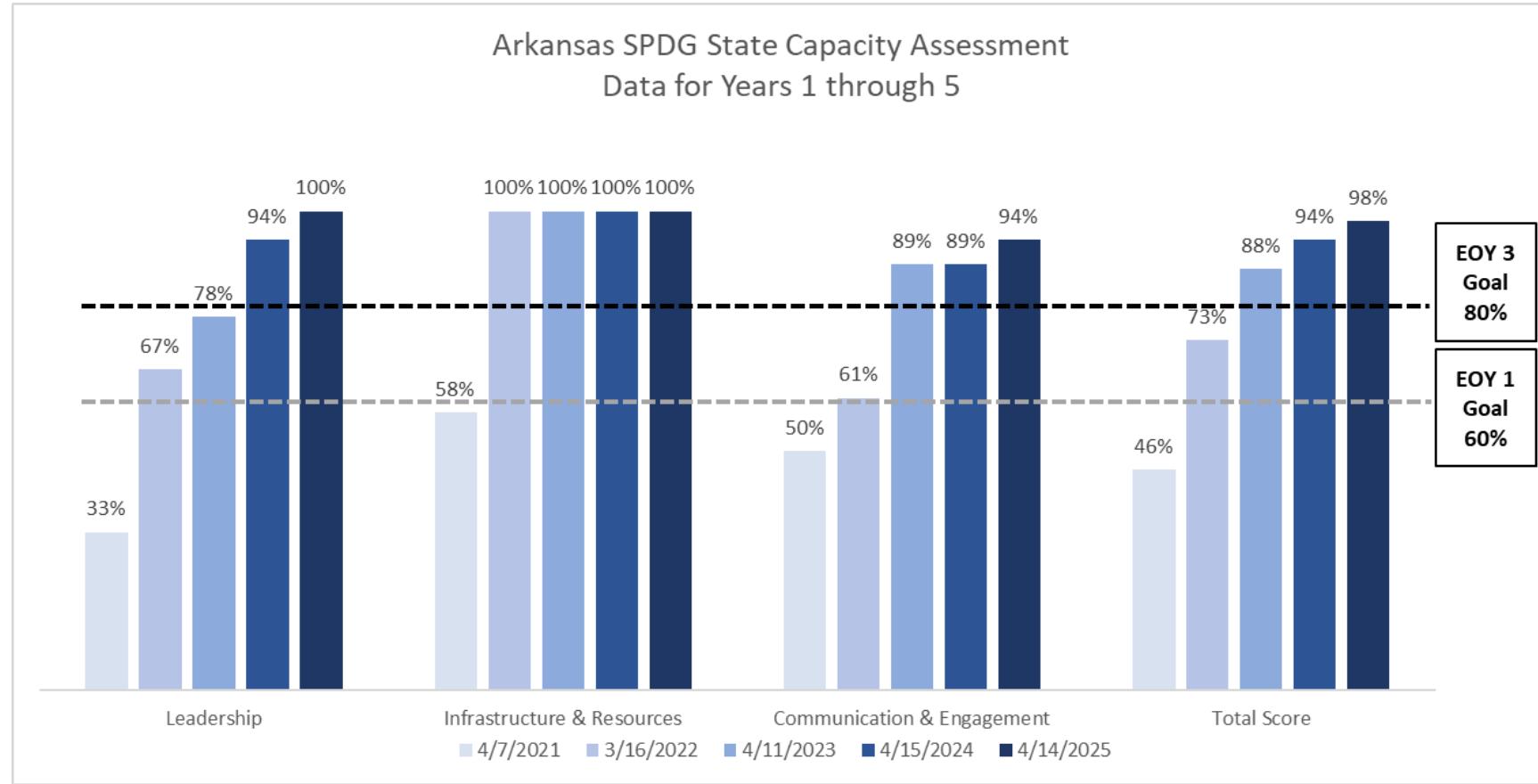
For year 5, the SIT had an overall score of 47/48 or 98% of components in place. Based on current data, the SPDG exceeded the end of year goal of 38/48 or 80%, with the following breakdown by domain:

- Leadership 18/18 (100%)
- Infrastructure and Resources 12/12 (100%)
- Communication and Engagement 17/18 (94%)

Based on current data, the SIT will focus on

- creating opportunities for external stakeholders and staff to design solutions together to support key initiatives.; and
- effectively communicating with external stakeholders regarding key initiatives.

Exhibit 8: State Capacity Assessment Comparison Data Years 1-4



SPDG Core Management Team

The **SPDG Core Management Team (CMT)** includes internal SPDG staff (Director, Coordinator, and Systems Specialists), SSIP Coordinator, DESE Educator Effectiveness and Licensure representatives, The Office of Innovation for Education (OIE) at the University of Arkansas, The Center for Exceptional Families (TCFEF) parent mentor, and an external evaluator from Insight to Impact Consulting (IIC). Once a month, the SPDG CMT hosts a virtual meeting focused on driving the work of the SPDG goals and on reviewing feedback from the State Implementation Team regarding alignment, implementation, and barriers. Additionally, the SPDG frequently collaborates with the DESE Division of Educator Effectiveness and Licensure to further develop a system of competency-based

professional learning micro-credentials. Guidance provided by DESE Educator Effectiveness and Licensure is essential in guaranteeing quality and consistency for the professional learning system. To ensure coherence across the agency, this alliance regularly discusses policies and procedures around design features, assessment components, evidence-based practices, and the implementation process for micro-credentials as well as the overall system for offering educator recognition, stipends, badges, and educator licensure requirements.

The Office of Innovation for Education (OIE) at The University of Arkansas collaborates with the SPDG and core partners to offer technical assistance, establish a professional learning system, and identify needs related to coaching and coaching systems. OIE plays a key role in engaging stakeholders in-grant activities and assists with the implementation, facilitation, and continued scaling-up of Communities of Practice, Coaching Collaboratives and school/district support and coaching, and the continued offering of Cognitive Coachingsm 8-Day Foundations Training. OIE has been an established partner of the Arkansas Department of Education-Division of Elementary and Secondary Education (ADE-DESE) since 2013.

Insight to Impact Consulting (IIC), working collaboratively with the SPDG, plays an integral role in the design and implementation of the project evaluation plan and facilitates the review of evaluation data, the interpretation of qualitative and quantitative data, and assists in developing appropriate communication strategies to report data to stakeholders. Essential to this function is supporting communication loops across and between levels of the system in order to assure the data are timely, accurate, and easily understood by all project stakeholders. The AR SPDG employs data to drive appropriate and timely improvements for implementation of the project.

The Center for Exceptional Families (TCFEF), Parent Training and Information Center (PTI) works with SPDG to modify and develop professional learning and resources for parents around meaningful access and systems of support for academics and behavior. SPDG also attends professional learning, and collaborates with the DESE Family and Community Engagement team to expand the knowledge of TCFEF's organization.

Regional and District Capacity Development

State Family and Community Engagement

This year, the Arkansas SPDG advanced its commitment to strengthening partnerships with families, educators, and communities through the continued development of the Family and Community Engagement (FACE) Project. In collaboration with the Office of Special Education, the Office of Innovation for Education (OIE), and Insight to

Impact (IIC), SPDG facilitated stakeholder focus groups designed to gather input from families, educators, and community members about their experiences with special education in Arkansas.

The FACE Project aims to:

- Engage families as partners and experts in their child's learning
- Provide structured opportunities for stakeholders to share their perspectives
- Offer targeted resources and tools based on participant needs

In 2024, pilot focus groups were launched to test and refine the approach. These sessions provided valuable insight into stakeholder priorities and helped shape Phase II of the project. Planning for full implementation included research on national family engagement models, development of guiding tools (e.g., conversation guides, translated resources), and expanded collaboration with The Center for Exceptional Families (TCFEF). One outcome of this partnership was the creation of a parent support binder for organizing IEP documents and communication.

SPDG also hired an Inclusive Education Specialist to support family engagement and developed a process for student-led IEP meetings, resulting in increased family participation and advocacy. A feedback survey sent to general educators and families further informed ongoing improvements.

To support ongoing communication, SPDG and the Arkansas Collaborative Consultant Groups launched the FACE Newsletter, which is disseminated to all LEAs across the state. The newsletter shares practical strategies and resources related to behavior, instructional practices, family-school collaboration, and statewide initiatives. To date, it has been viewed over 1,500 times, reflecting strong engagement from educators, administrators, and families alike.

Looking forward, SPDG will continue to embed best practices from the Dual Capacity Building Framework and prioritize voices, particularly from underserved communities, as it builds sustainable systems of family school community collaboration that support improved outcomes for students with disabilities.

LEA Pilot Project

The Arkansas SPDG launched the LEA Pilot Project to strengthen leadership capacity among special education administrators through job-embedded learning, individualized coaching, and cohort-based collaboration. The initiative is designed to improve IDEA compliance and drive better outcomes for students with disabilities.

The project began with 5 participants in July 2024. The cohort attended a two-day convening focused on data analysis, collaborative leadership, and individualized planning. Each participant began with the Internal Monitoring and Program Effectiveness project, which supported the development of systems for folder reviews, data use, and continuous improvement. After completing this foundational project, participants selected additional projects focused on the district's individual needs:

- Systems of Accountability, which supports improvements to organizational clarity, timelines, and procedural alignment.
- Student-Level Data Systems, which examines stakeholder access to relevant IEP data and its alignment to grade-level standards and individual needs.
- Professional Development, which guides administrators through improving IEP quality through educational benefit, Specially Designed Instruction (SDI) and educator capacity using nationally recognized tools and frameworks.

To inform the agency on the benefits and areas for improvement of the job-embedded projects, participants completed a survey for each of the four projects. One administrator resigned her position in December 2024. Four participants remain in the pilot and have begun submitting completed projects. Survey results to date show 100% of administrators would recommend completing the projects to a colleague to improve their practices.

Preliminary results from two participants who completed the Monitoring and Program Effectiveness project show that both initially rated themselves at Level 2 (just above the beginning level) in their ability to use data to inform decision-making. After completing the project, one participant progressed to Level 3 (meeting expectations), while the other reached the highest rating, Level 4 (uses resources for improving self and others). Remaining participants are revising their projects based on collaborative feedback from the cohort before submitting.

Three participants have submitted the Systems of Accountability project. They were asked how completing the project impacted their district's special education office planning, procedures, and organization. One participant began at Level 1 (emerging/starting the journey) and progressed to Level 2 (above beginner level). Another participant sustained their rating at Level 2 before and after project completion. The third participant progressed from Level 2 (sustaining, meets expectations) to Level 4 (adaptive, uses resources for improving self and others).

Administrators receive regular one-on-one and group coaching to reflect on progress, address challenges, and deepen leadership practice. A pre-assessment on leadership efficacy was administered to all participants in July 2024, with a follow-up post-assessment scheduled for May 2025. The assessment focuses on procedural safeguards, staffing, SDI, IEP development, Child Find, instructional materials, dispute resolution, and services for students with complex needs.

Deliverables include professional development plans, revised IEP guidance, documentation of training and coaching activities, and sustainability plans. Early results show increased leadership confidence and improvements in practice. Two administrators completed four projects and demonstrated growth in their ability to use data for decision-making. Participants reported improved ability to lead systems change and recommended the experience to their peers.

To further strengthen Tier 1 instruction, SPDG also implemented the Strategic Instruction Model from the University of Kansas Center for Research on Learning. Teachers participate in structured training and coaching cycles to implement explicit, scaffolded routines that improve metacognition and learning for all students, especially those with disabilities. Fidelity checks are used to monitor growth and ensure high-quality implementation.

2.c. State, Regional, and District Coaching

Meaningful Access Project

In the education community, there's ample evidence that the most effective approach to ensuring high levels of learning for all students is to establish schools as Professional Learning Communities (PLCs). The SPDG places deliberate emphasis on meaningful access to quality core instruction and established intervention systems for students eligible for Individualized Education Programs (IEPs) and other struggling learner groups.

In partnership with the State Systemic Improvement Plan, the SPDG provided onsite support to four schools striving to implement, deepen, and sustain collaborative processes with a focus on meaningful access. Each school conducts a Meaningful Access Needs Assessment and develops an action plan centered on enhancing the achievement of students with disabilities through aligned curriculum, formative assessment practices, and proven instructional strategies. These plans are collaboratively crafted, involving both general and special education teachers. The cornerstone of this work is to ensure meaningful educational access for every student, allowing each child the time and support required for achieving high levels of learning.

The intended outcomes of this support initiative include:

- Strengthening the current collaborative culture to ensure meaningful access for all student subpopulations
- Increasing the number of students with disabilities taught to grade-level expectations and making progress towards proficiency on grade-level standards
- Enhancing access to grade-level standards and rigorous curriculum
- Augmenting knowledge of innovative service delivery models
- Implementing Specially Designed Instruction for students
- Improving the IEP writing process

A needs assessment was given to each district. The needs assessment assessed 6 Core Beliefs 1) Aligning Beliefs and Behaviors to Live ALL MEANS ALL, 2) Collaboration by ALL for ALL, 3) Standards Focused Planning, Instruction and Assessment for ALL, 4) Tailoring Instruction, 5) Planning Goals and Monitoring Progress, and 6) Responding When Students Haven't Yet Learned. Each teams rates the 6 core beliefs using the following score criteria:

1- Not Started, 2- Just Beginning, 3- Doing the Work, 4- Refining the Work.

Exhibit 9: Meaningful Access Needs Assessment School Level Data for Fall 2023 to Spring 2024

Meaningful Access Needs Assessment School Level Data

Fall 2023 to Spring 2024

School	Core Belief 1	Core Belief 2	Core Belief 3	Core Belief 4	Core Belief 5	Core Belief 6
School A	2 → 3 ●	2 → 3 ●	2 → 3 ●	2 → 3 ●	1 → 3 ●	2 → 3 ●
School B	2 → 2 ●	1 → 2 ●	3 → 3 ●	2 → 2 ●	1 → 1 ●	3 → 2 ●
School C	1 → 3 ●	2 → 3 ●	2 → 3 ●	2 → 2 ●	2 → 2 ●	2 → 2 ●
School D	2 → 3 ●	2 → 2 ●	2 → 3 ●	1 → 3 ●	2 → 2 ●	1 → 3 ●
School E	2 → 3 ●	2 → 3 ●	2 → 3 ●	2 → 3 ●	2 → 3 ●	2 → 3 ●
School G	2 → 3 ●	2 → 4 ●	2 → 3 ●	1 → 3 ●	2 → 3 ●	2 → 3 ●
School H	2 → 3 ●	2 → 2 ●	2 → 3 ●	2 → 2 ●	2 → 2 ●	2 → 2 ●
School I	2 → 3 ●	2 → 4 ●	1 → 3 ●	1 → 3 ●	2 → 3 ●	2 → 3 ●

- Decreased
- Remained Constant
- Increased

Exhibit 10: Meaningful Access Assessment School Level Data for Fall 2024

Meaningful Access Needs Assessment School Level Data Fall 2024

School	Core Belief 1	Core Belief 2	Core Belief 3	Core Belief 4	Core Belief 5	Core Belief 6
School J	3	2	3	3	2	3
School K	3	3	3	2	2	2
School L	2	2	2	2	2	2
School M	2	2	3	2	2	2

Cognitive Coaching

To develop self-directed educational leaders, coaches, and learners, the SPDG offers Cognitive CoachingSM as a way to support the implementation of evidence-based practices through personalized, competency-based professional learning that creates an opportunity for educators to “learn by doing”. Throughout the eight-day Foundation Seminars, participants learn to:

- develop trust and rapport
- develop an identity as a mediator of thinking
- utilize conversation structures for planning, reflecting and problem resolving
- develop teachers’ autonomy and sense of community
- develop higher levels of efficacy, consciousness, craftsmanship, flexibility and interdependence
- apply four support functions: coaching, evaluating, consulting, collaborating based on the needs of coachees
- utilize the coaching tools of pausing, paraphrasing, and posing questions

- distinguish among the five forms of feedback
- and use data to mediate thinking

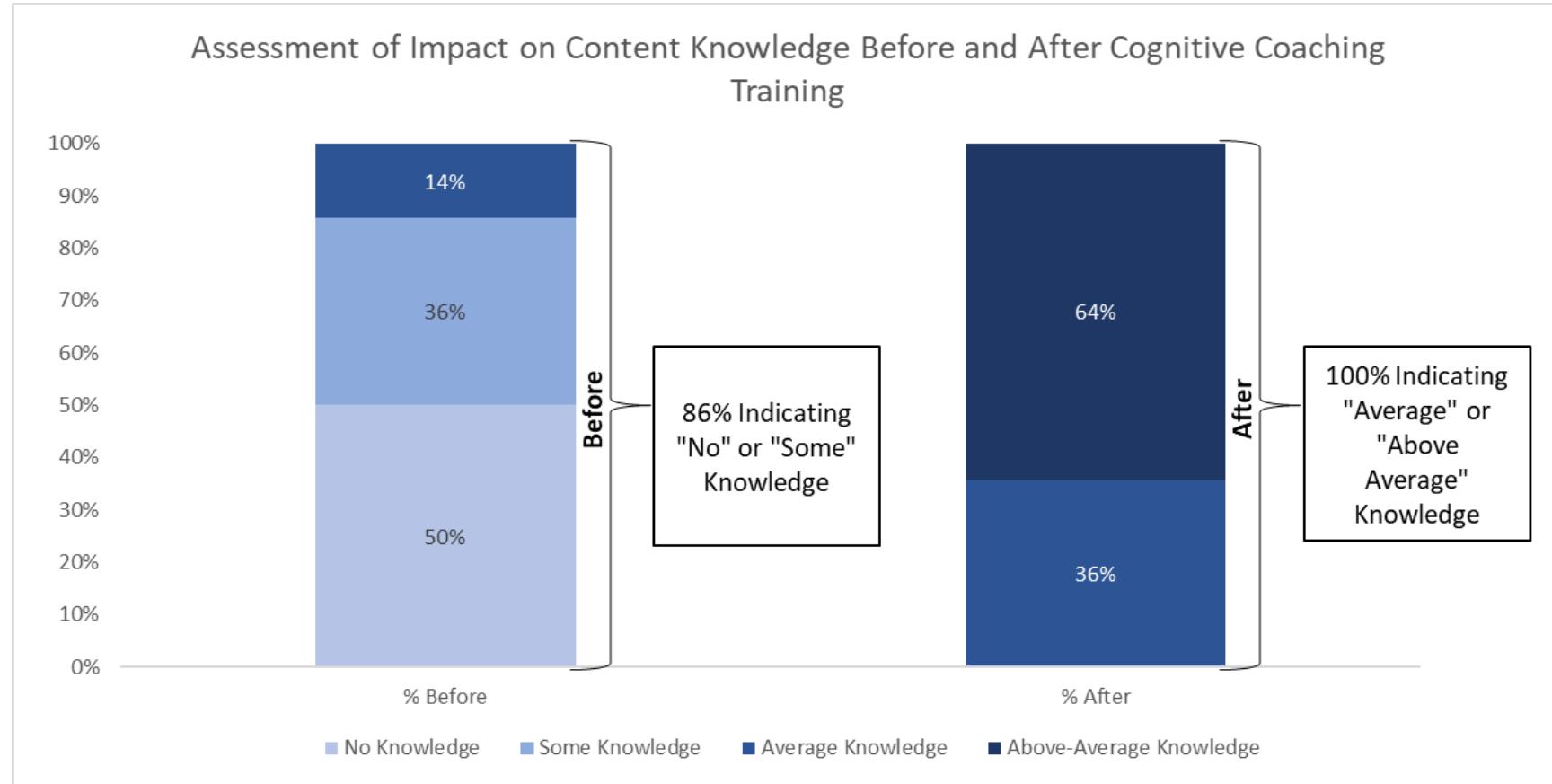
To date, 247 professionals (i.e., five cohorts) from the SPDG SIT, CMT, ADE-DESE leadership, regional cooperative specialists, district and school personnel, and other SPDG partners have participated in Cognitive CoachingSM training and follow up support.

As one of several data used to assess the impact of the training, participants completed a retrospective pre-/post-assessment which allowed for reflection and growth over the eight days. Participants were asked to self-rate their level of knowledge and skills for Cognitive CoachingSM using the following scale:

1. Not yet familiar/Unaware
2. Familiar/Aware not evident in my practice
3. I can use with conscious effort
4. I use with automaticity

An analysis of the pre- and post-measures revealed growth for participants in all of the knowledge and skills essential for effective coaching with significant growth in certain areas as shown in the table below:

Exhibit 11: Cognitive Coaching Assessment of Impact on Content Knowledge Data



Coaching Integrity Self-Assessment Rubric and Coaching Collaboratives

To further scale and support the implementation of high-leverage and evidence-based practices, SPDG provides assistance to administrators and district/building-level coaches. As part of the ongoing cycle of learning, support, and growth, SPDG employs the Coaching Integrity Self-Assessment Rubric in conjunction with individual and team coaching and continuous professional development.

A critical aspect of the rubric involves assessing whether coaches are equipped with a consistent set of coaching practices. An important task has been to clarify and align the components used to identify effective practices.

Developed collaboratively by the SPDG team and partners, the Coaching Integrity Self-Assessment Rubric illuminates the progression of essential coaching knowledge and skills necessary to support educators in effectively implementing:

- Universal Design for Learning
- High-Leverage Practices
- Other evidence-based instructional practices

The goal is to improve outcomes for all students, particularly those with disabilities. The rubric acts as a guide for teams as they craft their coaching service delivery plans, and it informs the ongoing professional learning goals aimed at coaches' continuous improvement.

The Coaching Integrity Self-Assessment Rubric is organized into six essential coaching practices:

Demonstrating knowledge of content and pedagogy	Demonstrating professional flexibility and responsiveness	Developing a comprehensive coaching plan
Establishing a culture for learning and engagement	Creating an environment of respect and rapport	Communicating effectively in the coaching relationship

Within the rubric, each coaching practice includes performance descriptors which are categorized within the following four levels:

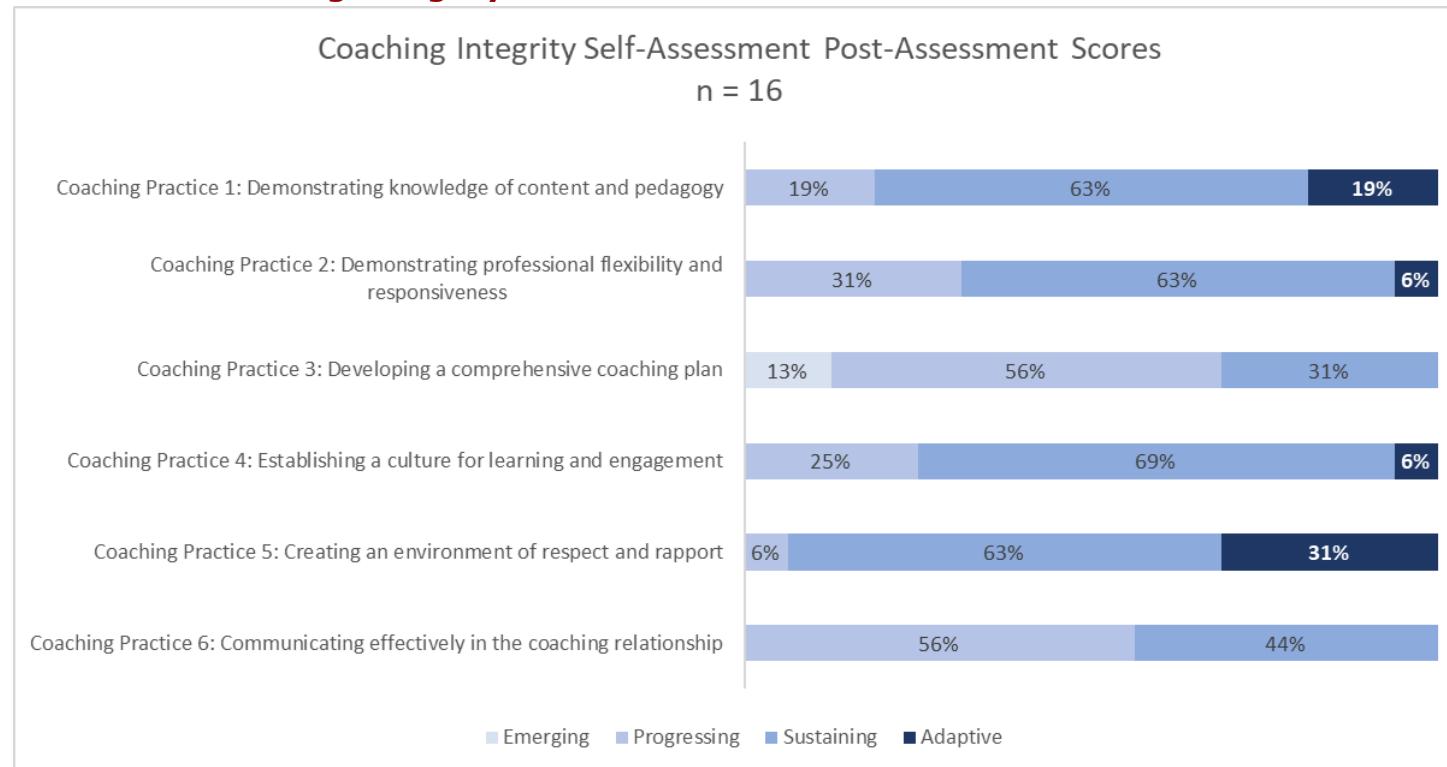
- **Emerging** - the starting place for the learning journey; a professional commitment to learning and growing - the coach does not understand or know how to do something and does not necessarily recognize the value of the skill or the need for self-improvement.
- **Progressing** - demonstrating above a beginning level; may not yet be consistent; self-aware and self-directed by showing initiative and taking action. Demonstrates professional commitment through being reflective and taking action to improve.
- **Sustaining** - level of automaticity; meets expectations and continues to be reflective and improve; resourceful. Consistently demonstrates knowledge and skills with conscious effort.
- **Adaptive** - uses resources (interdependence) to improve self and others, invokes curiosity, instinct, and innovation; self-directedness is their default. Shows a hunger for improvement. Vulnerable and willing to learn on the fly. Proactive in seeking continuous improvement. Thinks flexibly and develops alternative strategies.

The data for the 2024-25 school year were analyzed against the measure. The analysis breakdown was as follows:

1. 9 out of 16 met the "status" part of the measure (4 of 6 coaching practices scored "adaptive" or "sustaining" on the post-assessment).
2. 11 out of 16 met the "growth" part of the measure (progress 2 or more coaching practices).
3. Combined, 13 out of 16 (81.25% of coaches), met either the status or the growth part of the measure.

As a next step the SPDG will utilize data collected through the Coaching Integrity Self-Assessment to have participants commit to measurable yearly goals. Trainers will use check-ins and virtual coaching calls to provide support and monitoring.

Exhibit 12: Coaching Integrity Self-Assessment Post-Assessment Scores



SPDG and OIE co-design and facilitate monthly Coaching Collaboratives with all partnered districts, which focus on professional learning and on-going support for coaches. Collaboratives were held in person and on-site monthly with individual districts with all participating districts. The goal of the collaborative is to provide personalized support, including:

- deepening professional learning around Universal Design for Learning,
- High-Leverage Practices,
- and other evidence-based instructional practices, to provide systems-level support for installing a coaching structure.

The required collaboratives are based on the [research of Joyce and Showers](#) (Joyce & Showers, 2002; Kretlow & Bartholomew, 2010) that suggests a continuous cycle of learning and follow-up support will help ensure accountability and implementation of new skills.

During this reporting period, SPDG and OIE conducted nine coaching collaboratives and required attendance by active coaches and leadership within each district. During the collaborative, coaches:

- engage in collaborative discussion to increase their coaching competency on self-identified areas of need within the Coaching Integrity Self-Assessment Rubric,
- use self-assessment data to set and track goals,
- are coached by SPDG to address job-embedded learning needs,
- expand their repertoire of knowledge and skills through personalized professional learning,
- and engage in collaborative learning communities with other coaches.
- Learn Adaptive Schools principles and protocols
- Expand their knowledge of coaching teams in a Professional Learning Community

The benchmarks identified in this performance measure are aligned to our belief that effective coaching practices are intentionally developed over time through targeted professional learning and ongoing coaching support. As coaches engage in these opportunities for professional learning and support, they will begin to see characteristics of their coaching practice align to the performance descriptors in the Sustaining and Adaptive columns of the Coaching Integrity Self-Assessment Rubric.

Communities of Practice

Guided by the framework of Etienne and Beverly Wenger-Trayner (2015), Communities of Practice (CoPs) bring together individuals with shared goals who learn and grow through regular, collaborative interaction. In partnership with OIE, the SPDG team facilitated monthly virtual CoP sessions to support ongoing development in Cognitive

CoachingSM. These one-hour gatherings provided a structured, low-risk environment for coaches to reflect, refine, and expand their practice in real time.

From April 2024 to March 2025, CoPs averaged nine participants per session, with over 100 unique attendees engaging across the year. Importantly, the participant pool reflected growing national interest, with coaches joining from across the country, enriching the dialogue with a variety of contexts, perspectives, and coaching experiences. It's important to note that CoPs for SPDG are fully voluntary, meaning there is no grant or job requirement to join.

This year's sessions focused on practical skill-building to support deeper, more adaptive coaching. Topics included:

- Paraphrasing for growth and forward movement
- Coaching through moments of tension and discomfort
- Practicing the micro-skills of mediative questioning
- Leveraging listening set-asides to remain fully present and responsive

These sessions emphasized authentic practice and peer-driven learning, allowing coaches to hone their craft in ways that directly supported their day-to-day work. On average, in every CoP, participants have a minimum of 30 minutes to practice and apply, given topics and situations authentic to them, the skills focus of the session. Following this time, whole group conversation facilitates processing and reflection toward mastery, aligning with adult learning principles (Trivett et. al, 2009). The growth in both participation and geographic diversity signals an expanding professional network that strengthens the broader field of instructional coaching.

2.d. Educator Self-Efficacy for Improving Outcomes for Students with Disabilities

Arkansas Educator Self-Efficacy

According to John Hattie (2021), "Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will." Based on this research, the SPDG project purposefully incorporated strategies to develop educator self-efficacy used to impact student achievement, especially for students with disabilities.

Aligned with the competency-based professional learning micro-credentials, educators use the Arkansas Educator Self-Efficacy Tool as

- an assessment of educator strengths and weaknesses used to guide in the selection of professional learning micro-credentials, and

- as a pre- and post-assessment of self-efficacy related to the educator's collective belief of educators and their abilities to impact all students, specifically students with disabilities

The SPDG CMT developed the Arkansas Educator Self-Efficacy Tool (EST) based on the research of Sharma, Looreman, and Forlin (2012) and the Teacher Efficacy for Inclusive Practices (TEIP) scale (2021). To create the EST, the SPDG aligned the language within the TEIP to ongoing DESE initiatives of Professional Learning Communities, Universal Design for Learning, high-leverage practices, and other evidence-based instructional practices for meaningful access in education. The CMT piloted the tool with various educators (e.g., state, region, district, school, and classroom levels) to collect feedback and determine usability. Based on the pilot feedback, the original scale (1-strongly disagree, 2-disagree, 3-disagree somewhat, 4-agree somewhat, 5-agree, 6-strongly agree) provided too many options that impacted the educators in determining a clear pathway for selecting professional learning micro-credentials. As a result, the scale was reduced to 4-points (1-strongly disagree, 2-disagree, 3-agree, 4-strongly agree). The changes in language and scale did not impact the factor analysis for the focus on three distinct areas related to educator efficacy to implement effective educational practices: (1) efficacy to use effective educational practices, (2) efficacy in collaboration, and (3) efficacy in managing behavior. As additional micro-credentials are developed, the SPDG will update the EST to include the appropriate efficacy impact statements.

Once an educator successfully earns a micro-credential, the post-assessment portion of the tool is utilized to rate their efficacy as it relates to the specific learning and competency within the micro-credential. Out of the 201 educators who earned micro-credentials in this reporting period 99% (198/201) demonstrated increased self-efficacy for improving outcomes for all learners, specifically students with disabilities.

The SPDG made the decision to revise the survey following the spring 2024 administration, with changes implemented for fall 2024, in order to collect more precise data from our earners. Because participation in the spring 2024 survey was optional, not all earners completed it. As a result, there is a discrepancy between the total number of earners and those reflected in the educator self-efficacy data. As expected during this transition, the SPDG continues to refine its survey processes to ensure we gather the most meaningful and accurate feedback possible from participants.

Exhibit 13: Educator Self-Efficacy by Micro-Credential

	Number of Educators
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Competency-Based Professional Learning Micro-Credential	Competency-Based Professional Learning Micro-Credential	Completing Micro-credential	Indicated Increased Self-Efficacy	% Indicating Increased Self-Efficacy
Universal Design for Learning: Multiple Means of Engagement		2	2	100%
Universal Design for Learning: Multiple Means of Representation		10	10	100%
Universal Design for Learning: Multiple Means of Action and Expression		1	1	100%
Applying Universal Design for Learning Principles and Guidelines to Lesson Design		5	5	100%
Supporting Positive Behavior Through Conversations with Students		37	36	97%
Collaborate with Professionals to Increase Student Success		4	4	100%
Establish a Consistent, Organized, and Respectful Learning Environment		14	14	100%
Educator Self-Assessment and Professional Growth		27	27	100%
Creating a Trauma-Sensitive Classroom		13	13	100%
Providing Feedback to Promote Professional Growth		24	24	100%
Using Explicit Instruction to Teach Vocabulary		18	18	100%
Scaffolding Instruction to Elevate Rigor		42	40	95%

Identifying and Using High-Quality Instructional Materials (HQIM)	0	0	N/A
Engaging Families in Reciprocal Partnerships	4	4	100%
Total	201	198	99%



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart
PR/Award #H323A200017**

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

SECTION A - Performance 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.

SPDG Program Measure 3: Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG supported practices.

3.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The project will use at least 50% of total funds in year 2, 60% in year 3, and 70% in years 4-5 to provide follow-up activities to sustain SPDG supported practices.	Program		7/10	70%		\$590,634/ \$824,233	72%

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

3.a. Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of AR SPDG-supported practices.

The Arkansas SPDG is reporting on the same initiatives as outlined in Program Measures 1, 2, and 4. This year's outcomes for Program Measure 3 are described below.

The SPDG will use the following formula to calculate the percentage of funds for years 2-5:

$$\frac{\text{Cost of Ongoing Coaching \& TA}}{\text{Cost of all PL Activities to Support Initiative}}$$

To define “ongoing Technical Assistance (TA),” the AR SPDG includes conducting needs assessments, coaching personnel, assisting leadership teams to build capacity; creating and using data, professional learning (PL) reporting, building professional learning (PL) action plans for LEAs and building-level teams; conducting fidelity measures; personnel entering or reporting SPDG data; and providing TA on conducting fidelity implementation tools.

Definitions

Cost of Ongoing Coaching & TA	Planning & Providing PL	Cost of all PL Activities to Support Initiative
<ul style="list-style-type: none"> Conducting Needs Assessments Coaching Regional and District personnel Assisting Leadership Teams Building Capacity at Regional, District, and Building Levels Content Development Data System Development Training and Coaching Effectiveness Data PL/TA Action Planning Administration of Fidelity Measures Data Collection and Analysis % of Travel to Provide Coaching Support % of Salaries and Contracted Rates 	<ul style="list-style-type: none"> Content Development Alignment Activities & Revisions Publishing Process for Content Professional Knowledge & Research Materials & Supplies for Trainings % of Travel – Delivery of PL % of Salaries and Contracted Rates 	<ul style="list-style-type: none"> Cost of Ongoing Coaching & TA Planning & Providing PL
\$590,634	\$233,599	\$824,233

The AR SPDG initiative on meaningful access and tiered systems of support is coordinated by SPDG staff and multiple contracted consultants. Each SPDG staff member reports their monthly activities at SPDG CMT meetings, while contracted consultants provide a summary of activities to the SPDG Director through quarterly progress reports, including associated costs for each activity. The SPDG analyzes these professional learning (PL) activities to

determine the time spent on: 1) Planning and providing professional learning and 2) Planning and providing coaching and technical assistance. The activities from the progress reports of contracted consultants and monthly team meetings are analyzed based on the time spent on each task, then further analyzed by salary or hourly rate.

Totals

Based on the totals, the SPDG allocated 72% of funds to ongoing technical assistance and coaching support. This surpasses the target of 70% of funds designated for follow-up coaching and technical assistance during the reporting period for Performance Measure 3a.

Implementation focus for the remaining fiscal year, March 2025–September 2025

As the AR SPDG concludes the final funding year, a significant portion of time will continue to be dedicated to finalizing competency-based micro-credentials and providing professional learning. Once the professional learning content is finalized, the SPDG anticipates that the percentage of time allocated to planning and providing coaching will continue to meet the year five goal of 70%. SPDG staff and contracted consultants will maintain tracking of daily activities using quarterly progress reports and monthly CMT meetings.



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart
 PR/Award #H323A200017

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

SECTION A - Performance 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.

SPDG Program Measure 4: Projects improve outcomes for children with disabilities.

4.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
In SPDG partnered districts, the percentage of students with disabilities in grades 3 - 10 whose value-added score in reading is moderate or high for the same subject and grade level in the state will meet or exceed the set FFY targets <ul style="list-style-type: none"> • FFY 21 - 61.50% • FFY 22 - 62.33% • FFY 23 - 63.16% • FFY 24 - 63.37% • FFY 25 - 64.50% 	Program	539/853	63.16%	629/853	629/853	73.73%	

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

4.a. Projects improve outcomes for children with disabilities.

The SPDG Program Measure 2: Implementation Improvement was revised in the 2022 reporting period to reflect the competency-based professional learning micro-credentials as the intervention that directly impacts outcomes for students with disabilities.

Program Measure 4 allows the SDPG project to fully align with Arkansas's State Systemic Improvement Plan (SSIP) which is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with

disabilities. The ability to offer a coherent system of support strengthens the SPDG's overall project and allows for sustainable systems improvement. As indicated in the SSIP, the State-identified Measurable Result (SiMR) is the percent of students with disabilities in grades 3-5, from targeted schools, whose value-added score (VAS) in reading is moderate or high for the same subject and grade level in the state. The Arkansas SiMR is collected from schools involved in support provided by the State Personnel Development Grant (SPDG) focused on Response to Intervention (RTI) or multi-tiered system of support, meaningful access, and schools participating in the Meaningful Access Project. While the SiMR focuses on grades 3-5, the SPDG plans to use the remainder of this grant year monitoring the VAS for students with disabilities in grades 3-10.

In collaboration with other DESE units, the SPDG and SSIP have priorities related to transforming personnel development through the implementation of competency-based professional learning micro-credentials, scale Arkansas's RTI or multi-tiered system of support, and meaningful access model, including Universal Design for Learning, High-Leverage Practices, and other evidence-based instructional practices, to increase student success in behavior and academics, with a focus on literacy.

The following process is used by the Office of Innovation for Education at the University of Arkansas (i.e., state contractor for accountability) to collect and analyze student reading language acquisition (RLA) value-added scores based on Arkansas's approved ESSA plan.

- In the first step, a longitudinal individual growth model is used to produce a predicted score for each student. The individual growth model uses as many years of prior scores for each student to maximize the precision of the prediction (best estimate) and accounts for students having different starting points (random intercepts). In the value-added model, each student's prior score history acts as the control/conditioning factor for the expectation of growth for the individual student.
- In the second step, the student's predicted score is subtracted from his or her actual score to generate the student's value-added score ($\text{actual} - \text{predicted} = \text{value-added score}$). The magnitude of value-added scores indicates the degree to which students did not meet, met, or exceed expected growth in performance. Student value-added scores are averaged for each school. School value-added scores indicate, on average, the extent to which students in the school grew compared to how much they were expected to grow, based on how the students had achieved in the past. The school value-added scores answer the questions, "On average, did students in this school meet, exceed, or not meet expected growth?" (Arkansas ESSA plan p. 45).
- While the school average tells us about the building, it does not tell us about how the individual student is doing compared to their peers. Therefore, to look at an individual student's growth in relation to their peers, the Office of Innovation for Education at the University of Arkansas ranked the value-added scores of all students and categorized them into low, moderate, or high based on the percentile rank of students' growth

scores, or residuals. This is commonly Percentile Rank of the Residual (PRR). An explanation of each category is as follows:

- Low indicates that a student's VAS, based on the PRR, was in the bottom 25% of all student VAS for same subject and grade level in the state
- Moderate indicates that a student's VAS, based on the PRR, was between 25% and 75% of all student VAS for the same subject and grade level in the state
- High indicates that a student's VAS, based on the PRR, was in the top 25% of all student VAS for the same subject and grade level in the state
- Student level records are then filtered based on the participating district and school buildings. Only students with value added scores (VAS) for RLA are included.

Exhibit 14: FFY Target by Year

FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
60.66%	61.50%	62.33%	63.16%	63.37%	64.50%

Although the annual growth rate may still appear modest, the expansion to include additional districts has resulted in a total of 853 students with disabilities being assessed, significantly surpassing the fiscal year target of 63.16%.

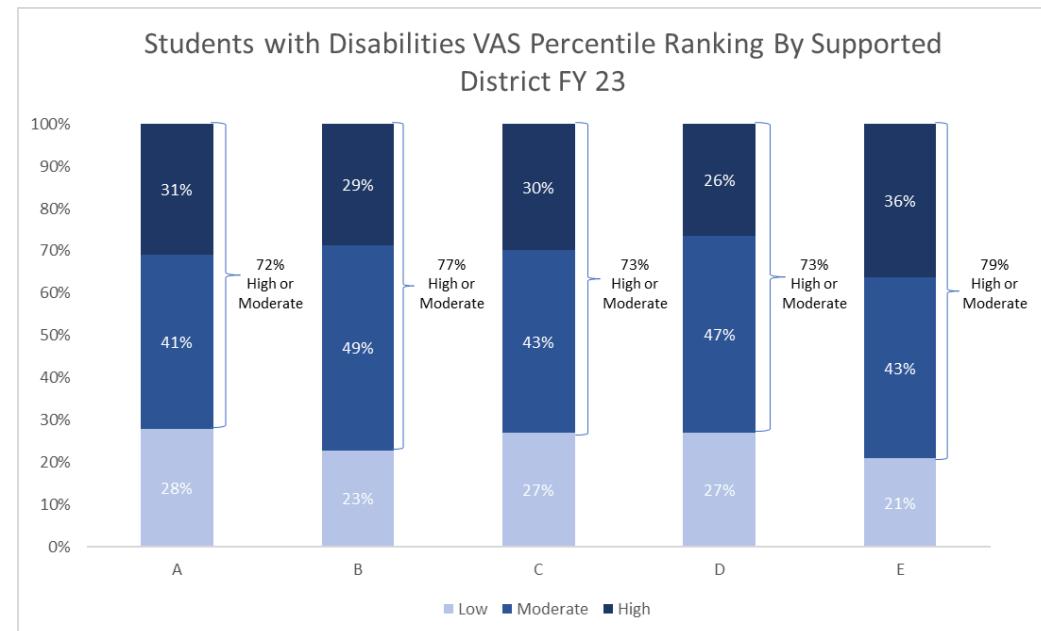
Three districts demonstrated a strong distribution of students showing moderate to high growth, with approximately 70% or more of students falling within those categories. Another district reflected a favorable distribution with nearly 72% of students showing moderate or high growth.

Two additional districts also exceeded the state target, with one standing out for its particularly strong percentage of students showing high growth—over 36%.

These results affirm the positive trajectory of implementation and provide a solid foundation for deeper data-informed conversations with leadership teams. SPDG will continue to support these teams in identifying barriers for students with disabilities and refining their school improvement plans to ensure comparable growth opportunities for all learners.

Exhibit 15: Year over Year Students with Disabilities VAS Outcome Data for Grades 3-10

Year over Year Student Outcome Data					
Year	Number of Students with disabilities with a high or moderate VAS in reading at participating schools and grade levels	Number of Students with disabilities with a VAS in reading at participating schools and grade levels	FFY Target	FFY Data	Status
2021	373 Students	576 Students	61.50%	64.76%	Met Target
2022	363 Students	527 Students	62.33%	68.88%	Met Target
2023	629 Students	853 Students	63.16%	73.37%	Met Target

Exhibit 16: FY 23 Students with Disabilities VAS Outcome Data by District for Grades 3-10


Appendix A

Program Measure 1 Worksheet and Supporting Documentation AR SPDG Initiative—AR SPDG Meaningful Access

Appendix A includes the worksheet required by OSEP as part of the reporting process for SPDG Federal Program Measure 1 – Effective Professional Development Practice

Activities and Accomplishments in Reporting Year

Exhibit A1 describes the 2023-2024 implementation of the evidence-based practices. For each of the professional development domains, the table identifies the required components included in the description, a detailed description of the activities that took place during the reporting period, and the rating of team efforts. The rating is based on the consensus of the SPDG CMT and uses the following scale:

- 1 = Inadequate
- 2 = Barely adequate
- 3 = Good
- 4 = Exemplary

Exhibit A1: Evidence-based Professional Development Practice 2023-2024

PD Domains	PD Components and Project Description of Related Activities	Rating
A(1) Selection	<p>Clear expectations are provided for PD participants and for schools, districts, or other entities.</p> <p>Required elements:</p> <p>During this reporting period, professional development participants included Arkansas Collaborative Consultants (ACC), partnered districts and schools, educators, and</p>	4

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>agency-wide personnel from the Department of Elementary and Secondary Education (DESE). Participants were expected to:</p> <p><u>Description of expectations for PD participants (e.g., attendance in training, data reporting, pre and post training activities):</u></p> <ul style="list-style-type: none"> • Attend eight full days (6 hours each) of Cognitive CoachingSM professional learning • Complete a pre-assessment on day one and a post-assessment on day eight • Participate in monthly Coaching Collaborative sessions (1.5 hours per session) • Engage in competency-based micro-credential training and RTI family engagement training • Collaborate in implementation planning through monthly support meetings and completion of a Coaching Service Delivery Plan <p><u>Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants):</u></p> <p>Districts and schools have agreed to provide:</p> <ul style="list-style-type: none"> • Provide protected time and substitute coverage to allow participation in all training and collaborative sessions • Cover costs for travel to training and coaching sessions • Ensure timely access to relevant data (fidelity, capacity, and student outcome) • Secure leadership support through superintendent involvement and scheduling • Ensure participation in required onboarding sessions, including training on micro-credentials and RTI family supports • Support coaches in completing a Coaching Service Delivery Plan <p><u>Description of how schools, districts, or other entities were informed of their responsibilities:</u></p> <ul style="list-style-type: none"> • A Commissioner's Memo provided an overview of the SPDG and Meaningful Access Project, including application requirements, implementation timeline, and expectations 	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<ul style="list-style-type: none"> • A formal application packet (Request for Application, Application Scoring Summary) outlined the commitments of both SPDG and participating districts One-on-one virtual meetings with district leaders (hosted by the SPDG Director) reviewed project goals, responsibilities, the MOU, and the implementation timeline • A summary presentation and overview documents were shared for dissemination among district staff and school board members • Identified coaches received a detailed welcome letter outlining their specific responsibilities and training schedule <p><u>Brief description of the agreement forms:</u></p> <ul style="list-style-type: none"> • The SPDG Application and Application Scoring Summary outlined program goals, expectations, and required commitments, including superintendent signatures • The Memorandum of Understanding (MOU) formalized participation and defined responsibilities, timelines, and expectations for both the SPDG and the district • The coach welcome letter served as a participant-level agreement, detailing specific expectations and support structures 	
A(2) Selection	<p>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors. Required elements:</p> <p><u>Expectations for trainers' qualifications and experience and how these qualifications are ascertained and Description of role and responsibilities for trainers:</u></p> <p>Multiple groups of trainers and coaches are utilized during the SPDG project to include national, state, regional, and district levels. The overall expectations for trainers' qualifications include (1) teaching and/or leadership experience, (2) demonstrated skills in providing professional development and strong communication abilities, (3) knowledge of adult learning processes and instructional design, and (4) strong understanding of content and practical classroom application. Additionally, trainers should have experience in providing professional learning and technical assistance at the national, state, regional,</p>	4

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>district, and/or school levels. Specific details regarding qualifications, experiences, and responsibilities are described in more detail in contracts and/or job descriptions. The OIE contract outlines the scope of work with SPDG and the process used to support grassroot and innovative efforts to improve outcomes for students in Arkansas. OIE staff hold years of experience in providing innovative professional learning opportunities for teachers and educational leaders, in addition to guiding schools through the process of implementing local innovative practices. The SPDG/OIE Program Advisor, who is part of the SPDG CMT must have:</p> <ul style="list-style-type: none"> • Master's degree in a related field from an accredited institution of higher education • At least two years of teaching experience in a PK-12 educational setting • Experience leading groups in collaborative work • Experience using technology as a learning, collaboration, and communication tool • Knowledge of Universal Design for Learning, High-Leverage Practices, and other evidence-based instructional strategies • Demonstrated ability to vet and use technology tools for promoting interaction and networking among learners • Ability and experience with coaching and leading systems change work <p>The OIE continues to provide coaching and technical assistance for Cognitive CoachingSM to the SPDG SIT, CMT, ESCs, and District personnel. The OIE also supports and assists SPDG in the development and use of coaching-related tools.</p> <p>The SPDG Coordinator directly supports OIE and other stakeholders with the development of all statewide professional learning and technical assistance. Also, the Coordinator is responsible for the alignment of the DESE initiatives and training content. The job description and qualifications of the Coordinator includes the following:</p> <ul style="list-style-type: none"> • Master's degree (or above) in Special Education, Curriculum and Instruction, Reading, or a related field • Five years of experience in Arkansas public schools and hold a current licensure/certification in elementary or secondary education 	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<ul style="list-style-type: none"> • Experience in classroom teaching, as well as in district- and school-based coaching or consultation, school assessments, and the implementation of multi-tiered systems of support at the child, classroom, grade, and district/school levels • Knowledge and experience in implementing comprehensive school-wide programs/systems • Knowledge and experience supporting and implementing Arkansas Academic Standards • Professional and personal skills needed to provide professional development, in-service training, and technical assistance services to regional and district level teams in urban and rural settings <p>[Evidence - OIE Contract, OIE Scope of Work, SPDG Transformation Coordinator Job Description]</p> <p><u>Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained and Description of role and responsibilities for coaches or mentors:</u></p> <p>The SPDG has two Coaching Integration Specialists and one Inclusive Education Specialist who are responsible for providing coaching and technical assistance at the state, regional, district, and school levels. The Specialists (1) directly support the development of SPDG professional learning (PL) and technical assistance, (2) collaborate with DESE cross-unit agencies to further align and develop competency-based content modules with statewide initiatives, (3) coach regional and district teams through the implementation and sustainment of effective educational practices, (4) support teams to increase their capacity to deliver high-quality professional learning related to high-leverage and other evidence-based practices, and (5) provide PL, coaching, and TA to educators in multiple settings focused on systems of support and evidence-based practices. The qualifications for the SPDG Specialists include the following:</p> <ul style="list-style-type: none"> • Master's degree (or above) in Special Education, Curriculum and Instruction, Reading or a related field, and must hold a valid Arkansas Teaching License/certification in elementary or secondary education • Five years of experience in Arkansas public schools 	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<ul style="list-style-type: none"> • Experience in classroom teaching, school-based coaching or consultation, and the implementation of RTI at the child, classroom, grade, and/or school levels • Successfully provided leadership and support at the building-level and have experience leading and/or supporting data discussions for school leadership teams, grade-level teams, and/or special education classrooms • Proficient in coaching, mentoring, and successfully supervised/supported teaching staff • Knowledge of current research and effective practices (high-leverage and evidence-based) used within response to intervention/multi-tiered system <p>During this reporting period, the SPDG continues to support districts in creating a site-based coaching team. Each district identified their coaches to build capacity within their organization. The role and responsibilities for district coaches includes providing technical assistance and coaching to educators in multiple settings (small group, large group, one-on-one and web-based) on UDL, High-Leverage Practices, and other evidence-based instructional practices. Additionally, coaches are utilized as a feedback loop and provide effective communication at the state, regional, district, and school levels. Each coaching team participated in Cognitive CoachingsSM training. As part of Cognitive Coaching, coaches were asked to take a pre- and post-assessment to gauge their level of automaticity in using various coaching practices and tools. Coaches also self-assessed using the Coaching Integrity Self-Assessment Rubric and are expected to complete a coaching log that details their reflection. These data sources help the SPDG to support the coaches with identified needs.</p> <p>[Evidence - SPDG Coaching Integration Specialist Position, Coaching Integrity Self Assessment]</p>	
B(1) Training	<p>Accountability for the delivery and quality of training. Required elements:</p> <p><u>Identification of the lead person(s) accountable for training (include name and position/title):</u></p>	4

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>The SPDG Director, Crystal Bethea, is the lead person accountable for overseeing all training activities, including the delivery and quality of training.</p> <p><u>Description of the lead person(s)' role and responsibilities related to developing and supporting evidence-based professional development:</u></p> <p>The SPDG Director, in collaboration with the Core Management Team (CMT), uses a shared leadership approach to develop, implement, and monitor professional learning for key project stakeholders. This includes training and coaching for the State Implementation Team (SIT), CMT, district and building leadership teams, and coaching teams. Together, they establish specific expectations for trainer competencies, design a system to collect and use data to assess the quality and effectiveness of the professional development, and support job-embedded professional development for trainers.</p> <p>To ensure quality and continuous improvement, the SPDG Director facilitates monthly data review meetings with the external evaluator to analyze trends, reflect on key data points, and adjust supports accordingly. Additionally, the internal team holds weekly connect meetings where staff engage in ongoing data reflection and problem-solving aligned to implementation goals.</p> <p>Before and after each professional development (PD) session, the SPDG Director hosts planning and debrief meetings with trainers. These sessions offer targeted feedback, address logistical concerns, and reinforce alignment with evidence-based adult learning practices. All PD providers receive the Observation Checklist for High-Quality Professional Development (HQPD v3), the supporting Guidance Document, and, when applicable, the Virtual Facilitation Checklist. These tools are used to promote fidelity and gather feedback during the session, which is later reviewed with trainers to promote reflection and professional growth.</p> <p>Job-embedded professional learning is central to the SPDG initiative. The SPDG Director provides ongoing development in facilitation strategies such as Adaptive Schools and Cognitive Coaching, equipping leaders with skills to guide collaborative adult learning. Additionally, the Director facilitates opportunities for sessions to build content knowledge</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>and pedagogical capacity across project participants, supporting sustainable systems of meaningful access and evidence-based instruction.</p> <p>Participant feedback from every training is reviewed in partnership with trainers to ensure sessions are continuously refined to meet educator needs. Collectively, these structures ensure that PD is responsive, high-quality, and designed to support full implementation of effective educational practices.</p> <p>[Evidence – HQPD Checklist V3, HQPD Guidance Document, Virtual Facilitation Checklist, Connect Team Meeting Agendas]</p>	
B(2) Training	<p>Effective research-based adult learning strategies are used.</p> <p>Required elements:</p> <p>The SPDG professional learning model integrates research-based adult learning strategies and facilitation moves designed to support deep, sustainable learning among educators. Drawing from Trivette et al. (2009), professional development is structured around three critical phases of adult learning:</p> <ul style="list-style-type: none"> • Planning: Introduce and illustrate concepts. 	4

	<ul style="list-style-type: none">• Application: Provide opportunities to practice and evaluate new learning.• Deep Understanding: Facilitate reflection and mastery. <p>These phases are purposefully embedded across both in-person and virtual sessions to ensure engagement and application of content.</p> <p>Throughout the year, the SPDG team expanded the application of Adaptive Schools strategies to elevate the quality of adult learning. These strategies emphasize collaborative norms, intentional facilitation moves, and the development of group identity and capacity, aligning with the project's goal of building sustainable systems through strong leadership teams.</p> <p>To ensure real-time responsiveness, the team implemented a structured formative assessment process during professional development sessions. These assessments included participant feedback loops, pulse checks, exit slips, and facilitator observations. This system allowed facilitators to pivot content delivery and group processes in response to immediate learner needs. For example, data collected during Session 3 of the Coaching Collaborative revealed a need for additional time and scaffolding around the resources and skills covered so far in the collaborative. This prompted the team to modify facilitation pacing and build-in structures for deeper dives. In adult learning theory, offering opportunities for choice and empowering learners to guide the learning keeps them more engaged.</p> <p>School teams' feedback—collected through surveys, observation tools, and coaching reflections—also played a critical role in shaping the year's facilitation plan. Insights from these data sources informed session design, selection of case studies, and the strategic integration of coaching models, including Cognitive Coaching and Adaptive Schools. This responsive planning process allowed the SPDG to target content that directly aligned with participant needs and district implementation priorities.</p>	
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PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>In alignment with these approaches, the Observation Checklist for High-Quality Professional Development (Gaumer Erickson et al., 2020) was consistently used to document the presence of evidence-based adult learning practices in face-to-face settings. For virtual sessions, the Virtual Facilitation Checklist was utilized to monitor alignment with best practices in remote adult learning environments (Huggett, 2020; Watkins, 2013). These tools provided common expectations across formats and supported consistent feedback and coaching for facilitators.</p> <p>By combining Trivette's adult learning framework, the HQPD Observation Checklist, and Adaptive Schools strategies with a responsive data-informed facilitation plan, the SPDG initiative created high-impact professional learning experiences tailored to the evolving needs of adult learners.</p> <p>[Evidence – Characteristics and Consequences of Adult Learning Methods and Strategies, HQPD Checklist V3, Virtual Facilitation Checklist, Adaptive Schools Strategies, Coaching Collaborative Agenda (March '25), CoP Agendas]</p> <p>Description of how these adult learning strategies were used:</p> <p>From the initial planning phase, all SPDG professional learning is designed to incorporate the characteristics of adult learning methods and strategies as described below.</p> <ul style="list-style-type: none"> ● Planning <ul style="list-style-type: none"> ○ Introduce: To initiate the learning cycle participants are provided the agenda with learning outcomes and all training materials prior to the start of the professional learning. Next the trainer engages the participants in an overview of the topic and intended goals, previews the training materials, and provides time for participants to connect and share and complete a pre- or formative assessment of current knowledge and skills. ○ Illustrate: Facilitator prompts participants to identify connections between the learning content, local context (e.g., state, regional, district, and/or school initiatives), and the role of participants. Additionally, many sessions include instructional videos, and/or authentic demonstrations by the presenter. 	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<ul style="list-style-type: none"> ○ Practice: Participants engage in problem-solving, identification and reflection on current opportunities for application, or mock activities or scenarios to apply new information. Participants utilize session materials to aid in application. ○ Evaluate: After practice, participants independently reflect using journal and thinking prompts, share with each other in small groups, and discuss whole group strengths and struggles during the practice. Participants assess the application of knowledge and outcomes through a self- or post-assessment and/or trainer feedback on participant application of learning. ● Deep Understanding <ul style="list-style-type: none"> ○ Reflection: Facilitator-guided journaling activity for participants to self-reflect including a description of current practices, new learning, and changes/next steps based on the new knowledge and skills. ○ Mastery: Participants engage in a process of using a rubric or standards-based criteria to self-assess new learning, application of new learning, and/or implementation fidelity. Part of mastery and deep understanding takes place in the continuous learning cycle that is integral to SPDG professional development. <p>[Evidence: Coaching Collab Email Invite, Coaching Collaborative Planning, Coaching Collaborative Agenda, Sample Coaching Dashboard]</p> <p><u>Description of data gathered to assess how well adult learning strategies were used:</u></p> <p>For all professional development sessions, the Observation Checklist for High-Quality Professional Development (Version 3) is used by one or more observers to document</p> <ul style="list-style-type: none"> ● the use of evidence-based adult learning strategies and indicators within a professional development that promote learning and implementation of evidence-based practices, ● evidence of the intentional use of adult learning strategies within professional development (characteristics of planning, application, and deep understanding). 	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>The HQPD and the evidence of adult learning methods are collected using a digital form that links directly to the SPDG data repository.</p> <p>In conjunction with the HQPD, the Virtual Facilitation Checklist is used to assist in the design, delivery, and refinement of high-quality virtual meetings. The Virtual Facilitation Checklist is designed to answer the question: To what extent are virtual professional learning and collaboratives designed and delivered in accordance with best practices in virtual facilitation?</p> <p>Immediately following a virtual professional development training, the external evaluator compiles the data and presents the results at the monthly SPDG CMT meeting. The data and evidence are then used to provide ongoing feedback and coaching support to the trainers. Additionally, the checklist and data provide guidance for designing and/or revising training.</p> <p>[Evidence: HQPD Digital Form, HQPD Checklist V3, Virtual Facilitation Checklist]</p>	
B(3) Training	<p>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).</p> <p>Required elements:</p> <p><u>Description of skills that participants were expected to acquire as a result of the training:</u></p> <p>Participants in Cognitive CoachingSM training, monthly Communities of Practice, and ongoing Coaching Collaborative support participants are expected to acquire the following skills:</p> <ul style="list-style-type: none"> ● develop, implement, and increase capacity in the skills of trust and rapport; and coaching tools of pausing, paraphrasing, and posing questions ● develop an identity as a mediator of thinking (experience deeper levels of cognitive, emotional, attitudinal, energetic, and affective impact) 	4

PD Domains	PD Components and Project Description of Related Activities	Rating
	<ul style="list-style-type: none"> utilize conversation structures for planning, reflecting, and problem resolving to coach others to self-directedness increase knowledge of autonomy and sense of community and develop the cognitive capacity for holonomy develop higher levels of the states of mind (holonomous behavior): efficacy, consciousness, craftsmanship, flexibility, and interdependence apply and navigate the four support functions of coaching, evaluating, consulting, collaborating; and understand the purpose and intended outcome for each function distinguish among the five forms of feedback and utilize each along with data and meditative questions to enable others to make their own judgements, observations, and inferences use data to mediate thinking and self-directed learning use of high-leverage and other evidence-based practices <p>Description of activities conducted to build skills:</p> <p>The Cognitive CoachingSM training, monthly Coaching Collaborative, and monthly communities of practice incorporate a variety of activities used to build participant knowledge and skills, including the following:</p> <ul style="list-style-type: none"> pre-assessment on day one of training and ongoing goals for continuous improvement to monitor learning and application of skills pre-training tasks completed to maximize learning and application role play exercises such as peer-to-peer practice, reading and synthesis assessment of application and outcomes through learner self-reflection (journaling and goal setting), trainer feedback, and/or standards-based rubric real life application of skills (during training and outside of training) and the identification of connections between new learning and local context collaborative discussions related to realistic problem-solving situations or abstract imagery (collaborative discussion focused on moving from abstract to concrete) instructional videos and/or authentic demonstrations accompanied by whole group discussion of coach to coachee session (connection between observed behaviors to the newly learned content) 	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<ul style="list-style-type: none"> development of action plan (next steps) to further develop and increase intentional use of learned skills modeling of high leverage and other evidence-based practices post-assessment on the last day that invites reflection of training content <p>[Evidence: Coaching Community of Practice Agenda, Coaching Collaborative Agenda (March 2025)]</p> <p>Description of how participants' use of new skills was measured:</p> <p>In the Cognitive CoachingSM training, monthly Coaching Collaborative In-Person and Virtual Facilitations, and the virtual Coaching Community of Practice the instructors used observation to monitor learning through:</p> <ul style="list-style-type: none"> role play activities, facilitation of small group discussion, and frequent polls or surveys designed to make thinking visible. self-reflection journaling for personal measurement of the development and progress of skills online pre- and post-assessments taken by both the participants and instructors as a measure for all skills. participants also utilized the Coaching Integrity Self-Assessment Rubric to evaluate their current level of implementation of essential coaching practices and skills. Monthly Coaching Communities of Practice (CoPs) allowed participants additional opportunities for application of learning through role play, authentic experiences, and continuous improvement deep dives of micro-skills. Trainers used the CoP as a way to self-assess participants and monitor their growth over time, either through direct feedback from peer to peer or from the facilitator. 	

PD Domains	PD Components and Project Description of Related Activities	Rating
B(4) Training	<p>Trainers (the people who trained PD participants) are trained, coached, and observed.</p> <p>Required elements:</p> <p><u>Description of training provided to trainers:</u></p> <p>The SPDG Core Management Team attended Advanced Adaptive Schools in Denver, Colorado. This seminar provided the team with the latest research and facilitation tools for developing strong Professional Learning Communities within the schools that SPDG supports. where everyone shares collective responsibility for student learning. This training increased the team's capacity to facilitate training on conflict resolution in group settings, as well as learning new strategies and tools for teaching collaborative group skills to others.</p> <p>The SPDG Director, Assistant Director, and each specialist was paired with a Cognitive Coach mentor this year to receive meta-coaching. This training offered guidance and feedback on the implementation of coaching practices and skills. The one-on-one coaching sessions with a mentor involved setting coaching goals, collaboration on resources, and targeting mini-skills to practice prior to the next session.</p> <p>New members of the SPDG had the opportunity to attend Amplify Your Impact training. These members gained the latest research on the Five Prerequisites for Critical Questions in a PLC, new protocols, tools, tips, and strategies that each member is utilizing to help strengthen the collaborative work of teams.</p> <p>One member of the team attended a PLC at Work Conference facilitated by several certified trainers of Solution Tree. The insight gained on Specially Designed Instruction (SDI), common formative assessments, and how to have difficult conversations at this conference increased the Integration Specialist's capacity to deliver quality instruction and guidance to the schools that she supports.</p>	4

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>The SPDG Director and team have continued to receive monthly training from Matthew Treadway that focused on coaching practices, support in planning, and building the efficacy of administration and collaborative teams at the districts and schools that are partnered with SPDG.</p> <p>The SPDG Core Management Team and Director attended an Effective Coaching Institute in Louisville, KY. The team learned research-based, high-impact strategies to improve teacher effectiveness and how to influence school improvement through the coaching role.</p> <p>The Education Innovation Rally Conference, hosted by OIE, allowed SPDG team members to engage in workshops on the theme of collaboration. The team acquired new approaches along with diverse ideas and additional tools for collaborative problem solving by interacting with administrators and educators from Arkansas and other states. Team members also provided information on Micro-Credentials and presented on the topic of "Collaboration for All." Members also led a workshop titled, "Meaningful Access Caucus," where participants engaged with other educators about their experiences on meaningful access.</p> <p>SPDG Team members attended the Local Education Agency Conference. This two day conference offered opportunities for collaboration with various Arkansas Collaborative Consultants. Members attended multiple workshops and also presented on Artificial Intelligence and how to integrate it into coaching and instructional practices.</p> <p>One SPDG Education Specialist received training with Johns Hopkins University as a Boundless Learning co-Teaching Coach and became a specialist in the Vocabulary LINCing Routine Strategic Instructional Model through the University of Kansas. She is also pursuing to become a specialist in the Framing Routine.</p> <p>Members of the SPDG Team continued to participate in-person training with Katie Novak this year. The training was on Universal Design for Learning (UDL) and has equipped the CMT with implementing the UDL principles when designing technical support for the administrators and educators that are partnered with SPDG.</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>The CMT attended the Division of Elementary and Secondary Education (DESE) Summit Conference. The team members participated in numerous sessions over several days on topics such as Artificial Intelligence, Meaningful Access, Data, and PLC work. It was a time to collaborate with cross agency departments and learn about the state's initiatives. The SPDG Coaching Specialist presented Micro-Credentials to support educators with professional learning and alternative licensure.</p> <p>The Transition Education Summit, hosted by Transition Services at DESE, offered various sessions on supporting children with disabilities from birth to post-graduation. The SPDG Team facilitated district meetings at the conference while those teams designed transition goals, policies, and procedures. The SPDG members presented "Artificial Intelligence for Collaboration" to assist participants in using AI to create transition goals and activities for their students.</p> <p>An OIE/SPDG coach received multiple days of training to earn a Cognitive Coaching certification as an agency trainer.</p> <p>Description of coaching provided to trainers: SPDG Core Team members regularly participate in ongoing Communities of Practice focused on the continuous improvement of coaching skills and addressing problems of practice related to the implementation of a coaching system. These communities of practice include opportunities for trainers to engage in meta-coaching as they receive feedback from trained facilitators and collaboratively reflect on their practice with other coaches and trainers.</p> <p>On a monthly basis, OIE coaches SPDG team members based on their own coaching goals, implementation goals, and problems of practice. The coach, an OIE team member, focuses on coaching meta-cognition and frequently operates at a systems-level. This process parallels the coaching provided to district-level coaches in implementation, and includes the use of goal setting, planning and reflecting, and use of data in coaching cycles. Coaching</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>cycles are captured in the coaching log and often inform the broader professional learning and implementation needs of the SPDG team.</p> <p><u>Description of procedures for observing trainers:</u> All trainers are observed by the SPDG Director, Coordinator, external evaluator, and/or additional team members using the Observation Checklist for High-Quality Professional Development. The checklist is used to assess the incorporation of evidence-based adult learning strategies and the level of their implementation within professional learning. The HQPD provides qualitative and quantitative data as feedback to trainers.</p> <p>The HQPD is completed during each training to immediately capture evidence and document observations. Additionally, the observers completing the HQPD are responsible for including the title of the training, the date of training, the name of the trainer, the process used for training delivery (in-person, online), and the overall goals of the training (content information). The HQPD and the evidence of adult learning methods are collected using a digital form that links directly to the SPDG data repository.</p> <p><u>Identification of training fidelity instrument used (This instrument should measure the extent to which the training is implemented as intended, including the content that is covered and how the training is delivered):</u> The SPDG CMT and contracted trainers are provided with the Observation Checklist for High-Quality Professional Development indicators and calibrated for consistent use of the checklist.</p> <p>All training includes a pre- and post-assessment to measure the impact on learning. Within the post-assessment, additional questions are included that place a specific focus on the trainer's adherence to the agenda, schedule, content, and engagement strategies. The After Action Review survey is also used to capture data on professional learning successes and barriers. The survey uses the following generic questions; however, as the questions are facilitated, the wording is adjusted to match the learning experience.</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<ul style="list-style-type: none"> • What was expected to happen? • What actually occurred? • What went well and why? • What can be improved and how? <p><u>Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development):</u></p> <p>The SPDG CMT collaboratively developed a protocol to collect pre- and post-assessment/survey data for participants to provide feedback related to the training as well as a measure of skill level and knowledge. Participants complete the pre-assessment either before the first day of training or within the first few minutes of the training and complete the post-assessment at the end of the day on the last day of training. The training survey includes questions on the following topics:</p> <ul style="list-style-type: none"> • adherence to the agenda and indicated time schedule • focus on content • engagement strategies • practical application of knowledge and skills • content knowledge before and after the training <p>At the end of each professional learning experience, the SPDG external evaluator schedules an After Action Review (AAR) with the trainer and a SPDG CMT member who observed the training. The evaluator facilitates a reflective conversation to generate ideas on what could be improved and how.</p> <p>The Observation Checklist for High-Quality Professional Development tool is completed by one or more members of the SPDG CMT and external evaluator. The checklist is completed during the training as the evidence is collected as it is observed. Additionally, in the Evaluation section of the HQPD, the training should include opportunities for participants to reflect on the learning. Trainers have the autonomy to determine the process to collect participant reflection data.</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>The Virtual Facilitation Checklist is completed by one or more members of the SPDG CMT. The checklist is completed during a virtual training as evidence is observed and/or demonstrated.</p> <p>[Evidence: After Action Review Guide, HQPD Digital Form, HQPD Checklist V3, Coaching Community of Practice Agenda]</p> <p><u>Description of how observation, training fidelity data, and training evaluation data are used (reaction, self-efficacy, demonstration of skill/knowledge development) were used (e.g., to ensure that trainers are qualified; to identify further training and coaching needed for trainers; to inform revisions to training content/materials):</u></p> <p>The collected data from the Observation Checklist for High-Quality Professional Development, Virtual Facilitation Checklist, and the After Action Review are used to:</p> <ul style="list-style-type: none"> • provide feedback and evidence on the use of adult learning methods/strategies to inform content revisions and changes to engagement strategies • determine necessary coaching support for the trainers • analyze participant gains in knowledge and skills as aligned to the intended goals of the training to determine training content revisions and changes to trainer required qualifications • provide feedback from multiple levels of the system (feedback loops) and as guidance when designing professional learning opportunities • assist in the identification of training successes and barriers used to determine follow-up coaching opportunities for participants and trainers <p>Participant reflections provide trainers with data that can be used to modify content and/or revisit topics as needed. For example, at the end of day one of Cognitive CoachingSM training, the participants were asked to reflect on the new learning through a post-it note activity. The trainer analyzed the post-it notes, identified a common theme around States of Mind, and revisited the concept on day two. Additionally, when participants indicated through feedback surveys that they placed high value on opportunities to practice their</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	coaching skills and engage in collaborative discussions with other coaches around problems of practice, trainers intentionally planned additional time for these activities into monthly Coaching Collaborative and Communities of Practice meetings.	
B(5) Training	<p>Administrators are trained and coached on the SPDG-supported practices and have knowledge of how to support its implementation, including how to develop and support implementation teams and how to support coaches.</p> <p>Required elements:</p> <p><u>Description of expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported:</u></p> <ul style="list-style-type: none"> • District and building administrators are utilized to support the SPDG project. At all levels of the system, the SPDG CMT expects upper leadership (district, and building designee) to engage in SPDG professional learning including Cognitive CoachingsSM. • Administrators are required to participate on various implementation teams, and as a specific role, provide guidance to the district, and/or school personnel in the alignment of project activities through resource allocation and removal of implementation barriers. • Administrators receive technical assistance in the analysis of fidelity measures used to promote a higher degree of implementation and coaching around supporting building-level educators in the implementation of evidence-based practices. • SPDG provides training and on-going technical assistance to administrators and other district leaders on the development and implementation of their coaching dashboard. • School principals are expected to oversee the implementation of the Meaningful Access Project. District administrators are expected to meet monthly with the SPDG team to discuss successes and challenges of the project. <p>[Evidence- Coaching Dashboard Template]</p>	4

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p><u>Description of how administrators are trained and coached to support implementers and coaches?</u></p> <p>Along with the SPDG SIT and CMT, the partnered district administrators are required to attend the eight-day Cognitive CoachingSM training presented by a certified Training Associate for Thinking Collaborative, and the monthly coaching collaboratives. At this training, all participants apply acquired Cognitive Coaching practices which are to be used to provide coaching support throughout the region and district. The monthly coaching collaborative addresses specific support needs of implementers and coaches. Administrators receive ongoing support and coaching as they support implementers and coaches through their involvement in communities of practice and personalized technical assistance as requested. Also, administrators are supported with high leverage and other evidenced based practices to support meaningful access in their building.</p> <p><u>Description of supports for creating implementation teams at the building and district or local program levels:</u></p> <p>SPDG CMT created an organizational and functions chart which outlines recommended key personnel to service state, regional, and district leadership teams and describe the function of each team. As part of the initial planning with partnered districts, the SPDG CMT supported districts and building administrators in selecting key personnel based on the needs of the district. Additionally, ongoing conversations regarding “the right personnel” are continued throughout various aspects of implementation.</p> <p>[Evidence- AR SPDG Functions of Implementation Teams]</p>	
B(6) Training	<p>Training outcome data are collected and analyzed to assess participant knowledge and skills. Required elements:</p> <p><u>Identification of training outcome measure(s):</u></p>	4

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>The SPDG Core Management Team (CMT) utilized the <i>Observation Checklist for High-Quality Professional Development Indicators</i> to develop a training protocol that ensures all professional learning events (both virtual and in-person) clearly identify and communicate intended training outcome measures. Participants receive a pre-training communication package including:</p> <ul style="list-style-type: none"> • A detailed overview of the session; • A structured agenda with session outcomes; and • Access to related materials and resources. <p>For instance, in collaboration with the principal of Mulberry High School and Director of Curriculum and Instruction, training outcome measures were established to align with the school's goals. These outcomes included:</p> <ul style="list-style-type: none"> • Understanding the value of collaboration • Recognizing the importance of norms • Exploring the Strategic Implementation Guide (SIG) for PLCs • Investigating and creating standards/skills based assessment of progress <p>[Evidence: MHS Guiding Coalition Agenda, MHS Guiding Coalition Pre-Email]</p> <p><u>Description of procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training:</u></p> <p>To measure the effectiveness of the training, a robust data collection process is employed:</p> <ul style="list-style-type: none"> • Retrospective Pre- and post-training surveys are administered electronically through a user-friendly online platform to evaluate participant growth. • Surveys include both scaled and open-ended questions addressing: <ul style="list-style-type: none"> ○ Alignment with the agenda ○ Content relevance ○ Participant engagement ○ Practical application of learning 	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<ul style="list-style-type: none"> ○ Perceived knowledge and skill level before and after training <p>Participants are asked to reflect on:</p> <ol style="list-style-type: none"> 1. What they learned, 2. What could be improved, and 3. How they intend to apply the new learning. <p>Facilitation of survey data collection is jointly handled by the trainers and the external evaluator to ensure consistency and credibility.</p> <p>Use of Formative Assessment, Focus Groups, and Empathy Interviews: In addition to a retrospective pre- and post-survey, common formative assessments (CFAs) are implemented across participating school sites to monitor learner progress and identify gaps in understanding. These assessments allow facilitators and coaches to tailor ongoing support and instruction to meet identified needs.</p> <p>Moreover, focus groups and empathy interviews are conducted with a diverse sample of stakeholders—educators, families, administrators, and students—representing the full range of participating schools. These qualitative methods capture lived experiences, identify implementation barriers, and generate actionable insights related to meaningful access.</p> <p>These additional data collection efforts support a continuous improvement cycle by ensuring the project reflects the voices and needs of all stakeholders.</p> <p>Data-Informed Adaptation of Training and Coaching: During monthly CMT meetings, the external evaluator shares disaggregated pre/post-assessment results, CFA trends, and qualitative data from focus groups and empathy interviews. An After Action Review (AAR) protocol is used to guide team reflection and decision-making.</p> <p>Collected data are used to:</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<ul style="list-style-type: none"> Revise training content and improve facilitation strategies Customize coaching supports based on observed and reported needs Provide feedback to trainers on their use of adult learning principles Identify follow-up opportunities and adjust coaching priorities Ensure systemic alignment and fidelity across school teams <p>This comprehensive approach ensures that training is not only responsive and evidence-based, but also deeply informed by stakeholder voice and real-time learner data.</p> <p>[Evidence: HQPD Digital Form, HQPD Checklist V3, Coaching Collaborative - Opportunity for Reflection and Improvement]</p>	
C(1) Coaching	<p>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.</p> <p>Required elements:</p> <p><u>Identification of the lead person(s) accountable for coaching services. Please include name and position/title:</u></p> <p>The SPDG Director, Crystal Bethea, is the lead person responsible for coordinating all coaching services and the oversight of coaching services as described in the Coaching Service Delivery Plan. The SPDG Coordinator, Jason Burks, supports and assists with coaching to ensure there is a coherent system of support in place for all project goals and activities.</p> <p><u>Description of the lead person(s) role and responsibilities for promoting high quality and timely coaching services:</u></p> <p>The Director and Coordinator oversee the project's Coaching Service Delivery Plan and are responsible for identifying needs, coordinating, and overseeing coaching services for the SPDG project. At all levels of the system, coaching services are monitored to ensure the support offered is of high-quality and provided in a timely manner. Coaching is integral to the design of the overall system within the SPDG project. The Coaching Service Delivery</p>	4

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>Plan includes the development of SPDG's definition of coaching, coaching purpose, as well as coaching supports such as the Coaching Collaboratives, Communities of Practice, the Coaching Integrity Self-Assessment, monthly Coaching Connections Newsletters, coaching dashboards, and using data to determine whether additional training for coaches is necessary. In addition, the SPDG Coordinator supports monthly peer networking opportunities through external partnerships with Thinking Collaborative (Cognitive CoachingSM) to build coaching capacity, provide consistency, observe application, and provide feedback as team members implement high-quality and timely coaching services.</p> <p>[Evidence – Coaching Collaboratives, Coaching Integrity Self-Assessment Rubric, SPDG Definition of Coaching]</p>	
C(2) Coaching	<p>Coaches use effective coaching practices to increase innovation fidelity. Required elements: <u>Description of coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured:</u> <i>Note: This description may take the form of a coaching service delivery plan.</i></p> <p>In this program year, the SPDG has continued to implement a thriving coaching system across the state of Arkansas to strengthen coaching skills of superintendents, administrators, instructional coaches, LEAs, educators, and state leaders from the Arkansas Department of Education and Division of Elementary and Secondary Education (DESE).</p> <p>Cohort Five, consisting of eight in-person sessions, was hosted collaboratively by SPDG and OIE. The learning objectives focused on building the capacity of the coaches by practicing micro-skills, implementing evidence-based practices, and connecting with other coaches. The Cognitive CoachingSM facilitators observed and provided feedback to the 27 participants during the training as they engaged in meaningful coaching scenarios, discussions, and activities that would support them in their respective roles as coaches. Participants were offered additional coaching support via email, phone, or virtually as needed. Educators also</p>	3

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>had the opportunity to receive one-on-one coaching sessions upon request. Continuous guidance was made accessible through monthly hour and a half Community of Practice (CoP) virtual sessions, of which 106 participants attended. The twelve sessions were designed for individuals to practice job-embedded skills, to create a space for collaboration among coaches from multiple states, and to deepen their professional learning as instructional coaches.</p> <p>Pre- and post- assessment data was collected for the SPDG CMT to assess the impact of the training and to measure participant growth of the learned coaching content and practices.</p> <p>The Coaching Integrity Self-Assessment Rubric developed by the SPDG CMT is administered to the instructional coaches at least twice yearly. This tool provides feedback on six coaching practices that focus on instructional coaching, promoting self-reflection, assisting in the identification of professional learning, and supporting the development of personalized coaching growth goals used for improvement.</p> <p>In collaboration with the Office of Innovation for Education, the SPDG team hosted monthly Coaching Collaborative sessions required for all partnering districts. All nine monthly training sessions were delivered on-site for each district. Within each session, a tailored approach provided individualized support around regional, district, and school improvement efforts toward increasing professional learning in high-leverage and evidence-based practices for students with disabilities. Creating a culture of coaching in their organizations and a concentration on developing micro-skills for individual or team coaching was a priority in the training as well.</p> <p>To gauge the effectiveness of the training and the impact of participants' learning, the SPDG CMT intentionally met one-on-one with each coach at the start of every training to discuss areas of strength, to offer problem-resolving support, and to guide them on utilization of coaching tools and resources. During real time, formative assessments were taken to identify patterns, themes, and additional supports needed. At the close of each session, the SPDG provided access to digital surveys to collect valuable information on participant learning. The SPDG CMT continually analyzes the findings and uses qualitative and</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>quantitative data to make revisions of the coaching system and to plan appropriate next steps for future training.</p> <p>[Evidence: Coaching Integrity Self-Assessment Rubric, SPDG Definition of Coaching, Coaching Dashboard Template, Community of Practice Agenda, April 2025 Coaching Collaborative Slide Deck]</p> <p><u>Description of how the coaching process is captured and connected to impact on fidelity of the innovation:</u></p> <p>SPDG documents all communication with professional learning participants and collects feedback to identify patterns where additional coaching support is needed. The data collected also provides opportunities to highlight areas of improvement and celebrate successes during the regularly scheduled required monthly collaborative sessions. For example, a digital Coaching Dashboard was created for each participant to capture his or her goals, progress toward mastery of micro-skills, and problem-solving notes recorded from coaching individuals on a digital Coaching Log. The Coaching Dashboard allows the SPDG CMT to monitor the impact of learning throughout the year and to have two-way conversations with each participant to develop their skills as a coach. Furthermore, at the beginning of each monthly Coaching Collaborative, all participants receive a one-on-one coaching session with one of the CMT members to collect qualitative data and offer feedback on coaching skills and practices. In addition to the Coaching Dashboard, all other documentation of communication and feedback data are housed in the SPDG online data repository.</p> <p>To capture data electronically, the SPDG external evaluator and CMT recalibrated the online version of the Observation Checklist for High-Quality Professional Development and the Virtual Facilitation Checklist. Data collected from both checklists provide the CMT with a collective view of training data that allows the team to</p> <ul style="list-style-type: none"> • identify areas of improvement within professional learning and use coaching to strengthen implementation. • monitor fidelity of implementation of evidence-based practices and align to coaching support. 	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<ul style="list-style-type: none"> analyze quality, duration, and identify areas of growth that might benefit from incorporating coaching. <p>[Evidence: Observation Checklist for HQPD, Virtual Facilitation Checklist, Searcy Goals Check- In]</p> <p><u>How is coaching monitored for fidelity to content and quality?</u></p> <p>The participants participate in Cognitive CoachingSM training through the Thinking Collaborative. Cognitive CoachingSM focuses on impacting mindset and producing self-directed, self-managing, self-monitoring, and self-modifying individuals and organizations. The training includes multiple opportunities for instructional coaches to demonstrate the gained knowledge and skills as well as receive feedback on the implementation of their coaching skills from peers, coaches from Thinking Collaborative, and the SPDG CMT. Additionally, all coaches trained in Cognitive CoachingSM are invited to participate in Coaching Community of Practice (CoP) opportunities. The CoP sessions allow any previous or current Cognitive CoachingSM participant to apply what they learned and to strengthen instructional coaching skills. During the CoPs, SPDG/OIE facilitate small group discussions, coaching role-play scenarios, and coaching micro-skill practice activities. In addition, SPDG developed a Coaching Integrity Self-Assessment Rubric for participants to rate their level of coaching practices and skills at least twice a year to monitor growth. Results are analyzed and used to determine fidelity to quality and content. The SPDG Coaching Integration Specialists supported district coaching teams in using the Coaching Rubric as an additional source of data and to guide future coaching support.</p> <p>[Evidence Coaching Community of Practice Agenda, Coaching Dashboard Template, Coaching Integrity Self-Assessment Rubric]</p>	
C(3) Coaching	<p>Coaching outcome data are collected and analyzed to assess participant knowledge and skills. Required elements:</p> <p><u>Description of how coaching is monitored for fidelity to content and quality:</u></p>	3

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>A Coaching Integrity Self-Assessment Rubric is used which provides data related to content and quality of the coaching training provided. Coaches are required to use the Coaching Integrity Self-Assessment Rubric to self-assess on the six coaching practices to generate baseline data for each practice, use reflection to develop a personal coaching goal, and assess again in spring of 2025 to measure growth.</p> <p><u>Description of how coaching fidelity data are used to identify potential training and coaching for coaches:</u></p> <p>The Coaching Integrity Self-Assessment Rubric is used to collect fidelity data that allows for quantitative analysis of coaching practices across all levels of the coaching system. Coaching outcome data is collected and analyzed during CMT meetings. The analysis identifies the need for additional content for professional learning and informs technical assistance for coaches. If coaching outcome data indicates coaches are not yet consistently developing a comprehensive coaching plan with individuals they coach, the SPDG team provides support in this area through professional learning, including job-embedded support, Communities of Practice (CoP) meetings, and in person or virtual one-on-one meta coaching sessions.</p> <p>Data collected through feedback surveys following each Cognitive CoachingSM training day and Coaching Collaborative sessions are used to adjust the focus of subsequent professional learning opportunities. Using a reflective feedback survey, the coaches indicated that they needed more guidance and practice with the Five Pathways for Coaching Collaborative Teams in a PLC. In response to this reflective feedback, planning was adjusted for future Coaching Collaborative sessions to incorporate live models, scenarios to practice among colleagues, and protocols to assist in team meetings around the five critical questions of a PLC.</p> <p><u>Description of procedures to assess the knowledge and skills gained by those who are coached:</u></p> <p>The Coaching Integrity Self-Assessment Rubric is a measure of implementation and self-reflection. The description of each coaching practice includes observable behaviors for</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>both the coach and coachee. This intentional design allows for the coach to assess the knowledge and skills gained by the coachee and think through practical application of coaching to their work. One-on-one and small group opportunities are provided multiple times per month for coaches to practice skills, share coaching experiences, and collaborate around barriers. The SPDG CMT collects quantitative data regarding those who are coached throughout these sessions.</p> <p><u>Description of how coaching outcome data are analyzed by the SPDG team:</u></p> <p>The SPDG CMT developed a Coaching Fidelity Rubric used to quantitatively measure practices in the following domains:</p> <ul style="list-style-type: none"> • Developing a comprehensive coaching plan • Demonstrating knowledge of content and pedagogy • Demonstrating professional flexibility and responsiveness • Establishing a culture for learning and engagement • Creating an environment of respect and rapport • Communicating effectively in the coaching relationship <p>The rubric is used as a guide for professional reflection on coaching practices between a coach and a professional colleague who is supporting the coach. Using the rubric, the SPDG collects fidelity of implementation and self-assessment data and analyzes in various ways at the CMT meetings.</p> <p><u>Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients:</u></p> <p>The SPDG utilizes a structured process to collect coaching data to inform feedback loops across the system, including state, regional, district, and building levels. The SPDG SIT collaborates to refine processes, protocols, and feedback loops to eliminate gaps in communication and address implementation barriers between trainers, coaches, and coaching recipients. Trainers, coaches, and coaching recipients all provide feedback through coaching rubrics, self-assessments, surveys, and opportunities for reflection. After the analysis of data, the SPDG CMT communicates the findings (successes, barriers, and next</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>steps) to each group. At the state level, the SPDG CMT provides implementation and outcome data to gain feedback and input on trainers and professional learning. The SIT supports trainers and coaches in problem-solving issues regarding barriers and identifies ways to increase the support of district coaches. These feedback loops provide the SPDG CMT with information about barriers and opportunities to adjust processes, timelines, and content. Each group provides guidance on the development and revision of resources used to support professional learning and coaching at the district and school levels.</p> <p>The SPDG CMT utilizes a professional development evaluation feedback survey to address implementation barriers, celebrate successes, and identify needed resources. The professional development evaluation feedback survey is used at all levels of the system.</p> <p>[Evidence: Coaching Integrity Self-Assessment Rubric, Coaching Dashboard Template]</p>	
D(1) Data Systems that Support Decision Making	<p>Accountability for the system of measuring and reporting of innovation fidelity and student outcomes. Required elements:</p> <p><u>Identification of lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title:</u> Crystal Bethea, SPDG Director, is the lead person accountable for measuring and reporting fidelity of implementation and related student outcomes. In this role, the SPDG Director is directly supported by the contracted external evaluator, Dylan Presley with Insight to Impact.</p> <p><u>Description of data expertise, role and responsibilities of the identified lead person(s):</u> The SPDG Director leads and strategically oversees the statewide accountability system, ensuring seamless communication across the state education agency, contracted partners, regional education service cooperatives, and school districts. Mrs. Bethea brings extensive expertise in state- and district-level leadership, advanced data systems for collection,</p>	4

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>monitoring, and analysis, and the effective communication of outcomes to diverse stakeholder groups. Her leadership ensures that data-driven decision-making is embedded at every level of implementation.</p> <p>Dylan Presley, the contracted external evaluator from Insight to Impact Consulting, is a highly experienced evaluator specializing in measuring the efficacy of educational initiatives for districts and private foundations. Mr. Presley utilizes a participatory evaluation approach that strengthens the capacity of the SPDG Core Management Team (CMT) and stakeholders by promoting continuous, actionable learning. As the external evaluator, he is responsible for (1) collecting and analyzing process and fidelity data, (2) synthesizing findings and presenting emerging themes to the SPDG Director and CMT, and (3) supporting the monitoring of implementation progress and improvement needs across state, regional, district, building, and classroom levels. His expertise ensures that evaluation activities are rigorous, responsive, and drive continuous program improvement.</p> <p>[Evidence: Insight to Impact Contract Statement of Work Excerpt]</p>	
D(2) Data Systems that Support Decision Making	<p>Coherent data systems are in place at all education levels (SEA, regional, LEA, school). Required elements:</p> <p><u>Description of key data sources analyzed to connect training and coaching to fidelity of the innovation and then child outcomes:</u> Based on the SPDG's Theory of Action, educators who proficiently demonstrate competency-based professional learning (i.e., micro-credentials focused on Universal Design for Learning, high-leverage practices, and other evidence-based instructional practices) supported by effective coaching will scale fidelity of implementation therefore leading to improved outcomes for students with disabilities by increasing access to high-quality effective educators within an education system.</p>	4

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>Key data sources include:</p> <ul style="list-style-type: none"> • Training evaluations and observations (e.g., HQPD, Virtual Facilitation Checklist, Training Application, Training Elements) • Pre- and post-assessment related to proficiently demonstrating training learning targets • Proficiently demonstrate competency-based professional learning micro-credentials (i.e., implementation of Universal Design for Learning, high-leverage practices, and other evidence-based instructional practices) as assessed by defined criteria • Arkansas educator self-efficacy pre- and post-ratings • Coaching Integrity Self-Assessment Rubric • State Capacity Assessment (SCA) • Meaningful Access pre- and post-assessment • Student outcome data (state accountability assessment) • Students with Disabilities access to Least Restrictive Environment (LRE) <p>Qualitative and quantitative data is collected from the above data sources to determine impact of the SPDG project. Training evaluations incorporate a pre- and post-assessment in which participants rate their level of knowledge and ability to successfully demonstrate specific learning targets addressed throughout the session(s). Additionally, participants provide feedback related to training applications and elements. Through the use of the pre- and post-assessment, the SPDG analyzes the data to determine necessary revisions within the professional development content, activities, and processes used to design and offer high-quality professional learning and coaching training.</p> <p>Additionally, pre- and post-assessments ensure the appropriate components are in place for all learners to proficiency demonstrate the skills-based learning targets. The ability to offer high-quality, evidence-based professional development is essential to ensuring that all educators (e.g., administrators, general and special educators, related services, technical assistance providers) obtain the knowledge, strategies, and skills necessary to promote learning and support successful implementation which directly impacts student outcome data. Educators who proficiently demonstrate implementation through submitted evidence</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>also provide pre- and post-ratings using the Arkansas Educator Self-Efficacy tool. Research clearly connects an educator's efficacy to the ability to impact student outcomes.</p> <p>The SPDG coaching system is purposefully designed to provide coaching participants with timely professional learning, ongoing coaching, and structured opportunities to focus on data-informed improvements. To build coaching capacity and establish a coaching service plan, the SPDG SIT and CMT participated in Cognitive Coaching and competency-based professional learning (i.e., micro-credentials, meaningful access) to facilitate professional learning and ongoing coaching support. Within the project, the SPDG SIT and CMT provide leadership in developing professional learning content and coaching to improve fidelity of implementation. The coaching service plan includes the frequency of observations, a process for collecting feedback, and methods for analyzing data. At the classroom level, the SPDG CMT provides coaching to administrators and teachers and support service personnel as Universal Design for Learning, high-leverage practices, and other evidence-based instructional practices are implemented.</p> <p>To develop implementation capacity of coaching best practices, the SPDG used the research within Cognitive CoachingSM as reference points for the delivery of research-based behaviors, practices, and products. The Coaching Integrity Self-Assessment and Self-Assessment data is collected and analyzed to identify patterns of success and areas of growth across six effective coaching practices. The ability of coaches to provide high-quality, job-embedded coaching to educators implementing competency-based professional learning within a classroom setting is vital to ensure an increase in implementation, sustainability, and positively impact student outcomes. Coaching data is reviewed in the following ways: (1) across all coaching participants, (2) by individual coaching practice, (3) by districts or regional education service cooperatives. The various analysis allows the SPDG to make adjustments within the coaching system to meet the needs of all participants.</p> <p>Data is analyzed in quick cycles and disseminated to stakeholders promptly to inform decision making around the development and fidelity of implementation. Across the cascade, teams at all levels (i.e., state, regional, district, classroom) provide feedback at regular intervals which informs next steps for training and coaching focused on the implementation of effective educational practices (directly impacting student outcomes).</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p><u>Description of how targets/benchmarks are set for the various types of data:</u> In collaboration with the SPDG State Implementation Team and external evaluator, the SPDG created training and fidelity outcome targets for the state, district, and building-level implementation teams as well as training participants. Through the alignment of the SPDG measures across DESE priorities and the SSIP SiMR, the student outcome measures and the program and project targets set by the SPDG are reflective of the DESE's vision and the SSIPs Theory of Action.</p> <p>For the purpose of offering high-quality in-person and virtual professional learning, the target was set for all SPDG offered training to include a minimum of 90% of the indicators on the HQPD and Virtual Facilitation Checklist. Additionally, the SPDG recognizes the impact of participant demonstration of knowledge and skills related to classroom implementation; therefore, the target of 80% proficiency was set across all years of the grant. All goals were established for implementation fidelity and positive student outcomes and reflect both within each of the performance measures. Insight to Impact Consulting created data infographics to display the state, regional, district, and educator-level data and the SPDG CMT shared the information with various stakeholders across the levels of the system.</p> <p><u>Description of how data collection guidance (e.g., procedures, timelines) is provided to professional development sites and participants:</u> Insight to Impact Consulting (IIC), in collaboration with the SPDG Core Management team, established protocols for all data instruments and then used the protocols to develop an evaluation manual. This manual is included in the SPDG project implementation guide and provided to all SPDG regional and district implementation teams, coaching and training participants, and educators participating in the competency-based professional learning micro-credentials.</p> <p>Protocols outline the data requested and the processes for collecting and submitting the requested data. Timelines are clearly established for the data collection process and reminders of upcoming deadlines are incorporated into monthly RIT, DIT, and coaching meetings. Assistance is offered and provided as requested through Insight to Impact</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>Consulting. For data collection that is anticipated to be more difficult, introductory webinars are held and recorded for playback. The SPDG Core Management Team hosts follow-up meetings with each site through phone calls, emails, face-to-face, and virtual with the regional-, district, and school-level designee responsible for data collection and data submission.</p> <p>Once data is received, it is then placed within the online data repository for the SPDG SIT and CMT to access and analyze.</p> <p><u>Description of how teams are trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data:</u></p> <p>For all collected data, Insight to Impact provides modeling and guidance to the SPDG SIT and CMT on implementing protocols and analysis of data to drive the improvement and refinement of technical assistance, training, coaching, implementation of a multi-tiered system of support, and competency-based micro-credentials.</p> <p>The SPDG SIT and CMT uses a train-the-trainer model to approach training and coaching for RITs, DITs, building-level leaders, coaches, and micro-credential participants. At the beginning of the partnership, the SPDG hosted a Kick-Off day in which participants were provided with the protocols for using and collecting data. Once a month, coaching and guidance is provided by the SPDG as teams continue to use data to action plan and inform continuous improvement.</p> <p>Coaching practices are incorporated into the monthly coaching collaboratives. Guided through action planning, teams build the knowledge and skills needed to assist in processing data and reflecting on provided coaching practices.</p> <p>The SPDG has established a comprehensive and aligned data system across the SEA, district, and school levels. This reflects significant growth from the previous year, driven by the intentional expansion of data protocols, feedback loops, and capacity-building structures at</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>both the state and regional levels. The SPDG system now integrates multiple sources of data to continuously monitor, refine, and align training, coaching, and implementation fidelity with improved child outcomes for students with disabilities.</p> <p>At the SEA level, data collection and review processes are established to monitor implementation fidelity and guide statewide professional learning design. These include dashboards, disaggregated fidelity reports, and statewide coaching effectiveness surveys. At the regional level, coaching fidelity tracking is monitored during monthly meetings. SPDG uses this information to identify trends and inform content revisions based on educator and coaching data.</p> <p>These enhancements have strengthened alignment across all levels of the system, allowing for more efficient data-to-action decision-making and timely support. Teams now share a common understanding of what high-quality implementation looks like and use aligned protocols to measure and support progress. This year, as part of the increased coherence of the data system, the SPDG has enhanced how benchmarks are set and tracked across the program.</p> <p>[Evidence: see program and project measures in section A narrative]</p>	
D(3) Data Systems that Support Decision Making	<p>Fidelity and student outcome data are used to inform the continuous improvement of the project in collaboration with stakeholders at multiple levels (SEA, regional, schools, community, other agencies).</p> <p>Required elements:</p> <p><u>Description of how data are compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol):</u></p> <p>Facilitated by Insight to Impact Consulting (external evaluator), the SPDG State Implementation Team (SIT) and Core Management Team (CMT) collaborate to oversee the</p>	3

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>collection, management, compilation, and communication of all project data. This collaboration includes aligning capacity, fidelity, and student outcomes measures with specific data collection and communication protocols to ensure usability across stakeholder groups.</p> <p>Insight to Impact Consulting is responsible for monitoring data collection deadlines, compiling process and outcome data, and communicating findings for analysis during the SPDG CMT's recurring monthly meetings. To facilitate timely access and transparency, Insight to Impact designed a centralized digital repository that houses all collected data and related assets.</p> <p>The SIT and CMT utilize a variety of dissemination methods tailored to the intended audience and communication purpose. These include detailed mixed-methods reports, concise data briefs, two-page actionable summaries, and data placemats designed to foster dialogue and ownership among stakeholders. Following the administration of capacity assessments, the State Implementation Team provides immediate access to all SCA data—including first and second votes, discussion narratives, and supporting evidence—through designated online folders within the SPDG data repository.</p> <p>Training-related data (e.g., HQPD Checklist, Virtual Facilitation Checklist, participant evaluations, and pre- and post-assessments aligned to learning targets) are digitally compiled and shared with relevant audiences in a timely manner. The SPDG Director also hosts one-on-one feedback sessions with trainers to review data results, identify patterns, and collaboratively plan refinements for future sessions.</p> <p>For Coaching Integrity Self-Assessment data, district coaches complete digital forms rating their proficiency across six coaching practices. The SPDG Coordinator facilitates the initial data collection and trains coaches to engage in data protocols, promoting a learn-by-doing approach and embedding a culture of data-driven reflection.</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p><u>Description of how feedback loops function to inform improvement across multiple levels (state, regional, local, community, and other agencies):</u></p> <p>Dylan Presley of Insight to Impact Consulting serves as both the external evaluator and a member of the SPDG Core Management Team, facilitating the continuous flow of accessible and actionable data across all levels of the system. Through rapid improvement cycles, the SPDG SIT and CMT review data to inform timely decision-making, strengthen implementation strategies, and adjust supports based on emerging needs.</p> <p>The evaluation design is intentionally aligned to the SPDG's goals, ensuring that the data collected is meaningful, actionable, and immediately tied to continuous improvement efforts. A participatory evaluation approach is utilized, empowering stakeholders at all levels to engage deeply with data, foster shared ownership, and drive system-wide improvements. This participatory structure strengthens feedback loops and reduces the time between the identification of issues and implementation of solutions.</p> <p>The CMT operates under a structured Plan-Do-Act (PDA) cycle of continuous improvement. Detailed project plans are informed by current data, with protocols assessed and adjusted collaboratively to achieve key benchmarks and goals. No changes to implementation activities occur without cross-level stakeholder review and collaboration, ensuring alignment with project priorities. At a minimum, these reviews and adjustment discussions occur bi-monthly through formal team meetings.</p> <p><u>Description of how fidelity and child outcome data inform modifications to project plans and processes:</u></p> <p>Fidelity and student outcome data serve as central drivers for the modification and refinement of SPDG project plans and practices. Based on the Arkansas SPDG Theory of Action, SPDG Program Measure 2: Implementation Improvement was revised this reporting period to reflect competency-based professional learning micro-credentials as the primary intervention to impact student outcomes for students with disabilities.</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>Program Measure 4 ensures full alignment with Arkansas's State Systemic Improvement Plan (SSIP), which focuses on the percent of students with disabilities in grades 3–5 whose value-added scores (VAS) in reading are moderate or high. SPDG supports schools directly involved in RTI/MTSS initiatives and the Meaningful Access Project, positioning the grant as a critical driver of system-wide improvement aligned with the SiMR. Although the SSIP's formal focus is grades 3–5, SPDG efforts extend to monitoring outcomes for students with disabilities across grades 3–10 to maximize impact.</p> <p>Evidence supporting this work includes the State Systemic Improvement Plan Logic Model, Theory of Action, Alignment and Evaluation Plan, and the AR SPDG Theory of Action and Logic Model.</p> <p>To drive meaningful change, the SPDG project has strategically prioritized helping schools reflect deeply on their student outcome data. Through facilitated sessions, school and district teams are guided to connect their student data trends back to their instructional "why," fostering ownership, clarity, and a collective commitment to ongoing improvement. This emphasis on outcome-driven reflection has strengthened professional learning plans, intensified the implementation of high-leverage and evidence-based instructional practices, and refined coaching supports at all levels.</p> <p>At the state, regional, district, building, and educator levels, fidelity and student outcome data are continuously used to assess the impact of the SPDG project. These data inform adjustments to systems, activities, and resources necessary for the sustainable use of Universal Design for Learning, high-leverage practices, and other evidence-based strategies.</p> <p>All findings are shared with stakeholders, including implementation teams, coaches, and educators, particularly those earning micro-credentials. Results are used to identify successes, uncover implementation barriers, determine professional development and technical assistance needs, and refine project activities to ensure continuous progress toward student-centered goals.</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>Baseline data for new schools and districts joining the SPDG project are established during the onboarding process to ensure that future growth can be effectively measured and supported.</p> <p>[Evidence: State Systemic Improvement Plan Logic Model, State Systemic Improvement Plan Theory of Action, State Systemic Improvement Plan Alignment and Evaluation Plan, AR SPDG Theory of Action and Logic Model]</p>	
E(1) Systemic Leadership Supports	<p>Accountability for the technical and adaptive leadership of the project at the state level. Required elements:</p> <p><u>Identification of lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title:</u> Collaboratively, the SPDG Director, Crystal Bethea, and the State Systemic Improvement Plan Coordinator, Becky McIver, are the lead persons responsible for technical and adaptive leadership.</p> <p><u>Description of how the lead(s) engage in regular communication with the leads for training, coaching and data systems:</u> The SSIP Coordinator and SPDG Director collaborate weekly to ensure consistent communication and alignment of technical assistance across the Theory of Action within Arkansas's State Systemic Improvement Plan (SSIP).</p> <p>The SSIP Coordinator oversees the Arkansas Collaborative Consultants (ACC), which includes all technical assistance providers for training, coaching, and data systems at the Arkansas Department of Education. The SPDG Director and SSIP Coordinator maintain regular communication with ACC leads through monthly ACC meetings. These meetings promote collaboration, capacity building, and the alignment of supports to help schools</p>	4

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>statewide build infrastructure for implementing and sustaining evidence-based practices and data-driven approaches to improve outcomes for all students, particularly students with disabilities. A shared ACC Google folder houses monthly reports and project updates to support ongoing communication outside of scheduled meetings.</p> <p>Agency-wide collaboration is further supported through monthly DESE Division of Federal Programs meetings and bi-monthly DESE Office of Special Education meetings, both attended by the SSIP Coordinator and SPDG Director. To specifically enhance communication around data systems, the IDEA Data and Research Director also attends these meetings to support data use and data-based decision-making.</p> <p>Additionally, the SSIP Coordinator meets monthly with regional cooperative content specialists who provide direct training and coaching support to districts and schools. These meetings build specialist capacity in meaningful access, Universal Design for Learning, High-Leverage Practices, and other evidence-based instructional practices.</p> <p>The SPDG team also serves as state liaisons for the 2024–2025 Meaningful Access Project, supporting building-level teams through training, coaching, and data collection. The project focuses on strengthening Professional Learning Communities at Work (PLCs) to better serve all student populations, increasing access to grade-level standards and high-quality instructional materials for students with disabilities, and promoting innovative service delivery models.</p> <p>Internally, the SPDG Director and SPDG Coordinator meet weekly to coordinate training, coaching, and data efforts. Communication between meetings is supported by a shared Google folder that organizes materials and updates. The SPDG Director and Coordinator also hold weekly one-on-one meetings with DESE personnel (such as the Educator Effectiveness Program Advisor and the SPDG System Specialist) and contracted partners (such as Insight to Impact Consulting) to review progress and plan next steps. Key updates from these</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>weekly meetings are then reported out during monthly Core Management Team (CMT) meetings.</p> <p>[Evidence: Theory of Action in the Arkansas State Systemic Improvement Plan (SSIP)]</p> <p><u>Description of how the lead(s) promotes the effective use of evidence based professional development components:</u></p> <p>In all meetings (i.e., ACC, DESE, regional cooperative, CMT, and internal SPDG), the SPDG Director and SSIP Coordinator incorporate and model effective adult learning strategies from each of the following: Planning (Introduce and Illustrate), Application (Practice and Evaluation), and Deep Understanding (Reflection and Mastery). The expectation is that all meetings and professional development led by SPDG must include evidence-based adult learning strategies and components.</p> <p>The Observation Checklist for High-Quality Professional Development (HQPD-version 3) is utilized in the design, observation, and revision of facilitated and supported professional learning. The HQPD is used to document the inclusion of evidence-based adult learning strategies and indicators within a professional development that promotes learning and the implementation of evidence-based practices. The HQPD and the evidence of adult learning methods are collected using a digital form that links directly to the SPDG data repository.</p> <p>As new members join the team, the SPDG Director leads the personnel in a collaborative discussion of the HQPD tool, the Virtual Facilitation Checklist, and effective adult learning strategies to establish a consistent understanding of the research-identified indicators. To further promote the effective use of adult learning strategies, the SPDG Director provides all contracted external trainers with access to the HQPD rubric and guidance document, Virtual Facilitation Checklist, and research by Trivette et al. (2009) on the characteristics of adult learning methods. At this meeting, the SPDG Director explains the expectations for leading in person and virtual professional development, the incorporation of adult learning strategies, and the HQPD and Virtual Facilitation Checklist observation processes.</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>After SPDG team meetings and professional learning sessions, the SPDG Director, supported by the External Evaluator, implement an After Action Review process to collect feedback and reflection data from team members and stakeholders focused on the following questions: (1) What was expected to happen?, (2) What actually occurred?, (3) What went well and why?, and (4) What can be improved and how? The compiled responses represent another method of collected data related to the use of evidence-based adult learning strategies as well as identifying training strengths, weaknesses, and areas of improvement.</p> <p>[Evidence - Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2009). <u>Characteristics and Consequences of Adult Learning Methods and Strategies</u>. Winterberry Research Synthesis, 2(2).]</p> <p>[Evidence - Salem-Schatz,, S., Ordin, D., & Mittman, B. (n.d.). <u>Guide to the After Action Review</u>. https://www.cebma.org. Retrieved May 3, 2022]</p> <p>[Evidence - Gaumer Erickson, A.S., Noonan, P.M., Ault, M., Monroe, K., & Brussow, J. (2020). <u>Observation Checklist for High-Quality Professional Development [Version 3]</u>. Center for Research on Learning, University of Kansas.]</p> <p>[Evidence - Gaumer Erickson, A.S., Noonan, P.M., Ault, M., Monroe, K., & Brussow, J. (2020). <u>Observation checklist for high-quality professional development [Version 3] guidance document</u>. Center for Research on Learning, University of Kansas.]</p> <p><u>Description of how the lead(s) problem solves challenges to innovation implementation:</u></p> <p>The SPDG Director and the SSIP Coordinator both utilize the After Action Review process as a tool for reflecting on barriers and to gain stakeholder feedback as a means for improving innovation implementation.</p> <p>Systems Convening is another approach used by the SPDG Director and the SSIP Coordinator to problem solving challenges. By utilizing the dimensions of Systems Convening (i.e., A restlessness to make a difference; A social landscape perspective; A commitment to identity work; and A social learning approach), challenges and opportunities</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>are viewed in similar ways and develop a deep understanding of systems, practices, and relationships defined at multiple levels of scale.</p> <p>The SPDG Director and SSIP Coordinator also use Design Clinics to assist in problem-solving challenges to innovation implementation. Relying on our ability to be intuitive, to recognize patterns, and to construct new ideas, Design Clinics support problem-solving through the use of questioning, root-cause analysis, and building creative solutions to approach challenges.</p> <p>[Evidence - Crafting an Effective Design Clinic; Systems Convening: A Social Landscape Perspective]</p> <p><u>Description of how the lead(s) recognizes effort and successes:</u></p> <p>The SPDG Director ensures that recognition of effort and success is a regular part of the project culture. Celebrations are consistently built into the monthly Core Management Team (CMT) meetings and positive highlights are shared via email to acknowledge achievements in real time. Additionally, the SSIP Coordinator and SPDG Director showcase SPDG accomplishments during agency-wide meetings such as the DESE Division of Federal Programs, DESE Office of Special Education, and Arkansas Collaborative Associates meetings. Achievements are also highlighted on the SPDG website to publicly celebrate project milestones and successes.</p> <p>To foster a culture of continuous learning and improvement, the SPDG Director and SSIP Coordinator model and implement After Action Reviews, Systems Convening, and Design Clinics across various meetings (e.g., ACC, CMT, SPDG internal meetings). Teams and individuals who engage in these problem-solving approaches are invited to share their experiences and are formally recognized for their contributions and successes.</p> <p>Regional and district coaches are frequently celebrated through the monthly <i>Coaching Connections</i> Newsletter, which highlights growth in coaching implementation and successful</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>practices. The newsletter is widely shared with the agency, regional cooperative directors, district leadership, and both current and former cohorts of coaches. It is also posted publicly on the SPDG website to further spotlight achievements.</p> <p>To culminate each year, the SPDG Director and team host an End-of-Year Celebration event for partnered districts. This event provides a dedicated space to reflect on progress, recognize accomplishments, and collaboratively action plan for continued growth in the upcoming year. Throughout these recognition efforts, the SPDG leadership intentionally ties celebrations to larger project goals, reinforcing the connection between individual contributions, collective success, and sustainable impact for students across Arkansas.</p> <p><u>Description of how the lead(s) develops and/or refines state policies or procedures to support the sustainability of evidence based professional development components:</u></p> <p>To ensure alignment and coherence of SSIP and SPDG activities to broader state initiatives, the SSIP Coordinator and the SPDG Director host a monthly Inform-Advise (IA) meeting with the Assistant Commissioner of Federal Programs and the Director of Special Programs. In this meeting, time is dedicated specifically to review student-, school-, district-, region-, and state-level data (i.e., capacity, fidelity, and training), address barriers and challenges, and provide updates on the SSIP and SPDG project status. The DESE Assistant Commissioner and the Director of Special Programs use the knowledge gained from these meetings to inform state-level policy and procedures including those related to professional development.</p> <p>To increase the spread and sustainability of the evidence-based professional development components, the SSIP Coordinator and the SPDG Director incorporate the indicators into the monthly cross-unit meetings with the Division of Learning Services and the Division of Educator Effectiveness and Licensure and in the monthly ACC meetings (i.e., technical assistance providers for Arkansas). The collaborative approach taken by the SPDG Director assists with informing the professional learning system policies and procedures across the state agency.</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>In an effort to build a statewide coherent professional development system, the Arkansas DESE established a state agency micro-credential team. Co-led by representatives from DESE Educator Effectiveness and Licensure and SPDG, the state team collaborates to align professional learning standards and to build capacity and clarity around the development of micro-credentials. Through this coordinated effort, the state team established a common definition of a micro-credential, developed clear competency expectations (e.g., evidence-based professional development), implemented a process to ensure formatting and features remain consistent across projects and platforms, and to prioritize the skills in which micro-credentials are developed. The various perspectives on this team inform recommendations for developing and/or refining state policies and procedures to support the sustainability of competency-based professional learning micro-credentials which are communicated by the SPDG Director and SSIP Coordinator to the DESE Deputy Commissioner.</p>	
E2 Leadership Supports	<p>Leadership systems are in place to build state-level capacity and promote project sustainability. Required elements:</p> <p><u>Description of how project leadership analyzes feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation:</u></p> <p>The SSIP Coordinator, SPDG Director, and SPDG Core Management Team (CMT) all have access to the SPDG data management system which is referred to as the SPDG data repository. The data repository is housed in a shared drive managed by the SPDG Director and Insight to Impact evaluator.</p> <p>At all levels of the system, project leadership utilizes a Plan, Do, Act (PDA) continuous inquiry and improvement model. The PDA model plays an integral role in focusing efforts on what matters most in order to achieve long-term improvement outcomes and alleviate potential barriers to implementation.</p>	4

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>The SPDG State Implementation Team (SIT) plays a critical leadership role across all aspects of the SPDG project. The SIT provides support and guidance to the SPDG CMT by reviewing feedback regarding alignment, implementation, successes, barriers, and action planning. At quarterly SIT meetings, the SPDG Director and evaluator communicate current data (e.g., capacity, fidelity, training, After Action Review reflections) and facilitate a discussion to identify project implementation successes and barriers. After analysis of information, the SIT provides valuable feedback used to collaboratively identify areas of improvement. Project leadership—including the SSIP Coordinator, SPDG Director, and SPDG Core Management Team (CMT)—utilizes the SPDG data repository, a shared management system maintained by the SPDG Director and Insight to Impact evaluator, to access real-time project data related to capacity, fidelity, training outcomes, and After Action Review reflections. This centralized system ensures that data is consistently available to inform decision-making at every level of the project.</p> <p>A Plan-Do-Act (PDA) continuous inquiry and improvement model is embedded across all leadership activities. The PDA model provides a structured process to focus efforts on achieving long-term outcomes, proactively address barriers, and guide necessary improvements throughout project implementation.</p> <p>The SPDG State Implementation Team (SIT) plays a key leadership role by providing critical support to the CMT. During quarterly SIT meetings, the SPDG Director and evaluator present current qualitative and quantitative data, facilitating structured discussions to identify successes, barriers, and opportunities for improvement. Through this collaborative analysis, the SIT offers targeted feedback and actionable recommendations that leadership uses to adjust strategies, develop responsive action plans, and remove barriers to implementation.</p> <p>Implementation successes and challenges are standing agenda items in ongoing leadership communication structures, including the weekly internal SPDG Connect meetings, monthly CMT and ACC meetings, monthly DESE Office of Special Education (OSE) meetings, and quarterly OSE Advisory Council meetings. During these meetings, project leadership reviews</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>system-wide feedback loops that capture input across multiple levels—state, regional, district, building, classroom, educator, and family. Continuous analysis of this feedback enables the SPDG project to adaptively manage resources, refine supports, and sustain implementation over time.</p> <p>In addition to data analysis, leadership leverages structured protocols such as After Action Reviews, Systems Convenings, and Design Clinics to deepen understanding of barriers and to co-design solutions with stakeholders. By consistently embedding these practices, the SPDG project fosters a culture of shared ownership, rapid-cycle learning, and sustainable improvement.</p> <p><u>Description of processes for revising policies and procedures to support a new way of work:</u></p> <p>The SPDG follows the state agency process for revising policies and procedures. Across all levels of the state system, the initial step in the revision process is to collect and analyze multiple forms of feedback and data (e.g., qualitative and quantitative). Next, stakeholder focus groups are formed to gain additional input on potential policy and/or procedural changes. Following stakeholder focus groups, suggested changes are communicated through feedback loops for final comments and for the purpose of reaching consensus.</p> <p>Within the SPDG scope of work, various feedback and data (i.e., qualitative and quantitative) are collected and used to identify barriers within policies and procedures. Next, the feedback and data are communicated through feedback loops across the appropriate levels of the system to assist in problem-solving to alleviate barriers and to determine revisions of policies and procedures to support new ways of working. To determine the appropriate level(s) of the system, the following guidelines are used:</p> <ul style="list-style-type: none"> • If revisions are identified at the classroom-, building-, and/or district-level, the SPDG Director presents the information to the Core Management Team for guidance and input. Afterwards, the SPDG Director and CMT schedule a meeting with necessary parties (e.g., District Implementation Team, Building-level Implementation Team, State Implementation Team, Arkansas Collaborative Consultants, DESE Office of 	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>Educator Effectiveness and Licensure, DESE Learning Services personnel) to identify potential solutions and collaboratively determine appropriate actions, responsibilities, and timelines.</p> <ul style="list-style-type: none"> • If revisions are identified at region- and/or state-level, the SPDG Director presents the need(s) to the SIT for upper leadership to provide feedback and confirmation of needed changes. After analyzing feedback and input from the SIT, the SPDG Director and the SSIP Coordinator communicate the information during the monthly Inform-Advise (IA) meeting which includes a DESE Assistant Commissioner and the Director of Special Programs. The IA meeting is also used to determine next steps, revisions, and timelines. <p>Once decisions and/or revisions are determined, the SPDG Director disseminates the information (e.g., identified training, seek additional data, consult field experts, update communication protocol) in writing to the appropriate personnel and actions are put into place to support a new way of work.</p> <p><u>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:</u></p> <p>The SSIP Coordinator and SPDG Director engage in monthly Inform-Advise (IA) meetings with a DESE Assistant Commissioner and the Director of Special Programs to collaborate on SPDG activities, receive feedback, and ensure alignment with broader state initiatives aimed at improving student achievement, particularly for students with disabilities.</p> <p>The SPDG Director also participates in bi-monthly Office of Special Education (OSE) administrative meetings to work closely with state directors on aligning resources, coordinating supports, and reinforcing evidence-based practices across departments. This intentional alignment ensures that improving outcomes for students with disabilities remains a top agency priority.</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>At the bi-monthly DESE Division of Federal Programs meetings, the SPDG Director communicates project progress, shares recent data, and fosters sustainability by building agency-wide capacity around meaningful access. These meetings also provide an opportunity to strengthen cross-office collaboration and ensure SPDG efforts are interwoven with broader state and federal initiatives supporting all students, especially those with disabilities.</p> <p>Cross-unit collaboration extends to the DESE Division of Learning Services and the Division of Educator Effectiveness and Licensure. Through these partnerships, the SPDG team helps align micro-credential professional learning with statewide educator development efforts and supports coherence across learning management platforms.</p> <p>Additionally, the SPDG Transformation Coordinator for Professional Learning represents Arkansas in the Multi-Partnership of States for Micro-Credentials (MPOS), a task force initiated by digiLEARN, a nonprofit organization founded by former North Carolina Governor Beverly Perdue. MPOS, which includes representatives from North Carolina, South Carolina, Wyoming, and Arkansas, focuses on:</p> <ul style="list-style-type: none"> • Understanding the impact of micro-credentials on educators' instructional practices and student learning; • Exploring how micro-credentials can supplement traditional professional development; • Establishing consistent definitions and quality assurance standards for micro-credentials; and • Developing strategies for integrating micro-credentials into state ecosystems for educator development and licensure. <p>Through these collaborative efforts, the SPDG project remains deeply connected to state priorities, strengthens collective impact, and advances improved educational outcomes for students with disabilities.</p>	

PD Domains	PD Components and Project Description of Related Activities	Rating
	<p>[Evidence- States Partner On Micro-Credentials To Personalize Teacher Learning; Quality Assurance Standards for Micro-Credentials: Policy Brief, 2023; Quality Assurance Standards for Micro-Credentials: Recommendations from a Multistate Partnership, 2023]</p>	

Project Narrative - Signed Cover Sheet

Title : Signed Cover Sheet

Attachment:

File :

1 [2024_ED_524B.pdf](#)

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

*Check only one box per
 Program Office instructions.*

<input checked="" type="checkbox"/> Annual	<input type="checkbox"/> Final
Performance Report	Performance Report

General Information

1. PR/Award #: H323A200017
(Block 5 of the Grant Award Notification - 11 Characters.)

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

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

5. Grantee Address:
(See instructions.)

Street: 4 CAPITOL MALL

City: LITTLE ROCK

State: AR Zip: 72201 Zip+4: 1013

6. Project Director:
(See instructions.)

First Name:Crystal Last Name:Bethea
 Phone #: 5013197091 Fax #:

Title:Director
 Email Address: crystal.bethea@ade.arkansas.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 <i>(Match/Cost Share)</i>
a. Previous Budget Period	1,701,259	0
b. Current Budget Period	1,505,036	0
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

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:
 The period covered by the Indirect Cost Rate Agreement is : From: 10/01/2024 To:9/30/2025 (mm/dd/yyyy)
 The approving Federal agency is : ED Other (Please specify):
 The Indirect Cost Rate is : 16 %
 Type of Rate Provisional
(For Final Performance Reports Only): Final Other (Please specify):
 The grantee is not a State, local government, or Indian tribe, and is using the de minimis rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) Yes No

c. The grantee is funded under a Restricted Rate Program and is 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)?
 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)

d. The grantee is funded under a Restricted Rate Program and is 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)?
 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)

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

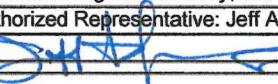
Performance Measures Status and Certification (See *instructions*.)

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? 12/29/2025 (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: Jeff Adams	Title: DESE Director of Special Programs
Signature: 	Date: 4/29/25

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : 2024 Executive Summary

File :

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? 12/29/2025 (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: Jeff Adams

Title: DESE Director of Special Programs

Signature:

Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : 2024 Executive Summary

File : [2024_2025_SPDG_Executive_Summary_1_.pdf](#)

Arkansas SPDG 2024-2025 Grant Performance Report, Executive Summary

The Arkansas State Personnel Development Grant (AR SPDG) aligns with and intensively supports the Arkansas Department of Education's State Systemic Improvement Plan (SSIP) and broader statewide initiatives aimed at improving educational outcomes for students with disabilities. Operating under the Division of Elementary and Secondary Education (DESE), the SPDG facilitates strategic, job-embedded professional learning (PL), technical assistance (TA), and implementation supports across the state.

Advancing High-Quality Professional Development

This reporting period reflects strong progress across all SPDG program and project performance measures. For the fifth consecutive year, SPDG met or exceeded its goals across key domains on the Evidence-Based Professional Development Rubric, with 100% of components rated as “Appropriate” or “Exemplary.” Trainings continued to be grounded in adult learning principles, with 100% of observed sessions meeting the high-quality standards outlined in the HQPD Checklist. The project also ensured all virtual professional learning sessions incorporated best practices in virtual facilitation, reaching 100% implementation of facilitation indicators.

The SPDG emphasized increased rigor and accountability for professional development activities. Participants engaged in pre- and post-assessments, with 93% demonstrating proficiency in learning targets.

Micro-Credentials and Competency-Based Learning

SPDG continued expanding its micro-credential system, which has emerged as a cornerstone of the state's professional development model. Fifteen micro-credentials are available, with two more available by the end of 2025. These learning opportunities are aligned to high-leverage practices, Universal Design for Learning, and other evidence-based instructional strategies.

During this period, 216 educators completed submissions for micro-credentials. Of those, 181 (84%) demonstrated proficiency either on their first attempt or following feedback and resubmission, surpassing the 80% target. Feedback from participants affirmed the value of micro-credentials in delivering flexible, job-embedded learning that leads to measurable improvement in practice.

Implementation Supports and Coaching Systems

To support implementation fidelity and sustainability, SPDG continued to build coaching capacity at the district and school levels. The Coaching Integrity Self-Assessment Rubric remains a key tool for evaluating coach growth and effectiveness. Based on end-of-year data, 81% of participating coaches met either the status or growth target on this measure.

Additionally, SPDG facilitated monthly Coaching Collaboratives, connecting coaches and district leaders in structured professional learning communities focused on high-leverage instructional

Arkansas SPDG 2024-2025 Grant Performance Report, Executive Summary

strategies and collaborative planning. These sessions helped deepen the impact of coaching, align supports with district needs, and create actionable improvement plans.

SPDG launched a new LEA Pilot Project targeting special education administrators, with a focus on strengthening leadership capacity, improving compliance with IDEA, and enhancing student outcomes. Administrators participated in job-embedded learning projects aligned to identified district needs. Initial results show participants demonstrating growth in leadership skills, instructional alignment, and use of student-level data.

Family and Community Engagement (FACE)

In 2024, SPDG launched Phase II of the Family and Community Engagement (FACE) Project in partnership with OSE, OIE, and The Center for Exceptional Families. The initiative created space for families, community members, and educators to participate in structured focus groups to discuss experiences with special education, share resources, and foster partnerships. FACE newsletters and resources were disseminated to stakeholders statewide to reinforce learning, support family-school collaboration, and promote meaningful access for students with disabilities.

Student Outcome Measures

Improving outcomes for students with disabilities remains a central focus of the Arkansas SPDG. During this reporting period, 853 students across five partner districts were assessed. Over 70% of students in these districts demonstrated moderate to high growth, with one district showing more than 36% achieving high growth.

These results reflect strong alignment between professional learning, effective instructional practices, and student progress. SPDG continues to use student growth data to guide district collaboration, identify barriers, and support continuous improvement planning that leads to greater access and achievement for all learners.

Looking Ahead

Through coordinated efforts across the SEA, regional service providers, local education agencies, and families, the Arkansas SPDG continues to make significant progress toward ensuring meaningful access, improved instruction, and high-quality outcomes for all students, particularly those with disabilities. With a strong foundation of data-driven professional learning, effective coaching systems, and inclusive practices, the SPDG remains committed to supporting sustainable improvements that strengthen teaching and learning across the state.

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

PR/Award #: H323A200017

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.

SPDG Program Measure 1: Projects use evidence-based professional development practices to support the attainment of identified competencies.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.a By the end of year 2, 50% of the SPDG professional development components on the Evidence-based Professional Development Rubric will score a 3 or 4, with 70% in year 3, and 80% in years 4 and 5.	PROGRAM		13 / 16	81		16 / 16	100
1.b By the end of year 2, 50% of the SPDG professional development components on the Evidence-based Professional Development Rubric will score a 3 or 4, with 70% in year 3, and 80% in years 4 and 5.	PROJECT		23 / 23	100		23 / 23	100
1.c Annually, 80% of training attendees will demonstrate proficiency on the professional development learning targets, as measured by a pre-post assessment.	PROJECT		144 / 181	80		168 / 181	93
1.d Annually, all virtual trainings and collaborative sessions will have 90% (24/27) of the effective facilitation practices for virtual meetings in place, as observed by the virtual facilitation checklist.	PROJECT		12 / 12	100		12 / 12	100

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

See Narrative for explanation of progress.

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

PR/Award #: H323A200017

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.

SPDG Program Measure 2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG supported practices over time.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.a Upon completion of a competency-based professional learning micro-credential, 80% of participants will demonstrate proficient implementation of high-leverage and other evidence-based practices, as assessed by defined criteria on first submission or initial feedback/coaching and re-submission.	PROGRAM		172 / 216	80		181 / 216	84
2.b By the end of each year, The State Implementation Team will meet the SISEP State Capacity Assessment end of year goal (60% Year 1, 70% Year 2, and 80% Years 3-5) or increase their score by 10 percentage points from the previous year's score.	PROJECT		39 / 48	81		47 / 48	98
2.c By the end of each year, 100% of the supported educators will meet the Coaching Integrity Self-Assessment end of year goal (67% or 4 of 6 coaching practices) scored as "adaptive" or "sustaining" (3 or 4), or progress on 2 or more of the coaching practices.	PROJECT		16 / 16	100		13 / 16	81
2.d Upon completion of a competency-based professional learning micro-credential, all participants will demonstrate increased self-efficacy for improving outcomes for students with disability, as measured by the Arkansas Educator Self-efficacy Tool.	PROJECT		201 / 201	100		198 / 201	99

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

See Narrative for explanation of progress.

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

PR/Award #: H323A200017

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.

SPDG Program Measure 3: Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG supported practices.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.a	PROGRAM		7 / 10	70		590634 / 824233	72

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

See Narrative for explanation of progress

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

PR/Award #: H323A200017

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.

SPDG Program Measure 4: Projects improve outcomes for children with disabilities.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
4.a In SPDG partnered districts, the percentage of students with disabilities in grades 3 - 10 whose value-added score in reading is moderate or high for the same subject and grade level in the state will meet or exceed the set FFY targets FFY 21 - 61.50% FFY 22 - 62.33% FFY 23 - 63.16% FFY 24 - 63.37% FFY 25 - 64.50%	PROGRAM		539 / 853	63		629 / 853	74

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

See Narrative for explanation of progress.

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

PR/Award #: **H323A200017**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Title : Budget Information

File : [SPDG_Section_B_2024.docx.pdf](#)

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Title : Additional Information

File : [AR_SPDG_Section_C_2024.pdf](#)



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

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

PR/Award # (11 characters): H323A200017

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Budget Reporting Period: March 1, 2024 - February 28, 2025

The Division of Elementary and Secondary Education, in conjunction with the Arkansas Department of Education and the Arkansas State Personnel Development Grant Team, are grateful for the opportunity to broker funding to improve student outcomes and increase educators' implementation capacity across the state.

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	\$1,701,259.00	
b. Current Budget Period	\$1,505,036.21	
c. Entire Project Period (<i>for Final Performance Reports only</i>)	NA	NA

Provide an explanation if you did not expend funds at the expected rate during the reporting period.

During the reporting period, AR SPDG did not expend funds at the anticipated rate in the area of contractual services. This was primarily due to the early release of a contract with the American Institutes for Research in October 2022, resulting in lower-than-expected contractual expenditures. Additionally, a vacant staff position was not rehired during

the period, which contributed to unspent funds in both salary and associated benefits, as well as in- and out-of-state travel that would have been associated with the role.

Describe any significant changes to your budget resulting from modification of project activities.

N/A

Describe any changes to your budget that affected your ability to achieve your approved project activities and/or project objectives.

N/A

Do you expect to have any unexpended funds at the end of the current budget period? If you do, explain why, provide an estimate, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.

The AR SPDG anticipates having approximately \$700,000 in unexpended funds at the end of the current budget period. As we approach the conclusion of the current five-year grant cycle, we are requesting a one-year no-cost extension. The carryover funds will be strategically reallocated across several fiscal areas to support the continued scaling and sustainability of project activities during this extension year.

A portion of the funds will be designated to support the development of additional competency-based micro-credentials. This will enable the project to contract with experts across Arkansas's professional learning system to develop content aligned to high-leverage practices and other evidence-based instructional strategies.

Additionally, increased travel costs due to national inflation in mileage, lodging, and meal rates require that funds be allocated to support both in-state and out-of-state travel. These funds will help sustain and expand job-embedded professional learning through coaching and technical assistance as districts and leadership teams complete their first year of implementation.

Carryover funds will also be used to support:

- Development of additional micro-credentials,
- Continuation of an embedded learning management system to support educator professional learning,
- Additional stipends to promote educator choice in professional learning opportunities,
- Scaled-up travel to provide more intensive on-site support, and
- Personnel costs associated with expanded project activities.

These investments will ensure a strong finish to the current grant cycle while building momentum and sustainability for future work.

Describe any anticipated changes in your budget for the next budget period that requires prior approval from the Department.

N/A



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

PR/Award # (11 characters): H323A200017

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

SPDG Partners

- The University of Arkansas, The Office of Innovation for Education
- The Center for Exceptional Families
- The Division of Elementary and Secondary Education, Division of Educator Effectiveness and Licensure
- Insight to Impact Consulting

Arkansas does not anticipate any changes in partners during the next reporting period.

Changes to the grant's activities for the next budget period that are consistent with the scope and objectives

Arkansas currently has no changes needed for grant activities.

During this reporting period, the Arkansas SPDG continued to refine and focus its efforts to ensure alignment between program implementation and impact on student outcomes. SPDG maintained its emphasis on evidence-based professional learning through the use of competency-based micro-credentials, which remain the central intervention for improving instructional practices and student performance. These micro-credentials, which target Universal Design for Learning (UDL), High-Leverage Practices (HLPs), and specially designed instruction (SDI), are directly linked to Program Measure 2: Implementation Improvement, and serve as the key lever for driving the student outcome improvements reported in Program Measure 4.

In response to lessons learned and shifting district needs, the SPDG further strengthened its model of individualized district-level support. While past cycles utilized tools such as the SISEP Regional and District Capacity Assessments (RCA/DCA) to gauge system readiness and guide planning, the project has evolved to adopt more responsive, needs-based strategies. The SPDG has fully transitioned away from these standardized assessments in favor of customized support plans developed in collaboration with each partner district. This approach allows for greater flexibility and more direct alignment with local priorities, ultimately increasing the relevance and sustainability of implementation efforts.

Though partnerships with Education Service Cooperatives (ESCs) remain important, SPDG's emphasis on targeted district-level work has allowed for deeper engagement and a more measurable impact. The shift reflects the project's commitment to continuous improvement, data-driven decision making, and building enduring capacity within local education agencies to support improved outcomes for students with disabilities.

Changes to the approved Project Director/Key Personnel

There were no key personnel changes during the reporting period.