

U.S. Department of Education

Washington, D.C. 20202-5335

OSEP FY 2025 Grant Performance Report

CFDA # 84.323A

PR/Award # H323A220017

Budget Period # 4

Report Type: Annual Performance

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Project Narrative - Additional Text Section A

Title : Additional Text Section A

Attachment:

File :

1 [2. _ed524b_Executive_Summary_APR_IV.pdf](#)

U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary
 PR/Award #: H323A220017

The mission of the Oklahoma State Personnel Development Grant IV (OK SPDG IV) is to improve academic and behavioral outcomes for students with disabilities. Supporting this mission are several goals, including:

1. Enhance coordination at the OSDE to provide efficient services on prevention and intervention programming from OSDE personnel to LEAs,
2. Expand capacity and efforts to implement tiered supports through OKMTSS and,
3. Improve quality and retention of early career special educators.

The OK SPDG IV has completed 40 months of its 5 year grant period. During these 40 months, the project has completed coaching with four partnered districts participating in the OK SPDG initiatives for two years and has begun an additional cohort with three additional districts. The SPDG team has opened a cohort 2b to allow for 1-2 additional districts to apply. It was the intention to have four districts in each cohort. However, due to unforeseen circumstances, the SPDG team was only able to onboard three districts for the Grant IV year.

Goal 1: Enhance coordination at the OSDE to provide efficient services on prevention and intervention programming from OSDE personnel to LEAs.

Objective 1.1: Organize OSDE resources for technical assistance (TA), professional development (PD), and coaching on prevention and intervention programming into an OKMTSS State Team procedural guide.

The OKMTSS Leadership Team established in 2019 has experienced significant turnover. However, the team has organized work into a single, agency-wide OKMTSS Framework that is agreed upon collaboratively in Spring of 2023. Since APR II the OKMTSS Leadership team has improved internal functionality and external connection. First, an agency OKMTSS Introductory Guide has been completed and is publicly available as a procedural guide for LEAs in the state. The team works to align and organize the technical assistance publicly available resources. Next, the team has collaborated on the MTSS Winter and Summer conference which has reached record participant attendance. The team has also engaged with the National Center for Intensive Intervention (NCII) and this collaboration deepens the effectiveness of the work. Lastly, the OKMTSS Leadership team has begun a process to effectively team and support schools based on existing supports they receive and data-based decisions indicating more support is needed. This collaboration has brought the regional accreditation team together with the technical assistance team to leverage and support schools more effectively.

Objective 1.2: Develop the OKMTSS Framework and Implementation Guide as a support for district implementation of comprehensive prevention and intervention programming.

As mentioned above, the OKMTSS Leadership Team has developed a singular OKMTSS framework to be used by agency projects supporting the implementation of a multi-tiered system of supports (MTSS). The work on the OKMTSS Introductory Guide was completed for the June 2025 MTSS Summer Conference. It is the focus of the team to disseminate the implementation guide in variety of audiences.

Goal 2: Expand capacity and efforts to implement tiered supports through OKMTSS.

Objective 2.1: Provide evidence-based professional development (E-B PD) and coaching to districts and Part C sites to implement the OKMTSS Framework.

The OK SPDG IV has completed an application process and selected four districts to support in implementation of OKMTSS during the 2023-24 and 2024-2025 school years. These four districts were Ardmore City Schools, Cave Springs Schools, Little Axe Public Schools, and McAlester Public Schools. Each of these districts received an intentionally designed asynchronous professional development sequence on the implementation of MTSS and follow-up coaching support. The 2024-2025 school year finishes the second year of support for these districts.

District leadership teams will continue to access support and the MTSS coaches will additionally coach the site teams in implementing the initiatives discussed at the district level. The SPDG team began a second application process for the next cohort to run from 2025-2027. Four schools were selected, Crowder, Ponca City, Jones, and

Marlow. However, due to unforeseen circumstances, Marlow dropped out of the program in September. The SPDG has an additional open application currently to onboard 1-2 new districts.

Objective 2.2: Develop community of practice (CoP) for LEA personnel implementing OKMTSS.

The OK SPDG IV has coordinated the monthly Community of Practice sessions that are approximately 45-minutes in length, held on the last Wednesday of the month from 3:00-3:45pm. The date and time have been adjusted based on feedback from the SPDG cohorts. The target audience is for district administrators to attend, ask questions, and gain extended knowledge based on the tied asynchronous professional development that they participate in on the SPDG MTSS Professional Development Course. The Communities of Practice have been recorded and posted to support the ongoing connection.

Goal 3: Improve quality and retention of early career special educators.

Objective 3.1: Provide E-B PD and coaching on evidence-based instructional & engagement practices to early career special educators.

The OK SPDG IV opened applications in June of 2025 and selected 13 teachers to receive direct instructional coaching. Additionally, 95 educators received Professional Development training to support their instructional and engagement practices. Goal 3 is where the SPDG demonstrated substantial improvement. From hosting a SPARK conference to developing Communities of Practice, the project has comprehensive training and coaching to support significantly more teachers with incredible feedback.

Project Narrative - Signed Cover Sheet

Title : Signed Cover Sheet

Attachment:

File :

1 [APR_IV_Signed_2_signed.pdf](#)

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

**Check only one box per
Program Office instructions.**

☒ **Annual
Performance
Report**

☐ **Final
Performance
Report**

General Information

1. PR/Award #: H323A220017

(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#:

(See instructions. Up to 12 Characters.)

3. Project Title: State Personnel Development Grants

(Enter the same title as on the approved application.)

4. Grantee Name: STATE DEPARTMENT OF EDUCATION

(Block 1 of the Grant Award Notification.)

5. Grantee Address:

(See instructions.)

Street: 2500 N LINCOLN BLVD #112

City: OKLAHOMA CITY

State: OK Zip: 73105 Zip+4: 4503

6. Project Director:

(See instructions.)

First Name:Alexa

Last Name:Hudak

Title:

Phone #: 4055224513

Fax #:

Email Address: alexa.hudak@sde.ok.gov

Reporting Period Information (See instructions.)

7. Reporting Period: From: 03/01/2025 To: 02/28/2026

(mm/dd/yyyy)

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

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	916,167	0
b. Current Budget Period	696,257	0
c. Entire Project Period (For Final Performance Reports only)		

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

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?
If yes, please indicate which of the following applies to your grant? ☒ Yes ☐ No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: ☒ Yes ☐ No
The period covered by the Indirect Cost Rate Agreement is : From: 07/01/2024 To:06/30/2025 (mm/dd/yyyy)
The approving Federal agency is : ☒ ED ☐ Other (Please specify):
The Indirect Cost Rate is : 9.8 %
Type of Rate ☐ Provisional (Please specify):
(For Final Performance Reports Only): ☐ Final ☐ Other
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) ☐ Yes ☐ No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
☒ Is included in your approved Indirect Cost Rate Agreement ☐ Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:
☐ Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
☐ Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b)

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)10. Is the annual certification of Institutional Review Board (IRB) approval attached? ☐ Yes ☐ No ☒ NA**Data Privacy and Security Measures Certification (See instructions.)**

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

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

Performance Measures Status and Certification (See instructions.)

12. Performance Measures Status

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

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

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

Name of Authorized Representative: Sherri Coats

Title: Program Director, Special Education Services

Signature: *Sherri Coats*

Date: 04/30/26

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

Title : SPDG IV Executive Summary

File : [2. ed524b Executive Summary APR IV.pdf](#)

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

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

PR/Award #: H323A220017

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

1. Project Objective

Oklahoma SPDG Program Measures

Explanation of Progress

The goals of the Oklahoma SPDG IV are:

- Support enhanced alignment and coordination at the state level to provide TA to Local Educational Agencies (LEAs)/districts;
- Support LEAs/districts in increasing their capacity for implementing MTSS with district-level coaching; and
- Improve early career special educator retention through the provision of professional development and coaching.

The expected outcomes from accomplishing the project's goals include

- increased state-level capacity for implementing OKMTSS in LEAs,
- improved outcomes for K-12 students with disabilities in literacy, math, and behavior (through coordination with the State Systemic Improvement Plan Part-B and C),
- increased use of evidence-based practices by early career special education educators, and
- increased retention of early career special education educators.

1.a. Program Measure	Measure Type	Quantitative Data					
	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8 /16	50		16/16	100

Program Measure 1.a: By the end of the second year (Summer 2024) of the grant, 50% of evidence-based professional development components for the OKMTSS initiative will score 3 or 4 (per the rubric).

The OKMTSS Evidence-Based Professional Development (EBPD) Worksheet is included in Section C. Self-assessment scores for each of the domains are listed below. The worksheet represents the past twelve months of SPDG IV implementation. Sixteen of the sixteen (100%) were rated as three or four by the SPDG Project Director and MTSS Specialists. The OKMTSS Worksheet was conducted in October 2024 by the Program Manager and the Project Manager. This provided an opportunity to engage with the collected information and ensure that the specific areas for improvement were addressed in advance of the APR reporting window. The team then reevaluated the submission in the Spring of 2025 to ensure alignment and address areas that the team had implemented since the fall.

Table 1.a: SPDG IV OKMTSS MTSS EBPD Worksheet Ratings					
OKMTSS EBPD Worksheet Domains	Number of Components	APR III		APR IV	
		Number of Components Scored 3 or 4	Percent of Components Scored 3 or 4	Number of Components Scored 3 or 4	Percent of Components Scored 3 or 4
A-Selection	2	2	100%	2	100%
B-Training	6	5	83%	6	100%
C-Coaching	3	3	100%	3	100%
D-Data Systems that Support Decision Making	3	3	100%	3	100%
E-Systemic Leadership Supports	2	2	100%	2	100%
Total	16	15	93%	16	100%

(Scale: 1= inadequate, 2= barely adequate, 3= good, 4= Exemplary)

1.b. Program Measure	Measure Type	Quantitative Data					
By the end of the second year (Summer 2024) of the grant, 50% of evidence-based professional development components for the Early Career Special Educator initiative (SPARK) will score 3 or 4 (per the rubric).	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8/16	50		16/16	100

Program Measure 1.b: By the end of the second year (Summer 2024) of the grant, 50% of evidence-based professional development components for the Early Career Special Educator initiative (SPARK) will score 3 or 4 (per the rubric).

The SPARK Evidence-Based Professional Development (EBPD) Worksheet is included in Section C. Self-assessment scores of each of the domains are listed below. The worksheet represents updated implementation for the March 1, 2025, to February 28, 2026, reporting period. Due to previously reported adverse circumstances, the SPARK project reported lower scores for the APR III period. However, with substantial improvement and diligent implementation, the SPARK initiative has improved the delivery of both training and coaching for this project.

Table 1.b: SPDG IV SPARK EBPD Worksheet Ratings					
SPARK EBPD Worksheet Domains	Number of Components	APR III		APR IV	
		Number of Components Scored 3 or 4	Percent of Components Scored 3 or 4	Number of Components Scored 3 or 4	Percent of Components Scored 3 or 4
A-Selection	2	2	100%	2	2
B-Training	6	4	66%	6	6
C-Coaching	3	3	100%	3	3
D-Data Systems that Support Decision Making	3	3	100%	3	3
E-Systemic Leadership Supports	2	2	100%	2	2
Total	16	14	88%	16	100%

(Scale: 1= inadequate, 2= barely adequate, 3= good, 4= Exemplary)

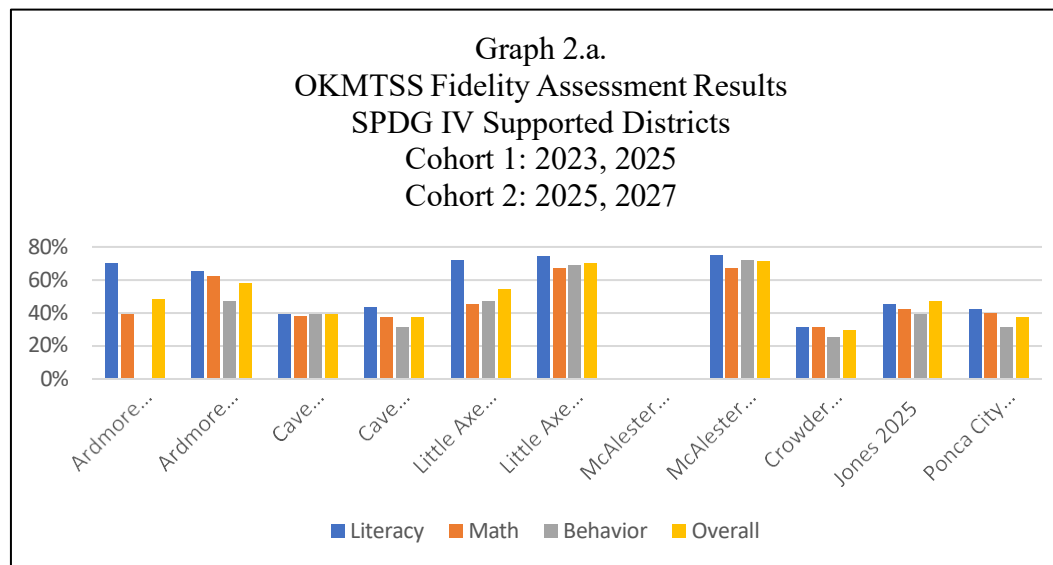
2.a Program Measure	Measure Type	Quantitative Data					
After two years of implementation, 75% of participating districts implement OKMTSS with fidelity in at least one implementation area (behavior, math, language arts) as demonstrated by the Oklahoma modified AIR MTSS Rubric.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3/4	75		1/4	25

Program Measure 2.a: After two years of implementation, 75% of participating districts implement OKMTSS with fidelity in at least one implementation area (behavior, math, language arts) as demonstrated by the Oklahoma modified AIR MTSS Rubric.

Cohort 1 included four LEAS (Ardmore, Cave Springs, Little Axe, and McAlester) were selected in the Fall of 2023 for SPDG IV support in implementing MTSS. These districts completed their implementation of the SPDG Cohort. Cohort 2 was selected in Fall of 2025 and included four LEAs (Crowder, Jones, Ponca City and Marlow). However, due to unforeseen circumstances, Marlow withdrew in October 2025. The baseline scores for Cohort 2 are provided as well as the available final scores for Cohort 1. To determine the level of impact of the project's services (layered supports of professional development and coaching) on these LEAs, OK SPDG IV staff chose to look at their level of fidelity of MTSS implementation using the American Institutes of Research's *MTSS Rubric for Fidelity Implementation*, which it adapted slightly to align with the Oklahoma MTSS Framework. A score of 75% was set as indicating fidelity of implementation.

Cohort 1 had several adverse barriers to the data collection. Primarily, significant turnover occurred from the original data collection to the final data collection. As reported in APR III, the data was lost from McAlester district. Data collection issues have been mitigated for the 2025-2027 cohort by requiring all Cohort 2 districts to attend an in-person SPDG hosted TFI session whereby the end of the day, the baseline data was collected and managed for all districts. The SPDG team will conduct this same assessment this way again in the summer of 2026.

School Districts	Literacy	Math	Behavior	Overall
Ardmore 2023	70%	39%		48%
Ardmore 2025	65%	62%	47%	58%
Cave Springs 2023	39%	38%	39%	39%
Cave Springs 2025	43%	37%	31%	37%
Little Axe 2023	72%	45%	47%	54%
Little Axe 2025	74%	67%	69%	70%
McAlester 2023				
McAlester 2025	75%	67%	72%	71%
Crowder 2025	31%	31%	25%	29%
Jones 2025	45%	42%	39%	47%
Ponca City 2025	42%	40%	31%	37%



2.b Program Measure	Measure Type	Quantitative Data					
Annually, 70% of participating in early career special educators have increased implementation and use of EBPs as demonstrated by coach observations and the intervention fidelity checklist.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			14/20	70		19/20	95%

Program Measure 2.b: Annually, 70% of participating early career special educators have increased implementation and use of EBPs as demonstrated by coach observations and the intervention fidelity checklist.

The SPARK initiative utilizes Jim Knight's IMPACT Cycle Model of coaching. The cycle begins with the coach getting a clear picture of current reality by watching a video or direct observation, then moves on to the teacher identifying a student-focused goal and selecting an evidence-based practice (EBP) focused on the skill targeted. Then the coach models the selected strategy, and the teacher implements the strategy with the coach observing student progress toward the established goal (either via video or directly). The cycle culminates in coach and teacher meeting to discuss student progress and plan next actions if needed. The project is using the Knight IMPACT Cycle Checklist as a fidelity check. A copy of this tool is provided in Section C

SPARK coaching began in Spring 2024 for early career special educators chosen through an application process. Teachers are assigned a number to indicate when they have completed multiple cycles during various semesters. The fidelity checklist was administered to participants before their coaching began to capture baseline. The end of year fidelity checklists will be conducted in late April/early May. When EOY results are available, they will be compared to baseline to determine if this measure has been met and will be reported in APR IV. Some data is absent due to late enrollment and unforeseen circumstances with specific teachers. Specifically, one school was added on late in the fall and was unable to complete the entirety of the cycle before the reporting period.

Table 2.b				
2024 SPARK Coaching Fidelity				
SPARK Teachers	Evidence-Based Practice Used	Baseline	% Fidelity Met	Implementation Increased
Spring 2024				
1	Token Economy System	0	100%	Yes
2	Good Behavior Game	0	100%	Yes
3	Good Behavior Game	0	80%	Yes
4	Content Center Rotations	0	100%	Yes
5	Co-Teaching/	0	83%	Yes
	Alternate Teaching			Yes
6	Good Behavior Game	0	100%	Yes
7	Good Behavior Game	0	100%	Yes
8	Visualization: ELA	0	73%	Yes
Fall 2024				
9	Early Warning Intervention & Monitoring System	0	100%	Yes
10	Check In-Check Out	0	80%	Yes
11	Elkonin Boxes	0	80%	Yes
12	Elkonin Boxes	0	87%	Yes
13	Explicit Instruction	0	0%	No

Spring 2025				
9	Check In Check Out	0	100%	Yes
10	Instructional Choice	0	100%	Yes
11	Folding In	0	100%	Yes
12	Syllable Slicing	0	100%	Yes
13	Utilization of Writing Rubric	0	100%	Yes
Fall 2025				
14	Structured assessment protocol	0	100%	Yes
15	Structured Literacy Routine	0	100%	Yes
16	Teacher vs Student Game	0	TBD	TBD
17	CCC + Explicit Timing	0	TBD	TBD
18	Teacher vs Student Game	0	TBD	TBD
19	Explicit Instruction	0	TBD	TBD
20	Task Analysis & Explicit Instruction	0	TBD	TBD
Spring 2026				
14	Systematic instruction with Connected Text Practice	0	TBD	TBD
15	Data Collection Accuracy	0	TBD	TBD
16	Group Contingency	0	TBD	TBD
17	Explicit Instruction and Guide Notes	0	TBD	TBD
18	Explicit Instruction	0	TBD	TBD
19	SDI in Coteaching and Lesson Planning	0	TBD	TBD
20	Explicit instruction in foundational reading skills	0	TBD	TBD
21	Para led progress monitoring	0	TBD	TBD
22	Defined Paraprofessional Expectations and Prompting Hierarchy.	0	TBD	TBD
23	N/A	0	TBD	TBD
24	Explicit Instruction, Behavior Specific Praise	0	TBD	TBD
25	Folding In	0	TBD	TBD
Total % of Teachers Increasing Implementation			19/20	95%

3.a Program Measure	Measure Type	Quantitative Data					
By the third year of implementation, at least 70% of SPDG OKMTSS funds will be used for sustained professional learning activities.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				70		497790.50 /544,287.53	91

Program 3.a By the third year of implementation, at least 70% of SPDG OKMTSS funds will be used for sustained professional learning activities

Table 3. a	
OKMTSS Funds	
Training	\$46,497.03
Coaching	\$497,790.50
Infrastructure	
Other	
Total Funds Spent for Sustained Professional Learning Activities	\$497,790.50
Total Funds for OKMTSS	\$544,287.53
Percentage	91%

The OKMTSS initiative focuses on district capacity building for OKMTSS implementation. The goal to spend 70% of funding for sustained professional learning activities focuses on the longevity of the tools and materials used for district implementation. LEAs participate in concurrent asynchronous learning. This learning provides contextual initial training and encourages district teams to consider creating documents and artifacts that support their ongoing implementation. The coach support digs deeper into these materials and helps focus the discussion on the revision and creation of new materials. Funds for ongoing sequential learning for Oklahoma LEAs and SPDG LEAs included in this calculation include: SPDG Director when supporting as coach, the Behavior Consultant, the MTSS Consultant, the MTSS Specialists, travel in-state to coaching events, the Digital Content Specialist, books and supplies purchased for ongoing learning, conference venue and district stipends.

3.b Program Measure	Measure Type	Quantitative Data					
By the third year of implementation, at least 70% of SPDG early career special educator (SPARK) funds will be used for sustained professional learning activities.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				70		177927.06 / 240788.00	74

Program 3.b By the third year of implementation, at least 70% of SPDG early career special educator (SPARK) funds will be used for sustained professional learning activities.

Table 3.b SPARK Funds	
Training	\$62,860.94
Coaching	\$147,927.06
Infrastructure	
Other	\$30,000.00
Total Funds Spent for Sustained Professional Learning Activities	\$177,927.06
Total Funds for SPARK	\$240,788.00
Percentage	74%

The SPARK initiative focuses on early career special educator instructional coaching. The goal to spend 70% of funding for sustained professional learning activities focuses on the longevity of the implementation of evidence-based practices. Educators participate in concurrent asynchronous learning through IRIS modules. This learning provides contextual initial training and encourages educators to have a basic understanding of new tools and practices. The coach support digs deeper into these materials and helps to focus on the discussion specific application of the practices. Funds included in this calculation include: the Behavior Consultant, the SPARK coach, travel in-state to coaching events, coach training, books and support with the Council of Exceptional Children, and encumbered stipends for professional learning and coached educators. Additional funding updates can be found in Section B.

4.a Program Measure	Measure Type	Quantitative Data					
Annually, on the Oklahoma School Report Card, students on an IEP in supported LEAs, will demonstrate a 3% increase in the number of students on IEPs scoring “advanced” or “proficient” on the academic achievement indicators for all students.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			90/560	16		31/560	6

Program 4.a. Annually, on the Oklahoma School Report Card, students on an IEP in supported LEAs, will demonstrate a 3% increase in the number of students on IEPs scoring “advanced” or “proficient” on the academic achievement indicators for all students

Annually, the Oklahoma School Report Card reports each district’s outcomes for students on the Oklahoma State Testing Program (OSTP). This assessment is taken by students on IEPs who are not eligible for the Oklahoma Alternate Achievement Program (OAAP). Students will take this assessment again in 2026. This score is reported as a total of all the students on IEPs who have taken the ELA and Math assessments scoring advanced or proficient divided by the total number of students on IEPs that took the assessment. The SPDG represented all supported districts; however, Ardmore, Cave Springs, Little Axe and McAlester have not been receiving direct support.

The new cohort has not had a full year of support; their values are indicated as baseline. These values represent the continued efforts on behalf of the school. It is of note that two of the four schools have had a shift in administration. Additionally, a significant decrease in the valid and reliable test scores for the denominator has been observed.

Students on IEPs Oklahoma Annual School Report Card								
SPDG Districts	2023 OSTP Advanced or Proficient		2024 OSTP Advanced or Proficient		2025 OSTP Advanced or Pro- ficient		% Increase	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Ardmore	14	10	22	13	6	6	-2%	2%
	192	192	213	213	75	74		
	7%	5%	10%	6%	8%	8%		
Cave Springs	0	0	6	6	0	0	-23%	-3%
	29	29	26	26	11	11		
	0%	0%	23%	23%	0%	0%		
Little Axe	5	8	19	16	6	1	-2%	-10%
	117	117	133	132	56	56		
	4%	7%	14%	12%	11%	2%		
McAlester	44	60	62	61	16	15	-6%	-16%
	359	359	355	355	140	137		
	12%	17%	17%	17%	11%	11%		
Total Proficient or Advanced	63	78	103	90	16	15	31	
Total Students	697	697	727	726	282	278	560	
%	9%	11%	14%	12%	6%	5%	6%	

Table 4.a (2)

New Cohort

Districts	ELA			Math		
	Total Proficient or Advanced	Total Students	%	Total Proficient or Advanced	Total Students	%
Crowder	2	23	9%	1	23	4%
Jones	2	34	6%	4	34	12%
Ponca City	8	163	5%	13	164	8%
Total Baseline	12	220	5%	18	221	8%

4.b Program Measure	Measure Type	Quantitative Data					
Annually, 60% of students of SPARK-supported teachers will meet the outcome focused goals set by the coach and teacher.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			14/24	60		21/24	88
Program 4.b. Annually, 60% of students of SPARK-supported early career special education teachers will meet the outcome focused on goals set by the coach and the teacher. The SPARK initiative seeks to improve outcomes for students on IEPS in classrooms of early career special education teachers that are participating in a SPARK coaching cycle. These teachers will have access to a coach that works with them directly to implement goals aligned with student needs. These goals may be focused on a specific skill deficit in literacy or math, or on a behavior outcome. The coach supports the educator in setting specific, measurable goals that are objectively measured with tools that are determined as evidence-based, research-based, norm-referenced, and have a high rate of fidelity. The coach begins a coaching cycle by assessing the current reality of the educator and collecting initial data to determine a reasonable baseline of performance. The coach and educator determine a skill deficit and select an evidence-based strategy for implementation. Following the implementation of the strategy, the coach supports the determination of the completion of the goal by comparing the goal to the target and the baseline. The SPDG has determined the method of calculation for the student outcome is based on comparing the number of student-focused goals that have been attempted and the number that have been met for all students selected as students to be the focus of a coaching cycle.	Table 4.b						
	Spring 2024						
	Teacher		% Students Meeting Goal		Teacher has 60% of Students Meeting Goal		
	1		75%		Y		
	2		100%		Y		
	3		50%		N		
	4		100%		Y		
	5		43%		N		
			86%		Y		
	6		100%		Y		
	7		66%		Y		
	8		75%		Y		
	Fall 2024						
	9		75%		Y		
	10		100%		Y		
	11		67%		Y		
	12		100%		Y		
	13		0%		*N		
	Spring 2025						
	9		100%		Y		
	10		100%		Y		
	11		100%		Y		
	Fall 2025						
	14		66%		Y		
	15		100%		Y		
	16		100%		Y		
	17		86%		Y		
	18		100%		Y		
	19		100%		Y		
	20		100%		Y		
	Total % of Teachers with 60% of Students Meeting Goals				88%		

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

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

SECTION A - Performance Objectives Information and Related Performance Measures Data

Project Objective Goal 1: Enhance coordination at the OSDE to provide efficient services on prevention and intervention programming from OSDE personnel to LEAs.

Objective 1.1: Organize OSDE resources for technical assistance (TA), professional development (PD), and coaching on prevention and intervention programming into an OKMTSS State Team procedural guide.

1.1.a. Performance Measure	Measure Type	Quantitative Data					
Annually, the OSDE OKMTSS State Team demonstrates improved team knowledge of MTSS and how state programs support it by achieving an average score of 80% or better on the OSDE OK-MTSS Knowledge Survey administered each spring.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			21/27	80		20/27	74

Performance Measure 1.1.a Annually, the OSDE OKMTSS State Team demonstrates improved team knowledge of MTSS and how state programs support it by achieving an average score of 80% or better on the OSDE OKMTSS Knowledge Survey administered each spring.

The OKMTSS State Team meets monthly to determine the next steps and build background knowledge. Over the course of the three collected years, the team has had a substantial turnover. However, for the last reporting period, the team has been largely stable and has even authored the OKMTSS implementation guide. While the team has not met the target at this interval, the SPDG team has been working on drafting an OKMTSS Course for all employees as part of HR onboarding. It will be through this measure that we are able to improve overall agency knowledge.

Table 1.1a				
OKMTSS State Team Knowledge Check				
Year	Total Members	Average Score	% Average	Met Target
2024	27	17/27	63%	NO
2025	27	17/27	63%	NO
2026	19	20/27	74%	NO

1.1.b. Performance Measure	Measure Type	Quantitative Data					
After 2 years of OKMTSS alignment (May 2025), the OSDE has improved coordination and state implementation as demonstrated by a 10% increase in the OSDE OKMTSS Team's average score on the State Systems Fidelity Inventory (SSFI) taken as baseline in Spring 2023.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			31.5/90	35		40/90	44

Performance Measure 1.1.b After 2 years of OKMTSS alignment (May 2025), the OSDE has improved coordination and state implementation as demonstrated by a 10% increase in the OSDE OKMTSS Team's average score on the State Systems Fidelity Inventory (SSFI) taken as baseline in Spring 2023.

The State Systems Fidelity Inventory is conducted annually in the Spring and demonstrates efforts towards an improved OKMTSS framework and implementation in the state. Each of these sections were conducted with a consensus building activity to ensure that the ratings were not specific to any one specific program but the overall system. Many members of the team were participants in SPDG or SSIP activities, these values are higher for adherence to the MTSS SSFI because these are components required by the initiative. However, a similar issue to Performance Measure 1.1.b, the longevity of the team may have impacted the scores on the SSFI because the team may not know the full scope of everything in place. Therefore, the consensus building process may have been slightly impacted from 2023 to 2025.

The current SSFI has not been completed at this time for the 2026 data. The team has begun a sustainable teaming practice that allows multiple divisions of the agency to align targeted concerns and interventions to support districts intentionally. The team plans to review the data at the May 2026 meeting.

Table 1.1. b			
SSFI			
Subscale	2023 % earned	2025 % earned	% Change
Section I: Leadership Teaming	35.00%	60.00%	25%
Section II: Stakeholder Engagement	33.33%	33.33%	0%
Section III: Funding & Alignment	25.00%	37.50%	12.50%
Section IV: Policy	0.00%	16.67%	16.67%
Section V: Workforce Capacity	12.50%	25.00%	12.50%
Section VI: Training	39.29%	57.14%	17.85%
Section VII: Coaching	40.00%	50.00%	10%
Section VIII: Evaluation and Performance Feedback	0.00%	33.33%	33.33%
Section IX: Local Implementation Demonstration	16.67%	50.00%	33.33%
Total Sum	27/90	40/90	13/90
Overall SSFI Score	25.00%	44.44%	14.00%

Objective 1.2: Develop the OKMTSS Framework and Implementation Guide as a support for district implementation of comprehensive prevention and intervention programming.

1.2a. Performance Measure	Measure Type	Quantitative Data					
Oklahoma LEA Staff improve knowledge of state-supported MTSS framework as demonstrated by an increase in scores on the post-administration of a pre and post knowledge assessment of MTSS PD offerings (MTSS Modules and MTSS Conferences)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						10/12	88

Performance Measure 1.2a Oklahoma LEA Staff improve knowledge of state-supported MTSS framework as demonstrated by an increase in scores on the post-administration of a pre and post knowledge assessment of MTSS PD offerings (MTSS Modules and MTSS Conferences)

Oklahoma LEAs are supported by SPDG to implement and understand the OKMTSS framework. The SPDG seeks to quantify the level of understanding of the LEAs participating in the SPDG PD offerings of MTSS Modules and MTSS Conferences (Winter and Summer) using pre and post assessment results. All Oklahoma LEAs can participate in these offerings and the level of understanding from these opportunities is expected to improve. The metrics used for this measure include scores on the pre and post knowledge assessments completed by participants in the MTSS state conferences held annually and the MTSS Modules. The data presented in the table is from the MTSS Winter Conference held in January 2025. The January conference was planned to be an in-person event. However, due to weather conditions, the conference was pivoted to virtual two days before the conference. While attendance was still incredible and participants were able to navigate breakout rooms, the response to the post survey was drastically limited. Therefore, these scores are not an adequate representation of the event and are not included in the reported values.

MTSS Modules/Course

The project has also decided to increase the level of accountability in the MTSS course, which is comprised of a series of MTSS modules, by including requirements for completion of certain aspects of each module before moving on and only including participants who have 1) completed at least half the modules and/or 2) spent more than 2 hours on the course in the analysis for attainment of this measure.

2026 Winter MTSS Conference			
Number of Responses	Average Pre-Assessment	Number of Responses	Average Post Assessment
702	3.05	79	2.99

SPDG Implementation Course Pre-Test & Post Test Data			
Student	Pre-Assessment Test	Post-Assessment Test	% Increase
Total Points	28	28	
1	96%	100%	4%
2	92%	100%	8%
3	88%	98%	11%
4	92%	89%	-3%
5	91%	100%	9%
6	83%	93%	10%
7	95%	100%	5%
8	85%	99%	14%
9	96%	96%	1%
10	93%	99%	6%
11	0%	98%	98%
12	100%	89%	-11%
Total Percentage of Participants Improving Knowledge			83%

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

PR/Award #: H323A220017
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.)

Project Objective GOAL 2: Expand capacity and efforts to implement tiered supports through OKMTSS.

[] Check if this is a status update for the previous budget period.

Objective 2.1: Provide evidence-based professional development (E-B PD) and coaching to districts and Part C sites to implement the OKMTSS Framework.

2.1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number			Raw Number		
			Ratio	%		Ratio	%
LEA personnel from the 4 SPDG supported districts have the necessary knowledge and skills to use evidence-based practices in MTSS as demonstrated by a score of 80% or better on the end of MTSS modules' assessments.	PROJECT		80/100	80		96/100	96

Performance Measure 2.1a LEA personnel from the 4 SPDG supported districts have the necessary knowledge and skills to use evidence-based practices in MTSS as demonstrated by a score of 80% or better on the end of MTSS modules' assessments.

The SPDG developed a series of asynchronous modules into a course encompassing the concepts of the OKMTSS framework. Following the completion of the course, participants take a post-test, which is the same as a pretest they took earlier. The pre-post assessment is comprised of a total of 28 questions, equaling 28 total points. All Oklahoma LEAs have access to the course, but those SPDG supported districts use this course as their initial training, which is followed up by supportive coaching. As of Spring 2024, the course has not been completed by any LEA personnel. The pre-test assessment average score for all participants has been provided in the table below. To specifically address this measure, scores for participants from the supported districts will be disaggregated from scores for "all" participants and reported in APR III.

2.1.a. Performance Measure				
ALL DISTRICTS				
Month of Module	Name of Module	# of Participants	Post Test Average	% Completed
Aug	Teaming Foundation	23	98%	100%
Sept	Communication Throughout the System	23	98%	100%
Oct	Building the Foundation-Tier 1	22	98%	100%
Nov	Assessment in MTSS	22	96%	100%
Dec	Data Systems	22	100%	100%
Jan	Data Based Decision Making	22	95%	100%
Feb	Tier 2/3 Interventions	22	89%	93%
Totals/Average of ALL SPDG DISTRICTS		22.25	96%	99%

2.1.b. Performance Measure	Measure Type	Quantitative Data					
Part C implementation districts will score “in place” on 80% of the items in “Building Staff Capacity” on the Benchmarks of Quality (BoQ) assessment.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			$\frac{3}{4}$	80		$\frac{3}{4}$	80

Performance Measure 2.1.b Part C districts that have received PD and coaching support for at least two years will score at the “partially in place” or “in place” level on 50% of the items (15/30) on the Benchmarks of Quality (BoQ) assessment

Part C collects this information during the fall of the reporting period. The last district to onboard will onboard in 2027. District 8 is the newest addition to the reporting period.

Table 2.1.b			
Benchmarks of Quality			
Districts	# Items "Partially in Place"	# Items "In Place"	15 of 30 “In Place”?
District 3	4	26	YES
District 9	4	26	YES
District 12	6	24	YES
District 8	10	13	NO

4.c Performance Measure	Measure Type	Quantitative Data					
After two years of coaching support, the 4 SPDG supported districts have improved graduation rates for students with IEPs who are taught through the Oklahoma Academic Standards and assessed through the Oklahoma State Testing Program (OSTP) by 5%.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		4	4/4	100	2	2/4	50

Performance Measure 4.c After two years of coaching support, the 4 SPDG supported districts have improved graduation rates for students with IEPs who are taught through the Oklahoma Academic Standards and assessed through the Oklahoma State Testing Program (OSTP) by 5%.

The four districts who have completed two years of coaching are included in the values reported. Out of 4 districts, two have met the threshold for a 5% increase. The new cohort has been added here for baseline data.

Crowder and Jones have represented a current graduation rate of 100%. Therefore, we will ensure they are consistently meeting that target throughout the coaching experience.

Table 4.c				
Students on IEPs Graduation Rates				
SPDG Districts	2023	2024	2025	% Change
Ardmore	20/28	14/17	17/21	10%
	71%	82%	81%	
Cave Springs	4/6	7/9	7/8	22%
	66%	77%	88%	
Little Axe	14/16	8/11	9/10	3%
	87%	72%	90%	
McAlester	40/51	44/58	43/61	8%
	78%	75%	70%	
Crowder			5/5	
			100%	
Jones			8/8	
			100%	
Ponca City			25/28	
			66%	

4.d Performance Measure	Measure Type	Quantitative Data					
Annually, children served under Part C regional districts that are in areas where SPDG LEAs are receiving supports have increased “below cutoff” scores as demonstrated by the most recent (or 6 month prior) Ages and Stages Questionnaire: Social-Emotional (ASQ:SE).	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		58	58/100	58	70	70/100	70

Performance Measure 4.d. Annually, children served under Part C regional districts that are in areas where SPDG LEAs are receiving supports have increased “below cutoff” scores as demonstrated by the most recent (or 6 month prior) Ages and Stages Questionnaire: Social-Emotional (ASQ:SE).

Part C districts are located within nine Oklahoma Health Department designated regions. The values reported on the performance chart use the SPDG Baseline (Award Year) and the current reporting year (2026). These values are collected in January annually and represent the percentage of children who are increasing their ASQ:SE score. However, since this measure represents the students who are at the window of time to take this assessment, there are several barriers to the data.

Table 4.d Ages and Stages Questionnaire: Social-Emotional	
Reported Month	Children Receiving 6 Months or More Services Below Cut Off
Baseline 2020	58.06%
SPDG Baseline 2022	53.59%
2023	51.18%
2025	51.18%
2026	70.41%

This data is pulled from children that have been receiving services for more than 6 months. Some of the challenges with this data include that the data does not reflect apples to apples. However, a significant increase in the data can be attributed to increased training and understanding of the process. Also, there is an increase of counties. There are more counties included in this data vs. the coaching data.

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

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

SECTION A - Performance Objectives Information and Related Performance Measures Data

Project Objective Goal 3: Improve quality and retention of early career special educators.

[] Check if this is a status update for the previous budget period.

Objective 3.1: Provide E-B PD and coaching on evidence-based instructional & engagement practices to early career special educators.

3.1.a. Performance Measure	Measure Type	Quantitative Data					
Participating in early career special education teachers who respond to both pre- and post-SPARK coaching surveys will report a 10% improvement in teaching/instructional efficacy (as defined by Hattie, 2016) and job satisfaction.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		5			5		100

Performance Measure 3.1.a Participating in early career special education teachers who respond to both pre- and post-SPARK coaching surveys will report a 10% improvement in teaching/instructional efficacy (as defined by Hattie, 2016) and job satisfaction.

Few of the respondents participated in both the Pre and the Post survey. The questions included in the measurement are:

1. How effective is your current classroom management at preventing challenging or disruptive behaviors?
2. How confident are you in your current ability to provide instruction to all of your students?
3. How confident are you in your current ability to handle disruptions in your classroom?
4. Rate your job satisfaction post coaching experience.

To ensure moving forward that all participants complete the pre-and-post survey, these will be tied to the completion of the coaching course and will ensure that stipends will be held until the data is collected. Five of the thirteen coached participants answered. Please see indicated anecdotal evidence that the coaching experience was a valuable use of their time. *"My coach was highly collaborative and effective in communicating goals as well as progress. She deserves all high ratings! She is amazing and has helped me tremendously, especially with my confidence in the classroom."*

SPARK Teachers		
<u>Improvement in Teaching Efficacy</u>		
Pre	Post	Improvement
3	5	YES
4	5	YES
4	5	YES
4	5	YES
3	5	YES
Percent of SPARK Teachers Ex-pressing Improvement		100%

SPARK Teachers		
<u>Improvement in Job Satisfaction</u>		
Pre	Post	Improvement
3	5	YES
4	5	YES
4	5	YES
4	5	YES
3	5	YES
Percent of SPARK Teachers Ex-pressing Improvement		100%

3.1.b. Performance Measure	Measure Type	Quantitative Data					
Early career special education teachers who participated in SPARK will report intent to remain in the field of special education for at least 2 more years as determined by a follow-up survey.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		10		100	10		100

Performance Measure 3.1.b Early career special education teachers who participated in SPARK will report intent to remain in the field of special education for at least 2 more years as determined by a follow-up survey.

SPARK recipients must report that they are planning to remain in the field to ensure they are selected for the services. If they indicate that they have no intention of remaining in the field they are not selected. Therefore, the year 1 scores all come from the application and the year 2 scores are collected from their end of coaching survey. In 2026, the SPARK team conducted a survey for the first cohort of SPARK teachers and will use that value for year three. Currently, the first cohort has made it to the window of time to indicate they have remained in the field.

SPARK Teachers			
SPARK Teachers	TIME SINCE COACHING		
	1 YEAR	2 YEARS	3 YEARS
#1	YES	YES	YES
#2	YES	YES	YES
#3	YES	YES	YES
#4	YES	YES	YES
#5	YES	YES	
#6	YES	YES	
#7	YES	YES	
#8	YES	YES	
#9	YES	YES	
#10	YES	YES	
#11	YES		
#12	YES		
#13	YES		
#14	YES		
#15	YES		
#16	YES		
#17	YES		
#18	YES		
#19	YES		
#20	YES		
#21	YES		
Percent of SPARK Teachers Reporting Intent to Remain in the Field			100%

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart
 PR/Award #: H323A220017

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

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

General Fiscal Oversight of Grant Funds

The Director of Financial Planning for Special Education Services at the Oklahoma State Department of Education (OSDE) has been assigned to oversee all budget and contracts for the OK SPDG IV. The Director of Financial Planning closely monitors expenditures made by the grant to eliminate fiscal errors. The Fiscal Services Section of the OSDE provides a quarterly expenditure report to the Project Director so that discrepancies can be addressed in a timely manner.

Allocated/Approved Funds:

Year 3

- **Personnel and Fringe Benefits**
- **Travel**
- **Supplies**
- **Contractual** (MTSS and Behavior Consultants, LEA Partners, PTI Partner, IHE Partner, and External Evaluator)
- **Other** (rent, utilities, conference funds, and SigNetwork Support); and
- **Indirect Cost**

Discussion of Expenditures for Year 3 Reporting Period: March 1, 2024- February 28, 2025:

As demonstrated in the attached Budget Accounting Chart, the largest unspent encumbered amounts reside in the categories of “Travel and Contractual”. While this money is encumbered, the money has not been spent as described during the reporting period due to agency travel requirements and unfinished contractual obligations. The SPDG team has fully staffed the SPDG team as of January 2025. The unspent travel payments are largely due to unapproved conference attendance on behalf of the Oklahoma agency. Additionally, the contractual funds are expected to be spent at expected rates for the next reporting period. The SPDG on-boarded four districts but one district withdrew early in the program. The SPDG is selecting an additional 1-3 districts for the next reporting year to support more districts. This will also impact the travel expectation.

Contractually, the SPDG is adding on 1-3 districts, increasing the contractual line item by \$30,000 annually. SPARK program also adding 5-6 SPARK Peer Leaders who will support SPARK teachers in the program. Each Peer Leader will receive a \$1,500 stipend for their support. This past year, the SPARK program took on 14 teachers for direct instructional coaching. It is the expectation for the team to take on about the same number of teachers. Throughout the year, the SPDG team has noticed a knowledge gap between educators directly working with students and administrators. Therefore, the SPDG will purchase an add-on service for AimsWeb Pathways to Proficiency for Administrators. This is a \$300,000 annual contractual item to support school administrators to learn the Science of Reading intending to support their instructional leadership in their schools.

Discussion of Budget Modifications:

The line item “Travel” is proposed to carryover \$55,057.32 of the amount to the same line item for Year 4. This carryover will be used to support SPDG and SSIP staff attendance at the NCII DBI Conference. Additionally, Travel funds will be used to support both Goal 2 and 3 as the MTSS Specialists will travel in-state to each of the LEAs, sites, and schools of early career coaching. SPDG will also travel in-state for the data retreat hosted by SSIP at four regional locations, held at 4 regional locations. SPDG is hosting a Summer OKMTSS statewide conference and a new SPARK Statewide Conference. Both conferences are multi-day and will result in additional travel expenditures. Additional travel will occur to observe and track the fidelity of implementation for all levels of coaching activities.

The line item “Supplies” is inclusive of general office supplies, an online coaching platform, and texts for book studies and the community of practice. The SPDG purchased MTSS books for the internal team as well as the OSDE Agency team. Additional texts will be considered as well as internal print and MiFi connectivity.

The line item “Contractual” is supporting the contracted partners, as well as two IHEs. The SPDG is working to select Cohort 2b LEAs for systemic coaching. The stipends per district will increase from \$5,000.00 annually to \$10,000.00 annually. This is due to the increased need to support shared district FTE between two people. Additionally, this increase can help schools to be able to navigate the materials and supplies they may desire to improve their system. For the 4-6 LEAs that we will coach, that will be an annual expenditure of \$40,000.00-\$60,000.00. We are also seeking at minimum 2 LEAs as demonstration districts, each receiving \$10,000.00. That will bring our total LEA stipend contractual amount to \$60,000.00- \$80,000.00. The SPDG will purchase an add-on service for AimsWeb Pathways to Proficiency for Administrators. This is a \$300,000 annual contractual item to support school administrators to learn the Science of Reading intending to support their instructional leadership in their schools. SPARK program also adding 5-6 SPARK Peer Leaders who will support SPARK teachers in the program. Each Peer Leader will receive a \$1,500 stipend for their support. As the OKMTSS Conferences have expanded, the need for high-quality keynote speakers and breakout session presenters has increased. The SPDG will contractually purchase speakers for the conferences.

The line item “Other” encompasses signetwork, rent, and other costs. The grant seeks to maintain other costs as anticipated.

OK SPDG IV Budget Accounting Chart

The OK SPDG IV Budget Chart (attached below) provides a breakdown of expenditures and the encumbrances for OK SPDG IV Year 4 funds. Expenditures for Year 3 reflect the period October 1, 2024, to September 30, 2025. The chart also projects expenditures for the rest of the Year 4 (October 1, 2025, through February 28, 2026). As the chart documents, the projected carryover after Year 4 is \$612,936.20.

Budget	Approved Budget for Year I	Actual Expenditures from Year I (10/1/2022-9/30/2023)	Approved Budget for Year II	Actual Expenditures Year II (10/1/2023-9/30/24)	Approved Budget for Year III	Actual Expenditures Year III (10/1/2024-9/30/25)	Approved Budget for Year IV	Actual Expenditures Year IV (10/1/2025-2/28/2026)	Encumbrance s Coded to IV Grant Funds	Projected Carryover from Year IV	Proposed Budget for Year V with Year IV Carryover
Categories											
Personnel & Fringe Benefits	\$ 435,000.00	\$ 324,856.82	\$ 511,600.36	\$ 359,456.82	\$ 587,143.54	\$ 461,957.42	\$ 560,186.12	\$ 205,067.20	205,067.20	\$ 150,051.72	\$ 585,051.72
Travel	\$ 42,000.00	\$ 3,337.79	\$ 90,662.21	\$ 11,505.69	\$ 131,156.52	\$ 46,091.61	\$ 137,064.91	\$ 12,007.59	\$ 70,000.00	\$ 55,057.32	\$ 107,057.32
Supplies	\$ 9,000.00	\$ 1,082.40	\$ 29,417.60	\$ 21,132.00	\$ 29,085.60	\$ 20,312.40	\$ 29,085.60	\$ 12,611.47	\$ 16,474.13	\$ -	\$ 20,500.00
Contractual	\$ 393,000.00	\$ 24,905.00	\$ 956,095.00	\$ 282,541.30	\$ 1,086,553.70	\$ 299,759.89	\$ 1,425,374.48	\$ 395,443.88	\$ 622,103.44	\$ 407,827.16	\$ 820,827.16
Construction	\$ -	\$ -	\$ -		\$ -						
Other	\$ 29,000.00	\$ 1,854.25	\$ 43,415.00	\$ 10,051.85	\$ 63,415.00	\$ 6,275.00	\$ 118,830.00	\$ 8,984.00			
Total Direct Costs	\$ 908,000.00	356,036.26	1,631,190.17	684,687.66	1,897,354.36	834,396.32	2,270,541.11	\$ 634,114.14	\$ 913,644.77	\$ 612,936.20	\$ 1,533,436.20
Indirect Costs	\$ 126,212.00	\$ 48,838.32	\$ 179,836.36		\$ 131,424.50	\$ 81,770.84	\$ 131,285.50	\$ 62,143.19	\$ 89,537.19	\$ 60,067.75	
Totals	\$ 1,034,212.00	404,874.58	1,811,026.53	684,687.66	2,028,778.86	916,167.16	\$ 2,401,826.61	\$ 696,257.33	\$ 1,003,181.96	\$ 673,003.95	\$ 1,533,436.20

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart
PR/Award #: H323A220017

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

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

OK SPDG IV Partners

LEA Partners:

- Crowder Public School (2025-2027)
- Jones (2025-2027)
- Ponca City (2025-2027)
- Little Axe: Demonstration Site (2025-2026)
- McAlester: Demonstration Site (2025-2026)

IHE Partner:

- Cameron University
- University of Central Oklahoma

PTI Partner:

- Oklahoma Parents Center

The OK SPDG IV is beginning work with four (3) districts/LEAs. However, these LEAs are sub-grantees of the project, rather than partners for provision of grant work and activities. These four districts are: Crowder, Jones, Ponca City. Additionally, demonstration districts have been approved for the 2025-2026 school year; Little Axe, McAlester. The OK SPDG IV are partnering with IHEs, Cameron University and University of Central Oklahoma (UCO) to support graduate students in their work with MTSS.

OK SPDG IV Grant Activities

The OK SPDG IV engaged in implementing activities for Year 4 of funding. There are no other proposed changes to grant activities at the time of this report.

OK SPDG IV Key Personnel

There are no requested changes to Key Personnel, at the time of this report.

OK SPDG IV Unanticipated Outcomes or Benefits

There are no unanticipated outcomes or benefits of the project to report currently.

Worksheet

SPDG Evidence-based Professional Development Components

Worksheet Instructions

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16 professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the “PD components” column) related to professional development practices being implemented: 1=inadequate description or a description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplar description. Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The “PD components” column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
A (1) Selection	Clear expectations are provided for PD participants and for schools, districts, or other entities. Required elements: • Description of expectations for PD participants (e.g., attendance in training, data reporting, pre and post training activities). • Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants). • Description of how schools, districts, and other entities were informed of their responsibilities. Provide a brief description of the form(s) used for these agreements.	• Expectations for PD participants: Selected districts for this initiative participate in a sequence of professional development (PD) to support the implementation of OKMTSS. Participants in this PD must include district, site team members, and the identified internal facilitators. Districts are asked to commit to at least 2 years of SPDG implementation support. The Professional Development Sequence encompasses approximately 15 hours annually of content, community of practices provided by expert presenters directly tied to the module of the month's content, and activities/assignments that leave participants with materials they can take immediately following the course. In addition, teams are preparing to engage in an annual 2-day summer conference, have attended an annual coaching planning meeting at the beginning of school, a two-day annual data retreat, an annual 1-day winter conference, monthly asynchronous learning modules, and monthly coaching in-person and virtually. Participating districts are expected to provide data to be used in the Annual Performance Report (APR), as well as to develop an evaluation report for the district's implementation team to support ongoing decision-making. Collected data includes: teacher survey data, administered by SPDG staff annually; OKMTSS implementation fidelity data, administered by SPDG Coach and with the district and site implementation teams 1 time per year; BOY, BOY, and EOY; student screening data for literacy, math, and behavior aggregated by grade level, provided by district and site implementation teams 3 times per year; and District OSTP data and graduation data, accessed annually by SPDG Coach. Data collection, review, and analysis is built into the district's implementation plan to naturally support data-driven decision-making within district and site teams. • What have schools, districts, or other entities agreed to provide? Within the <i>Application for OKMTSS Coaching Support (attached)</i>, districts and their school sites agree to meet the expectations outlined above. Each district has identified a district-level internal facilitator and a site-level internal facilitator. Facilitators and implementation teams are provided with the necessary leave time to participate in all required PD and coaching activities. Districts are ensuring progress towards implementation of an agreed-upon action plan. • How were schools, districts, or other entities informed of their responsibilities? Districts and schools were informed of their responsibilities through the initial application solicitation. Additionally, districts are provided with a contract with the Oklahoma State Department of Education (OSDE) to provide stipends to internal facilitators. This	4

OKMTSS Initiative 2025:

Worksheet: SPDG Evidence-based Professional Development Components

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

		OSDE/District Contract (attached) reiterates the agreed-upon requirements for staff participation and data reporting. Districts are also provided with a report of progress monthly by their coach that indicates the active progress that they have completed and discusses barriers to their completion. • Brief description of the agreement forms: Two agreement forms are provided to participating districts. The first, the application, is provided prior to a district applying for support. The application is intended to also serve as an informed consent document that outlines the benefits and requirements of participation, any anticipated costs, and discontinuation of support. District administrators sign the application indicating their understanding and consent of the requirements if they are selected for support. The second document, the OSDE/District Contract, is provided upon selection of districts. Supported districts are provided with funds to support stipends for internal district and internal site facilitators of implementation. These stipends are paid contingent upon the district's adherence to outlined expectations for participation and data reporting. Schools provide an invoice document that indicates how they have participated in the required events and opportunities to receive their allocation.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

A(2) Selection	Clear expectations are provided for SPDG trainers and SPDG coaches/ mentors. Required elements: ● Expectations for trainers' qualifications and experience and how these qualifications are ascertained. ○ Description of role and responsibilities for trainers (the people who trained PD participants). ● Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained. ○ Description of role and responsibilities for coaches or mentors (the people who provided follow-up to training).	● Expectations for trainers' qualifications and experience and how these qualifications are ascertained: All trainers are expected to have advanced degrees in the field of education and demonstrated experience and excellence in serving student populations. Detailed expectations are outlined further below along with descriptions of how these qualifications are ascertained. MTSS Consultant: The MTSS Consultant is selected through a Request for Proposal (RFP) process. Minimum mandatory qualifications for this role include at least a master's degree in education and at least 5 years of professional experience supporting the implementation of multi-tiered system of supports (MTSS) at a state or district level. Behavior Consultant: The Behavior Consultant is selected through a Request for Proposal (RFP) process. Minimum mandatory qualifications for this role include specialized training in behavior, as demonstrated by related licensure, and at least 5 years of professional experience in behavior management and supports applied to educational settings. LEA Partner (Little Axe and McAlester): The LEA Partner was selected through prior experience with OSDE grant projects and demonstrated growth and excellence in implementation. Little Axe and McAlester have had recent experience participating in MTSS implementation efforts under OSDE projects. They were in good standing with the projects, fulfilled contract requirements, and previously provided professional development sessions at Oklahoma MTSS conferences. Additionally, evaluation results from these sessions indicated that the information shared was relevant and supportive of districts statewide. MTSS Specialist There are two people hired for this role and must have a minimum bachelor's degree in education and have prior experience with special education. Hiring these roles is done through an OSDE employment process including an application and interview. Project Manager This role must have a minimum bachelor's degree in education and have prior experience as a teacher or instructional coach. Hiring this role is done through an OSDE employment process including an application and interview.	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		Program Manager This role must have a minimum bachelor's degree in education, with a preferred master's, and have prior experience as a teacher or instructional coach. Hiring this role is done through an OSDE employment process including an application and interview. ○ Description of role and responsibilities for trainers: MTSS Consultant: This trainer position provides consultation to the SPDG team on the development of a training scope and sequence and related asynchronous modules intended to build essential background knowledge in MTSS concepts and components. This role delivers professional development regarding MTSS implementation in face-to-face, asynchronous, and synchronous formats. Specific topics and formats are identified based on project and district identified needs. Behavior Consultant: This training position provides consultation to the SPDG team on the development of a training scope and sequence and related asynchronous modules intended to build essential background knowledge in MTSS concepts and components related to schoolwide behavior systems, classroom practices, and student interventions. This role delivers professional development regarding MTSS implementation in face-to-face, asynchronous, and synchronous formats. Specific topics and formats are identified based on project and district identified needs. LEA Partners (Sand Springs Public Schools): Each district has identified at least one staff member to serve as advisory for the Oklahoma SPDG. As part of the advisory group, districts review and provide feedback on professional development systems and offerings. Additionally, both districts provide professional development through face-to-face, asynchronous, and synchronous opportunities. Finally, both districts have agreed to host staff from newly implementing districts and share exemplary resources and implementation tools with new districts. MTSS Specialist, Project Manager, Program Manager At conferences and communities of practice, this position trains MTSS state-wide. Additionally, they build products and tools for LEAs to use as a part of their implementation.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		● Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained: District Coach (MTSS Consultant): The MTSS Consultant serves alongside the site coaches to provide coaching to district leadership and teams. As stated above, the requirements for this position are at least a master's degree in education and at least 5 years of professional experience supporting the implementation of multi-tiered system of supports (MTSS) at a state or district level. This role has been identified through the request process. Site Coaches (MTSS Specialists): OSDE-employed MTSS Specialists serve as coaches supporting each of the districts and their internal sites. Qualifications are ascertained through a state hiring process that includes an application and standardized interview questions. It is expected that MTSS Specialists have at least a Bachelor's degree, experience teaching in a K-12 public school, and experience coaching or mentoring other educators. Part C Coach (Practitioner Coach): The SSIP Practitioner Coach is a temporary OSDE-employed position. Thus, qualifications are ascertained through a state hiring process that includes an application and standardized interview questions. The minimum qualifications for this position include at least a bachelor's degree in a field related to child development and at least 5 years of professional experience in an early childhood setting. ● Description of role and responsibilities for coaches or mentors: District Coach (MTSS Consultant & MTSS Specialists): In collaboration with the assigned MTSS Specialist, the MTSS Consultant serves as district coach for supported districts. The MTSS Consultant works alongside the MTSS Specialist and the assigned district facilitator to develop a targeted annual coaching plan that provides targeted follow-up to sequenced professional development. Coaching supports district implementation activities aligned to the PD sequence and supports the development of district coaching plans that are context specific. Site Coaches (MTSS Specialists): In collaboration with the District Coach, the MTSS specialists supports district teams and the district facilitator. Additionally, the MTSS Specialists serve as a site coach to all sites within their assigned district(s). Coaching includes meeting with the site facilitator to prepare for team meetings, observe the site facilitator, and provide direct feedback following meetings.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		The MTSS Specialist meets with site facilitators in-person at least once per month and virtually at least once per month. Additionally, Site Coaches supports completion of implementation activities by providing observation and feedback, reviewing implementation tools and documents, and communicating regularly. In addition, the MTSS Specialist meets with SPDG and SSIP coaches to participate in ongoing training regarding facilitation of meetings and coaching practices. Part C Coach (Practitioner Coach): Under the supervision of the Part C SSIP Lead and the SPDG Project Director, the Practitioner Coach provides coaching support on evidence-based practices for resource coordinators and service providers within assigned districts. The Part C district team is implementing the OKMTSS Early Intervention, and the Practitioner Coach provides the follow-up coaching to personnel who provide direct supports to families.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
B(1) Training	Accountability for the delivery and quality of training. Required elements: • Identification of the lead person(s) accountable for training– include name and position/title. • Description of the lead person(s)' role and responsibilities related to developing and supporting evidence-based professional development.	• Lead person(s) accountable for training (include name and position/title): The lead persons accountable for training under this initiative are Alexa Hudak, SPDG Project Director (January 2024- current), Jasmin Brown, SPDG Project Manager, (June 2024- current) and Wendy Hardwick, MTSS Specialist (July 2024-current), Racheal Becker, MTSS Specialist (January 2025-current). Training is made in collaboration with the contracted consultants; MTSS Consultant and Behavior Consultant who have the expertise of the content. See above section (A2) to gather the qualifications of all trainers. • Lead person(s)' role and responsibilities related to developing and supporting evidence-based professional development: SPDG Program Manager (Director): The SPDG Project Director coordinates all contracted and employed personnel contributing to the development of professional development offerings. It is the responsibility of the SPDG Project Director to ensure project-provided professional development is evidence-based, attends to adult learning principles, and is of high-quality. The SPDG Project Director reviews all EBPD to ensure these criteria are met before it is provided to project participants. The SPDG Project Director is dedicated to the initial sequencing in collaboration with the Behavior, MTSS Consultant, and the MTSS Specialists. SPDG Project Manager: The SPDG Project Manager collaborates and authors professional development opportunities, attends to adult learning principles and ensures that professional development opportunities are evidence-based and high quality. The SPDG Project manager also supports programmatic decisions, overcoming training barriers, and data analysis of the overall maintenance and improvement of the program. SSIP Specialist Part C: The SSIP Specialist has been formally trained in the delivery of the Early OKMTSS professional development and is responsible for the delivery of	4

OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		the PD to Part C participants. The SSIP Specialist oversees EBPD provided to practitioner coaches and works closely with the SoonerStart (Part C) Professional Development Specialist and the SPDG Project Director to ensure quality and alignment of all EBPD. MTSS Specialists: The MTSS Specialists in collaboration with the Behavior Consultant, MTSS Consultant have authored the outlines, materials, and tools that are embedded in the asynchronous modules. Additionally, they have coordinated the community of practices with planning, inviting participants, creating flyers for information, and organizing the materials. Digital Data and AI Project Manager: The Digital Content Specialist has been the sole digital author of all the materials in the asynchronous platform ensuring ease of use adherence to the outline, social engagement through the tool. Additionally, the Digital Content Specialist supports the ability to host conferences virtually and with digital support. Other roles include social media presence, data collection, ongoing digital resources, AI integration, and communities of practice support.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

B(2) Training	Effective research-based adult learning strategies are used. Required elements: • Identification of adult learning strategies used, including the source of those strategies (e.g., citation). • Description of how these adult learning strategies were used. • Description of data gathered to assess how well adult learning strategies were used.	• Adult learning strategies used, including the source of those strategies (e.g., citation): The OK SPDG IV uses strategies derived from the work of Trivette & Dunst (2012)¹, as well as the Learning Forward standards to design and deliver its evidence-based professional development. Using the asynchronous modules and the live coaching provided to selected districts, the strategies from Trivette & Dunst include: 1) introduce and illustrate, 2) practice and evaluate, 3) reflect and master. All Learning Forward standards are considered, but intentional consideration is provided to: 1) curriculum, assessment, and instruction; 2) professional expertise; 3) evidence 4) learning designs; 5) implementation; and 6) culture of collaborative inquiry. ○ How were these adult learning strategies used? OK SPDG IV has designed an asynchronous professional development sequence to support implementation of OKMTSS by providing necessary background knowledge. In the design of this sequence, SPDG staff have defined the staff who must participate, to improve their <i>professional expertise</i> within their defined educational role. The PD has also paid specific attention to <i>evidence</i> and only utilizes trusted, evidence-based, and quality resources within its asynchronous modules. The project staff has also implemented <i>learning designs</i> to clearly define the intended outcomes and learning goals of PD, engage learners in the asynchronous content, and reference intended learning outcomes. The design of this PD sequence also utilizes the strategies set forth in Learning Forward's standard for <i>implementation</i> by intentionally sustaining the learning over the course of a month through asynchronous content, knowledge checks, opportunities for discussion, and planned follow-up coaching. The learning is further sustained through development of a <i>culture of collaborative inquiry</i>. <i>The asynchronous modules provide necessary background knowledge in a topic, and the planned coaching and community of practice provides opportunities for</i>	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		<i>participants to engage and learn from one another.</i> Within the planned professional development, itself, the OK SPDG IV utilizes principles and strategies from Trivette and Dunst (2012), within its module learning design to improve engagement and enhance meaning for participants. ● Introduce and illustrate: ○ Concepts, definitions, and general background knowledge are introduced within the asynchronous modules. The project plans to illustrate the use of these concepts within the module through scenarios. Additionally, participating professionals connect with one of OK SPDG IV's Local Educational Agency (LEA) partners for further illustration of these concepts within a school context. The intent is for participating districts and schools to identify how these concepts could be enacted, in order to make meaningful plans for their context. ● Practice and evaluate: ○ These opportunities are provided within the context of the asynchronous modules, as well as within systems coaching with an MTSS Specialist. The planned sequence of professional development intentionally plans for "implementation activities" that participants engage in alongside their asynchronous learning. The MTSS Specialist provides direct feedback on these activities, to support participant evaluation and improvement of the practice. ● Reflect and master: ○ The asynchronous modules also include opportunities for individual and self-reflection on the content. Participants reflect on current practices, learning from the EBPD, and opportunities for change. The practice of these skills is built into the aligned PD and coaching model, and participants demonstrate their mastery through permanent products from their implementation activities and through successful completion of the module's post-test. Data gathered to assess how well adult learning strategies were used: Asynchronous modules are assessed through a combination of metrics, including: 1) completion, 2) engagement in discussions, 3) engagement in the learning assignments 4) success on the post-test.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		Participants submit an anonymous evaluation of the module that specifically inquiries about the above-mentioned adult learning strategies. ¹ Dunst, C.J., & Trivette, C.M. (2012). <i>Moderators of the effectiveness of adult learning method practices. Journal of Social Sciences, 8, 143-148.</i>	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

B(3) Training	Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing). Required elements: • Description of skills that participants were expected to acquire because of the training. • Description of activities conducted to build skills. • Description of how participants' use of new skills was measured (e.g., observation of skills; exit ticket that demonstrates use of skills).	• Skills that participants were expected to acquire because of the training: Acquired skills are measured through collection of post-test data, as well as data on permanent products developed with coaching support from the aligned implementation activities. Specific topics/skills include: ○ Able to staff and delegate roles and responsibilities within the MTSS teaming structure. ○ Able to understand the purpose of different meetings, lead effective meetings, and identify consensus building strategies. ○ Matching existing resources to student need and identifying when there are resource gaps. ○ Using data across all levels (student, grade, site, district) to empower change. ○ Evidence-based instructional practices that reside within the MTSS framework ○ Fidelity of Implementation at all levels (student, grade, site, district) ○ Evaluating evidence-based for new practices ○ Unpacking standards and building formative assessments ○ Decision rules throughout tiers of support ○ Data-based individualization ○ Evaluation of Progress • Activities conducted to build skills: OK SPDG IV's professional development and coaching model are intentionally aligned to follow a systematic sequence of learning and skill-building. The <i>OK SPDG IV Professional Development Sequence</i> (attached) has planned for the intended learning outcomes, as well as skill outcomes, and the implementation activities completed within coaching are specifically tied to these intended skills. As participants work through the course, they have permanent products they can use to continue implementation post-module.	3
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		Additionally, following the OKMTSS Module, the participant can select from the other two options: Tiered Math Module, and Tiered Behavior Module. These modules focus on the specific implementations of Math and Behavior in an MTSS framework. • How was participants' use of new skills measured? New skills are measured through the successful completion of the implementation activities. Success is defined as both completion and quality. The assigned MTSS Specialist works with those they are coaching to support completion and evaluate the products/outcomes against the adapted MTSS AIR (see attached) rubric to support continuous improvement and ensure quality. The SPDG team has developed checklists that measure the completion of activities prior to coaching and post-coaching.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

B(4) Training	Trainers (the people who trained PD participants) are trained, coached, and observed. Required elements: • Description of training provided to trainers. • Description of coaching provided to trainers. • Description of procedures for observing trainers. • Identification of training fidelity instrument used. This instrument should measure the extent to which the training is implemented as intended, including the content that is covered and how the training is delivered. • Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development). • Description of how observation, training fidelity data, and training evaluation data (reaction, self-efficacy, demonstration of skill/knowledge development) were used (e.g., to ensure that trainers are qualified; to identify further training and coaching needed for trainers; to inform revisions to training content/materials)	• Training provided to trainers: The OK SPDG IV provides the bulk of its evidence-based professional development within an asynchronous format that ensures the materials have been thoroughly evaluated for content accuracy. However, SPDG IV's Behavior Consultant, MTSS Consultant, and MTSS Specialists provide training at annual conferences and live events. Throughout the year, the project ensures that its consultants are completing necessary Continuing Education Units (CEU) for licensure. Additionally, the consultants and MTSS Specialists receive training from the supports provided by SigNetwork including the National Meeting, communities of practice, and targeted webinars. The MTSS Specialists have also attended monthly Coaching Communities of Practice focused on the methods of Jim Knight and Jim Knight training. All project consultants and staff receive ongoing training regarding the project's initiatives, alignment within the agency, and best practices for implementing the projects objectives. These training sessions occur during monthly SPDG Leadership meetings. All presenters that are invited to present at conferences must submit their slide deck and materials in advance to be reviewed by the team for consistency and content quality. • Coaching provided to trainers: Trainers are observed on an ongoing basis, and direct feedback is given to support improvement. The SPDG Project Director is responsible for the training and coaching of trainers and ensures quality of the services provided by trainers. Coaches are also working to set goals with the SPDG Director to ensure they are progressing in their improvement of coaching practices. Video recording and evidence of coaching is submitted monthly for review. • Procedures for observing trainers. All trainers (MTSS Specialists and Community of Practice presenters) are observed using a standard observation protocol, and feedback is provided directly to the trainer. If additional needs are observed, the SPDG Project Director organizes additional training opportunities. The instrument used to capture feedback for SPDG trainers is the <i>OK SPDG IV Training Observation Checklist (attached)</i>. The form was developed and piloted by OK SPDG III during 2019-20. The form was then reviewed by SPDG III Leadership for revisions during Summer 2020. In the Spring of 2024, the team determined slight clerical changes to ensure the purpose of the document was matched to the type of training the document reviewed. When utilizing the <i>OK SPDG IV Training Observation</i>	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		<i>Checklist</i>, the observer attends the entire presentation being evaluated, rates each component of the evaluation instrument, and provides comments (required for all scores below 2, optional for scores above that level). After the presentation, the observer reviews their ratings and comments and finalizes the form. Structured debriefings and direct feedback are conducted. Coaches submit a monthly video of coaching practice that they self-assess and the SPDG Director also assesses and provides feedback regarding coaching practice. ● Training fidelity instrument used: The <i>OK SPDG IV Training Observation Checklists</i> addresses: Planning, Engagement, Delivery, Group Facilitation, and Progress Checks/Application Evaluation. It is a modified version of the <i>Observation Checklist for High-Quality Professional Development Trainings</i> (Noonan, P., Gaumer Erickson, A.S., Brussow, J.A., & Langham, A. (2015). <i>Observation checklist for high-quality professional development in education</i> [Updated version]. Lawrence, KS: University of Kansas, Center for Research on Learning). The coaches self-assess using a modified IMPACT Cycle training rubric. ● Procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development). There are multiple procedures used to obtain training evaluation data. For asynchronous modules, OK SPDG IV collects pre- and post-assessment data to measure true growth in knowledge. Additionally, each module includes a post-training evaluation to measure participant perception of growth, quality, and usability. For in-person and/or live professional development, such as annual conferences, the project utilizes a post-session evaluation and a post-conference evaluation that also measures participant perception of growth, quality, and intent to use information. Each coach demonstrates their understanding with monthly self-reflection. ● How were observation, training fidelity data, and training evaluation data used? The OK SPDG IV utilizes observation, training fidelity, and evaluation data at multiple levels to improve project quality and implementation. First, results of observations, training fidelity, and training evaluations are shared with the individual trainer. Specific and actionable feedback is provided, as well as additional training, if needed. Next, annually OK SPDG IV Leadership team reviews an aggregate of these data to identify current project strengths and	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		weaknesses and engage in a problem-solving process to improve areas of weakness. Additional training for groups of individuals is identified, if needed. Finally, the SPDG Leadership team assesses subsequent training observations, fidelity, and evaluations to determine if growth has been made or if the plan for improvement should be adjusted. The coaches' self-reflection and the SPDG Director's feedback are used to ensure that the coaches are provided with adequate professional training to improve their coaching process. Goals are set monthly and checked in monthly.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

B(5) Training	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. Required elements: • Description of expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported. • Description of how administrators are trained and coached to support implementers and coaches. • Description of supports for creating implementation teams at the building and district or local program levels.	• Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported: All participating LEAs are required to include administration in their implementation team, and all LEAs identify additional “facilitators” or leaders of implementation activities. Building and district administrators must agree to provide the necessary time and resources to their implementation team to fully engage in the professional development, coaching, and implementation activities. Building and district administrators are also included in these professional development opportunities and receive direct coaching and feedback support from the MTSS Specialists. Additionally, the OK SPDG IV staff has been drafting the template and collecting the baseline data needed to provide a beginning-of-year (August 2025), and end-of-year report (May 2026 and May 2027) to the building and district administration outlining staff participation, knowledge and skill growth, implementation improvements, and associated student outcomes. These reports are provided in individual meetings with the MTSS Specialist and the administrator. Strengths and weaknesses for improvement identified by the administrator in these meetings. • How are administrators trained and coached to support implementers and coaches? Administrators received the same foundational professional development as their implementation staff. In addition to this PD, administrators engage in coaching with the MTSS Specialist to analyze data at a variety of levels and determine leadership actions necessary for improvement. The MTSS Consultant and MTSS Specialists provide direct coaching support to administrators to support decision making and action planning. • Supports for creating implementation teams at the building and district or local program levels: SPDG personnel have consulted with administrators regarding the work with the district team. The SPDG personnel and the administrators have implemented site level supports at the participating LEAs and to identify staff necessary for the implementation teams. General guidelines are provided, but context-specific decisions are supported by the SPDG project personnel. SPDG staff provide information regarding anticipated time necessary to complete implementation activities, and information regarding the types of decisions to be made by the implementation team. Following provision of the MOY and EOY reports to	3
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		administrators, SPDG staff support administrators by identifying whether or not implementation team members have the necessary capacity to continue in their role or if more specific training is needed to help them reach their goal.	
B(6) Training	Training outcome data are collected and analyzed to assess participant knowledge and skills. Required elements: • Identification of training outcome measure(s). • Description of procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training. • Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule or processes).	• Training outcome measure(s): OK SPDG IV analyzes pre- and post-assessment data of asynchronous modules to determine if participants have improved knowledge. Additionally, skill outcomes are measured through the completion and quality of implementation activities. All intended knowledge and skill outcomes are listed within the <i>OK SPDG IV Professional Development Sequence</i> (attached). The project measures participant perception of growth, quality of the PD, and intent to use the content. • Procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training: The asynchronous modules require pre-assessment data prior to the opening module content for participants. Upon completion of the module content, participants must complete the post-assessment to access their certificate of completion. The project maintains a minimum passing score with limited attempts to complete the post-assessment. If a participant does not meet the minimum score and has exhausted all attempts, they are provided additional training from their MTSS Specialist (coach). The online module collects data on all attempts and scores. Monthly, the SPDG Digital Content Specialist downloads data for the review by the OK SPDG IV External Evaluator and the MTSS Specialists who converses with the district as to the needs they have for adjustment. The SPDG Leadership Team reviews this data to determine the effectiveness of the training and plan for improvements. All participants complete a post-training evaluation (for asynchronous and synchronous learning) that measures perception of growth, quality of learning, and intent to use the content. The SPDG Leadership Team analyzes this data to plan for improvements to training. • How were training outcome data used to make appropriate changes to the training and to provide further supports through coaching: If a participant does not obtain the minimum score and has exhausted all attempts within the online module, the participant is provided additional	4

OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		training from their MTSS Specialist (coach) until mastery. The online module collects data on all attempts and scores so that the SPDG Leadership Team can review this data to determine the effectiveness of the training and plan for improvements. All participants complete a post-training evaluation (for asynchronous and synchronous learning) that measures perception of growth, quality of learning, and intent to use the content. The SPDG Leadership Team analyzes this data to plan for improvements to training.	
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Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
C(1) Coaching	Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services. Required elements: • Identification of the lead person(s) accountable for coaching services. Please include name and position/title. • Description of the lead person(s) role and responsibilities for promoting high quality and timely coaching services.	• Lead person(s) accountable for coaching services. Please include name and position/title: The <u>OK SPDG IV Project Director</u>, Alexa Hudak, SPDG IV Project Director (January 2024- current), has primary oversight responsibility for all coaching services. They have dedicated themselves to the coaching planning, delivery, and observational tools needed to ensure the system is effective. • Lead person(s) role and responsibilities for promoting high quality and timely coaching services: It is the responsibility of the OK SPDG Project Director to communicate expectations for coaching quality and timeliness. Coaching is provided by MTSS Specialists, and the MTSS consultant. They report directly to the SPDG Project Director. The Project Director communicates directly with MTSS Specialists the expectations for time spent coaching each implementation team, frequency of coaching visits, and frequency of coaching contacts made within the month. Additionally, the SPDG Project Director is responsible for conducting observations of coaches to ensure quality and remediate any difficulties. The SPDG Project Director, as the direct supervisor of the MTSS Specialists, also provides feedback as part of the employment performance review process. Coaching observations continue with the MTSS consultant and the MTSS Specialists. The coach submits a monthly video to self-assess against the rubric and to receive formal feedback from the SPDG Director. The coach, with guidance from the SPDG director, makes a goal and action steps that support their growth in their coaching. Each goal is expected to be improved within three months or less.	4

OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

C(2) Coaching	Coaches use effective coaching practices to increase innovation fidelity. Required elements: • 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. <i>Note: This description may take the form of a coaching service delivery plan.</i> • Description of how coaching process is captured and connected to impact on fidelity of the innovation. <i>Note: These data may be collected in a coaching log.</i>	• Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured: The MTSS Specialists act as coaches for the LEA implementation teams at the site and district level. Coaching occurs in person at least once per month, and may include facilitation of team meetings, observation of implementation staff, observations of data review meetings, or modeling practices for implementation staff. The facilitation strategies used are aligned with a Jim Knight model of instructional coaching. In addition to in-person coaching once per month, the MTSS Specialist engages with staff from each LEA at least once per month. This engagement includes a review of implementation activities/products, direct feedback, sharing of resources or information, or provision of supplementation training. Feedback from coaches to implementation staff is provided directly to the administrator and identified “lead facilitator” both in-person and virtually. Implementation staff have opportunities to provide feedback on coaching, at least once monthly. The MTSS Specialist begins the year of coaching by completing and analyzing the OKMTSS AIR adapted fidelity assessment (attached) as a needs assessment and analyzing student level data with the implementation team. The implementation team and coach develop a targeted coaching plan, based on this context-specific data that is enacted in addition to the project’s PD sequence. Effectiveness of coaching is measured monthly by the SPDG Leadership Team through review of site and district implementation activities. OK SPDG IV conceptualizes coaching as the “skill building” component of its professional development sequence. If participants are not demonstrating growth in skill, the project reviews coaching data to identify areas to improve or remediate. The SPDG Digital Data Content Specialist downloads and provides data regarding PD completion monthly to the MTSS Specialist and the SPDG team. Direct support is provided from the SPDG Project Director to the MTSS Specialists to improve coaching quality, see C1. Additionally, the SPDG team has compiled data to provide all implementation staff with an end-of-year survey measuring their satisfaction with the coaching they have received. This data is included in the administrator’s EOY report. How is your coaching process captured and connected to impact on fidelity of the innovation? The coaching process is captured from the logged information, completed	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		checklists, and the recorded observations. The MTSS Specialist logs any coaching activities or interactions conducted in-person and virtually, so that the project can analyze coaching data alongside implementation fidelity data to identify its connectedness with the implementation of OKMTSS. If deficits or weaknesses are identified, the SPDG Leadership Team develops a plan for improvement. Within each coached opportunity the MTSS Specialist indicates on a checklist the completed activities that the school/LEA provided and those that the coach needed to explicitly indicate.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

C(3) Coaching	Coaching outcome data are collected and analyzed to assess participant knowledge and skills. Required elements: • Description of how coaching is monitored for fidelity to content and quality. • Description of how coaching fidelity data are used to identify potential training and coaching for coaches • Description of procedures to assess the knowledge and skills gained by those who are coached. • Description of how coaching outcome data are analyzed by the SPDG team. • Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients.	● How is coaching monitored for fidelity to content and quality? Monthly, the SPDG hosts a Community of Practice session for coaches for SPDG and SSIP to review best practices in alignment with Jim Knight. During this time, MTSS Specialist uploads an observational video of their coaching process. They self-assess this recording and the SPDG Director also submits an evaluation of the recording. Each MTSS Specialist also has a 1:1 with the SPDG director to target specific self-improvement areas that are of interest to the Coach and their needs. This rubric was developed by modification of the Jim Knight evaluation (see attached). ● How is coaching fidelity data used to identify potential training and coaching for coaches? Monthly, the SPDG Leadership Team reviews the coaching fidelity data and determines areas of weakness. If coaching fidelity of dosage is weak, the SPDG Project Director provides any support necessary to improve coaching contacts. If the content or quality of coaching is a weakness, the SPDG Project Director and MTSS Specialist work collaboratively to identify barriers and any gaps in knowledge. An action plan is developed to mitigate the barriers and knowledge gaps are remediated through additional training and coaching. ● Procedures to assess the knowledge and skills gained by those who are coached: Those who are coached engage in monthly asynchronous learning and implementation activities. The SPDG Leadership team reviews the progress of the participants monthly. The coach provides direct feedback and support on the implementation activities. The knowledge and skills gained by those who are coached is measured through pre- and post-test assessment data within the online modules, and through completion and quality of the implementation activities. ● How are coaching outcome data analyzed by the SPDG team? Coaching outcome data is discussed monthly by the SPDG Leadership Team to identify any project-level areas of weakness and develop plans for improvement. If the MTSS Specialist (coach) has concerns regarding any one person being coached, school, or district, the project reviews outcome data	4
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Worksheet: SPDG Evidence-based Professional Development Components

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

		with greater frequency, to develop more timely plans for improvement for the implementation teams and participants. • How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients? Coaching outcome data is used by the SPDG Leadership team to inform project personnel of the effectiveness of coaching and plan adjustments to improve outcomes. The data also provides the SPDG Leadership team with information to support the coach (MTSS Specialist). The MTSS Specialist utilizes coaching outcome data to improve direct coaching of individuals and implementation teams, as well as to adjust their practices. Coaching outcome data is shared with these implementation teams and participants to develop shared plans for improvement and identify areas of the coaching plan in need of adjustment. Finally, the coaching outcome data is incorporated into a MOY (Spring 2025) and EOY (Summer 2025) report for district and building administrators to inform them of the outcomes of coaching, solicit feedback on their perception and experience of coaching, and refine leadership-level plans for the support of coaching.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

D(1) Data Systems that Support Decision Making	Accountability for the system of measuring and reporting of innovation fidelity and student outcomes. Required elements: • Identification of the lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title. • Description of the data expertise, role and responsibilities of the identified lead person(s).	• Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title: Lead people accountable for measuring and reporting fidelity to the innovation and related student outcomes are SPDG Project Director, Alexa Hudak (January 2024-Current), SPDG Project Co-Director, Jasmin Brown, (June 2024- current), the External Evaluator, Cheryl Huffman, and the Digital Data & AI, Benjamin Taylor. • Data expertise, role and responsibilities of the identified lead person(s): The SPDG Project Director has been the SSIP-B director since January 2022. The SPDG Project Director has access to some state-level data regarding student outcomes but works collaboratively with LEA administrators and their coaches to develop a plan and timeline of data collection that supports the OK SPDG and the LEA in analyzing data for improvements. The SPDG Project Director is responsible for coordinating the MTSS Specialist and Coaches to provide appropriate and accurate data that is collected from participating LEAs The SPDG Project Co-Director has been in the role since June 2024. They have made a collaborative effort with the State Systemic Improvement Plan and have been providing similar services and expertise in that realm. They have supported the data collection process with the SPDG and the professional development alignment within the scope of the project. The SPDG External Evaluator has significant experience with the grant and evaluation. They are responsible for supporting the identification of necessary and relevant data to collect. The External Evaluator collaborates with the SPDG Director to develop the project-level data collection plan and timeline, prepares the data for use, and supports the SPDG Leadership team in analyzing the data to make project improvements. The Digital Data & AI Project Manager has expertise in the tools used to collect data required from the trainers, LEAs, and conferences. They ensure the data is sent to the MTSS Specialist and SPDG staff monthly	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

D(2) Data Systems that Support Decision Making	Coherent data systems are in place at all education levels (SEA, regional, LEA, school). Required elements: • Description of key data sources are analyzed to connect training and coaching to fidelity of the innovation and then child outcomes: • Description of how targets/benchmarks are set for the various types of data. • Description of how data collection guidance (e.g., procedures, timelines) is provided to professional development sites and participants. • Description of how teams are trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data.	• Key data sources analyzed to connect training and coaching to fidelity of the innovation and then child outcomes: Key data sources include those related to asynchronous professional development modules, coaching cycles, MTSS fidelity assessment, and student outcomes. Key data points within each are outlined below: • Asynchronous Modules: ○ Pre-assessment and post-assessment data ○ Time spent in module (to determine those to not include in calculations) ○ Successful completion of module components ○ Post-module perception evaluation • Coaching Cycles ○ Coaching dosage ○ Coaching activities ○ Coaching content ○ Participants in coaching ○ Observation of coaches • Fidelity Assessment ○ Beginning of Year fidelity assessment ○ End of Year fidelity assessment • Student Outcomes ○ Reading screening data by percentile groups (K-5th) ○ Math screening data by percentile groups (K-5th) ○ Graduation rates (4th and 5th year graduates) • How are targets/benchmarks set for the various types of data? For the first implementation year (SY 25-26), baseline data is taken within the asynchronous modules to determine average pre-assessment data and time spent in the module. All participants must pass the post-assessment with a score of 90% or greater to complete the module. Additionally, the project has established expectations regarding coaching cycle data that remains consistent from year to year. Fidelity assessment data is taken at baseline for this first year. However, targets have been set for 75% of participating districts to implement OKMTSS (using the MTSS AIR rubric) with fidelity in at least one implementation area after two years of implementation. After year 1, all districts implement at least one area with partial fidelity. These targets were set based on previous SPDG data and data from Oklahoma's School	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		Climate Transformation Grant district outcomes. How is data collection guidance provided to professional development sites and participants? Within the application for support, information was provided regarding what data would be collected and at what frequency. The OK SPDG Project Director and External Evaluator are working collaboratively to more specifically define data to be collected, processes for data collection, and the timeline of data collection. The MTSS Specialist has embedded data collection processes within their coaching, in order to support LEA analysis of relevant data, as well as provide it for project needs. How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data? Teams participate in an asynchronous learning module regarding data collection and analysis of student outcomes. In September, they also participated in a data retreat (developed and delivered in conjunction with the Part B State Systemic Improvement Plan). At the data retreat, they were provided with didactic information regarding the use of student and system data to engage in root cause analysis and problem solving. SPDG staff and coaches worked with them to support practice of these analysis strategies. Following the data retreat, the MTSS Specialist (coach) worked with implementation teams and the lead facilitator to analyze progress monitoring data and make recommendations. LEA staff also participated in another module regarding fidelity data collection and engaged in a similar coaching structure to implement associated practices. The lead facilitator conducts the fidelity measures and is observed by the MTSS Specialist. Direct feedback is provided, and the lead facilitator engages with the implementation team to develop solutions through a problem-solving process and data analysis.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

D(3) Data Systems that Support Decision Making	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). Required elements: • Description of how data are compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol). • Description of how feedback loops function to inform improvement across multiple levels (State, regional, local, community, and other agencies). • Description of how fidelity and child outcome data inform modifications to project plans and processes.	• How are data compiled and communicated in usable format(s) with various audiences/stakeholders? The OK SPDG IV has begun to work with the Oklahoma State Department of Education (OSDE) OKMTSS State Leadership Team to develop a shared priority plan that demonstrates the impact and outcomes of state MTSS programs on LEA and student outcomes. The OKMTSS Leadership Team has defined this evaluation plan and shares an annual report with external and internal stakeholders. The OKMTSS Leadership Team has developed a new OKMTSS listserv to support ongoing, timely, communication. OK SPDG IV Project Director works closely with the External Evaluator and an Advisory Group to define data essential to communication with statewide LEAs, families, and Institutes of Higher Education (IHEs) to promote the expansion of implementation. The OK SPDG IV provides a monthly implementation update to LEA district and site administrators that outlines the LEAs participation, staff learning, skill development, and student outcomes. The format for this report was developed with insight from the advisory group members and the SPDG IV External Evaluator. • How do feedback loops function to inform improvement across multiple levels? There are multiple levels of implementers within the OK SPDG IV structure, including state-level project, district administration, site teams, and broader school communities. The bi-directional communication and feedback loops are described below. ○ State to District/District to State: The OK SPDG Leadership team collects and analyzes data from the district, including fidelity data, staff participation, and student outcomes. This data is provided to district administration within a monthly report to support district decision-making. The report is shared in a meeting between project staff and the district administration team. The district team has time during this meeting and at monthly implementation meetings to share any concerns, additional data, or other information with project staff to support improvement at the state project level and district implementation level. The data in these reports informs district improvement and is analyzed by SPDG staff for project improvement.	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		○ District to Building/Building to District: The MTSS Specialist supports both the district and site implementation teams to ensure consistency in messaging and coaching within the district. The district shares expectations for implementation and priorities down to buildings, via communication with the building administrators. The MTSS Specialist supports these expectations and priorities through coaching. The MTSS Specialist also supports data collection, analysis, and reporting in school buildings. This data is shared with district administration (via SPDG reports) and facilitates site decision-making with district supports. ○ Building Teams to Site Staff: One of the primary functions of the building implementation team is to share updates with staff members in their department at the site. Implementation team members are leaders of the building and can share information and data downward within their department teams to support improvement, as well as solicit feedback for the implementation team. The MTSS Specialist supports these efforts. ○ Site Staff to Families: Site staff accurately communicates the expectations and priorities of the district with its families. The OK SPDG IV staff works with its PTI Partner and Advisory group member to define methods of bi-directional communication of the innovation. ● How do fidelity and child outcome data inform modifications to project plans and processes? Fidelity and child outcome data are analyzed together to determine effectiveness of project plans. This data is shared in regular reports with district personnel to inform LEA decision making. Additionally, this data is aggregated across all supported districts and SPDG Leadership analyzes the aggregate outcomes to determine areas of improvement and engage in a problem-solving process.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
E(1) Systemic Leadership Supports	Accountability for the technical and adaptive leadership of the project at the state level. Required elements: • Identification of the lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title. • Description of how the lead(s): • Engages in regular communication with the leads for training, coaching and data systems, • Promotes the effective use of evidence based professional development components, • Problem solves challenges to innovation implementation, • Recognizes effort and successes, and • Develops and/or refines state policies or procedures to support the sustainability of evidenced based professional development components.	• Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title: The OK SPDG IV Project Director, Alexa Hudak (January 2024-current), is responsible for technical leadership and adaptive leadership. The Digital Data & AI Project Manager is responsible for supporting technical leadership and adaptive leadership. • How does this person ensure there is regular communication with the leads for training, coaching and data systems? The OK SPDG IV conducts a monthly Leadership team meeting that engages the leads for training, coaching, and data systems. Additionally, the Project Director meets bi-monthly with just the lead for data systems to ensure that data is collected, is quality, is analyzed, and is shared with the relevant feedback loops and stakeholders. The team has a shared Microsoft Teams platform to access materials needed from one another. 1 on 1s are conducted to address specific needs. • How does this person promote the effective use of evidence based professional development components? The Project Director works with the Leadership Team and the Advisory Group to ensure all aspects of the initiative adhere to these professional development components. The Project Director also reviews the implementation of these components monthly and reviews their implementation at the monthly leadership meeting to develop plans for improvement, if needed. Adult learning strategies are embedded to support ongoing implementation. Additionally, the MTSS specialist facilitates effective communication during coaching sessions to specifically support needed actions with the implementation team. • How does this person problem solve challenges to innovation implementation? The Project Director works with the SPDG Leadership Team and Advisory Group to identify challenges to implementation and works with these groups and OSDE staff to develop potential solutions. The Project Director facilitates these mitigation efforts and reviews impact/effectiveness with the Leadership Team at least monthly. The MTSS Specialists supports the	4

OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		implementation of these efforts within the school/LEA. ● How does this person recognize effort and successes? Effort and successes are highlighted within district reports provided to district administration. Additionally, the project highlights effort and successes within its community of practice and in conferences as demonstration schools. ▪ How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidenced based professional development components? The SPDG Project Director works with the OKMTSS Leadership Team to formalize professional development processes related to MTSS training. The Project Director is also involved in internal communities related to defining expectations for asynchronous learning and coaching programs.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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E(2) Systemic Leadership Supports	Leadership systems are in place to build state-level capacity and promote project sustainability. Required elements: • Description of how project leadership analyzes feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation. • Description of processes for revising policies and procedures to support a new way of work (e.g., communication protocol that supports decision making). • 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.	• How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation? Project leadership engages in a continuous improvement process of analyzing data, identifying potential solutions, enacting solutions, and reviewing effectiveness. As barriers are identified, project leadership adjusts implementation to alleviate barriers that are within the project's control. If barriers exist within the LEA, the project personnel work with the LEA district administration to identify and enact potential solutions. If barriers exist beyond the project or LEA's scope of control, the project works collaboratively with district personnel to design solutions, redefine implementation expectations, or otherwise mitigate barriers. • What are the processes for revising policies and procedures to support a new way of work? The SPDG Project Director works with the OKMTSS Leadership to develop policies surrounding the provision of PD and coaching support for MTSS implementation. Agency-level policies and procedures require support from the Superintendent of Public Instruction. Should agency-level policies need revision, the SPDG Project Director works with the Division Administrator to communicate the barriers, needs, and proposed revisions to agency leadership. • What collaborative efforts have occurred 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? The OK SPDG IV is in its fourth year of funding. However, previous Oklahoma SPDGs have established relationships that continues supporting collaborative efforts. The OK SPDG IV partners with the State Systemic Improvement Plan (SSIP) for Parts B and C, the Parent Training and Information Center (Oklahoma Parents Center), Cameron University, Oklahoma State University's BRIDGE Center, the Dyslexia Workgroup, and intra-agency divisions as part of the OKMTSS Leadership Team. This year, 2024-2025, the SPDG was able to send several members of the OKMTSS Leadership team to SPDG National where they were able to collaborate even more intentionally regarding overlap and collaboration. The OKMTSS Leadership team has spent time authoring, revising, and editing an OKMTSS Implementation guide	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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Worksheet

SPDG Evidence-based Professional Development Components

Worksheet Instructions

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16 professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the “PD components” column) related to professional development practices being implemented: 1=inadequate description or a description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplar description. Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The “PD components” column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

Worksheet: SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
A(1) Selection	Clear expectations are provided for PD participants and for schools, districts, or other entities. Required elements: • Description of expectations for PD participants (e.g., attendance in training, data reporting, pre and post training activities). • Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants). • Description of how schools, districts, or other entities were informed of their responsibilities. Provide a brief description of the form(s) used for these agreements.	• Expectations for PD participants: Participants (early career special education teachers) receive professional development asynchronous training with limited access to direct educator coaching. Training for participants includes SPARK Conference sessions at the new SPARK Conference in August 2025, asynchronous modules both developed by the SPDG team and the Council for Exceptional Children (CEC), as well as monthly SPARK Communities of Practice. Fourteen participants in this initiative are expected to engage in structured coaching cycles throughout one school year (2025-2026). These cycles include collecting baseline data, identifying areas for improvement, developing a coaching plan, implementing matched evidence-based practices, and measuring student outcomes/results and evaluating impact of the practice with the support of their instructional coach. Those coached also participate in all SPARK trainings. Participants participate in professional development for background knowledge on the evidence-based practice(s) and meet with their assigned coach at minimum monthly. Participants are also expected to share data, including: - Teacher survey data, - Coaching observation data (including media), - Student assessment data, and - Student behavioral data. • What have schools, districts, or other entities agreed to provide? Districts and schools agree to allow the SPDG MTSS Specialist to provide coaching services on the school's campus and within the selected educator's classroom. Administrators also agree to provide aggregate student data to support grant reporting and refinement of project work. The applicant is required to implement the taught practice within the context the coach has demonstrated the practice. Schools also agree to recording the teacher's instruction and provide video release forms for the students. How were schools, districts, or other entities informed of their	4

Worksheet: SPDG Evidence-based Professional Development Components

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

		responsibilities? Within the application process, applicants are required to seek permission from their school and district administrators. During the application process the applicant is required to submit a letter on district letterhead from their administrator confirming their years of service and their position in the role. Once selected, SPDG personnel contacted administrators and requested assurance that the applicant spoke with them regarding this initiative, the SPDG personnel have permission to coach on-campus, collecting the required data, and have a mandated reporter role in which they must address IDEA non-compliance issues. At the beginning of coaching, the SPDG Project Director also sent a letter ensuring accurate applicant information and requested and met with the administrator, coach, and participant. • Brief description of the agreement forms: The initial application <i>SPARK Coaching Support</i> (attached) outlines all the requirements of participation. This form, along with an assurance letter, has been sent to all administrators. Additionally, the participants receive a letter indicating their anticipated stipend amount and what they must complete to ensure payment.	
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Worksheet: SPDG Evidence-based Professional Development Components

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

A(2) Selection	Clear expectations are provided for SPDG trainers and SPDG coaches/mentors. Required elements: • Expectations for trainers' qualifications and experience and how these qualifications are ascertained. ○ Description of role and responsibilities for trainers (the people who trained PD participants). • Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained. ○ Description of role and responsibilities for coaches or mentors (the people who provided follow-up to training).	Expectations for trainers' qualifications and experience and how these qualifications are ascertained: All trainers are expected to have advanced degrees in the field of education or job-related duties and demonstrated experience and excellence in serving student populations. Detailed expectations are outlined further below along with descriptions of how these qualifications are ascertained. Project Manager: This role must have a minimum bachelor's degree in education and have prior experience as a teacher or instructional coach. Hiring this role is done through an OSDE employment process including an application and interview. Behavior Consultant: The Behavior Consultant is selected through a Request for Proposal (RFP) process. Minimum mandatory qualifications for this role include specialized training in behavior, as demonstrated by related licensure, and at least 5 years of professional experience in behavior management and supports applied to educational settings. MTSS Specialist: There are two people hired for this role and must have a minimum bachelor's degree in education and have prior experience with special education. Hiring these roles is done through an OSDE employment process including an application and interview. Qualifications are ascertained through a state hiring process that includes an application and standardized interview questions. It is expected that the MTSS Specialist has at least a bachelor's degree, experience teaching special education in a K-12 public school, and experience coaching or mentoring other educators. ○ Description of role and responsibilities for trainers: Project Manager: The project manager organizes the opportunities for training. This role creates and manages the SPARK asynchronous modules from creation to data collection, engages in collaboration with the CEC, and organizes the conference sessions for the SPARK conference. Behavior Consultant: This trainer position provides consultation to the SPDG team regarding implementation of evidence-based practices related to behavior goals with students. MTSS Specialist: The MTSS Specialists conduct SPARK related trainings and support
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Worksheet: SPDG Evidence-based Professional Development Components

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

		Communities of Practice with teachers. • Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained: MTSS Specialists OSDE-employed MTSS Specialists serve as coaches supporting each of the participating early career special educators. Qualifications are ascertained through a state hiring process that includes an application and standardized interview questions. It is expected that MTSS Specialists have at least a Bachelor's degree, experience teaching in a K-12 public school, and experience coaching or mentoring other educators. ○ Description of role and responsibilities for coaches or mentors: Site Coaches (MTSS Specialists): The MTSS specialists support early career special educators in implementing evidence-based practices for classroom management, instruction, and IEP program planning. Coaching includes meeting with the educator to analyze baseline data and develop a coaching plan aligned to educator goals and student needs. The MTSS Specialist meets with participating educators in-person and virtually for a total of approximately 6-8 contacts per IMPACT cycle (approximately once a week).	
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Worksheet: SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
B(1) Training	Accountability for the delivery and quality of training. Required elements: • Identification of the lead person(s) accountable for training– include name and position/title. • Description of the lead person(s)' role and responsibilities related to developing and supporting evidence-based professional development.	• Lead person(s) accountable for training (include name and position/title): The lead person accountable for training under this initiative is Jasmin Brown, SPDG Project Manager with the support of Alexa Hudak, SPDG Project Director. • Lead person(s)' role and responsibilities related to developing and supporting evidence-based professional development: SPDG Project Manager The SPDG Project Manager selected a series of CEC Modules and OSDE opportunities for participants to complete. The professional development asynchronous modules are offered through selection of CEC modules. Participants can also choose from in-person opportunities that are offered in the 2025-2026 school year. Participants complete approximately 15 hours of professional development work. Additionally, the Communities of Practice support the content from the modules. See attached SPARK Professional Development selection. The MTSS Specialist advises the participant which additional opportunities are going to be the best for their personal goals. However, they must complete the CEC modules.	4

Worksheet: SPDG Evidence-based Professional Development Components

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

B(2) Training	Effective research-based adult learning strategies are used. Required elements: • Identification of adult learning strategies used, including the source of those strategies (e.g., citation). • Description of how these adult learning strategies were used. • Description of data gathered to assess how well adult learning strategies were used.	• Adult learning strategies used, including the source of those strategies (e.g., citation): The OK SPDG IV uses a CEC module sequence to support early career special education teachers: Challenge: A case-based video scenario that introduces the topic and invites inquiry Initial Thoughts: Questions that activate learners' prior knowledge about the topic Perspectives & Resources: Scaffolded, engaging, and accessible content developed using instructional design principles Wrap Up: A summary of the module content Assessment: An opportunity for learners to evaluate what they have learned or need to study further Additionally, Jim Knight's IMPACT Cycle references the seven partnership principals: • Equality – No one person is more valuable than any other. • Choice – The teacher makes most, if not all, the decisions about changes to their classroom. • Voice – Other's voices are honored. Ideas are shared in a way that encourages people to think together. • Dialogue – Partner conversation is rich in the thrill of learning, reflection, and creation in which both people really hear one another, and ideas flow fluidly. • Reflection – Partners think deeply about what has happened in the past, what is happening in the present, and what happens in the future. (Looking back, looking at, and looking ahead) • Praxis – Partners engage in learning and thinking through how to apply some new knowledge to real-life classroom experiences. • Reciprocity – The coach and the teacher are open and learn together.	4
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Worksheet: SPDG Evidence-based Professional Development Components

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

		○ How were these adult learning strategies used? OK SPDG IV's SPARK initiative uses the CEC modules to support the initial training and combine the understanding of adult learning theory in direct educator coaching. Other opportunities include in-person conferences and OSDE authored modules that are specific to the Oklahoma Policies and Procedures for Special Education. These opportunities also support adult learning strategies because they promote experiential learning and networking opportunities. • Data gathered to assess how well adult learning strategies were used: Asynchronous modules are assessed through a combination of metrics, including completion of modules and completion of an IMPACT cycle with positive improvement for student outcomes based on the student focused goal.	
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Worksheet: SPDG Evidence-based Professional Development Components

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

B(3) Training	Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing). Required elements: • Description of skills that participants were expected to acquire as a result of the training. • Description of activities conducted to build skills. • Description of how participants' use of new skills was measured (e.g., observation of skills; exit ticket that demonstrates use of skills).	• Skills that participants were expected to acquire as a result of the training: SPARK Recipients gain understanding in the following areas: ○ Behavioral Principles: The Basic Understanding of Student Behavior ○ Addressing Challenging Behaviors; Understanding the Acting-Out Cycle & Behavioral Strategies ○ Progress Monitoring: Mathematics or Reading ○ Executive Functions: Understanding Why Some Students Struggle ○ Self-Regulated Strategy Development Model: Using Learning Strategies to Enhance Student Learning ○ IMPACT Cycle: Evidence-Based Practices ○ Oklahoma IEP Compliance Measures • Activities conducted to build skills: For this initiative, the OK SPDG IV relies on individual coaching to build participant skills. The coach (MTSS Specialist) and the educator collaboratively designs a coaching plan that includes an implementation goal, student outcome goal, defined evidence-based practices, professional development to be completed, and measurement of skills. The MTSS Specialist supports the participants with reminders and recommendations for training that are aligned with their personal professional goals. • How was participants' use of new skills measured? Use of skills for this initiative is measured through completion of a coaching plan, direct observation of use of the evidence-based practice, and review of permanent products for quality and accuracy and the completion of professional development opportunities.	3
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Worksheet: SPDG Evidence-based Professional Development Components

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

B(4) Training	Trainers (the people who trained PD participants) are trained, coached, and observed. Required elements: • Description of training provided to trainers. • Description of coaching provided to trainers. • Description of procedures for observing trainers. • Identification of training fidelity instrument used. This instrument should measure the extent to which the training is implemented as intended, including the content that is covered and how the training is delivered. • Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development). • Description of how observation, training fidelity data, and training evaluation data (reaction, self-efficacy, demonstration of skill/knowledge development) were used (e.g., to ensure that trainers are qualified; to identify further training and coaching needed for trainers; to inform revisions to training content/materials).	• Training provided to trainers: The OK SPDG IV's Behavior Consultant and MTSS Specialists ensure that its consultants are completing necessary Continuing Education Units (CEU) for licensure. Additionally, the consultants and MTSS Specialists receive training from the supports provided by SigNetwork including the National Meeting, communities of practice, and targeted webinars. All project consultants and staff also receive ongoing training regarding the project's initiatives, alignment within the agency, and best practices for implementing the projects objectives. This training includes: Jim Knight's Instructional Coaching Institute, Community of Practice Coaching Sessions, Behavioral Intervention supports, CEC module completion, and ongoing feedback loops. These trainings occur monthly and as needed. All trainers are observed using a standard observation protocol, and feedback is provided directly to the trainer. If additional needs are observed, the SPDG Project Director organizes additional training opportunities. • Coaching provided to trainers: As mentioned, trainers are observed on an ongoing basis and direct feedback is given to support improvement. The SPDG Project Director is responsible for the training and coaching of trainers and ensures quality of the services provided by trainers. • Procedures for observing trainers. The instrument used to capture feedback for SPDG trainers is the <i>Jim Knight Observational Checklist (attached)</i>. The form has been adapted by the SPDG IV to use from Jim Knight's procedures of the IMPACT Cycle. When utilizing the <i>Jim Knight Observational Checklist</i>, the observer attends the entire coaching session being evaluated, rates each section of the instrument as they occur and provide comments (required for all scores below 2/optional for scores above that level). After the presentation, the observer reviews their ratings and comments and finalizes the form. Structured debriefings and direct feedback are conducted.	4
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Worksheet: SPDG Evidence-based Professional Development Components

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

		• Training fidelity instrument used: The <i>Jim Knight Observational Checklist</i> addresses: ○ Partnerships and Principles ○ IMPACT Cycle ○ Data ○ Instructional Playbook ○ Communication Habits and Skills ○ Leadership ○ System Support Thomas, S., Knight, J., Harris, M., & Hoffman, A. (2021). <i>Evaluating instructional coaching: People, Programs, and Partnership</i>. ASCD. • Procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development). There are multiple planned procedures to obtain training evaluation data. For asynchronous modules, OK SPDG IV collects completion certificate and specific data collection provided by CEC including time spent, evaluations, and feedback. Following coaching, participants complete a survey evaluation to measure participant perception of growth, teacher efficacy, and retention. • How were observation, training fidelity data, and training evaluation data used? The OK SPDG IV utilizes observation, training fidelity, and evaluation data at multiple levels to improve project quality and implementation. First, results of observations, training fidelity, and training evaluations are shared with the individual trainer. Specific and actionable feedback is provided, as well as additional training, if needed. Next, the OK SPDG IV Leadership team reviews an aggregate of these data to identify current project strengths and weaknesses and engage in a problem-solving process to improve areas of weakness. Finally, the SPDG Leadership team assesses subsequent training observations, fidelity, and evaluations to determine if growth has been made or if the plan for improvement should be adjusted.	
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Worksheet: SPDG Evidence-based Professional Development Components

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

B(5) Training	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. Required elements: • Description of expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported. • Description of how administrators are trained and coached to support implementers and coaches. • Description of supports for creating implementation teams at the building and district or local program levels.	• Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported: All participating educators are required to have administrator approval to participate in SPARK coaching. The OK SPDG IV Project Director communicates directly with the building administrator of selected educators to ensure understanding of the initiative and permission for the educator to engage in coaching from SPDG staff. As needed, MTSS Specialists communicate with building administrators and the district Special Education Director regarding how the administrator can best support the ongoing implementation of supported practices and educator growth. Administrators are guided to support teachers in their approval to attend in-person trainings with provided teacher leave. Occasionally, the trainings are intended for administrator to attend with the participant. • How are administrators trained and coached to support implementers and coaches? Administrators receive communication about the program and how they can best support their implementer in the initial meeting. Ongoing support occurs with the in-person conferences, virtual communities of practice, and access to the CEC modules the participants are engaging in. The SPARK Conference in 2025 supported administrators to engage with their new teachers due to the strategic timing to the Oklahoma Special Education Conference. • Supports for creating implementation teams at the building and district or local program levels: This initiative provides direct support to individual early career special educators. However, the communities of practice	3
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Worksheet: SPDG Evidence-based Professional Development Components

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

B(6) Training	Training outcome data are collected and analyzed to assess participant knowledge and skills. Required elements: • Identification of training outcome measure(s). • Description of procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training. • Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule or processes).	• Training outcome measure(s): OK SPDG IV analyzes completion certificates, fidelity of implementation of evidence-based instructional practices, observational data, and student level outcomes that have met their teacher created student-focused goal. The project also measures participant perception of growth, teacher efficacy, and retention. Using TORSH , Airtable, and Microsoft Forms, the team can see the results of the observed instructional practice with student-level outcomes. • Procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training: The instructional coach collects baseline of the student performance, the teacher's use of an instructional strategy and then assesses the number of students that have been able to meet their student-focused goal as determined by the coach and participant. • How were training outcome data used to make appropriate changes to the training and to provide further supports through coaching: All participants complete a post-training evaluation that measures perception of growth, teacher efficacy, and retention. The SPDG Leadership Team analyzes this data to plan for improvements to training. It was through these measures the SPDG team determined adding SPARK Conference and communities of practice were necessary.	3
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Worksheet: SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
C(1) Coaching	Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services. Required elements: • Identification of the lead person(s) accountable for coaching services. Please include name and position/title. • Description of the lead person(s) role and responsibilities for promoting high quality and timely coaching services.	• Lead person(s) accountable for coaching services. Please include name and position/title: The <u>OK SPDG IV Project Director</u>, Alexa Hudak, SPDG IV Project Director (January 2024- current) and Jasmin Brown, SPDG Project Manager has primary oversight responsibility for all coaching services. They have dedicated the coaching planning, delivery, and observational tools needed to ensure the system is effective. • Lead person(s) role and responsibilities for promoting high quality and timely coaching services: It is the responsibility of the OK SPDG Project Director to communicate expectations for coaching quality and timeliness. Coaching is provided by the SPDG MTSS Specialists, who report directly to the SPDG Project Director. The Project Director communicates directly with the coach the expectations for time spent coaching each participating educator, frequency of coaching visits, and frequency of coaching contacts made within the month. Additionally, the SPDG Project Director is responsible for conducting observations of coaches to ensure quality and remediate any difficulties. The SPDG Project Director, as the direct supervisor of the coach, also provides feedback as part of the employment performance review process. The SPDG Project Manager with the MTSS Specialists organize and lead a Coaching Community of Practice occurs monthly and is used to discuss ongoing supports and ongoing next steps relevant to coaching situations.	4

Worksheet: SPDG Evidence-based Professional Development Components

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

C(2) Coaching	Coaches use effective coaching practices to increase innovation fidelity. Required elements: - 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. <i>Note: This description may take the form of a coaching service delivery plan.</i> - Description of how coaching process is captured and connected to impact on fidelity of the innovation. <i>Note: These data may be collected in a coaching log.</i>	Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured: The MTSS Specialists coach for 6 to 7 supported early career special educators. Coaching occurs in-person and virtually, and may include sharing resources, modeling practices, co-teaching, and/or observation of practices. The MTSS Specialist begins the year of coaching by completing an initial coaching observation and synthesizing student data as a needs assessment. The educator and the MTSS Specialist develop a coaching plan modeled after Jim Knight's Impact Cycle. Effectiveness of coaching is measured monthly by the SPDG Leadership Team through review of the coaching plan, fidelity of the evidence-based practices, and student progress monitoring data. If participants are not demonstrating growth, as measured by the fidelity checks, the project director reviews coaching data to identify areas to improve or remediate. Direct support is provided from the SPDG Project Director to the MTSS Specialists to improve coaching quality. Additionally, all participating educators receive an end-of-year survey measuring their satisfaction with the coaching they have received. How is your coaching process captured and connected to impact on fidelity of the innovation? The MTSS Specialist logs any coaching activities or interactions conducted in TORSH and Airtable, to support the project coaching data analysis alongside evidence-based practice fidelity data to identify its connectedness with the implementation of the coaching plan. If deficits or weaknesses are identified, the SPDG Leadership Team and MTSS Specialist develop a plan for improvement.	4
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Worksheet: SPDG Evidence-based Professional Development Components

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

C(3) Coaching	Coaching outcome data are collected and analyzed to assess participant knowledge and skills. Required elements: • Description of how coaching is monitored for fidelity to content and quality. • Description of how coaching fidelity data are used to identify potential training and coaching for coaches • Description of procedures to assess the knowledge and skills gained by those who are coached. • Description of how coaching outcome data are analyzed by the SPDG team. • Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients.	• How is coaching monitored for fidelity to content and quality? Fidelity data is downloaded from the online coaching platform and analyzed by the SPDG Leadership Team to review the fidelity of the quantity and dosage of the coaching and ensure the content of coaching is aligned with the goals identified in the coaching plan and project objectives. Quality of coaching is assessed through observations per coach, once per month. • How is coaching fidelity data used to identify potential training and coaching for coaches? Quarterly, the SPDG Leadership Team reviews the coaching fidelity data and determines areas of weakness. If coaching fidelity of dosage is weak, the SPDG Project Director provides any support necessary to improve coaching contacts. If the content or quality of coaching is a weakness, the SPDG Project Director and MTSS Specialist work collaboratively to identify barriers and any gaps in knowledge. An action plan is developed to mitigate the barriers and knowledge gaps are remediated through additional training and coaching. • Procedures to assess the knowledge and skills gained by those who are coached: Those who are coached engage in practice of the identified evidence-based practice(s) and are observed implementing the practice(s). The coach provides direct feedback and support on the implementation. Coaching on one evidence-based practice continues until the goal has been met. The knowledge and skills gained by those who are coached additionally is measured through permanent products, such as samples of completed IEPs and lesson plans. • How are coaching outcome data analyzed by the SPDG team? Coaching outcome data is analyzed as an aggregate quarterly by the SPDG Leadership Team to identify any project-level areas of weakness and develop plans for improvement. If the MTSS Specialist (coach) has concerns regarding any one person being coached, the project director reviews outcome data with greater frequency, in order to develop more timely plans for improvement for the participating educator.	3
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Worksheet: SPDG Evidence-based Professional Development Components

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

		● How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients? Coaching outcome data is used by the SPDG Leadership team to inform project personnel of the effectiveness of coaching and plan adjustments to improve outcomes. The data also provides the SPDG Leadership team with information to support the coach (MTSS Specialist). The MTSS Specialist utilizes coaching outcome data to improve direct coaching of individuals, as well as to adjust their practices. Coaching outcome data is shared with participants to develop shared plans of improvement and identify areas of the coaching plan in need of adjustment.	
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Worksheet: SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
D(1) Data Systems that Support Decision Making	Accountability for the system of measuring and reporting of innovation fidelity and student outcomes. Required elements: • Identification of the lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title. • Description of the data expertise, role and responsibilities of the identified lead person(s).	• Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title: The OK SPDG IV Project Director Alexa Hudak, SPDG IV Project Director and Jasmin Brown, SPDG Project Manager, has oversight responsibility for all fidelity reporting. In addition, they collaborate with the External Evaluator, the MTSS Specialist, and the Digital Content Specialist. • Data expertise, role and responsibilities of the identified lead person(s): The SPDG Project Manager works collaboratively with the Project Director and MTSS Specialist to support the development of a coaching plan that incorporates data collection and timeline that supports the OK SPDG project, the MTSS Specialist, and the educator in analyzing data for improvements. The collaboration with the SPDG Project Manager and the Council for Exceptional Children also supports professional learning data collection. The External Evaluator collaborates with the SPDG Project Director to develop the project-level data collection plan and timeline, prepares the data for use, and supports the SPDG Leadership team in analyzing the data to make project improvements. The MTSS specialists are the coaches that are implementing the data collection. The SPDG Project Director is responsible for ensuring appropriate and accurate data is collected from participating educators. The Digital Content Specialist ensures that all data is located and stored in an effective tool to support the evaluators' use.	4

Worksheet: SPDG Evidence-based Professional Development Components

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

D(2) Data Systems that Support Decision Making	Coherent data systems are in place at all education levels (SEA, regional, LEA, school). Required elements: • Description of key data sources are analyzed to connect training and coaching to fidelity of the innovation and then child outcomes: • Description of how targets/benchmarks are set for the various types of data. • Description of how data collection guidance (e.g., procedures, timelines) is provided to professional development sites and participants. • Description of how teams are trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data.	• Key data sources analyzed to connect training and coaching to fidelity of the innovation and then child outcomes: • Asynchronous Modules: ○ Successful completion of module components ○ Post-module perception evaluation ○ CEC HLP book study • Coaching Cycles ○ Coaching dosage, activities, content, plans ○ Observation of coach • Fidelity ○ Intervention Integrity data • Student Outcomes ○ Baseline and post-implementation data • How are targets/benchmarks set for the various types of data? The project has established expectations regarding coaching cycle data that remain consistent year by year. Baseline data is collected at the beginning of the first cycle, since the participants change annually. Current targets are set based on initial observation with a 75% improvement for implementation. • How is data collection guidance provided to professional development sites and participants? Within the application for support, information was provided regarding what data would be collected and at what frequency. The OK SPDG Project Director and External Evaluator works collaboratively to more specifically define data to be collected, processes for data collection, and the timeline of data collection. The MTSS Specialist embeds data collection within their coaching, to support educator analysis of relevant data and make instructional improvements, as well as provide it for project needs. • How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data? The SPARK initiative trains individual educators on the use of evidence-based instructional and program design practices for students served on an Individualized Education Program (IEP). Educators are trained to evaluate effectiveness and student outcomes through triangulating student data, fidelity data, and the coaching/PD they have received. Adjustments are made to coaching focus if fidelity and/or student outcome demonstrate ineffectiveness.	4
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Worksheet: SPDG Evidence-based Professional Development Components

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

D(3) Data Systems that Support Decision Making	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). Required elements: • Description of how data are compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol). • Description of how feedback loops function to inform improvement across multiple levels (State, regional, local, community, and other agencies). • Description of how fidelity and child outcome data inform modifications to project plans and processes.	• How are data compiled and communicated in usable format(s) with various audiences/stakeholders? OK SPDG IV Project Director works closely with the External Evaluator and an Advisory Group to define data essential to communication with internal offices, statewide LEAs, families, and Institutes of Higher Education (IHEs) regarding the outcomes of the SPARK initiative on teacher retention and quality and student outcomes. The OK SPDG IV MTSS Specialist (coach) works directly with the supported educator to share data in an ongoing manner, to continue supporting quality instruction and improvements to implementation of evidence-based practices. • How do feedback loops function to inform improvement across multiple levels? Within this initiative, there are a few levels of communication within the feedback loop, including SPDG Leadership, building administrator and LEA Special Education Director, supported educator, and students' families. The bi-directional communication and feedback loops are described below. SPDG Leadership: The MTSS Specialist shares data regarding participation, coaching cycles, and student outcome data with the project leadership team. The team analyzes the data to provide recommendations for improvement in coaching and to support any necessary programmatic changes. Building administrator and LEA Special Education Director: Both administrators complete an assurance document, demonstrate their understanding of SPARK coaching requirements and benefits and providing their permission for the educator to participate in the project. The MTSS Specialist reports outcome data to these personnel at the conclusion of the coaching cycle year and supports the educator in communicating goals of coaching with their administrator. The SPARK recipient receives an Instructional Playbook that supports these efforts. Because the MTSS Specialist provides instructional coaching support, rather than an evaluative process, the MTSS Specialist does not directly communicate the educator's goals to administration. However, outcomes are shared and any instances of potential risk or danger is communicated, to promote student safety and well-being. Administrator concerns can be shared directly with the MTSS Specialist and/or SPDG Project Director.	3
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Worksheet: SPDG Evidence-based Professional Development Components

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

		Educator: The supported educator and MTSS Specialist collaboratively design coaching plans to support the goals of the educator and student outcomes. The MTSS Specialist works with the educator to collect and analyze baseline student data and progress monitoring data. This analysis is used to identify effectiveness and potential needs for instructional improvement. The MTSS Specialist also conducts observations and measure fidelity of the evidence-based practice with the educator. Direct feedback is provided, and the educator has opportunities to share additional needs with their coach. ○ Families: Families of students receive information regarding their child's educational goals and progress. They have opportunities to discuss progress at Parent Teacher Conferences and Individualized Education Program (IEP) meetings. • How do fidelity and child outcome data inform modifications to project plans and processes? The MTSS Specialist collects fidelity data at least once per cycle to ensure evidence-based practices are implemented with integrity. If they are not, the coach and educator work together to refine the coaching plan for improvement. Fidelity data is analyzed in conjunction with student outcome data (progress monitoring) to determine if adjustments in instruction are necessary. These adjustments in coaching plans are aggregated and analyzed to determine if there are flaws or concerns inherent to the project plans and processes. Adjustments are made, as warranted.	
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Worksheet: SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
E(1) Systemic Leadership Supports	Accountability for the technical and adaptive leadership of the project at the state level. Required elements: • Identification of the lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title. • Description of how the lead(s): • Engages in regular communication with the leads for training, coaching and data systems, • Promotes the effective use of evidence based professional development components, • Problem solves challenges to innovation implementation, • Recognizes effort and successes, and • Develops and/or refines state policies or procedures to support the sustainability of evidenced based professional development components.	• Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title: The OK SPDG IV Project Director, Alexa Hudak and Project Manager, Jasmin Brown, are responsible for technical leadership and adaptive leadership. • How does this person ensure there is regular communication with the leads for training, coaching and data systems? The OK SPDG IV conducts a monthly Leadership team meeting that engages the leads for training, coaching, and data systems. Additionally, the Project Director and Manager meets monthly with just the lead for data systems to ensure that data is collected, is quality, is analyzed, and is shared with the relevant feedback loops and stakeholders. A Coaching Community of Practice is held at the end of the month to support ongoing alignment and training. • How does this person promote the effective use of evidence based professional development components? The Project Director and Manager works with the Leadership Team and the Advisory Group to ensure all aspects of the initiative adhere to these professional development components. The Project Director also reviews implementation of these components monthly and reviews their implementation at the monthly leadership meeting to develop plans for improvement, if needed. Additionally, performance reviews and contract renewals are dependent upon quality implementation of these professional development components. • How does this person problem solve challenges to innovation implementation? The Project Director works with the SPDG Leadership Team and Advisory Group to identify challenges to implementation and works with these groups and OSDE staff to develop potential solutions. The Project Director facilitates these mitigation efforts and reviews impact/effectiveness with the Leadership Team at least monthly.	3

Worksheet: SPDG Evidence-based Professional Development Components

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

		● How does this person recognize effort and successes? Built within the individual coaching plans are opportunities for the MTSS Specialist to acknowledge and reward efforts and successes in ways that the individual being coached finds valuable and reinforcing. Additionally, opportunities are provided to individuals demonstrating effort and success to be highlighted at conferences, in communities of practice, and/or on SPDG newsletters and social media. ● How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidenced based professional development components? The SPDG Project Director works collaboratively with other agency offices and professionals to support implementation of state policies and procedures to support appropriate selection of PD and coaching participants, implementation of quality asynchronous learning, and measuring and reporting impact of initiatives.	
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Worksheet: SPDG Evidence-based Professional Development Components

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

E(2) Systemic Leadership Supports	Leadership systems are in place to build state-level capacity and promote project sustainability. Required elements: • Description of how project leadership analyzes feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation. • Description of processes for revising policies and procedures to support a new way of work (e.g., communication protocol that supports decision making). • 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.	• How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation? Project leadership engages in a continuous improvement process of analyzing data, identifying potential solutions, enacting solutions, and reviewing effectiveness. As barriers are identified, project leadership adjusts implementation to alleviate barriers that are within the project's control. When barriers exist within the LEA, the project personnel work with the supported early career special educator and their administrator to identify and enact potential solutions. If barriers exist beyond project or LEA's scope of control, the project works collaboratively with the educator, administrator, and district personnel to design solutions, re-define implementation expectations, or otherwise mitigate barriers. • What are the processes for revising policies and procedures to support a new way of work? The SPDG Project Director works with the OKMTSS Leadership to develop policies surrounding provision of PD and coaching support for MTSS implementation. Agency-level policies and procedures require support from the Superintendent of Public Instruction. Should agency-level policies need revision, the SPDG Project Director works with the Division Administrator to communicate the barriers, needs, and proposed revisions to agency leadership. • What collaborative efforts have occurred 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? The OK SPDG IV is in its fourth year of funding. However, previous Oklahoma SPDGs have established relationships that continue supporting collaborative efforts. The OK SPDG IV partners with the State Systemic Improvement Plan (SSIP) for Parts B and C, the Parent Training and Information Center (Oklahoma Parents Center), Cameron University, University of Central Oklahoma, Oklahoma State University's BRIDGE Center, the Dyslexia Workgroup, and intra-agency divisions as part of the OKMTSS Leadership Team.	4
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APR IV Signed

Final Audit Report

2026-04-30

Created:	2026-04-30
By:	Alexa Hudak (Alexa.Hudak@sde.ok.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAAwF5YzHpRpOhaVqhMN5BhwLdCwvfWrxg1

"APR IV Signed" History

-  Document created by Alexa Hudak (Alexa.Hudak@sde.ok.gov)
2026-04-30 - 8:05:53 PM GMT
-  Document emailed to Sherri Coats (Sherri.Coats@sde.ok.gov) for signature
2026-04-30 - 8:06:06 PM GMT
-  Email viewed by Sherri Coats (Sherri.Coats@sde.ok.gov)
2026-04-30 - 9:22:34 PM GMT
-  Document e-signed by Sherri Coats (Sherri.Coats@sde.ok.gov)
Signature Date: 2026-04-30 - 11:00:27 PM GMT - Time Source: server
-  Agreement completed.
2026-04-30 - 11:00:27 PM GMT

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

**Check only one box per
Program Office instructions.**

☒ **Annual
Performance
Report**

☐ **Final
Performance
Report**

General Information

1. PR/Award #: H323A220017

(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#:

(See instructions. Up to 12 Characters.)

3. Project Title: State Personnel Development Grants

(Enter the same title as on the approved application.)

4. Grantee Name: STATE DEPARTMENT OF EDUCATION

(Block 1 of the Grant Award Notification.)

5. Grantee Address:

(See instructions.)

Street: 2500 N LINCOLN BLVD #112

City: OKLAHOMA CITY

State: OK Zip: 73105 Zip+4: 4503

6. Project Director:

(See instructions.)

First Name:Alexa

Last Name:Hudak

Title:

Phone #: 4055224513

Fax #:

Email Address: alexa.hudak@sde.ok.gov

Reporting Period Information (See instructions.)

7. Reporting Period: From: 03/01/2025 To: 02/28/2026

(mm/dd/yyyy)

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

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	916,167	0
b. Current Budget Period	696,257	0
c. Entire Project Period (For Final Performance Reports only)		

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

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?
If yes, please indicate which of the following applies to your grant? ☒ Yes ☐ No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: ☒ Yes ☐ No
The period covered by the Indirect Cost Rate Agreement is : From: 07/01/2024 To:06/30/2025 (mm/dd/yyyy)
The approving Federal agency is : ☒ ED ☐ Other (Please specify):
The Indirect Cost Rate is : 9.8 %
Type of Rate ☐ Provisional (Please specify):
(For Final Performance Reports Only): ☐ Final ☐ Other
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) ☐ Yes ☐ No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
☒ Is included in your approved Indirect Cost Rate Agreement ☐ Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:
☐ Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
☐ Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b)

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)10. Is the annual certification of Institutional Review Board (IRB) approval attached? ☐ Yes ☐ No ☒ N/A**Data Privacy and Security Measures Certification (See instructions.)**

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

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

Performance Measures Status and Certification (See instructions.)

12. Performance Measures Status

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

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

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

Name of Authorized Representative: Sherri Coats

Title: Program Director, Special Education Services

Signature:

Date:

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

Title : SPDG IV Executive Summary

File : [2. ed524b Executive Summary APR IV.pdf](#)

U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary
 PR/Award #: H323A220017

The mission of the Oklahoma State Personnel Development Grant IV (OK SPDG IV) is to improve academic and behavioral outcomes for students with disabilities. Supporting this mission are several goals, including:

1. Enhance coordination at the OSDE to provide efficient services on prevention and intervention programming from OSDE personnel to LEAs,
2. Expand capacity and efforts to implement tiered supports through OKMTSS and,
3. Improve quality and retention of early career special educators.

The OK SPDG IV has completed 40 months of its 5 year grant period. During these 40 months, the project has completed coaching with four partnered districts participating in the OK SPDG initiatives for two years and has begun an additional cohort with three additional districts. The SPDG team has opened a cohort 2b to allow for 1-2 additional districts to apply. It was the intention to have four districts in each cohort. However, due to unforeseen circumstances, the SPDG team was only able to onboard three districts for the Grant IV year.

Goal 1: Enhance coordination at the OSDE to provide efficient services on prevention and intervention programming from OSDE personnel to LEAs.

Objective 1.1: Organize OSDE resources for technical assistance (TA), professional development (PD), and coaching on prevention and intervention programming into an OKMTSS State Team procedural guide.

The OKMTSS Leadership Team established in 2019 has experienced significant turnover. However, the team has organized work into a single, agency-wide OKMTSS Framework that is agreed upon collaboratively in Spring of 2023. Since APR II the OKMTSS Leadership team has improved internal functionality and external connection. First, an agency OKMTSS Introductory Guide has been completed and is publicly available as a procedural guide for LEAs in the state. The team works to align and organize the technical assistance publicly available resources. Next, the team has collaborated on the MTSS Winter and Summer conference which has reached record participant attendance. The team has also engaged with the National Center for Intensive Intervention (NCII) and this collaboration deepens the effectiveness of the work. Lastly, the OKMTSS Leadership team has begun a process to effectively team and support schools based on existing supports they receive and data-based decisions indicating more support is needed. This collaboration has brought the regional accreditation team together with the technical assistance team to leverage and support schools more effectively.

Objective 1.2: Develop the OKMTSS Framework and Implementation Guide as a support for district implementation of comprehensive prevention and intervention programming.

As mentioned above, the OKMTSS Leadership Team has developed a singular OKMTSS framework to be used by agency projects supporting the implementation of a multi-tiered system of supports (MTSS). The work on the OKMTSS Introductory Guide was completed for the June 2025 MTSS Summer Conference. It is the focus of the team to disseminate the implementation guide in variety of audiences.

Goal 2: Expand capacity and efforts to implement tiered supports through OKMTSS.

Objective 2.1: Provide evidence-based professional development (E-B PD) and coaching to districts and Part C sites to implement the OKMTSS Framework.

The OK SPDG IV has completed an application process and selected four districts to support in implementation of OKMTSS during the 2023-24 and 2024-2025 school years. These four districts were Ardmore City Schools, Cave Springs Schools, Little Axe Public Schools, and McAlester Public Schools. Each of these districts received an intentionally designed asynchronous professional development sequence on the implementation of MTSS and follow-up coaching support. The 2024-2025 school year finishes the second year of support for these districts.

District leadership teams will continue to access support and the MTSS coaches will additionally coach the site teams in implementing the initiatives discussed at the district level. The SPDG team began a second application process for the next cohort to run from 2025-2027. Four schools were selected, Crowder, Ponca City, Jones, and

Marlow. However, due to unforeseen circumstances, Marlow dropped out of the program in September. The SPDG has an additional open application currently to onboard 1-2 new districts.

Objective 2.2: Develop community of practice (CoP) for LEA personnel implementing OKMTSS.

The OK SPDG IV has coordinated the monthly Community of Practice sessions that are approximately 45-minutes in length, held on the last Wednesday of the month from 3:00-3:45pm. The date and time have been adjusted based on feedback from the SPDG cohorts. The target audience is for district administrators to attend, ask questions, and gain extended knowledge based on the tied asynchronous professional development that they participate in on the SPDG MTSS Professional Development Course. The Communities of Practice have been recorded and posted to support the ongoing connection.

Goal 3: Improve quality and retention of early career special educators.

Objective 3.1: Provide E-B PD and coaching on evidence-based instructional & engagement practices to early career special educators.

The OK SPDG IV opened applications in June of 2025 and selected 13 teachers to receive direct instructional coaching. Additionally, 95 educators received Professional Development training to support their instructional and engagement practices. Goal 3 is where the SPDG demonstrated substantial improvement. From hosting a SPARK conference to developing Communities of Practice, the project has comprehensive training and coaching to support significantly more teachers with incredible feedback.

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

PR/Award #: H323A220017

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.

The goals of the Oklahoma SPDG IV are:

- Support enhanced alignment and coordination at the state level to provide TA to Local Educational Agencies (LEAs)/districts;
 - Support LEAs/districts in increasing their capacity for implementing MTSS with district-level coaching; and
 - Improve early career special educator retention through the provision of professional development and coaching.
- The expected outcomes from accomplishing the project's goals include
- increased state-level capacity for implementing OKMTSS in LEAs,
 - improved outcomes for K-12 students with disabilities in literacy, math, and behavior (through coordination with the State Systemic Improvement Plan Part-B and C),
 - increased use of evidence-based practices by early career special education educators, and
 - increased retention of early career special education educators.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.a By the end of the second year (Summer 2024) of the grant, 50% of evidence-based professional development components for the OKMTSS initiative will score 3 or 4 (per the rubric).	PROGRAM		8 / 16	50		16 / 16	100
1.b By the end of the second year (Summer 2024) of the grant, 50% of evidence-based professional development components for the Early Career Special Educator initiative (SPARK) will score 3 or 4 (per the rubric).	PROGRAM		8 / 16	50		16 / 16	100
2.a After two years of implementation, 75% of participating districts implement OKMTSS with fidelity in at least one implementation area (behavior, math, language arts) as demonstrated by the Oklahoma modified AIR MTSS Rubric.	PROGRAM		3 / 4	75		1 / 4	25
2.b Annually, 70% of participating in early career special educators have increased implementation and use of EBPs as demonstrated by coach observations and the intervention fidelity checklist.	PROGRAM		14 / 20	70		19 / 20	95
3.a By the third year of implementation, at least 70% of SPDG OKMTSS funds will be used for sustained professional learning activities.	PROGRAM		379000 / 544287	70		497790 / 544287	91
3.b	PROGRAM		167927 / 240788	70		177927 / 240788	74

By the third year of implementation, at least 70% of SPDG early career special educator (SPARK) funds will be used for sustained professional learning activities.							
4.a Annually, on the Oklahoma School Report Card, students on an IEP in supported LEAs, will demonstrate a 3% increase in the number of students on IEPs scoring "advanced" or "proficient" on the academic achievement indicators for all students.	PROGRAM		90 / 560	16		31 / 560	6
4.b Annually, 60% of students of SPARK-supported teachers will meet the outcome focused goals set by the coach and teacher.	PROGRAM		14 / 24	58		21 / 24	88

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

See attached document.

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

PR/Award #: H323A220017

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.

Project Objective Goal 1: Enhance coordination at the OSDE to provide efficient services on prevention and intervention programming from OSDE personnel to LEAs.

Objective 1.1: Organize OSDE resources for technical assistance (TA), professional development (PD), and coaching on prevention and intervention programming into an OKMTSS State Team procedural guide.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.1.a Annually, the OSDE OKMTSS State Team demonstrates improved team knowledge of MTSS and how state programs support it by achieving an average score of 80% or better on the OSDE OKMTSS Knowledge Survey administered each spring.	PROJECT		21 / 27	78		20 / 27	74
1.1.b After 2 years of OKMTSS alignment (May 2025), the OSDE has improved coordination and state implementation as demonstrated by a 10% increase in the OSDE OKMTSS Team's average score on the State Systems Fidelity Inventory (SSFI) taken as baseline in Spring 2023.	PROJECT		31 / 90	34		40 / 90	44
1.2.a Oklahoma LEA Staff improve knowledge of state-supported MTSS framework as demonstrated by an increase in scores on the post-administration of a pre and post knowledge assessment of MTSS PD offerings (MTSS Modules and MTSS Conferences)	PROJECT		12 / 12	100		10 / 12	83

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

See attached.

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

PR/Award #: H323A220017

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.

Project Objective GOAL 2: Expand capacity and efforts to implement tiered supports through OKMTSS.

Objective 2.1: Provide evidence-based professional development (E-B PD) and coaching to districts and Part C sites to implement the OKMTSS Framework.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.1.a LEA personnel from the 4 SPDG supported districts have the necessary knowledge and skills to use evidence-based practices in MTSS as demonstrated by a score of 80% or better on the end of MTSS modules' assessments.	PROJECT		80 / 100	80		96 / 100	96
2.1.b Part C implementation districts will score "in place" on 80% of the items in "Building Staff Capacity" on the Benchmarks of Quality (BoQ) assessment.	PROJECT		3 / 4	75		3 / 4	75
4.c After two years of coaching support, the 4 SPDG supported districts have improved graduation rates for students with IEPs who are taught through the Oklahoma Academic Standards and assessed through the Oklahoma State Testing Program (OSTP) by 5%.	PROJECT		4 / 4	100		2 / 4	50
4.d Annually, children served under Part C regional districts that are in areas where SPDG LEAs are receiving supports have increased "below cutoff" scores as demonstrated by the most recent (or 6 month prior) Ages and Stages Questionnaire: Social-Emotional (ASQ:SE).	PROJECT		58 / 100	58		70 / 100	70

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

See attached.

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

PR/Award #: H323A220017

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.

Project Objective Goal 3: Improve quality and retention of early career special educators.

Objective 3.1: Provide E-B PD and coaching on evidence-based instructional & engagement practices to early career special educators.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.1.a Participating in early career special education teachers who respond to both pre- and post-SPARK coaching surveys will report a 10% improvement in teaching/instructional efficacy (as defined by Hattie, 2016) and job satisfaction.	PROJECT		5 / 5	100		5 / 5	100
3.1.b Early career special education teachers who participated in SPARK will report intent to remain in the field of special education for at least 2 more years as determined by a follow-up survey.	PROJECT		10 / 10	100		10 / 10	100

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

See attached

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

PR/Award #: **H323A220017**

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

Title : Section B

File : [4. ed524b Section B APR IV.pdf](#)

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

Title : APR IV Compiled Report: Including Section C

File : [APR IV Compiled Report.pdf](#)

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart
PR/Award #: H323A220017

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

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

General Fiscal Oversight of Grant Funds

The Director of Financial Planning for Special Education Services at the Oklahoma State Department of Education (OSDE) has been assigned to oversee all budget and contracts for the OK SPDG IV. The Director of Financial Planning closely monitors expenditures made by the grant to eliminate fiscal errors. The Fiscal Services Section of the OSDE provides a quarterly expenditure report to the Project Director so that discrepancies can be addressed in a timely manner.

Allocated/Approved Funds:

Year 3

- **Personnel and Fringe Benefits**
- **Travel**
- **Supplies**
- **Contractual** (MTSS and Behavior Consultants, LEA Partners, PTI Partner, IHE Partner, and External Evaluator)
- **Other** (rent, utilities, conference funds, and SigNetwork Support); and
- **Indirect Cost**

Discussion of Expenditures for Year 3 Reporting Period: March 1, 2024- February 28, 2025:

As demonstrated in the attached Budget Accounting Chart, the largest unspent encumbered amounts reside in the categories of “Travel and Contractual”. While this money is encumbered, the money has not been spent as described during the reporting period due to agency travel requirements and unfinished contractual obligations. The SPDG team has fully staffed the SPDG team as of January 2025. The unspent travel payments are largely due to unapproved conference attendance on behalf of the Oklahoma agency. Additionally, the contractual funds are expected to be spent at expected rates for the next reporting period. The SPDG on-boarded four districts but one district withdrew early in the program. The SPDG is selecting an additional 1-3 districts for the next reporting year to support more districts. This will also impact the travel expectation.

Contractually, the SPDG is adding on 1-3 districts, increasing the contractual line item by \$30,000 annually. SPARK program also adding 5-6 SPARK Peer Leaders who will support SPARK teachers in the program. Each Peer Leader will receive a \$1,500 stipend for their support. This past year, the SPARK program took on 14 teachers for direct instructional coaching. It is the expectation for the team to take on about the same number of teachers. Throughout the year, the SPDG team has noticed a knowledge gap between educators directly working with students and administrators. Therefore, the SPDG will purchase an add-on service for AimsWeb Pathways to Proficiency for Administrators. This is a \$300,000 annual contractual item to support school administrators to learn the Science of Reading intending to support their instructional leadership in their schools.

Discussion of Budget Modifications:

The line item “Travel” is proposed to carryover \$55,057.32 of the amount to the same line item for Year 4. This carryover will be used to support SPDG and SSIP staff attendance at the NCII DBI Conference. Additionally, Travel funds will be used to support both Goal 2 and 3 as the MTSS Specialists will travel in-state to each of the LEAs, sites, and schools of early career coaching. SPDG will also travel in-state for the data retreat hosted by SSIP at four regional locations, held at 4 regional locations. SPDG is hosting a Summer OKMTSS statewide conference and a new SPARK Statewide Conference. Both conferences are multi-day and will result in additional travel expenditures. Additional travel will occur to observe and track the fidelity of implementation for all levels of coaching activities.

The line item “Supplies” is inclusive of general office supplies, an online coaching platform, and texts for book studies and the community of practice. The SPDG purchased MTSS books for the internal team as well as the OSDE Agency team. Additional texts will be considered as well as internal print and MiFi connectivity.

The line item “Contractual” is supporting the contracted partners, as well as two IHEs. The SPDG is working to select Cohort 2b LEAs for systemic coaching. The stipends per district will increase from \$5,000.00 annually to \$10,000.00 annually. This is due to the increased need to support shared district FTE between two people. Additionally, this increase can help schools to be able to navigate the materials and supplies they may desire to improve their system. For the 4-6 LEAs that we will coach, that will be an annual expenditure of \$40,000.00-\$60,000.00. We are also seeking at minimum 2 LEAs as demonstration districts, each receiving \$10,000.00. That will bring our total LEA stipend contractual amount to \$60,000.00- \$80,000.00. The SPDG will purchase an add-on service for AimsWeb Pathways to Proficiency for Administrators. This is a \$300,000 annual contractual item to support school administrators to learn the Science of Reading intending to support their instructional leadership in their schools. SPARK program also adding 5-6 SPARK Peer Leaders who will support SPARK teachers in the program. Each Peer Leader will receive a \$1,500 stipend for their support. As the OKMTSS Conferences have expanded, the need for high-quality keynote speakers and breakout session presenters has increased. The SPDG will contractually purchase speakers for the conferences.

The line item “Other” encompasses signetwork, rent, and other costs. The grant seeks to maintain other costs as anticipated.

OK SPDG IV Budget Accounting Chart

The OK SPDG IV Budget Chart (attached below) provides a breakdown of expenditures and the encumbrances for OK SPDG IV Year 4 funds. Expenditures for Year 3 reflect the period October 1, 2024, to September 30, 2025. The chart also projects expenditures for the rest of the Year 4 (October 1, 2025, through February 28, 2026). As the chart documents, the projected carryover after Year 4 is \$612,936.20.

Budget	Approved Budget for Year I	Actual Expenditures from Year I (10/1/2022-9/30/2023)	Approved Budget for Year II	Actual Expenditures Year II (10/1/2023-9/30/24)	Approved Budget for Year III	Actual Expenditures Year III (10/1/2024-9/30/25)	Approved Budget for Year IV	Actual Expenditures Year IV (10/1/2025-2/28/2026)	Encumbrance s Coded to IV Grant Funds	Projected Carryover from Year IV	Proposed Budget for Year V with Year IV Carryover
Categories											
Personnel & Fringe Benefits	\$ 435,000.00	\$ 324,856.82	\$ 511,600.36	\$ 359,456.82	\$ 587,143.54	\$ 461,957.42	\$ 560,186.12	\$ 205,067.20	205,067.20	\$ 150,051.72	\$ 585,051.72
Travel	\$ 42,000.00	\$ 3,337.79	\$ 90,662.21	\$ 11,505.69	\$ 131,156.52	\$ 46,091.61	\$ 137,064.91	\$ 12,007.59	\$ 70,000.00	\$ 55,057.32	\$ 107,057.32
Supplies	\$ 9,000.00	\$ 1,082.40	\$ 29,417.60	\$ 21,132.00	\$ 29,085.60	\$ 20,312.40	\$ 29,085.60	\$ 12,611.47	\$ 16,474.13	\$ -	\$ 20,500.00
Contractual	\$ 393,000.00	\$ 24,905.00	\$ 956,095.00	\$ 282,541.30	\$ 1,086,553.70	\$ 299,759.89	\$ 1,425,374.48	\$ 395,443.88	\$ 622,103.44	\$ 407,827.16	\$ 820,827.16
Construction	\$ -	\$ -	\$ -		\$ -						
Other	\$ 29,000.00	\$ 1,854.25	\$ 43,415.00	\$ 10,051.85	\$ 63,415.00	\$ 6,275.00	\$ 118,830.00	\$ 8,984.00			
Total Direct Costs	\$ 908,000.00	356,036.26	1,631,190.17	684,687.66	1,897,354.36	834,396.32	2,270,541.11	\$ 634,114.14	\$ 913,644.77	\$ 612,936.20	\$ 1,533,436.20
Indirect Costs	\$ 126,212.00	\$ 48,838.32	\$ 179,836.36		\$ 131,424.50	\$ 81,770.84	\$ 131,285.50	\$ 62,143.19	\$ 89,537.19	\$ 60,067.75	
Totals	\$ 1,034,212.00	404,874.58	1,811,026.53	684,687.66	2,028,778.86	916,167.16	\$ 2,401,826.61	\$ 696,257.33	\$ 1,003,181.96	\$ 673,003.95	\$ 1,533,436.20

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

**Check only one box per
Program Office instructions.**

☒ **Annual
Performance
Report**

☐ **Final
Performance
Report**

General Information

1. PR/Award #: H323A220017

(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#:

(See instructions. Up to 12 Characters.)

3. Project Title: State Personnel Development Grants

(Enter the same title as on the approved application.)

4. Grantee Name: STATE DEPARTMENT OF EDUCATION

(Block 1 of the Grant Award Notification.)

5. Grantee Address:

(See instructions.)

Street: 2500 N LINCOLN BLVD #112

City: OKLAHOMA CITY

State: OK Zip: 73105 Zip+4: 4503

6. Project Director:

(See instructions.)

First Name:Alexa

Last Name:Hudak

Title:

Phone #: 4055224513

Fax #:

Email Address: alexa.hudak@sde.ok.gov

Reporting Period Information (See instructions.)

7. Reporting Period: From: 03/01/2025 To: 02/28/2026

(mm/dd/yyyy)

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

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	916,167	0
b. Current Budget Period	696,257	0
c. Entire Project Period (For Final Performance Reports only)		

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

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?
If yes, please indicate which of the following applies to your grant? ☒ Yes ☐ No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: ☒ Yes ☐ No
The period covered by the Indirect Cost Rate Agreement is : From: 07/01/2024 To:06/30/2025 (mm/dd/yyyy)
The approving Federal agency is : ☒ ED ☐ Other (Please specify):
The Indirect Cost Rate is : 9.8 %
Type of Rate ☐ Provisional ☐ Final ☐ Other (Please specify):
(For Final Performance Reports Only):
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) ☐ Yes ☐ No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
☒ Is included in your approved Indirect Cost Rate Agreement ☐ Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:
☐ Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
☐ Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b)

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)10. Is the annual certification of Institutional Review Board (IRB) approval attached? ☐ Yes ☐ No ☒ NA**Data Privacy and Security Measures Certification (See instructions.)**

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

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

Performance Measures Status and Certification (See instructions.)

12. Performance Measures Status

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

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

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

Name of Authorized Representative: Sherri Coats

Title: Program Director, Special Education Services

Signature: *Sherri Coats*

Date: 04/30/26

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

Title : SPDG IV Executive Summary

File : [2. ed524b Executive Summary APR IV.pdf](#)

APR IV Signed

Final Audit Report

2026-04-30

Created:	2026-04-30
By:	Alexa Hudak (Alexa.Hudak@sde.ok.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAAwF5YzHpRpOhaVqhMN5BhwLdCwvfWrxg1

"APR IV Signed" History

-  Document created by Alexa Hudak (Alexa.Hudak@sde.ok.gov)
2026-04-30 - 8:05:53 PM GMT
-  Document emailed to Sherri Coats (Sherri.Coats@sde.ok.gov) for signature
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-  Email viewed by Sherri Coats (Sherri.Coats@sde.ok.gov)
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-  Document e-signed by Sherri Coats (Sherri.Coats@sde.ok.gov)
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U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary
 PR/Award #: H323A220017

The mission of the Oklahoma State Personnel Development Grant IV (OK SPDG IV) is to improve academic and behavioral outcomes for students with disabilities. Supporting this mission are several goals, including:

1. Enhance coordination at the OSDE to provide efficient services on prevention and intervention programming from OSDE personnel to LEAs,
2. Expand capacity and efforts to implement tiered supports through OKMTSS and,
3. Improve quality and retention of early career special educators.

The OK SPDG IV has completed 40 months of its 5 year grant period. During these 40 months, the project has completed coaching with four partnered districts participating in the OK SPDG initiatives for two years and has begun an additional cohort with three additional districts. The SPDG team has opened a cohort 2b to allow for 1-2 additional districts to apply. It was the intention to have four districts in each cohort. However, due to unforeseen circumstances, the SPDG team was only able to onboard three districts for the Grant IV year.

Goal 1: Enhance coordination at the OSDE to provide efficient services on prevention and intervention programming from OSDE personnel to LEAs.

Objective 1.1: Organize OSDE resources for technical assistance (TA), professional development (PD), and coaching on prevention and intervention programming into an OKMTSS State Team procedural guide.

The OKMTSS Leadership Team established in 2019 has experienced significant turnover. However, the team has organized work into a single, agency-wide OKMTSS Framework that is agreed upon collaboratively in Spring of 2023. Since APR II the OKMTSS Leadership team has improved internal functionality and external connection. First, an agency OKMTSS Introductory Guide has been completed and is publicly available as a procedural guide for LEAs in the state. The team works to align and organize the technical assistance publicly available resources. Next, the team has collaborated on the MTSS Winter and Summer conference which has reached record participant attendance. The team has also engaged with the National Center for Intensive Intervention (NCII) and this collaboration deepens the effectiveness of the work. Lastly, the OKMTSS Leadership team has begun a process to effectively team and support schools based on existing supports they receive and data-based decisions indicating more support is needed. This collaboration has brought the regional accreditation team together with the technical assistance team to leverage and support schools more effectively.

Objective 1.2: Develop the OKMTSS Framework and Implementation Guide as a support for district implementation of comprehensive prevention and intervention programming.

As mentioned above, the OKMTSS Leadership Team has developed a singular OKMTSS framework to be used by agency projects supporting the implementation of a multi-tiered system of supports (MTSS). The work on the OKMTSS Introductory Guide was completed for the June 2025 MTSS Summer Conference. It is the focus of the team to disseminate the implementation guide in variety of audiences.

Goal 2: Expand capacity and efforts to implement tiered supports through OKMTSS.

Objective 2.1: Provide evidence-based professional development (E-B PD) and coaching to districts and Part C sites to implement the OKMTSS Framework.

The OK SPDG IV has completed an application process and selected four districts to support in implementation of OKMTSS during the 2023-24 and 2024-2025 school years. These four districts were Ardmore City Schools, Cave Springs Schools, Little Axe Public Schools, and McAlester Public Schools. Each of these districts received an intentionally designed asynchronous professional development sequence on the implementation of MTSS and follow-up coaching support. The 2024-2025 school year finishes the second year of support for these districts.

District leadership teams will continue to access support and the MTSS coaches will additionally coach the site teams in implementing the initiatives discussed at the district level. The SPDG team began a second application process for the next cohort to run from 2025-2027. Four schools were selected, Crowder, Ponca City, Jones, and

Marlow. However, due to unforeseen circumstances, Marlow dropped out of the program in September. The SPDG has an additional open application currently to onboard 1-2 new districts.

Objective 2.2: Develop community of practice (CoP) for LEA personnel implementing OKMTSS.

The OK SPDG IV has coordinated the monthly Community of Practice sessions that are approximately 45-minutes in length, held on the last Wednesday of the month from 3:00-3:45pm. The date and time have been adjusted based on feedback from the SPDG cohorts. The target audience is for district administrators to attend, ask questions, and gain extended knowledge based on the tied asynchronous professional development that they participate in on the SPDG MTSS Professional Development Course. The Communities of Practice have been recorded and posted to support the ongoing connection.

Goal 3: Improve quality and retention of early career special educators.

Objective 3.1: Provide E-B PD and coaching on evidence-based instructional & engagement practices to early career special educators.

The OK SPDG IV opened applications in June of 2025 and selected 13 teachers to receive direct instructional coaching. Additionally, 95 educators received Professional Development training to support their instructional and engagement practices. Goal 3 is where the SPDG demonstrated substantial improvement. From hosting a SPARK conference to developing Communities of Practice, the project has comprehensive training and coaching to support significantly more teachers with incredible feedback.

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

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

PR/Award #: H323A220017

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

1. Project Objective

Oklahoma SPDG Program Measures

Explanation of Progress

The goals of the Oklahoma SPDG IV are:

- Support enhanced alignment and coordination at the state level to provide TA to Local Educational Agencies (LEAs)/districts;
- Support LEAs/districts in increasing their capacity for implementing MTSS with district-level coaching; and
- Improve early career special educator retention through the provision of professional development and coaching.

The expected outcomes from accomplishing the project's goals include

- increased state-level capacity for implementing OKMTSS in LEAs,
- improved outcomes for K-12 students with disabilities in literacy, math, and behavior (through coordination with the State Systemic Improvement Plan Part-B and C),
- increased use of evidence-based practices by early career special education educators, and
- increased retention of early career special education educators.

1.a. Program Measure	Measure Type	Quantitative Data					
	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8 /16	50		16/16	100

Program Measure 1.a: By the end of the second year (Summer 2024) of the grant, 50% of evidence-based professional development components for the OKMTSS initiative will score 3 or 4 (per the rubric).

The OKMTSS Evidence-Based Professional Development (EBPD) Worksheet is included in Section C. Self-assessment scores for each of the domains are listed below. The worksheet represents the past twelve months of SPDG IV implementation. Sixteen of the sixteen (100%) were rated as three or four by the SPDG Project Director and MTSS Specialists. The OKMTSS Worksheet was conducted in October 2024 by the Program Manager and the Project Manager. This provided an opportunity to engage with the collected information and ensure that the specific areas for improvement were addressed in advance of the APR reporting window. The team then reevaluated the submission in the Spring of 2025 to ensure alignment and address areas that the team had implemented since the fall.

Table 1.a: SPDG IV OKMTSS MTSS EBPD Worksheet Ratings					
OKMTSS EBPD Worksheet Domains	Number of Components	APR III		APR IV	
		Number of Components Scored 3 or 4	Percent of Components Scored 3 or 4	Number of Components Scored 3 or 4	Percent of Components Scored 3 or 4
A-Selection	2	2	100%	2	100%
B-Training	6	5	83%	6	100%
C-Coaching	3	3	100%	3	100%
D-Data Systems that Support Decision Making	3	3	100%	3	100%
E-Systemic Leadership Supports	2	2	100%	2	100%
Total	16	15	93%	16	100%

(Scale: 1= inadequate, 2= barely adequate, 3= good, 4= Exemplary)

1.b. Program Measure	Measure Type	Quantitative Data					
By the end of the second year (Summer 2024) of the grant, 50% of evidence-based professional development components for the Early Career Special Educator initiative (SPARK) will score 3 or 4 (per the rubric).	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8/16	50		16/16	100

Program Measure 1.b: By the end of the second year (Summer 2024) of the grant, 50% of evidence-based professional development components for the Early Career Special Educator initiative (SPARK) will score 3 or 4 (per the rubric).

The SPARK Evidence-Based Professional Development (EBPD) Worksheet is included in Section C. Self-assessment scores of each of the domains are listed below. The worksheet represents updated implementation for the March 1, 2025, to February 28, 2026, reporting period. Due to previously reported adverse circumstances, the SPARK project reported lower scores for the APR III period. However, with substantial improvement and diligent implementation, the SPARK initiative has improved the delivery of both training and coaching for this project.

Table 1.b: SPDG IV SPARK EBPD Worksheet Ratings					
SPARK EBPD Worksheet Domains	Number of Components	APR III		APR IV	
		Number of Components Scored 3 or 4	Percent of Components Scored 3 or 4	Number of Components Scored 3 or 4	Percent of Components Scored 3 or 4
A-Selection	2	2	100%	2	2
B-Training	6	4	66%	6	6
C-Coaching	3	3	100%	3	3
D-Data Systems that Support Decision Making	3	3	100%	3	3
E-Systemic Leadership Supports	2	2	100%	2	2
Total	16	14	88%	16	100%

(Scale: 1= inadequate, 2= barely adequate, 3= good, 4= Exemplary)

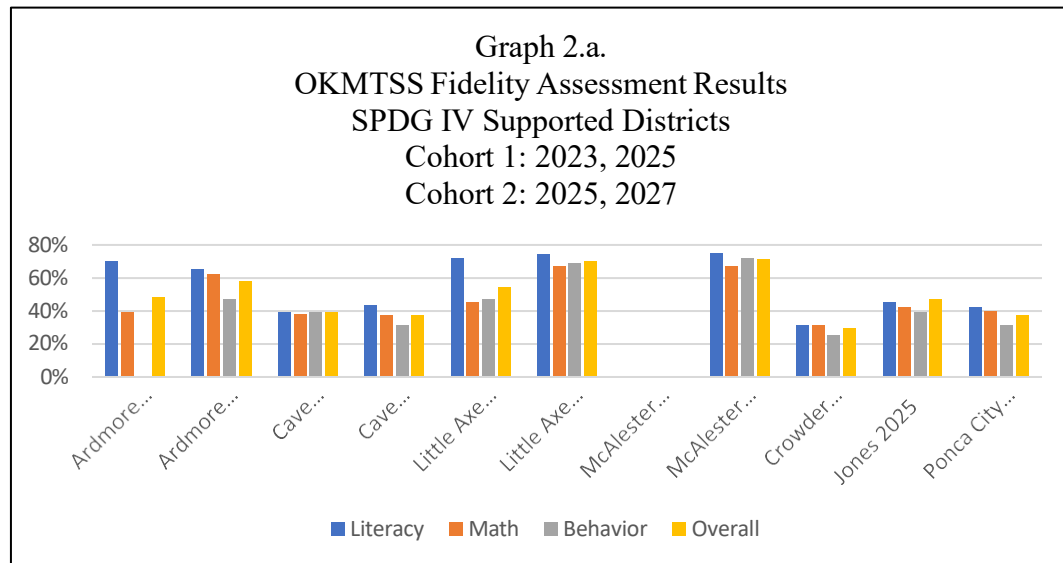
2.a Program Measure	Measure Type	Quantitative Data					
After two years of implementation, 75% of participating districts implement OKMTSS with fidelity in at least one implementation area (behavior, math, language arts) as demonstrated by the Oklahoma modified AIR MTSS Rubric.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3/4	75		1/4	25

Program Measure 2.a: After two years of implementation, 75% of participating districts implement OKMTSS with fidelity in at least one implementation area (behavior, math, language arts) as demonstrated by the Oklahoma modified AIR MTSS Rubric.

Cohort 1 included four LEAS (Ardmore, Cave Springs, Little Axe, and McAlester) were selected in the Fall of 2023 for SPDG IV support in implementing MTSS. These districts completed their implementation of the SPDG Cohort. Cohort 2 was selected in Fall of 2025 and included four LEAs (Crowder, Jones, Ponca City and Marlow). However, due to unforeseen circumstances, Marlow withdrew in October 2025. The baseline scores for Cohort 2 are provided as well as the available final scores for Cohort 1. To determine the level of impact of the project's services (layered supports of professional development and coaching) on these LEAs, OK SPDG IV staff chose to look at their level of fidelity of MTSS implementation using the American Institutes of Research's *MTSS Rubric for Fidelity Implementation*, which it adapted slightly to align with the Oklahoma MTSS Framework. A score of 75% was set as indicating fidelity of implementation.

Cohort 1 had several adverse barriers to the data collection. Primarily, significant turnover occurred from the original data collection to the final data collection. As reported in APR III, the data was lost from McAlester district. Data collection issues have been mitigated for the 2025-2027 cohort by requiring all Cohort 2 districts to attend an in-person SPDG hosted TFI session whereby the end of the day, the baseline data was collected and managed for all districts. The SPDG team will conduct this same assessment this way again in the summer of 2026.

School Districts	Literacy	Math	Behavior	Overall
Ardmore 2023	70%	39%		48%
Ardmore 2025	65%	62%	47%	58%
Cave Springs 2023	39%	38%	39%	39%
Cave Springs 2025	43%	37%	31%	37%
Little Axe 2023	72%	45%	47%	54%
Little Axe 2025	74%	67%	69%	70%
McAlester 2023				
McAlester 2025	75%	67%	72%	71%
Crowder 2025	31%	31%	25%	29%
Jones 2025	45%	42%	39%	47%
Ponca City 2025	42%	40%	31%	37%



2.b Program Measure	Measure Type	Quantitative Data					
Annually, 70% of participating in early career special educators have increased implementation and use of EBPs as demonstrated by coach observations and the intervention fidelity checklist.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			14/20	70		19/20	95%

Program Measure 2.b: Annually, 70% of participating early career special educators have increased implementation and use of EBPs as demonstrated by coach observations and the intervention fidelity checklist.

The SPARK initiative utilizes Jim Knight's IMPACT Cycle Model of coaching. The cycle begins with the coach getting a clear picture of current reality by watching a video or direct observation, then moves on to the teacher identifying a student-focused goal and selecting an evidence-based practice (EBP) focused on the skill targeted. Then the coach models the selected strategy, and the teacher implements the strategy with the coach observing student progress toward the established goal (either via video or directly). The cycle culminates in coach and teacher meeting to discuss student progress and plan next actions if needed. The project is using the Knight IMPACT Cycle Checklist as a fidelity check. A copy of this tool is provided in Section C

SPARK coaching began in Spring 2024 for early career special educators chosen through an application process. Teachers are assigned a number to indicate when they have completed multiple cycles during various semesters. The fidelity checklist was administered to participants before their coaching began to capture baseline. The end of year fidelity checklists will be conducted in late April/early May. When EOY results are available, they will be compared to baseline to determine if this measure has been met and will be reported in APR IV. Some data is absent due to late enrollment and unforeseen circumstances with specific teachers. Specifically, one school was added on late in the fall and was unable to complete the entirety of the cycle before the reporting period.

Table 2.b				
2024 SPARK Coaching Fidelity				
SPARK Teachers	Evidence-Based Practice Used	Baseline	% Fidelity Met	Implementation Increased
Spring 2024				
1	Token Economy System	0	100%	Yes
2	Good Behavior Game	0	100%	Yes
3	Good Behavior Game	0	80%	Yes
4	Content Center Rotations	0	100%	Yes
5	Co-Teaching/	0	83%	Yes
	Alternate Teaching			Yes
6	Good Behavior Game	0	100%	Yes
7	Good Behavior Game	0	100%	Yes
8	Visualization: ELA	0	73%	Yes
Fall 2024				
9	Early Warning Intervention & Monitoring System	0	100%	Yes
10	Check In-Check Out	0	80%	Yes
11	Elkonin Boxes	0	80%	Yes
12	Elkonin Boxes	0	87%	Yes
13	Explicit Instruction	0	0%	No

Spring 2025				
9	Check In Check Out	0	100%	Yes
10	Instructional Choice	0	100%	Yes
11	Folding In	0	100%	Yes
12	Syllable Slicing	0	100%	Yes
13	Utilization of Writing Rubric	0	100%	Yes
Fall 2025				
14	Structured assessment protocol	0	100%	Yes
15	Structured Literacy Routine	0	100%	Yes
16	Teacher vs Student Game	0	TBD	TBD
17	CCC + Explicit Timing	0	TBD	TBD
18	Teacher vs Student Game	0	TBD	TBD
19	Explicit Instruction	0	TBD	TBD
20	Task Analysis & Explicit Instruction	0	TBD	TBD
Spring 2026				
14	Systematic instruction with Connected Text Practice	0	TBD	TBD
15	Data Collection Accuracy	0	TBD	TBD
16	Group Contingency	0	TBD	TBD
17	Explicit Instruction and Guide Notes	0	TBD	TBD
18	Explicit Instruction	0	TBD	TBD
19	SDI in Coteaching and Lesson Planning	0	TBD	TBD
20	Explicit instruction in foundational reading skills	0	TBD	TBD
21	Para led progress monitoring	0	TBD	TBD
22	Defined Paraprofessional Expectations and Prompting Hierarchy.	0	TBD	TBD
23	N/A	0	TBD	TBD
24	Explicit Instruction, Behavior Specific Praise	0	TBD	TBD
25	Folding In	0	TBD	TBD
Total % of Teachers Increasing Implementation			19/20	95%

3.a Program Measure	Measure Type	Quantitative Data					
By the third year of implementation, at least 70% of SPDG OKMTSS funds will be used for sustained professional learning activities.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				70		497790.50 /544,287.53	91

Program 3.a By the third year of implementation, at least 70% of SPDG OKMTSS funds will be used for sustained professional learning activities

Table 3. a	
OKMTSS Funds	
Training	\$46,497.03
Coaching	\$497,790.50
Infrastructure	
Other	
Total Funds Spent for Sustained Professional Learning Activities	\$497,790.50
Total Funds for OKMTSS	\$544,287.53
Percentage	91%

The OKMTSS initiative focuses on district capacity building for OKMTSS implementation. The goal to spend 70% of funding for sustained professional learning activities focuses on the longevity of the tools and materials used for district implementation. LEAs participate in concurrent asynchronous learning. This learning provides contextual initial training and encourages district teams to consider creating documents and artifacts that support their ongoing implementation. The coach support digs deeper into these materials and helps focus the discussion on the revision and creation of new materials. Funds for ongoing sequential learning for Oklahoma LEAs and SPDG LEAs included in this calculation include: SPDG Director when supporting as coach, the Behavior Consultant, the MTSS Consultant, the MTSS Specialists, travel in-state to coaching events, the Digital Content Specialist, books and supplies purchased for ongoing learning, conference venue and district stipends.

3.b Program Measure	Measure Type	Quantitative Data					
By the third year of implementation, at least 70% of SPDG early career special educator (SPARK) funds will be used for sustained professional learning activities.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				70		177927.06 / 240788.00	74

Program 3.b By the third year of implementation, at least 70% of SPDG early career special educator (SPARK) funds will be used for sustained professional learning activities.

Table 3.b SPARK Funds	
Training	\$62,860.94
Coaching	\$147,927.06
Infrastructure	
Other	\$30,000.00
Total Funds Spent for Sustained Professional Learning Activities	\$177,927.06
Total Funds for SPARK	\$240,788.00
Percentage	74%

The SPARK initiative focuses on early career special educator instructional coaching. The goal to spend 70% of funding for sustained professional learning activities focuses on the longevity of the implementation of evidence-based practices. Educators participate in concurrent asynchronous learning through IRIS modules. This learning provides contextual initial training and encourages educators to have a basic understanding of new tools and practices. The coach support digs deeper into these materials and helps to focus on the discussion specific application of the practices. Funds included in this calculation include: the Behavior Consultant, the SPARK coach, travel in-state to coaching events, coach training, books and support with the Council of Exceptional Children, and encumbered stipends for professional learning and coached educators. Additional funding updates can be found in Section B.

4.a Program Measure	Measure Type	Quantitative Data					
Annually, on the Oklahoma School Report Card, students on an IEP in supported LEAs, will demonstrate a 3% increase in the number of students on IEPs scoring “advanced” or “proficient” on the academic achievement indicators for all students.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			90/560	16		31/560	6

Program 4.a. Annually, on the Oklahoma School Report Card, students on an IEP in supported LEAs, will demonstrate a 3% increase in the number of students on IEPs scoring “advanced” or “proficient” on the academic achievement indicators for all students

Annually, the Oklahoma School Report Card reports each district’s outcomes for students on the Oklahoma State Testing Program (OSTP). This assessment is taken by students on IEPs who are not eligible for the Oklahoma Alternate Achievement Program (OAAP). Students will take this assessment again in 2026. This score is reported as a total of all the students on IEPs who have taken the ELA and Math assessments scoring advanced or proficient divided by the total number of students on IEPs that took the assessment. The SPDG represented all supported districts; however, Ardmore, Cave Springs, Little Axe and McAlester have not been receiving direct support.

The new cohort has not had a full year of support; their values are indicated as baseline. These values represent the continued efforts on behalf of the school. It is of note that two of the four schools have had a shift in administration. Additionally, a significant decrease in the valid and reliable test scores for the denominator has been observed.

Students on IEPs Oklahoma Annual School Report Card								
SPDG Districts	2023 OSTP Advanced or Proficient		2024 OSTP Advanced or Proficient		2025 OSTP Advanced or Pro- ficient		% Increase	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Ardmore	14	10	22	13	6	6	-2%	2%
	192	192	213	213	75	74		
	7%	5%	10%	6%	8%	8%		
Cave Springs	0	0	6	6	0	0	-23%	-3%
	29	29	26	26	11	11		
	0%	0%	23%	23%	0%	0%		
Little Axe	5	8	19	16	6	1	-2%	-10%
	117	117	133	132	56	56		
	4%	7%	14%	12%	11%	2%		
McAlester	44	60	62	61	16	15	-6%	-16%
	359	359	355	355	140	137		
	12%	17%	17%	17%	11%	11%		
Total Proficient or Advanced	63	78	103	90	16	15	31	
Total Students	697	697	727	726	282	278	560	
%	9%	11%	14%	12%	6%	5%	6%	

Table 4.a (2)

New Cohort

Districts	ELA			Math		
	Total Proficient or Advanced	Total Students	%	Total Proficient or Advanced	Total Students	%
Crowder	2	23	9%	1	23	4%
Jones	2	34	6%	4	34	12%
Ponca City	8	163	5%	13	164	8%
Total Baseline	12	220	5%	18	221	8%

4.b Program Measure	Measure Type	Quantitative Data					
Annually, 60% of students of SPARK-supported teachers will meet the outcome focused goals set by the coach and teacher.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			14/24	60		21/24	88
Program 4.b. Annually, 60% of students of SPARK-supported early career special education teachers will meet the outcome focused on goals set by the coach and the teacher. The SPARK initiative seeks to improve outcomes for students on IEPS in classrooms of early career special education teachers that are participating in a SPARK coaching cycle. These teachers will have access to a coach that works with them directly to implement goals aligned with student needs. These goals may be focused on a specific skill deficit in literacy or math, or on a behavior outcome. The coach supports the educator in setting specific, measurable goals that are objectively measured with tools that are determined as evidence-based, research-based, norm-referenced, and have a high rate of fidelity. The coach begins a coaching cycle by assessing the current reality of the educator and collecting initial data to determine a reasonable baseline of performance. The coach and educator determine a skill deficit and select an evidence-based strategy for implementation. Following the implementation of the strategy, the coach supports the determination of the completion of the goal by comparing the goal to the target and the baseline. The SPDG has determined the method of calculation for the student outcome is based on comparing the number of student-focused goals that have been attempted and the number that have been met for all students selected as students to be the focus of a coaching cycle.	Table 4.b						
	Spring 2024						
	Teacher		% Students Meeting Goal		Teacher has 60% of Students Meeting Goal		
	1		75%		Y		
	2		100%		Y		
	3		50%		N		
	4		100%		Y		
	5		43%		N		
			86%		Y		
	6		100%		Y		
	7		66%		Y		
	8		75%		Y		
	Fall 2024						
	9		75%		Y		
	10		100%		Y		
	11		67%		Y		
	12		100%		Y		
	13		0%		*N		
	Spring 2025						
	9		100%		Y		
	10		100%		Y		
	11		100%		Y		
	Fall 2025						
	14		66%		Y		
	15		100%		Y		
	16		100%		Y		
	17		86%		Y		
	18		100%		Y		
	19		100%		Y		
	20		100%		Y		
	Total % of Teachers with 60% of Students Meeting Goals				88%		

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

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

SECTION A - Performance Objectives Information and Related Performance Measures Data
Project Objective Goal 1: Enhance coordination at the OSDE to provide efficient services on prevention and intervention programming from OSDE personnel to LEAs.

Objective 1.1: Organize OSDE resources for technical assistance (TA), professional development (PD), and coaching on prevention and intervention programming into an OKMTSS State Team procedural guide.

1.1.a. Performance Measure	Measure Type	Quantitative Data					
Annually, the OSDE OKMTSS State Team demonstrates improved team knowledge of MTSS and how state programs support it by achieving an average score of 80% or better on the OSDE OK-MTSS Knowledge Survey administered each spring.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			21/27	80		20/27	74

Performance Measure 1.1.a Annually, the OSDE OKMTSS State Team demonstrates improved team knowledge of MTSS and how state programs support it by achieving an average score of 80% or better on the OSDE OKMTSS Knowledge Survey administered each spring.

The OKMTSS State Team meets monthly to determine the next steps and build background knowledge. Over the course of the three collected years, the team has had a substantial turnover. However, for the last reporting period, the team has been largely stable and has even authored the OKMTSS implementation guide. While the team has not met the target at this interval, the SPDG team has been working on drafting an OKMTSS Course for all employees as part of HR onboarding. It will be through this measure that we are able to improve overall agency knowledge.

Table 1.1a				
OKMTSS State Team Knowledge Check				
Year	Total Members	Average Score	% Average	Met Target
2024	27	17/27	63%	NO
2025	27	17/27	63%	NO
2026	19	20/27	74%	NO

1.1.b. Performance Measure	Measure Type	Quantitative Data					
After 2 years of OKMTSS alignment (May 2025), the OSDE has improved coordination and state implementation as demonstrated by a 10% increase in the OSDE OKMTSS Team's average score on the State Systems Fidelity Inventory (SSFI) taken as baseline in Spring 2023.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			31.5/90	35		40/90	44

Performance Measure 1.1.b After 2 years of OKMTSS alignment (May 2025), the OSDE has improved coordination and state implementation as demonstrated by a 10% increase in the OSDE OKMTSS Team's average score on the State Systems Fidelity Inventory (SSFI) taken as baseline in Spring 2023.

The State Systems Fidelity Inventory is conducted annually in the Spring and demonstrates efforts towards an improved OKMTSS framework and implementation in the state. Each of these sections were conducted with a consensus building activity to ensure that the ratings were not specific to any one specific program but the overall system. Many members of the team were participants in SPDG or SSIP activities, these values are higher for adherence to the MTSS SSFI because these are components required by the initiative. However, a similar issue to Performance Measure 1.1.b, the longevity of the team may have impacted the scores on the SSFI because the team may not know the full scope of everything in place. Therefore, the consensus building process may have been slightly impacted from 2023 to 2025.

The current SSFI has not been completed at this time for the 2026 data. The team has begun a sustainable teaming practice that allows multiple divisions of the agency to align targeted concerns and interventions to support districts intentionally. The team plans to review the data at the May 2026 meeting.

Table 1.1. b			
SSFI			
Subscale	2023 % earned	2025 % earned	% Change
Section I: Leadership Teaming	35.00%	60.00%	25%
Section II: Stakeholder Engagement	33.33%	33.33%	0%
Section III: Funding & Alignment	25.00%	37.50%	12.50%
Section IV: Policy	0.00%	16.67%	16.67%
Section V: Workforce Capacity	12.50%	25.00%	12.50%
Section VI: Training	39.29%	57.14%	17.85%
Section VII: Coaching	40.00%	50.00%	10%
Section VIII: Evaluation and Performance Feedback	0.00%	33.33%	33.33%
Section IX: Local Implementation Demonstration	16.67%	50.00%	33.33%
Total Sum	27/90	40/90	13/90
Overall SSFI Score	25.00%	44.44%	14.00%

Objective 1.2: Develop the OKMTSS Framework and Implementation Guide as a support for district implementation of comprehensive prevention and intervention programming.

1.2a. Performance Measure	Measure Type	Quantitative Data					
Oklahoma LEA Staff improve knowledge of state-supported MTSS framework as demonstrated by an increase in scores on the post-administration of a pre and post knowledge assessment of MTSS PD offerings (MTSS Modules and MTSS Conferences)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						10/12	88

Performance Measure 1.2a Oklahoma LEA Staff improve knowledge of state-supported MTSS framework as demonstrated by an increase in scores on the post-administration of a pre and post knowledge assessment of MTSS PD offerings (MTSS Modules and MTSS Conferences)

Oklahoma LEAs are supported by SPDG to implement and understand the OKMTSS framework. The SPDG seeks to quantify the level of understanding of the LEAs participating in the SPDG PD offerings of MTSS Modules and MTSS Conferences (Winter and Summer) using pre and post assessment results. All Oklahoma LEAs can participate in these offerings and the level of understanding from these opportunities is expected to improve. The metrics used for this measure include scores on the pre and post knowledge assessments completed by participants in the MTSS state conferences held annually and the MTSS Modules. The data presented in the table is from the MTSS Winter Conference held in January 2025. The January conference was planned to be an in-person event. However, due to weather conditions, the conference was pivoted to virtual two days before the conference. While attendance was still incredible and participants were able to navigate breakout rooms, the response to the post survey was drastically limited. Therefore, these scores are not an adequate representation of the event and are not included in the reported values.

MTSS Modules/Course

The project has also decided to increase the level of accountability in the MTSS course, which is comprised of a series of MTSS modules, by including requirements for completion of certain aspects of each module before moving on and only including participants who have 1) completed at least half the modules and/or 2) spent more than 2 hours on the course in the analysis for attainment of this measure.

2026 Winter MTSS Conference			
Number of Responses	Average Pre-Assessment	Number of Responses	Average Post Assessment
702	3.05	79	2.99

SPDG Implementation Course Pre-Test & Post Test Data			
Student	Pre-Assessment Test	Post-Assessment Test	% Increase
Total Points	28	28	
1	96%	100%	4%
2	92%	100%	8%
3	88%	98%	11%
4	92%	89%	-3%
5	91%	100%	9%
6	83%	93%	10%
7	95%	100%	5%
8	85%	99%	14%
9	96%	96%	1%
10	93%	99%	6%
11	0%	98%	98%
12	100%	89%	-11%
Total Percentage of Participants Improving Knowledge			83%

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

PR/Award #: H323A220017
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.)

Project Objective GOAL 2: Expand capacity and efforts to implement tiered supports through OKMTSS.

[] Check if this is a status update for the previous budget period.

Objective 2.1: Provide evidence-based professional development (E-B PD) and coaching to districts and Part C sites to implement the OKMTSS Framework.

2.1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number			Raw Number		
			Ratio	%		Ratio	%
LEA personnel from the 4 SPDG supported districts have the necessary knowledge and skills to use evidence-based practices in MTSS as demonstrated by a score of 80% or better on the end of MTSS modules' assessments.	PROJECT		80/100	80		96/100	96

Performance Measure 2.1a LEA personnel from the 4 SPDG supported districts have the necessary knowledge and skills to use evidence-based practices in MTSS as demonstrated by a score of 80% or better on the end of MTSS modules' assessments.

The SPDG developed a series of asynchronous modules into a course encompassing the concepts of the OKMTSS framework. Following the completion of the course, participants take a post-test, which is the same as a pretest they took earlier. The pre-post assessment is comprised of a total of 28 questions, equaling 28 total points. All Oklahoma LEAs have access to the course, but those SPDG supported districts use this course as their initial training, which is followed up by supportive coaching. As of Spring 2024, the course has not been completed by any LEA personnel. The pre-test assessment average score for all participants has been provided in the table below. To specifically address this measure, scores for participants from the supported districts will be disaggregated from scores for "all" participants and reported in APR III.

2.1.a. Performance Measure				
ALL DISTRICTS				
Month of Module	Name of Module	# of Participants	Post Test Average	% Completed
Aug	Teaming Foundation	23	98%	100%
Sept	Communication Throughout the System	23	98%	100%
Oct	Building the Foundation-Tier 1	22	98%	100%
Nov	Assessment in MTSS	22	96%	100%
Dec	Data Systems	22	100%	100%
Jan	Data Based Decision Making	22	95%	100%
Feb	Tier 2/3 Interventions	22	89%	93%
Totals/Average of ALL SPDG DISTRICTS		22.25	96%	99%

2.1.b. Performance Measure	Measure Type	Quantitative Data					
Part C implementation districts will score “in place” on 80% of the items in “Building Staff Capacity” on the Benchmarks of Quality (BoQ) assessment.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			$\frac{3}{4}$	80		$\frac{3}{4}$	80

Performance Measure 2.1.b Part C districts that have received PD and coaching support for at least two years will score at the “partially in place” or “in place” level on 50% of the items (15/30) on the Benchmarks of Quality (BoQ) assessment

Part C collects this information during the fall of the reporting period. The last district to onboard will onboard in 2027. District 8 is the newest addition to the reporting period.

Table 2.1.b			
Benchmarks of Quality			
Districts	# Items "Partially in Place"	# Items "In Place"	15 of 30 “In Place”?
District 3	4	26	YES
District 9	4	26	YES
District 12	6	24	YES
District 8	10	13	NO

4.c Performance Measure	Measure Type	Quantitative Data					
After two years of coaching support, the 4 SPDG supported districts have improved graduation rates for students with IEPs who are taught through the Oklahoma Academic Standards and assessed through the Oklahoma State Testing Program (OSTP) by 5%.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		4	4/4	100	2	2/4	50

Performance Measure 4.c After two years of coaching support, the 4 SPDG supported districts have improved graduation rates for students with IEPs who are taught through the Oklahoma Academic Standards and assessed through the Oklahoma State Testing Program (OSTP) by 5%.

The four districts who have completed two years of coaching are included in the values reported. Out of 4 districts, two have met the threshold for a 5% increase. The new cohort has been added here for baseline data.

Crowder and Jones have represented a current graduation rate of 100%. Therefore, we will ensure they are consistently meeting that target throughout the coaching experience.

Table 4.c				
Students on IEPs Graduation Rates				
SPDG Districts	2023	2024	2025	% Change
Ardmore	20/28	14/17	17/21	10%
	71%	82%	81%	
Cave Springs	4/6	7/9	7/8	22%
	66%	77%	88%	
Little Axe	14/16	8/11	9/10	3%
	87%	72%	90%	
McAlester	40/51	44/58	43/61	8%
	78%	75%	70%	
Crowder			5/5	
			100%	
Jones			8/8	
			100%	
Ponca City			25/28	
			66%	

4.d Performance Measure	Measure Type	Quantitative Data					
Annually, children served under Part C regional districts that are in areas where SPDG LEAs are receiving supports have increased “below cutoff” scores as demonstrated by the most recent (or 6 month prior) Ages and Stages Questionnaire: Social-Emotional (ASQ:SE).	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		58	58/100	58	70	70/100	70

Performance Measure 4.d. Annually, children served under Part C regional districts that are in areas where SPDG LEAs are receiving supports have increased “below cutoff” scores as demonstrated by the most recent (or 6 month prior) Ages and Stages Questionnaire: Social-Emotional (ASQ:SE).

Part C districts are located within nine Oklahoma Health Department designated regions. The values reported on the performance chart use the SPDG Baseline (Award Year) and the current reporting year (2026). These values are collected in January annually and represent the percentage of children who are increasing their ASQ:SE score. However, since this measure represents the students who are at the window of time to take this assessment, there are several barriers to the data.

Table 4.d Ages and Stages Questionnaire: Social-Emotional	
Reported Month	Children Receiving 6 Months or More Services Below Cut Off
Baseline 2020	58.06%
SPDG Baseline 2022	53.59%
2023	51.18%
2025	51.18%
2026	70.41%

This data is pulled from children that have been receiving services for more than 6 months. Some of the challenges with this data include that the data does not reflect apples to apples. However, a significant increase in the data can be attributed to increased training and understanding of the process. Also, there is an increase of counties. There are more counties included in this data vs. the coaching data.

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

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

SECTION A - Performance Objectives Information and Related Performance Measures Data

Project Objective Goal 3: Improve quality and retention of early career special educators.

[] Check if this is a status update for the previous budget period.

Objective 3.1: Provide E-B PD and coaching on evidence-based instructional & engagement practices to early career special educators.

3.1.a. Performance Measure	Measure Type	Quantitative Data					
Participating in early career special education teachers who respond to both pre- and post-SPARK coaching surveys will report a 10% improvement in teaching/instructional efficacy (as defined by Hattie, 2016) and job satisfaction.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		5			5		100

Performance Measure 3.1.a Participating in early career special education teachers who respond to both pre- and post-SPARK coaching surveys will report a 10% improvement in teaching/instructional efficacy (as defined by Hattie, 2016) and job satisfaction.

Few of the respondents participated in both the Pre and the Post survey. The questions included in the measurement are:

1. How effective is your current classroom management at preventing challenging or disruptive behaviors?
2. How confident are you in your current ability to provide instruction to all of your students?
3. How confident are you in your current ability to handle disruptions in your classroom?
4. Rate your job satisfaction post coaching experience.

To ensure moving forward that all participants complete the pre-and-post survey, these will be tied to the completion of the coaching course and will ensure that stipends will be held until the data is collected. Five of the thirteen coached participants answered. Please see indicated anecdotal evidence that the coaching experience was a valuable use of their time. *"My coach was highly collaborative and effective in communicating goals as well as progress. She deserves all high ratings! She is amazing and has helped me tremendously, especially with my confidence in the classroom."*

SPARK Teachers		
<u>Improvement in Teaching Efficacy</u>		
Pre	Post	Improvement
3	5	YES
4	5	YES
4	5	YES
4	5	YES
3	5	YES
Percent of SPARK Teachers Ex-pressing Improvement		100%

SPARK Teachers		
<u>Improvement in Job Satisfaction</u>		
Pre	Post	Improvement
3	5	YES
4	5	YES
4	5	YES
4	5	YES
3	5	YES
Percent of SPARK Teachers Ex-pressing Improvement		100%

3.1.b. Performance Measure	Measure Type	Quantitative Data					
Early career special education teachers who participated in SPARK will report intent to remain in the field of special education for at least 2 more years as determined by a follow-up survey.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		10		100	10		100

Performance Measure 3.1.b Early career special education teachers who participated in SPARK will report intent to remain in the field of special education for at least 2 more years as determined by a follow-up survey.

SPARK recipients must report that they are planning to remain in the field to ensure they are selected for the services. If they indicate that they have no intention of remaining in the field they are not selected. Therefore, the year 1 scores all come from the application and the year 2 scores are collected from their end of coaching survey. In 2026, the SPARK team conducted a survey for the first cohort of SPARK teachers and will use that value for year three. Currently, the first cohort has made it to the window of time to indicate they have remained in the field.

SPARK Teachers			
SPARK Teachers	TIME SINCE COACHING		
	1 YEAR	2 YEARS	3 YEARS
#1	YES	YES	YES
#2	YES	YES	YES
#3	YES	YES	YES
#4	YES	YES	YES
#5	YES	YES	
#6	YES	YES	
#7	YES	YES	
#8	YES	YES	
#9	YES	YES	
#10	YES	YES	
#11	YES		
#12	YES		
#13	YES		
#14	YES		
#15	YES		
#16	YES		
#17	YES		
#18	YES		
#19	YES		
#20	YES		
#21	YES		
Percent of SPARK Teachers Reporting Intent to Remain in the Field			100%

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

General Fiscal Oversight of Grant Funds

The Director of Financial Planning for Special Education Services at the Oklahoma State Department of Education (OSDE) has been assigned to oversee all budget and contracts for the OK SPDG IV. The Director of Financial Planning closely monitors expenditures made by the grant to eliminate fiscal errors. The Fiscal Services Section of the OSDE provides a quarterly expenditure report to the Project Director so that discrepancies can be addressed in a timely manner.

Allocated/Approved Funds:

Year 3

- **Personnel and Fringe Benefits**
- **Travel**
- **Supplies**
- **Contractual** (MTSS and Behavior Consultants, LEA Partners, PTI Partner, IHE Partner, and External Evaluator)
- **Other** (rent, utilities, conference funds, and SigNetwork Support); and
- **Indirect Cost**

Discussion of Expenditures for Year 3 Reporting Period: March 1, 2024- February 28, 2025:

As demonstrated in the attached Budget Accounting Chart, the largest unspent encumbered amounts reside in the categories of “Travel and Contractual”. While this money is encumbered, the money has not been spent as described during the reporting period due to agency travel requirements and unfinished contractual obligations. The SPDG team has fully staffed the SPDG team as of January 2025. The unspent travel payments are largely due to unapproved conference attendance on behalf of the Oklahoma agency. Additionally, the contractual funds are expected to be spent at expected rates for the next reporting period. The SPDG on-boarded four districts but one district withdrew early in the program. The SPDG is selecting an additional 1-3 districts for the next reporting year to support more districts. This will also impact the travel expectation.

Contractually, the SPDG is adding on 1-3 districts, increasing the contractual line item by \$30,000 annually. SPARK program also adding 5-6 SPARK Peer Leaders who will support SPARK teachers in the program. Each Peer Leader will receive a \$1,500 stipend for their support. This past year, the SPARK program took on 14 teachers for direct instructional coaching. It is the expectation for the team to take on about the same number of teachers. Throughout the year, the SPDG team has noticed a knowledge gap between educators directly working with students and administrators. Therefore, the SPDG will purchase an add-on service for AimsWeb Pathways to Proficiency for Administrators. This is a \$300,000 annual contractual item to support school administrators to learn the Science of Reading intending to support their instructional leadership in their schools.

Discussion of Budget Modifications:

The line item “Travel” is proposed to carryover \$55,057.32 of the amount to the same line item for Year 4. This carryover will be used to support SPDG and SSIP staff attendance at the NCII DBI Conference. Additionally, Travel funds will be used to support both Goal 2 and 3 as the MTSS Specialists will travel in-state to each of the LEAs, sites, and schools of early career coaching. SPDG will also travel in-state for the data retreat hosted by SSIP at four regional locations, held at 4 regional locations. SPDG is hosting a Summer OKMTSS statewide conference and a new SPARK Statewide Conference. Both conferences are multi-day and will result in additional travel expenditures. Additional travel will occur to observe and track the fidelity of implementation for all levels of coaching activities.

The line item “Supplies” is inclusive of general office supplies, an online coaching platform, and texts for book studies and the community of practice. The SPDG purchased MTSS books for the internal team as well as the OSDE Agency team. Additional texts will be considered as well as internal print and MiFi connectivity.

The line item “Contractual” is supporting the contracted partners, as well as two IHEs. The SPDG is working to select Cohort 2b LEAs for systemic coaching. The stipends per district will increase from \$5,000.00 annually to \$10,000.00 annually. This is due to the increased need to support shared district FTE between two people. Additionally, this increase can help schools to be able to navigate the materials and supplies they may desire to improve their system. For the 4-6 LEAs that we will coach, that will be an annual expenditure of \$40,000.00-\$60,000.00. We are also seeking at minimum 2 LEAs as demonstration districts, each receiving \$10,000.00. That will bring our total LEA stipend contractual amount to \$60,000.00- \$80,000.00. The SPDG will purchase an add-on service for AimsWeb Pathways to Proficiency for Administrators. This is a \$300,000 annual contractual item to support school administrators to learn the Science of Reading intending to support their instructional leadership in their schools. SPARK program also adding 5-6 SPARK Peer Leaders who will support SPARK teachers in the program. Each Peer Leader will receive a \$1,500 stipend for their support. As the OKMTSS Conferences have expanded, the need for high-quality keynote speakers and breakout session presenters has increased. The SPDG will contractually purchase speakers for the conferences.

The line item “Other” encompasses signetwork, rent, and other costs. The grant seeks to maintain other costs as anticipated.

OK SPDG IV Budget Accounting Chart

The OK SPDG IV Budget Chart (attached below) provides a breakdown of expenditures and the encumbrances for OK SPDG IV Year 4 funds. Expenditures for Year 3 reflect the period October 1, 2024, to September 30, 2025. The chart also projects expenditures for the rest of the Year 4 (October 1, 2025, through February 28, 2026). As the chart documents, the projected carryover after Year 4 is \$612,936.20.

Budget	Approved Budget for Year I	Actual Expenditures from Year I (10/1/2022-9/30/2023)	Approved Budget for Year II	Actual Expenditures Year II (10/1/2023-9/30/24)	Approved Budget for Year III	Actual Expenditures Year III (10/1/2024-9/30/25)	Approved Budget for Year IV	Actual Expenditures Year IV (10/1/2025-2/28/2026)	Encumbrance s Coded to IV Grant Funds	Projected Carryover from Year IV	Proposed Budget for Year V with Year IV Carryover
Categories											
Personnel & Fringe Benefits	\$ 435,000.00	\$ 324,856.82	\$ 511,600.36	\$ 359,456.82	\$ 587,143.54	\$ 461,957.42	\$ 560,186.12	\$ 205,067.20	205,067.20	\$ 150,051.72	\$ 585,051.72
Travel	\$ 42,000.00	\$ 3,337.79	\$ 90,662.21	\$ 11,505.69	\$ 131,156.52	\$ 46,091.61	\$ 137,064.91	\$ 12,007.59	\$ 70,000.00	\$ 55,057.32	\$ 107,057.32
Supplies	\$ 9,000.00	\$ 1,082.40	\$ 29,417.60	\$ 21,132.00	\$ 29,085.60	\$ 20,312.40	\$ 29,085.60	\$ 12,611.47	\$ 16,474.13	\$ -	\$ 20,500.00
Contractual	\$ 393,000.00	\$ 24,905.00	\$ 956,095.00	\$ 282,541.30	\$ 1,086,553.70	\$ 299,759.89	\$ 1,425,374.48	\$ 395,443.88	\$ 622,103.44	\$ 407,827.16	\$ 820,827.16
Construction	\$ -	\$ -	\$ -		\$ -						
Other	\$ 29,000.00	\$ 1,854.25	\$ 43,415.00	\$ 10,051.85	\$ 63,415.00	\$ 6,275.00	\$ 118,830.00	\$ 8,984.00			
Total Direct Costs	\$ 908,000.00	356,036.26	1,631,190.17	684,687.66	1,897,354.36	834,396.32	2,270,541.11	\$ 634,114.14	\$ 913,644.77	\$ 612,936.20	\$ 1,533,436.20
Indirect Costs	\$ 126,212.00	\$ 48,838.32	\$ 179,836.36		\$ 131,424.50	\$ 81,770.84	\$ 131,285.50	\$ 62,143.19	\$ 89,537.19	\$ 60,067.75	
Totals	\$ 1,034,212.00	404,874.58	1,811,026.53	684,687.66	2,028,778.86	916,167.16	\$ 2,401,826.61	\$ 696,257.33	\$ 1,003,181.96	\$ 673,003.95	\$ 1,533,436.20

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

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

OK SPDG IV Partners

LEA Partners:

- Crowder Public School (2025-2027)
- Jones (2025-2027)
- Ponca City (2025-2027)
- Little Axe: Demonstration Site (2025-2026)
- McAlester: Demonstration Site (2025-2026)

IHE Partner:

- Cameron University
- University of Central Oklahoma

PTI Partner:

- Oklahoma Parents Center

The OK SPDG IV is beginning work with four (3) districts/LEAs. However, these LEAs are sub-grantees of the project, rather than partners for provision of grant work and activities. These four districts are: Crowder, Jones, Ponca City. Additionally, demonstration districts have been approved for the 2025-2026 school year; Little Axe, McAlester. The OK SPDG IV are partnering with IHEs, Cameron University and University of Central Oklahoma (UCO) to support graduate students in their work with MTSS.

OK SPDG IV Grant Activities

The OK SPDG IV engaged in implementing activities for Year 4 of funding. There are no other proposed changes to grant activities at the time of this report.

OK SPDG IV Key Personnel

There are no requested changes to Key Personnel, at the time of this report.

OK SPDG IV Unanticipated Outcomes or Benefits

There are no unanticipated outcomes or benefits of the project to report currently.

Worksheet

SPDG Evidence-based Professional Development Components

Worksheet Instructions

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16 professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the “PD components” column) related to professional development practices being implemented: 1=inadequate description or a description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplar description. Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The “PD components” column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
A (1) Selection	Clear expectations are provided for PD participants and for schools, districts, or other entities. Required elements: • Description of expectations for PD participants (e.g., attendance in training, data reporting, pre and post training activities). • Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants). • Description of how schools, districts, and other entities were informed of their responsibilities. Provide a brief description of the form(s) used for these agreements.	• Expectations for PD participants: Selected districts for this initiative participate in a sequence of professional development (PD) to support the implementation of OKMTSS. Participants in this PD must include district, site team members, and the identified internal facilitators. Districts are asked to commit to at least 2 years of SPDG implementation support. The Professional Development Sequence encompasses approximately 15 hours annually of content, community of practices provided by expert presenters directly tied to the module of the month's content, and activities/assignments that leave participants with materials they can take immediately following the course. In addition, teams are preparing to engage in an annual 2-day summer conference, have attended an annual coaching planning meeting at the beginning of school, a two-day annual data retreat, an annual 1-day winter conference, monthly asynchronous learning modules, and monthly coaching in-person and virtually. Participating districts are expected to provide data to be used in the Annual Performance Report (APR), as well as to develop an evaluation report for the district's implementation team to support ongoing decision-making. Collected data includes: teacher survey data, administered by SPDG staff annually; OKMTSS implementation fidelity data, administered by SPDG Coach and with the district and site implementation teams 1 time per year; BOY, BOY, and EOY; student screening data for literacy, math, and behavior aggregated by grade level, provided by district and site implementation teams 3 times per year; and District OSTP data and graduation data, accessed annually by SPDG Coach. Data collection, review, and analysis is built into the district's implementation plan to naturally support data-driven decision-making within district and site teams. • What have schools, districts, or other entities agreed to provide? Within the <i>Application for OKMTSS Coaching Support (attached)</i>, districts and their school sites agree to meet the expectations outlined above. Each district has identified a district-level internal facilitator and a site-level internal facilitator. Facilitators and implementation teams are provided with the necessary leave time to participate in all required PD and coaching activities. Districts are ensuring progress towards implementation of an agreed-upon action plan. • How were schools, districts, or other entities informed of their responsibilities? Districts and schools were informed of their responsibilities through the initial application solicitation. Additionally, districts are provided with a contract with the Oklahoma State Department of Education (OSDE) to provide stipends to internal facilitators. This	4

OKMTSS Initiative 2025:

Worksheet: SPDG Evidence-based Professional Development Components

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

		<i>OSDE/District Contract</i> (attached) reiterates the agreed-upon requirements for staff participation and data reporting. Districts are also provided with a report of progress monthly by their coach that indicates the active progress that they have completed and discusses barriers to their completion. • Brief description of the agreement forms: Two agreement forms are provided to participating districts. The first, the application, is provided prior to a district applying for support. The application is intended to also serve as an informed consent document that outlines the benefits and requirements of participation, any anticipated costs, and discontinuation of support. District administrators sign the application indicating their understanding and consent of the requirements if they are selected for support. The second document, the <i>OSDE/District Contract</i>, is provided upon selection of districts. Supported districts are provided with funds to support stipends for internal district and internal site facilitators of implementation. These stipends are paid contingent upon the district's adherence to outlined expectations for participation and data reporting. Schools provide an invoice document that indicates how they have participated in the required events and opportunities to receive their allocation.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

A(2) Selection	Clear expectations are provided for SPDG trainers and SPDG coaches/ mentors. Required elements: • Expectations for trainers' qualifications and experience and how these qualifications are ascertained. ○ Description of role and responsibilities for trainers (the people who trained PD participants). • Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained. ○ Description of role and responsibilities for coaches or mentors (the people who provided follow-up to training).	• Expectations for trainers' qualifications and experience and how these qualifications are ascertained: All trainers are expected to have advanced degrees in the field of education and demonstrated experience and excellence in serving student populations. Detailed expectations are outlined further below along with descriptions of how these qualifications are ascertained. MTSS Consultant: The MTSS Consultant is selected through a Request for Proposal (RFP) process. Minimum mandatory qualifications for this role include at least a master's degree in education and at least 5 years of professional experience supporting the implementation of multi-tiered system of supports (MTSS) at a state or district level. Behavior Consultant: The Behavior Consultant is selected through a Request for Proposal (RFP) process. Minimum mandatory qualifications for this role include specialized training in behavior, as demonstrated by related licensure, and at least 5 years of professional experience in behavior management and supports applied to educational settings. LEA Partner (Little Axe and McAlester): The LEA Partner was selected through prior experience with OSDE grant projects and demonstrated growth and excellence in implementation. Little Axe and McAlester have had recent experience participating in MTSS implementation efforts under OSDE projects. They were in good standing with the projects, fulfilled contract requirements, and previously provided professional development sessions at Oklahoma MTSS conferences. Additionally, evaluation results from these sessions indicated that the information shared was relevant and supportive of districts statewide. MTSS Specialist There are two people hired for this role and must have a minimum bachelor's degree in education and have prior experience with special education. Hiring these roles is done through an OSDE employment process including an application and interview. Project Manager This role must have a minimum bachelor's degree in education and have prior experience as a teacher or instructional coach. Hiring this role is done through an OSDE employment process including an application and interview.	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		Program Manager This role must have a minimum bachelor's degree in education, with a preferred master's, and have prior experience as a teacher or instructional coach. Hiring this role is done through an OSDE employment process including an application and interview. ○ Description of role and responsibilities for trainers: MTSS Consultant: This trainer position provides consultation to the SPDG team on the development of a training scope and sequence and related asynchronous modules intended to build essential background knowledge in MTSS concepts and components. This role delivers professional development regarding MTSS implementation in face-to-face, asynchronous, and synchronous formats. Specific topics and formats are identified based on project and district identified needs. Behavior Consultant: This training position provides consultation to the SPDG team on the development of a training scope and sequence and related asynchronous modules intended to build essential background knowledge in MTSS concepts and components related to schoolwide behavior systems, classroom practices, and student interventions. This role delivers professional development regarding MTSS implementation in face-to-face, asynchronous, and synchronous formats. Specific topics and formats are identified based on project and district identified needs. LEA Partners (Sand Springs Public Schools): Each district has identified at least one staff member to serve as advisory for the Oklahoma SPDG. As part of the advisory group, districts review and provide feedback on professional development systems and offerings. Additionally, both districts provide professional development through face-to-face, asynchronous, and synchronous opportunities. Finally, both districts have agreed to host staff from newly implementing districts and share exemplary resources and implementation tools with new districts. MTSS Specialist, Project Manager, Program Manager At conferences and communities of practice, this position trains MTSS state-wide. Additionally, they build products and tools for LEAs to use as a part of their implementation.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		● Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained: District Coach (MTSS Consultant): The MTSS Consultant serves alongside the site coaches to provide coaching to district leadership and teams. As stated above, the requirements for this position are at least a master's degree in education and at least 5 years of professional experience supporting the implementation of multi-tiered system of supports (MTSS) at a state or district level. This role has been identified through the request process. Site Coaches (MTSS Specialists): OSDE-employed MTSS Specialists serve as coaches supporting each of the districts and their internal sites. Qualifications are ascertained through a state hiring process that includes an application and standardized interview questions. It is expected that MTSS Specialists have at least a Bachelor's degree, experience teaching in a K-12 public school, and experience coaching or mentoring other educators. Part C Coach (Practitioner Coach): The SSIP Practitioner Coach is a temporary OSDE-employed position. Thus, qualifications are ascertained through a state hiring process that includes an application and standardized interview questions. The minimum qualifications for this position include at least a bachelor's degree in a field related to child development and at least 5 years of professional experience in an early childhood setting. ● Description of role and responsibilities for coaches or mentors: District Coach (MTSS Consultant & MTSS Specialists): In collaboration with the assigned MTSS Specialist, the MTSS Consultant serves as district coach for supported districts. The MTSS Consultant works alongside the MTSS Specialist and the assigned district facilitator to develop a targeted annual coaching plan that provides targeted follow-up to sequenced professional development. Coaching supports district implementation activities aligned to the PD sequence and supports the development of district coaching plans that are context specific. Site Coaches (MTSS Specialists): In collaboration with the District Coach, the MTSS specialists supports district teams and the district facilitator. Additionally, the MTSS Specialists serve as a site coach to all sites within their assigned district(s). Coaching includes meeting with the site facilitator to prepare for team meetings, observe the site facilitator, and provide direct feedback following meetings.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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		The MTSS Specialist meets with site facilitators in-person at least once per month and virtually at least once per month. Additionally, Site Coaches supports completion of implementation activities by providing observation and feedback, reviewing implementation tools and documents, and communicating regularly. In addition, the MTSS Specialist meets with SPDG and SSIP coaches to participate in ongoing training regarding facilitation of meetings and coaching practices. Part C Coach (Practitioner Coach): Under the supervision of the Part C SSIP Lead and the SPDG Project Director, the Practitioner Coach provides coaching support on evidence-based practices for resource coordinators and service providers within assigned districts. The Part C district team is implementing the OKMTSS Early Intervention, and the Practitioner Coach provides the follow-up coaching to personnel who provide direct supports to families.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
B(1) Training	Accountability for the delivery and quality of training. Required elements: • Identification of the lead person(s) accountable for training– include name and position/title. • Description of the lead person(s)' role and responsibilities related to developing and supporting evidence-based professional development.	• Lead person(s) accountable for training (include name and position/title): The lead persons accountable for training under this initiative are Alexa Hudak, SPDG Project Director (January 2024- current), Jasmin Brown, SPDG Project Manager, (June 2024- current) and Wendy Hardwick, MTSS Specialist (July 2024-current), Racheal Becker, MTSS Specialist (January 2025-current). Training is made in collaboration with the contracted consultants; MTSS Consultant and Behavior Consultant who have the expertise of the content. See above section (A2) to gather the qualifications of all trainers. • Lead person(s)' role and responsibilities related to developing and supporting evidence-based professional development: SPDG Program Manager (Director): The SPDG Project Director coordinates all contracted and employed personnel contributing to the development of professional development offerings. It is the responsibility of the SPDG Project Director to ensure project-provided professional development is evidence-based, attends to adult learning principles, and is of high-quality. The SPDG Project Director reviews all EBPD to ensure these criteria are met before it is provided to project participants. The SPDG Project Director is dedicated to the initial sequencing in collaboration with the Behavior, MTSS Consultant, and the MTSS Specialists. SPDG Project Manager: The SPDG Project Manager collaborates and authors professional development opportunities, attends to adult learning principles and ensures that professional development opportunities are evidence-based and high quality. The SPDG Project manager also supports programmatic decisions, overcoming training barriers, and data analysis of the overall maintenance and improvement of the program. SSIP Specialist Part C: The SSIP Specialist has been formally trained in the delivery of the Early OKMTSS professional development and is responsible for the delivery of	4

OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		the PD to Part C participants. The SSIP Specialist oversees EBPD provided to practitioner coaches and works closely with the SoonerStart (Part C) Professional Development Specialist and the SPDG Project Director to ensure quality and alignment of all EBPD. MTSS Specialists: The MTSS Specialists in collaboration with the Behavior Consultant, MTSS Consultant have authored the outlines, materials, and tools that are embedded in the asynchronous modules. Additionally, they have coordinated the community of practices with planning, inviting participants, creating flyers for information, and organizing the materials. Digital Data and AI Project Manager: The Digital Content Specialist has been the sole digital author of all the materials in the asynchronous platform ensuring ease of use adherence to the outline, social engagement through the tool. Additionally, the Digital Content Specialist supports the ability to host conferences virtually and with digital support. Other roles include social media presence, data collection, ongoing digital resources, AI integration, and communities of practice support.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

B(2) Training	Effective research-based adult learning strategies are used. Required elements: • Identification of adult learning strategies used, including the source of those strategies (e.g., citation). • Description of how these adult learning strategies were used. • Description of data gathered to assess how well adult learning strategies were used.	• Adult learning strategies used, including the source of those strategies (e.g., citation): The OK SPDG IV uses strategies derived from the work of Trivette & Dunst (2012)¹, as well as the Learning Forward standards to design and deliver its evidence-based professional development. Using the asynchronous modules and the live coaching provided to selected districts, the strategies from Trivette & Dunst include: 1) introduce and illustrate, 2) practice and evaluate, 3) reflect and master. All Learning Forward standards are considered, but intentional consideration is provided to: 1) curriculum, assessment, and instruction; 2) professional expertise; 3) evidence 4) learning designs; 5) implementation; and 6) culture of collaborative inquiry. ○ How were these adult learning strategies used? OK SPDG IV has designed an asynchronous professional development sequence to support implementation of OKMTSS by providing necessary background knowledge. In the design of this sequence, SPDG staff have defined the staff who must participate, to improve their <i>professional expertise</i> within their defined educational role. The PD has also paid specific attention to <i>evidence</i> and only utilizes trusted, evidence-based, and quality resources within its asynchronous modules. The project staff has also implemented <i>learning designs</i> to clearly define the intended outcomes and learning goals of PD, engage learners in the asynchronous content, and reference intended learning outcomes. The design of this PD sequence also utilizes the strategies set forth in Learning Forward's standard for <i>implementation</i> by intentionally sustaining the learning over the course of a month through asynchronous content, knowledge checks, opportunities for discussion, and planned follow-up coaching. The learning is further sustained through development of a <i>culture of collaborative inquiry</i>. <i>The asynchronous modules provide necessary background knowledge in a topic, and the planned coaching and community of practice provides opportunities for</i>	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		<i>participants to engage and learn from one another.</i> Within the planned professional development, itself, the OK SPDG IV utilizes principles and strategies from Trivette and Dunst (2012), within its module learning design to improve engagement and enhance meaning for participants. ● Introduce and illustrate: ○ Concepts, definitions, and general background knowledge are introduced within the asynchronous modules. The project plans to illustrate the use of these concepts within the module through scenarios. Additionally, participating professionals connect with one of OK SPDG IV's Local Educational Agency (LEA) partners for further illustration of these concepts within a school context. The intent is for participating districts and schools to identify how these concepts could be enacted, in order to make meaningful plans for their context. ● Practice and evaluate: ○ These opportunities are provided within the context of the asynchronous modules, as well as within systems coaching with an MTSS Specialist. The planned sequence of professional development intentionally plans for "implementation activities" that participants engage in alongside their asynchronous learning. The MTSS Specialist provides direct feedback on these activities, to support participant evaluation and improvement of the practice. ● Reflect and master: ○ The asynchronous modules also include opportunities for individual and self-reflection on the content. Participants reflect on current practices, learning from the EBPD, and opportunities for change. The practice of these skills is built into the aligned PD and coaching model, and participants demonstrate their mastery through permanent products from their implementation activities and through successful completion of the module's post-test. Data gathered to assess how well adult learning strategies were used: Asynchronous modules are assessed through a combination of metrics, including: 1) completion, 2) engagement in discussions, 3) engagement in the learning assignments 4) success on the post-test.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		Participants submit an anonymous evaluation of the module that specifically inquiries about the above-mentioned adult learning strategies. ¹ Dunst, C.J., & Trivette, C.M. (2012). <i>Moderators of the effectiveness of adult learning method practices. Journal of Social Sciences, 8, 143-148.</i>	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

B(3) Training	Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing). Required elements: • Description of skills that participants were expected to acquire because of the training. • Description of activities conducted to build skills. • Description of how participants' use of new skills was measured (e.g., observation of skills; exit ticket that demonstrates use of skills).	• Skills that participants were expected to acquire because of the training: Acquired skills are measured through collection of post-test data, as well as data on permanent products developed with coaching support from the aligned implementation activities. Specific topics/skills include: ○ Able to staff and delegate roles and responsibilities within the MTSS teaming structure. ○ Able to understand the purpose of different meetings, lead effective meetings, and identify consensus building strategies. ○ Matching existing resources to student need and identifying when there are resource gaps. ○ Using data across all levels (student, grade, site, district) to empower change. ○ Evidence-based instructional practices that reside within the MTSS framework ○ Fidelity of Implementation at all levels (student, grade, site, district) ○ Evaluating evidence-based for new practices ○ Unpacking standards and building formative assessments ○ Decision rules throughout tiers of support ○ Data-based individualization ○ Evaluation of Progress • Activities conducted to build skills: OK SPDG IV's professional development and coaching model are intentionally aligned to follow a systematic sequence of learning and skill-building. The <i>OK SPDG IV Professional Development Sequence</i> (attached) has planned for the intended learning outcomes, as well as skill outcomes, and the implementation activities completed within coaching are specifically tied to these intended skills. As participants work through the course, they have permanent products they can use to continue implementation post-module.	3
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		Additionally, following the OKMTSS Module, the participant can select from the other two options: Tiered Math Module, and Tiered Behavior Module. These modules focus on the specific implementations of Math and Behavior in an MTSS framework. • How was participants' use of new skills measured? New skills are measured through the successful completion of the implementation activities. Success is defined as both completion and quality. The assigned MTSS Specialist works with those they are coaching to support completion and evaluate the products/outcomes against the adapted MTSS AIR (see attached) rubric to support continuous improvement and ensure quality. The SPDG team has developed checklists that measure the completion of activities prior to coaching and post-coaching.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

B(4) Training	Trainers (the people who trained PD participants) are trained, coached, and observed. Required elements: • Description of training provided to trainers. • Description of coaching provided to trainers. • Description of procedures for observing trainers. • Identification of training fidelity instrument used. This instrument should measure the extent to which the training is implemented as intended, including the content that is covered and how the training is delivered. • Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development). • Description of how observation, training fidelity data, and training evaluation data (reaction, self-efficacy, demonstration of skill/knowledge development) were used (e.g., to ensure that trainers are qualified; to identify further training and coaching needed for trainers; to inform revisions to training content/materials)	• Training provided to trainers: The OK SPDG IV provides the bulk of its evidence-based professional development within an asynchronous format that ensures the materials have been thoroughly evaluated for content accuracy. However, SPDG IV's Behavior Consultant, MTSS Consultant, and MTSS Specialists provide training at annual conferences and live events. Throughout the year, the project ensures that its consultants are completing necessary Continuing Education Units (CEU) for licensure. Additionally, the consultants and MTSS Specialists receive training from the supports provided by SigNetwork including the National Meeting, communities of practice, and targeted webinars. The MTSS Specialists have also attended monthly Coaching Communities of Practice focused on the methods of Jim Knight and Jim Knight training. All project consultants and staff receive ongoing training regarding the project's initiatives, alignment within the agency, and best practices for implementing the projects objectives. These training sessions occur during monthly SPDG Leadership meetings. All presenters that are invited to present at conferences must submit their slide deck and materials in advance to be reviewed by the team for consistency and content quality. • Coaching provided to trainers: Trainers are observed on an ongoing basis, and direct feedback is given to support improvement. The SPDG Project Director is responsible for the training and coaching of trainers and ensures quality of the services provided by trainers. Coaches are also working to set goals with the SPDG Director to ensure they are progressing in their improvement of coaching practices. Video recording and evidence of coaching is submitted monthly for review. • Procedures for observing trainers. All trainers (MTSS Specialists and Community of Practice presenters) are observed using a standard observation protocol, and feedback is provided directly to the trainer. If additional needs are observed, the SPDG Project Director organizes additional training opportunities. The instrument used to capture feedback for SPDG trainers is the <i>OK SPDG IV Training Observation Checklist (attached)</i>. The form was developed and piloted by OK SPDG III during 2019-20. The form was then reviewed by SPDG III Leadership for revisions during Summer 2020. In the Spring of 2024, the team determined slight clerical changes to ensure the purpose of the document was matched to the type of training the document reviewed. When utilizing the <i>OK SPDG IV Training Observation</i>	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		<i>Checklist</i>, the observer attends the entire presentation being evaluated, rates each component of the evaluation instrument, and provides comments (required for all scores below 2, optional for scores above that level). After the presentation, the observer reviews their ratings and comments and finalizes the form. Structured debriefings and direct feedback are conducted. Coaches submit a monthly video of coaching practice that they self-assess and the SPDG Director also assesses and provides feedback regarding coaching practice. ● Training fidelity instrument used: The <i>OK SPDG IV Training Observation Checklists</i> addresses: Planning, Engagement, Delivery, Group Facilitation, and Progress Checks/Application Evaluation. It is a modified version of the <i>Observation Checklist for High-Quality Professional Development Trainings</i> (Noonan, P., Gaumer Erickson, A.S., Brussow, J.A., & Langham, A. (2015). <i>Observation checklist for high-quality professional development in education</i> [Updated version]. Lawrence, KS: University of Kansas, Center for Research on Learning). The coaches self-assess using a modified IMPACT Cycle training rubric. ● Procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development). There are multiple procedures used to obtain training evaluation data. For asynchronous modules, OK SPDG IV collects pre- and post-assessment data to measure true growth in knowledge. Additionally, each module includes a post-training evaluation to measure participant perception of growth, quality, and usability. For in-person and/or live professional development, such as annual conferences, the project utilizes a post-session evaluation and a post-conference evaluation that also measures participant perception of growth, quality, and intent to use information. Each coach demonstrates their understanding with monthly self-reflection. ● How were observation, training fidelity data, and training evaluation data used? The OK SPDG IV utilizes observation, training fidelity, and evaluation data at multiple levels to improve project quality and implementation. First, results of observations, training fidelity, and training evaluations are shared with the individual trainer. Specific and actionable feedback is provided, as well as additional training, if needed. Next, annually OK SPDG IV Leadership team reviews an aggregate of these data to identify current project strengths and	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		weaknesses and engage in a problem-solving process to improve areas of weakness. Additional training for groups of individuals is identified, if needed. Finally, the SPDG Leadership team assesses subsequent training observations, fidelity, and evaluations to determine if growth has been made or if the plan for improvement should be adjusted. The coaches' self-reflection and the SPDG Director's feedback are used to ensure that the coaches are provided with adequate professional training to improve their coaching process. Goals are set monthly and checked in monthly.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

B(5) Training	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. Required elements: • Description of expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported. • Description of how administrators are trained and coached to support implementers and coaches. • Description of supports for creating implementation teams at the building and district or local program levels.	• Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported: All participating LEAs are required to include administration in their implementation team, and all LEAs identify additional “facilitators” or leaders of implementation activities. Building and district administrators must agree to provide the necessary time and resources to their implementation team to fully engage in the professional development, coaching, and implementation activities. Building and district administrators are also included in these professional development opportunities and receive direct coaching and feedback support from the MTSS Specialists. Additionally, the OK SPDG IV staff has been drafting the template and collecting the baseline data needed to provide a beginning-of-year (August 2025), and end-of-year report (May 2026 and May 2027) to the building and district administration outlining staff participation, knowledge and skill growth, implementation improvements, and associated student outcomes. These reports are provided in individual meetings with the MTSS Specialist and the administrator. Strengths and weaknesses for improvement identified by the administrator in these meetings. • How are administrators trained and coached to support implementers and coaches? Administrators received the same foundational professional development as their implementation staff. In addition to this PD, administrators engage in coaching with the MTSS Specialist to analyze data at a variety of levels and determine leadership actions necessary for improvement. The MTSS Consultant and MTSS Specialists provide direct coaching support to administrators to support decision making and action planning. • Supports for creating implementation teams at the building and district or local program levels: SPDG personnel have consulted with administrators regarding the work with the district team. The SPDG personnel and the administrators have implemented site level supports at the participating LEAs and to identify staff necessary for the implementation teams. General guidelines are provided, but context-specific decisions are supported by the SPDG project personnel. SPDG staff provide information regarding anticipated time necessary to complete implementation activities, and information regarding the types of decisions to be made by the implementation team. Following provision of the MOY and EOY reports to	3
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		administrators, SPDG staff support administrators by identifying whether or not implementation team members have the necessary capacity to continue in their role or if more specific training is needed to help them reach their goal.	
B(6) Training	Training outcome data are collected and analyzed to assess participant knowledge and skills. Required elements: • Identification of training outcome measure(s). • Description of procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training. • Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule or processes).	• Training outcome measure(s): OK SPDG IV analyzes pre- and post-assessment data of asynchronous modules to determine if participants have improved knowledge. Additionally, skill outcomes are measured through the completion and quality of implementation activities. All intended knowledge and skill outcomes are listed within the <i>OK SPDG IV Professional Development Sequence</i> (attached). The project measures participant perception of growth, quality of the PD, and intent to use the content. • Procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training: The asynchronous modules require pre-assessment data prior to the opening module content for participants. Upon completion of the module content, participants must complete the post-assessment to access their certificate of completion. The project maintains a minimum passing score with limited attempts to complete the post-assessment. If a participant does not meet the minimum score and has exhausted all attempts, they are provided additional training from their MTSS Specialist (coach). The online module collects data on all attempts and scores. Monthly, the SPDG Digital Content Specialist downloads data for the review by the OK SPDG IV External Evaluator and the MTSS Specialists who converses with the district as to the needs they have for adjustment. The SPDG Leadership Team reviews this data to determine the effectiveness of the training and plan for improvements. All participants complete a post-training evaluation (for asynchronous and synchronous learning) that measures perception of growth, quality of learning, and intent to use the content. The SPDG Leadership Team analyzes this data to plan for improvements to training. • How were training outcome data used to make appropriate changes to the training and to provide further supports through coaching: If a participant does not obtain the minimum score and has exhausted all attempts within the online module, the participant is provided additional	4

OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		training from their MTSS Specialist (coach) until mastery. The online module collects data on all attempts and scores so that the SPDG Leadership Team can review this data to determine the effectiveness of the training and plan for improvements. All participants complete a post-training evaluation (for asynchronous and synchronous learning) that measures perception of growth, quality of learning, and intent to use the content. The SPDG Leadership Team analyzes this data to plan for improvements to training.	
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Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
C(1) Coaching	Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services. Required elements: • Identification of the lead person(s) accountable for coaching services. Please include name and position/title. • Description of the lead person(s) role and responsibilities for promoting high quality and timely coaching services.	• Lead person(s) accountable for coaching services. Please include name and position/title: The <u>OK SPDG IV Project Director</u>, Alexa Hudak, SPDG IV Project Director (January 2024- current), has primary oversight responsibility for all coaching services. They have dedicated themselves to the coaching planning, delivery, and observational tools needed to ensure the system is effective. • Lead person(s) role and responsibilities for promoting high quality and timely coaching services: It is the responsibility of the OK SPDG Project Director to communicate expectations for coaching quality and timeliness. Coaching is provided by MTSS Specialists, and the MTSS consultant. They report directly to the SPDG Project Director. The Project Director communicates directly with MTSS Specialists the expectations for time spent coaching each implementation team, frequency of coaching visits, and frequency of coaching contacts made within the month. Additionally, the SPDG Project Director is responsible for conducting observations of coaches to ensure quality and remediate any difficulties. The SPDG Project Director, as the direct supervisor of the MTSS Specialists, also provides feedback as part of the employment performance review process. Coaching observations continue with the MTSS consultant and the MTSS Specialists. The coach submits a monthly video to self-assess against the rubric and to receive formal feedback from the SPDG Director. The coach, with guidance from the SPDG director, makes a goal and action steps that support their growth in their coaching. Each goal is expected to be improved within three months or less.	4

OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

C(2) Coaching	Coaches use effective coaching practices to increase innovation fidelity. Required elements: • 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. <i>Note: This description may take the form of a coaching service delivery plan.</i> • Description of how coaching process is captured and connected to impact on fidelity of the innovation. <i>Note: These data may be collected in a coaching log.</i>	• Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured: The MTSS Specialists act as coaches for the LEA implementation teams at the site and district level. Coaching occurs in person at least once per month, and may include facilitation of team meetings, observation of implementation staff, observations of data review meetings, or modeling practices for implementation staff. The facilitation strategies used are aligned with a Jim Knight model of instructional coaching. In addition to in-person coaching once per month, the MTSS Specialist engages with staff from each LEA at least once per month. This engagement includes a review of implementation activities/products, direct feedback, sharing of resources or information, or provision of supplementation training. Feedback from coaches to implementation staff is provided directly to the administrator and identified “lead facilitator” both in-person and virtually. Implementation staff have opportunities to provide feedback on coaching, at least once monthly. The MTSS Specialist begins the year of coaching by completing and analyzing the OKMTSS AIR adapted fidelity assessment (attached) as a needs assessment and analyzing student level data with the implementation team. The implementation team and coach develop a targeted coaching plan, based on this context-specific data that is enacted in addition to the project’s PD sequence. Effectiveness of coaching is measured monthly by the SPDG Leadership Team through review of site and district implementation activities. OK SPDG IV conceptualizes coaching as the “skill building” component of its professional development sequence. If participants are not demonstrating growth in skill, the project reviews coaching data to identify areas to improve or remediate. The SPDG Digital Data Content Specialist downloads and provides data regarding PD completion monthly to the MTSS Specialist and the SPDG team. Direct support is provided from the SPDG Project Director to the MTSS Specialists to improve coaching quality, see C1. Additionally, the SPDG team has compiled data to provide all implementation staff with an end-of-year survey measuring their satisfaction with the coaching they have received. This data is included in the administrator’s EOY report. How is your coaching process captured and connected to impact on fidelity of the innovation? The coaching process is captured from the logged information, completed	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		checklists, and the recorded observations. The MTSS Specialist logs any coaching activities or interactions conducted in-person and virtually, so that the project can analyze coaching data alongside implementation fidelity data to identify its connectedness with the implementation of OKMTSS. If deficits or weaknesses are identified, the SPDG Leadership Team develops a plan for improvement. Within each coached opportunity the MTSS Specialist indicates on a checklist the completed activities that the school/LEA provided and those that the coach needed to explicitly indicate.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

C(3) Coaching	Coaching outcome data are collected and analyzed to assess participant knowledge and skills. Required elements: • Description of how coaching is monitored for fidelity to content and quality. • Description of how coaching fidelity data are used to identify potential training and coaching for coaches • Description of procedures to assess the knowledge and skills gained by those who are coached. • Description of how coaching outcome data are analyzed by the SPDG team. • Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients.	● How is coaching monitored for fidelity to content and quality? Monthly, the SPDG hosts a Community of Practice session for coaches for SPDG and SSIP to review best practices in alignment with Jim Knight. During this time, MTSS Specialist uploads an observational video of their coaching process. They self-assess this recording and the SPDG Director also submits an evaluation of the recording. Each MTSS Specialist also has a 1:1 with the SPDG director to target specific self-improvement areas that are of interest to the Coach and their needs. This rubric was developed by modification of the Jim Knight evaluation (see attached). ● How is coaching fidelity data used to identify potential training and coaching for coaches? Monthly, the SPDG Leadership Team reviews the coaching fidelity data and determines areas of weakness. If coaching fidelity of dosage is weak, the SPDG Project Director provides any support necessary to improve coaching contacts. If the content or quality of coaching is a weakness, the SPDG Project Director and MTSS Specialist work collaboratively to identify barriers and any gaps in knowledge. An action plan is developed to mitigate the barriers and knowledge gaps are remediated through additional training and coaching. ● Procedures to assess the knowledge and skills gained by those who are coached: Those who are coached engage in monthly asynchronous learning and implementation activities. The SPDG Leadership team reviews the progress of the participants monthly. The coach provides direct feedback and support on the implementation activities. The knowledge and skills gained by those who are coached is measured through pre- and post-test assessment data within the online modules, and through completion and quality of the implementation activities. ● How are coaching outcome data analyzed by the SPDG team? Coaching outcome data is discussed monthly by the SPDG Leadership Team to identify any project-level areas of weakness and develop plans for improvement. If the MTSS Specialist (coach) has concerns regarding any one person being coached, school, or district, the project reviews outcome data	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		with greater frequency, to develop more timely plans for improvement for the implementation teams and participants. • How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients? Coaching outcome data is used by the SPDG Leadership team to inform project personnel of the effectiveness of coaching and plan adjustments to improve outcomes. The data also provides the SPDG Leadership team with information to support the coach (MTSS Specialist). The MTSS Specialist utilizes coaching outcome data to improve direct coaching of individuals and implementation teams, as well as to adjust their practices. Coaching outcome data is shared with these implementation teams and participants to develop shared plans for improvement and identify areas of the coaching plan in need of adjustment. Finally, the coaching outcome data is incorporated into a MOY (Spring 2025) and EOY (Summer 2025) report for district and building administrators to inform them of the outcomes of coaching, solicit feedback on their perception and experience of coaching, and refine leadership-level plans for the support of coaching.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

D(1) Data Systems that Support Decision Making	Accountability for the system of measuring and reporting of innovation fidelity and student outcomes. Required elements: • Identification of the lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title. • Description of the data expertise, role and responsibilities of the identified lead person(s).	• Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title: Lead people accountable for measuring and reporting fidelity to the innovation and related student outcomes are SPDG Project Director, Alexa Hudak (January 2024-Current), SPDG Project Co-Director, Jasmin Brown, (June 2024- current), the External Evaluator, Cheryl Huffman, and the Digital Data & AI, Benjamin Taylor. • Data expertise, role and responsibilities of the identified lead person(s): The SPDG Project Director has been the SSIP-B director since January 2022. The SPDG Project Director has access to some state-level data regarding student outcomes but works collaboratively with LEA administrators and their coaches to develop a plan and timeline of data collection that supports the OK SPDG and the LEA in analyzing data for improvements. The SPDG Project Director is responsible for coordinating the MTSS Specialist and Coaches to provide appropriate and accurate data that is collected from participating LEAs The SPDG Project Co-Director has been in the role since June 2024. They have made a collaborative effort with the State Systemic Improvement Plan and have been providing similar services and expertise in that realm. They have supported the data collection process with the SPDG and the professional development alignment within the scope of the project. The SPDG External Evaluator has significant experience with the grant and evaluation. They are responsible for supporting the identification of necessary and relevant data to collect. The External Evaluator collaborates with the SPDG Director to develop the project-level data collection plan and timeline, prepares the data for use, and supports the SPDG Leadership team in analyzing the data to make project improvements. The Digital Data & AI Project Manager has expertise in the tools used to collect data required from the trainers, LEAs, and conferences. They ensure the data is sent to the MTSS Specialist and SPDG staff monthly	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

D(2) Data Systems that Support Decision Making	Coherent data systems are in place at all education levels (SEA, regional, LEA, school). Required elements: • Description of key data sources are analyzed to connect training and coaching to fidelity of the innovation and then child outcomes: • Description of how targets/benchmarks are set for the various types of data. • Description of how data collection guidance (e.g., procedures, timelines) is provided to professional development sites and participants. • Description of how teams are trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data.	• Key data sources analyzed to connect training and coaching to fidelity of the innovation and then child outcomes: Key data sources include those related to asynchronous professional development modules, coaching cycles, MTSS fidelity assessment, and student outcomes. Key data points within each are outlined below: • Asynchronous Modules: ○ Pre-assessment and post-assessment data ○ Time spent in module (to determine those to not include in calculations) ○ Successful completion of module components ○ Post-module perception evaluation • Coaching Cycles ○ Coaching dosage ○ Coaching activities ○ Coaching content ○ Participants in coaching ○ Observation of coaches • Fidelity Assessment ○ Beginning of Year fidelity assessment ○ End of Year fidelity assessment • Student Outcomes ○ Reading screening data by percentile groups (K-5th) ○ Math screening data by percentile groups (K-5th) ○ Graduation rates (4th and 5th year graduates) • How are targets/benchmarks set for the various types of data? For the first implementation year (SY 25-26), baseline data is taken within the asynchronous modules to determine average pre-assessment data and time spent in the module. All participants must pass the post-assessment with a score of 90% or greater to complete the module. Additionally, the project has established expectations regarding coaching cycle data that remains consistent from year to year. Fidelity assessment data is taken at baseline for this first year. However, targets have been set for 75% of participating districts to implement OKMTSS (using the MTSS AIR rubric) with fidelity in at least one implementation area after two years of implementation. After year 1, all districts implement at least one area with partial fidelity. These targets were set based on previous SPDG data and data from Oklahoma's School	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		Climate Transformation Grant district outcomes. How is data collection guidance provided to professional development sites and participants? Within the application for support, information was provided regarding what data would be collected and at what frequency. The OK SPDG Project Director and External Evaluator are working collaboratively to more specifically define data to be collected, processes for data collection, and the timeline of data collection. The MTSS Specialist has embedded data collection processes within their coaching, in order to support LEA analysis of relevant data, as well as provide it for project needs. How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data? Teams participate in an asynchronous learning module regarding data collection and analysis of student outcomes. In September, they also participated in a data retreat (developed and delivered in conjunction with the Part B State Systemic Improvement Plan). At the data retreat, they were provided with didactic information regarding the use of student and system data to engage in root cause analysis and problem solving. SPDG staff and coaches worked with them to support practice of these analysis strategies. Following the data retreat, the MTSS Specialist (coach) worked with implementation teams and the lead facilitator to analyze progress monitoring data and make recommendations. LEA staff also participated in another module regarding fidelity data collection and engaged in a similar coaching structure to implement associated practices. The lead facilitator conducts the fidelity measures and is observed by the MTSS Specialist. Direct feedback is provided, and the lead facilitator engages with the implementation team to develop solutions through a problem-solving process and data analysis.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

D(3) Data Systems that Support Decision Making	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). Required elements: • Description of how data are compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol). • Description of how feedback loops function to inform improvement across multiple levels (State, regional, local, community, and other agencies). • Description of how fidelity and child outcome data inform modifications to project plans and processes.	• How are data compiled and communicated in usable format(s) with various audiences/stakeholders? The OK SPDG IV has begun to work with the Oklahoma State Department of Education (OSDE) OKMTSS State Leadership Team to develop a shared priority plan that demonstrates the impact and outcomes of state MTSS programs on LEA and student outcomes. The OKMTSS Leadership Team has defined this evaluation plan and shares an annual report with external and internal stakeholders. The OKMTSS Leadership Team has developed a new OKMTSS listserv to support ongoing, timely, communication. OK SPDG IV Project Director works closely with the External Evaluator and an Advisory Group to define data essential to communication with statewide LEAs, families, and Institutes of Higher Education (IHEs) to promote the expansion of implementation. The OK SPDG IV provides a monthly implementation update to LEA district and site administrators that outlines the LEAs participation, staff learning, skill development, and student outcomes. The format for this report was developed with insight from the advisory group members and the SPDG IV External Evaluator. • How do feedback loops function to inform improvement across multiple levels? There are multiple levels of implementers within the OK SPDG IV structure, including state-level project, district administration, site teams, and broader school communities. The bi-directional communication and feedback loops are described below. ○ State to District/District to State: The OK SPDG Leadership team collects and analyzes data from the district, including fidelity data, staff participation, and student outcomes. This data is provided to district administration within a monthly report to support district decision-making. The report is shared in a meeting between project staff and the district administration team. The district team has time during this meeting and at monthly implementation meetings to share any concerns, additional data, or other information with project staff to support improvement at the state project level and district implementation level. The data in these reports informs district improvement and is analyzed by SPDG staff for project improvement.	4
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		○ District to Building/Building to District: The MTSS Specialist supports both the district and site implementation teams to ensure consistency in messaging and coaching within the district. The district shares expectations for implementation and priorities down to buildings, via communication with the building administrators. The MTSS Specialist supports these expectations and priorities through coaching. The MTSS Specialist also supports data collection, analysis, and reporting in school buildings. This data is shared with district administration (via SPDG reports) and facilitates site decision-making with district supports. ○ Building Teams to Site Staff: One of the primary functions of the building implementation team is to share updates with staff members in their department at the site. Implementation team members are leaders of the building and can share information and data downward within their department teams to support improvement, as well as solicit feedback for the implementation team. The MTSS Specialist supports these efforts. ○ Site Staff to Families: Site staff accurately communicates the expectations and priorities of the district with its families. The OK SPDG IV staff works with its PTI Partner and Advisory group member to define methods of bi-directional communication of the innovation. ● How do fidelity and child outcome data inform modifications to project plans and processes? Fidelity and child outcome data are analyzed together to determine effectiveness of project plans. This data is shared in regular reports with district personnel to inform LEA decision making. Additionally, this data is aggregated across all supported districts and SPDG Leadership analyzes the aggregate outcomes to determine areas of improvement and engage in a problem-solving process.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
E(1) Systemic Leadership Supports	Accountability for the technical and adaptive leadership of the project at the state level. Required elements: • Identification of the lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title. • Description of how the lead(s): • Engages in regular communication with the leads for training, coaching and data systems, • Promotes the effective use of evidence based professional development components, • Problem solves challenges to innovation implementation, • Recognizes effort and successes, and • Develops and/or refines state policies or procedures to support the sustainability of evidenced based professional development components.	• Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title: The OK SPDG IV Project Director, Alexa Hudak (January 2024-current), is responsible for technical leadership and adaptive leadership. The Digital Data & AI Project Manager is responsible for supporting technical leadership and adaptive leadership. • How does this person ensure there is regular communication with the leads for training, coaching and data systems? The OK SPDG IV conducts a monthly Leadership team meeting that engages the leads for training, coaching, and data systems. Additionally, the Project Director meets bi-monthly with just the lead for data systems to ensure that data is collected, is quality, is analyzed, and is shared with the relevant feedback loops and stakeholders. The team has a shared Microsoft Teams platform to access materials needed from one another. 1 on 1s are conducted to address specific needs. • How does this person promote the effective use of evidence based professional development components? The Project Director works with the Leadership Team and the Advisory Group to ensure all aspects of the initiative adhere to these professional development components. The Project Director also reviews the implementation of these components monthly and reviews their implementation at the monthly leadership meeting to develop plans for improvement, if needed. Adult learning strategies are embedded to support ongoing implementation. Additionally, the MTSS specialist facilitates effective communication during coaching sessions to specifically support needed actions with the implementation team. • How does this person problem solve challenges to innovation implementation? The Project Director works with the SPDG Leadership Team and Advisory Group to identify challenges to implementation and works with these groups and OSDE staff to develop potential solutions. The Project Director facilitates these mitigation efforts and reviews impact/effectiveness with the Leadership Team at least monthly. The MTSS Specialists supports the	4

OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

		implementation of these efforts within the school/LEA. ● How does this person recognize effort and successes? Effort and successes are highlighted within district reports provided to district administration. Additionally, the project highlights effort and successes within its community of practice and in conferences as demonstration schools. ▪ How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidenced based professional development components? The SPDG Project Director works with the OKMTSS Leadership Team to formalize professional development processes related to MTSS training. The Project Director is also involved in internal communities related to defining expectations for asynchronous learning and coaching programs.	
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OKMTSS Initiative 2023:

Worksheet: SPDG Evidence-based Professional Development Components

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

E(2) Systemic Leadership Supports	Leadership systems are in place to build state-level capacity and promote project sustainability. Required elements: • Description of how project leadership analyzes feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation. • Description of processes for revising policies and procedures to support a new way of work (e.g., communication protocol that supports decision making). • 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.	• How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation? Project leadership engages in a continuous improvement process of analyzing data, identifying potential solutions, enacting solutions, and reviewing effectiveness. As barriers are identified, project leadership adjusts implementation to alleviate barriers that are within the project's control. If barriers exist within the LEA, the project personnel work with the LEA district administration to identify and enact potential solutions. If barriers exist beyond the project or LEA's scope of control, the project works collaboratively with district personnel to design solutions, redefine implementation expectations, or otherwise mitigate barriers. • What are the processes for revising policies and procedures to support a new way of work? The SPDG Project Director works with the OKMTSS Leadership to develop policies surrounding the provision of PD and coaching support for MTSS implementation. Agency-level policies and procedures require support from the Superintendent of Public Instruction. Should agency-level policies need revision, the SPDG Project Director works with the Division Administrator to communicate the barriers, needs, and proposed revisions to agency leadership. • What collaborative efforts have occurred 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? The OK SPDG IV is in its fourth year of funding. However, previous Oklahoma SPDGs have established relationships that continues supporting collaborative efforts. The OK SPDG IV partners with the State Systemic Improvement Plan (SSIP) for Parts B and C, the Parent Training and Information Center (Oklahoma Parents Center), Cameron University, Oklahoma State University's BRIDGE Center, the Dyslexia Workgroup, and intra-agency divisions as part of the OKMTSS Leadership Team. This year, 2024-2025, the SPDG was able to send several members of the OKMTSS Leadership team to SPDG National where they were able to collaborate even more intentionally regarding overlap and collaboration. The OKMTSS Leadership team has spent time authoring, revising, and editing an OKMTSS Implementation guide	4
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Worksheet

SPDG Evidence-based Professional Development Components

Worksheet Instructions

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16 professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the “PD components” column) related to professional development practices being implemented: 1=inadequate description or a description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplar description. Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The “PD components” column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

Worksheet: SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
A(1) Selection	Clear expectations are provided for PD participants and for schools, districts, or other entities. Required elements: • Description of expectations for PD participants (e.g., attendance in training, data reporting, pre and post training activities). • Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants). • Description of how schools, districts, or other entities were informed of their responsibilities. Provide a brief description of the form(s) used for these agreements.	• Expectations for PD participants: Participants (early career special education teachers) receive professional development asynchronous training with limited access to direct educator coaching. Training for participants includes SPARK Conference sessions at the new SPARK Conference in August 2025, asynchronous modules both developed by the SPDG team and the Council for Exceptional Children (CEC), as well as monthly SPARK Communities of Practice. Fourteen participants in this initiative are expected to engage in structured coaching cycles throughout one school year (2025-2026). These cycles include collecting baseline data, identifying areas for improvement, developing a coaching plan, implementing matched evidence-based practices, and measuring student outcomes/results and evaluating impact of the practice with the support of their instructional coach. Those coached also participate in all SPARK trainings. Participants participate in professional development for background knowledge on the evidence-based practice(s) and meet with their assigned coach at minimum monthly. Participants are also expected to share data, including: - Teacher survey data, - Coaching observation data (including media), - Student assessment data, and - Student behavioral data. • What have schools, districts, or other entities agreed to provide? Districts and schools agree to allow the SPDG MTSS Specialist to provide coaching services on the school's campus and within the selected educator's classroom. Administrators also agree to provide aggregate student data to support grant reporting and refinement of project work. The applicant is required to implement the taught practice within the context the coach has demonstrated the practice. Schools also agree to recording the teacher's instruction and provide video release forms for the students. How were schools, districts, or other entities informed of their	4

Worksheet: SPDG Evidence-based Professional Development Components

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

		responsibilities? Within the application process, applicants are required to seek permission from their school and district administrators. During the application process the applicant is required to submit a letter on district letterhead from their administrator confirming their years of service and their position in the role. Once selected, SPDG personnel contacted administrators and requested assurance that the applicant spoke with them regarding this initiative, the SPDG personnel have permission to coach on-campus, collecting the required data, and have a mandated reporter role in which they must address IDEA non-compliance issues. At the beginning of coaching, the SPDG Project Director also sent a letter ensuring accurate applicant information and requested and met with the administrator, coach, and participant. • Brief description of the agreement forms: The initial application <i>SPARK Coaching Support</i> (attached) outlines all the requirements of participation. This form, along with an assurance letter, has been sent to all administrators. Additionally, the participants receive a letter indicating their anticipated stipend amount and what they must complete to ensure payment.	
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Worksheet: SPDG Evidence-based Professional Development Components

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

A(2) Selection	Clear expectations are provided for SPDG trainers and SPDG coaches/mentors. Required elements: • Expectations for trainers' qualifications and experience and how these qualifications are ascertained. ○ Description of role and responsibilities for trainers (the people who trained PD participants). • Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained. ○ Description of role and responsibilities for coaches or mentors (the people who provided follow-up to training).	• Expectations for trainers' qualifications and experience and how these qualifications are ascertained: All trainers are expected to have advanced degrees in the field of education or job-related duties and demonstrated experience and excellence in serving student populations. Detailed expectations are outlined further below along with descriptions of how these qualifications are ascertained. Project Manager: This role must have a minimum bachelor's degree in education and have prior experience as a teacher or instructional coach. Hiring this role is done through an OSDE employment process including an application and interview. Behavior Consultant: The Behavior Consultant is selected through a Request for Proposal (RFP) process. Minimum mandatory qualifications for this role include specialized training in behavior, as demonstrated by related licensure, and at least 5 years of professional experience in behavior management and supports applied to educational settings. MTSS Specialist: There are two people hired for this role and must have a minimum bachelor's degree in education and have prior experience with special education. Hiring these roles is done through an OSDE employment process including an application and interview. Qualifications are ascertained through a state hiring process that includes an application and standardized interview questions. It is expected that the MTSS Specialist has at least a bachelor's degree, experience teaching special education in a K-12 public school, and experience coaching or mentoring other educators. ○ Description of role and responsibilities for trainers: Project Manager: The project manager organizes the opportunities for training. This role creates and manages the SPARK asynchronous modules from creation to data collection, engages in collaboration with the CEC, and organizes the conference sessions for the SPARK conference. Behavior Consultant: This trainer position provides consultation to the SPDG team regarding implementation of evidence-based practices related to behavior goals with students. MTSS Specialist: The MTSS Specialists conduct SPARK related trainings and support	4
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Worksheet: SPDG Evidence-based Professional Development Components

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		Communities of Practice with teachers. Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained: MTSS Specialists OSDE-employed MTSS Specialists serve as coaches supporting each of the participating early career special educators. Qualifications are ascertained through a state hiring process that includes an application and standardized interview questions. It is expected that MTSS Specialists have at least a Bachelor's degree, experience teaching in a K-12 public school, and experience coaching or mentoring other educators. Description of role and responsibilities for coaches or mentors: Site Coaches (MTSS Specialists): The MTSS specialists support early career special educators in implementing evidence-based practices for classroom management, instruction, and IEP program planning. Coaching includes meeting with the educator to analyze baseline data and develop a coaching plan aligned to educator goals and student needs. The MTSS Specialist meets with participating educators in-person and virtually for a total of approximately 6-8 contacts per IMPACT cycle (approximately once a week).	
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Worksheet: SPDG Evidence-based Professional Development Components

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
B(1) Training	Accountability for the delivery and quality of training. Required elements: • Identification of the lead person(s) accountable for training– include name and position/title. • Description of the lead person(s)' role and responsibilities related to developing and supporting evidence-based professional development.	• Lead person(s) accountable for training (include name and position/title): The lead person accountable for training under this initiative is Jasmin Brown, SPDG Project Manager with the support of Alexa Hudak, SPDG Project Director. • Lead person(s)' role and responsibilities related to developing and supporting evidence-based professional development: SPDG Project Manager The SPDG Project Manager selected a series of CEC Modules and OSDE opportunities for participants to complete. The professional development asynchronous modules are offered through selection of CEC modules. Participants can also choose from in-person opportunities that are offered in the 2025-2026 school year. Participants complete approximately 15 hours of professional development work. Additionally, the Communities of Practice support the content from the modules. See attached SPARK Professional Development selection. The MTSS Specialist advises the participant which additional opportunities are going to be the best for their personal goals. However, they must complete the CEC modules.	4

Worksheet: SPDG Evidence-based Professional Development Components

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B(2) Training	Effective research-based adult learning strategies are used. Required elements: • Identification of adult learning strategies used, including the source of those strategies (e.g., citation). • Description of how these adult learning strategies were used. • Description of data gathered to assess how well adult learning strategies were used.	• Adult learning strategies used, including the source of those strategies (e.g., citation): The OK SPDG IV uses a CEC module sequence to support early career special education teachers: Challenge: A case-based video scenario that introduces the topic and invites inquiry Initial Thoughts: Questions that activate learners' prior knowledge about the topic Perspectives & Resources: Scaffolded, engaging, and accessible content developed using instructional design principles Wrap Up: A summary of the module content Assessment: An opportunity for learners to evaluate what they have learned or need to study further Additionally, Jim Knight's IMPACT Cycle references the seven partnership principals: • Equality – No one person is more valuable than any other. • Choice – The teacher makes most, if not all, the decisions about changes to their classroom. • Voice – Other's voices are honored. Ideas are shared in a way that encourages people to think together. • Dialogue – Partner conversation is rich in the thrill of learning, reflection, and creation in which both people really hear one another, and ideas flow fluidly. • Reflection – Partners think deeply about what has happened in the past, what is happening in the present, and what happens in the future. (Looking back, looking at, and looking ahead) • Praxis – Partners engage in learning and thinking through how to apply some new knowledge to real-life classroom experiences. • Reciprocity – The coach and the teacher are open and learn together.	4
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Worksheet: SPDG Evidence-based Professional Development Components

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		○ How were these adult learning strategies used? OK SPDG IV's SPARK initiative uses the CEC modules to support the initial training and combine the understanding of adult learning theory in direct educator coaching. Other opportunities include in-person conferences and OSDE authored modules that are specific to the Oklahoma Policies and Procedures for Special Education. These opportunities also support adult learning strategies because they promote experiential learning and networking opportunities. • Data gathered to assess how well adult learning strategies were used: Asynchronous modules are assessed through a combination of metrics, including completion of modules and completion of an IMPACT cycle with positive improvement for student outcomes based on the student focused goal.	
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Worksheet: SPDG Evidence-based Professional Development Components

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B(3) Training	Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing). Required elements: • Description of skills that participants were expected to acquire as a result of the training. • Description of activities conducted to build skills. • Description of how participants' use of new skills was measured (e.g., observation of skills; exit ticket that demonstrates use of skills).	• Skills that participants were expected to acquire as a result of the training: SPARK Recipients gain understanding in the following areas: ○ Behavioral Principles: The Basic Understanding of Student Behavior ○ Addressing Challenging Behaviors; Understanding the Acting-Out Cycle & Behavioral Strategies ○ Progress Monitoring: Mathematics or Reading ○ Executive Functions: Understanding Why Some Students Struggle ○ Self-Regulated Strategy Development Model: Using Learning Strategies to Enhance Student Learning ○ IMPACT Cycle: Evidence-Based Practices ○ Oklahoma IEP Compliance Measures • Activities conducted to build skills: For this initiative, the OK SPDG IV relies on individual coaching to build participant skills. The coach (MTSS Specialist) and the educator collaboratively designs a coaching plan that includes an implementation goal, student outcome goal, defined evidence-based practices, professional development to be completed, and measurement of skills. The MTSS Specialist supports the participants with reminders and recommendations for training that are aligned with their personal professional goals. • How was participants' use of new skills measured? Use of skills for this initiative is measured through completion of a coaching plan, direct observation of use of the evidence-based practice, and review of permanent products for quality and accuracy and the completion of professional development opportunities.	3
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Worksheet: SPDG Evidence-based Professional Development Components

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

B(4) Training	Trainers (the people who trained PD participants) are trained, coached, and observed. Required elements: • Description of training provided to trainers. • Description of coaching provided to trainers. • Description of procedures for observing trainers. • Identification of training fidelity instrument used. This instrument should measure the extent to which the training is implemented as intended, including the content that is covered and how the training is delivered. • Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development). • Description of how observation, training fidelity data, and training evaluation data (reaction, self-efficacy, demonstration of skill/knowledge development) were used (e.g., to ensure that trainers are qualified; to identify further training and coaching needed for trainers; to inform revisions to training content/materials).	• Training provided to trainers: The OK SPDG IV's Behavior Consultant and MTSS Specialists ensure that its consultants are completing necessary Continuing Education Units (CEU) for licensure. Additionally, the consultants and MTSS Specialists receive training from the supports provided by SigNetwork including the National Meeting, communities of practice, and targeted webinars. All project consultants and staff also receive ongoing training regarding the project's initiatives, alignment within the agency, and best practices for implementing the projects objectives. This training includes: Jim Knight's Instructional Coaching Institute, Community of Practice Coaching Sessions, Behavioral Intervention supports, CEC module completion, and ongoing feedback loops. These trainings occur monthly and as needed. All trainers are observed using a standard observation protocol, and feedback is provided directly to the trainer. If additional needs are observed, the SPDG Project Director organizes additional training opportunities. • Coaching provided to trainers: As mentioned, trainers are observed on an ongoing basis and direct feedback is given to support improvement. The SPDG Project Director is responsible for the training and coaching of trainers and ensures quality of the services provided by trainers. • Procedures for observing trainers. The instrument used to capture feedback for SPDG trainers is the <i>Jim Knight Observational Checklist (attached)</i>. The form has been adapted by the SPDG IV to use from Jim Knight's procedures of the IMPACT Cycle. When utilizing the <i>Jim Knight Observational Checklist</i>, the observer attends the entire coaching session being evaluated, rates each section of the instrument as they occur and provide comments (required for all scores below 2/optional for scores above that level). After the presentation, the observer reviews their ratings and comments and finalizes the form. Structured debriefings and direct feedback are conducted.	4
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Worksheet: SPDG Evidence-based Professional Development Components

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		• Training fidelity instrument used: The <i>Jim Knight Observational Checklist</i> addresses: ○ Partnerships and Principles ○ IMPACT Cycle ○ Data ○ Instructional Playbook ○ Communication Habits and Skills ○ Leadership ○ System Support Thomas, S., Knight, J., Harris, M., & Hoffman, A. (2021). <i>Evaluating instructional coaching: People, Programs, and Partnership</i>. ASCD. • Procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development). There are multiple planned procedures to obtain training evaluation data. For asynchronous modules, OK SPDG IV collects completion certificate and specific data collection provided by CEC including time spent, evaluations, and feedback. Following coaching, participants complete a survey evaluation to measure participant perception of growth, teacher efficacy, and retention. • How were observation, training fidelity data, and training evaluation data used? The OK SPDG IV utilizes observation, training fidelity, and evaluation data at multiple levels to improve project quality and implementation. First, results of observations, training fidelity, and training evaluations are shared with the individual trainer. Specific and actionable feedback is provided, as well as additional training, if needed. Next, the OK SPDG IV Leadership team reviews an aggregate of these data to identify current project strengths and weaknesses and engage in a problem-solving process to improve areas of weakness. Finally, the SPDG Leadership team assesses subsequent training observations, fidelity, and evaluations to determine if growth has been made or if the plan for improvement should be adjusted.	
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Worksheet: SPDG Evidence-based Professional Development Components

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B(5) Training	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. Required elements: • Description of expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported. • Description of how administrators are trained and coached to support implementers and coaches. • Description of supports for creating implementation teams at the building and district or local program levels.	• Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported: All participating educators are required to have administrator approval to participate in SPARK coaching. The OK SPDG IV Project Director communicates directly with the building administrator of selected educators to ensure understanding of the initiative and permission for the educator to engage in coaching from SPDG staff. As needed, MTSS Specialists communicate with building administrators and the district Special Education Director regarding how the administrator can best support the ongoing implementation of supported practices and educator growth. Administrators are guided to support teachers in their approval to attend in-person trainings with provided teacher leave. Occasionally, the trainings are intended for administrator to attend with the participant. • How are administrators trained and coached to support implementers and coaches? Administrators receive communication about the program and how they can best support their implementer in the initial meeting. Ongoing support occurs with the in-person conferences, virtual communities of practice, and access to the CEC modules the participants are engaging in. The SPARK Conference in 2025 supported administrators to engage with their new teachers due to the strategic timing to the Oklahoma Special Education Conference. • Supports for creating implementation teams at the building and district or local program levels: This initiative provides direct support to individual early career special educators. However, the communities of practice	3
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Worksheet: SPDG Evidence-based Professional Development Components

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B(6) Training	Training outcome data are collected and analyzed to assess participant knowledge and skills. Required elements: • Identification of training outcome measure(s). • Description of procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training. • Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule or processes).	• Training outcome measure(s): OK SPDG IV analyzes completion certificates, fidelity of implementation of evidence-based instructional practices, observational data, and student level outcomes that have met their teacher created student-focused goal. The project also measures participant perception of growth, teacher efficacy, and retention. Using TORSH , Airtable, and Microsoft Forms, the team can see the results of the observed instructional practice with student-level outcomes. • Procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training: The instructional coach collects baseline of the student performance, the teacher's use of an instructional strategy and then assesses the number of students that have been able to meet their student-focused goal as determined by the coach and participant. • How were training outcome data used to make appropriate changes to the training and to provide further supports through coaching: All participants complete a post-training evaluation that measures perception of growth, teacher efficacy, and retention. The SPDG Leadership Team analyzes this data to plan for improvements to training. It was through these measures the SPDG team determined adding SPARK Conference and communities of practice were necessary.	3
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Worksheet: SPDG Evidence-based Professional Development Components

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
C(1) Coaching	Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services. Required elements: • Identification of the lead person(s) accountable for coaching services. Please include name and position/title. • Description of the lead person(s) role and responsibilities for promoting high quality and timely coaching services.	• Lead person(s) accountable for coaching services. Please include name and position/title: The <u>OK SPDG IV Project Director</u>, Alexa Hudak, SPDG IV Project Director (January 2024- current) and Jasmin Brown, SPDG Project Manager has primary oversight responsibility for all coaching services. They have dedicated the coaching planning, delivery, and observational tools needed to ensure the system is effective. • Lead person(s) role and responsibilities for promoting high quality and timely coaching services: It is the responsibility of the OK SPDG Project Director to communicate expectations for coaching quality and timeliness. Coaching is provided by the SPDG MTSS Specialists, who report directly to the SPDG Project Director. The Project Director communicates directly with the coach the expectations for time spent coaching each participating educator, frequency of coaching visits, and frequency of coaching contacts made within the month. Additionally, the SPDG Project Director is responsible for conducting observations of coaches to ensure quality and remediate any difficulties. The SPDG Project Director, as the direct supervisor of the coach, also provides feedback as part of the employment performance review process. The SPDG Project Manager with the MTSS Specialists organize and lead a Coaching Community of Practice occurs monthly and is used to discuss ongoing supports and ongoing next steps relevant to coaching situations.	4

Worksheet: SPDG Evidence-based Professional Development Components

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

C(2) Coaching	Coaches use effective coaching practices to increase innovation fidelity. Required elements: - 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. <i>Note: This description may take the form of a coaching service delivery plan.</i> - Description of how coaching process is captured and connected to impact on fidelity of the innovation. <i>Note: These data may be collected in a coaching log.</i>	Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured: The MTSS Specialists coach for 6 to 7 supported early career special educators. Coaching occurs in-person and virtually, and may include sharing resources, modeling practices, co-teaching, and/or observation of practices. The MTSS Specialist begins the year of coaching by completing an initial coaching observation and synthesizing student data as a needs assessment. The educator and the MTSS Specialist develop a coaching plan modeled after Jim Knight's Impact Cycle. Effectiveness of coaching is measured monthly by the SPDG Leadership Team through review of the coaching plan, fidelity of the evidence-based practices, and student progress monitoring data. If participants are not demonstrating growth, as measured by the fidelity checks, the project director reviews coaching data to identify areas to improve or remediate. Direct support is provided from the SPDG Project Director to the MTSS Specialists to improve coaching quality. Additionally, all participating educators receive an end-of-year survey measuring their satisfaction with the coaching they have received. How is your coaching process captured and connected to impact on fidelity of the innovation? The MTSS Specialist logs any coaching activities or interactions conducted in TORSH and Airtable, to support the project coaching data analysis alongside evidence-based practice fidelity data to identify its connectedness with the implementation of the coaching plan. If deficits or weaknesses are identified, the SPDG Leadership Team and MTSS Specialist develop a plan for improvement.	4
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Worksheet: SPDG Evidence-based Professional Development Components

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

C(3) Coaching	Coaching outcome data are collected and analyzed to assess participant knowledge and skills. Required elements: • Description of how coaching is monitored for fidelity to content and quality. • Description of how coaching fidelity data are used to identify potential training and coaching for coaches • Description of procedures to assess the knowledge and skills gained by those who are coached. • Description of how coaching outcome data are analyzed by the SPDG team. • Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients.	• How is coaching monitored for fidelity to content and quality? Fidelity data is downloaded from the online coaching platform and analyzed by the SPDG Leadership Team to review the fidelity of the quantity and dosage of the coaching and ensure the content of coaching is aligned with the goals identified in the coaching plan and project objectives. Quality of coaching is assessed through observations per coach, once per month. • How is coaching fidelity data used to identify potential training and coaching for coaches? Quarterly, the SPDG Leadership Team reviews the coaching fidelity data and determines areas of weakness. If coaching fidelity of dosage is weak, the SPDG Project Director provides any support necessary to improve coaching contacts. If the content or quality of coaching is a weakness, the SPDG Project Director and MTSS Specialist work collaboratively to identify barriers and any gaps in knowledge. An action plan is developed to mitigate the barriers and knowledge gaps are remediated through additional training and coaching. • Procedures to assess the knowledge and skills gained by those who are coached: Those who are coached engage in practice of the identified evidence-based practice(s) and are observed implementing the practice(s). The coach provides direct feedback and support on the implementation. Coaching on one evidence-based practice continues until the goal has been met. The knowledge and skills gained by those who are coached additionally is measured through permanent products, such as samples of completed IEPs and lesson plans. • How are coaching outcome data analyzed by the SPDG team? Coaching outcome data is analyzed as an aggregate quarterly by the SPDG Leadership Team to identify any project-level areas of weakness and develop plans for improvement. If the MTSS Specialist (coach) has concerns regarding any one person being coached, the project director reviews outcome data with greater frequency, in order to develop more timely plans for improvement for the participating educator.	3
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		● How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients? Coaching outcome data is used by the SPDG Leadership team to inform project personnel of the effectiveness of coaching and plan adjustments to improve outcomes. The data also provides the SPDG Leadership team with information to support the coach (MTSS Specialist). The MTSS Specialist utilizes coaching outcome data to improve direct coaching of individuals, as well as to adjust their practices. Coaching outcome data is shared with participants to develop shared plans of improvement and identify areas of the coaching plan in need of adjustment.	
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Worksheet: SPDG Evidence-based Professional Development Components

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Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
D(1) Data Systems that Support Decision Making	Accountability for the system of measuring and reporting of innovation fidelity and student outcomes. Required elements: • Identification of the lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title. • Description of the data expertise, role and responsibilities of the identified lead person(s).	• Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title: The OK SPDG IV Project Director Alexa Hudak, SPDG IV Project Director and Jasmin Brown, SPDG Project Manager, has oversight responsibility for all fidelity reporting. In addition, they collaborate with the External Evaluator, the MTSS Specialist, and the Digital Content Specialist. • Data expertise, role and responsibilities of the identified lead person(s): The SPDG Project Manager works collaboratively with the Project Director and MTSS Specialist to support the development of a coaching plan that incorporates data collection and timeline that supports the OK SPDG project, the MTSS Specialist, and the educator in analyzing data for improvements. The collaboration with the SPDG Project Manager and the Council for Exceptional Children also supports professional learning data collection. The External Evaluator collaborates with the SPDG Project Director to develop the project-level data collection plan and timeline, prepares the data for use, and supports the SPDG Leadership team in analyzing the data to make project improvements. The MTSS specialists are the coaches that are implementing the data collection. The SPDG Project Director is responsible for ensuring appropriate and accurate data is collected from participating educators. The Digital Content Specialist ensures that all data is located and stored in an effective tool to support the evaluators' use.	4

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D(2) Data Systems that Support Decision Making	Coherent data systems are in place at all education levels (SEA, regional, LEA, school). Required elements: • Description of key data sources are analyzed to connect training and coaching to fidelity of the innovation and then child outcomes: • Description of how targets/benchmarks are set for the various types of data. • Description of how data collection guidance (e.g., procedures, timelines) is provided to professional development sites and participants. • Description of how teams are trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data.	• Key data sources analyzed to connect training and coaching to fidelity of the innovation and then child outcomes: • Asynchronous Modules: ○ Successful completion of module components ○ Post-module perception evaluation ○ CEC HLP book study • Coaching Cycles ○ Coaching dosage, activities, content, plans ○ Observation of coach • Fidelity ○ Intervention Integrity data • Student Outcomes ○ Baseline and post-implementation data • How are targets/benchmarks set for the various types of data? The project has established expectations regarding coaching cycle data that remain consistent year by year. Baseline data is collected at the beginning of the first cycle, since the participants change annually. Current targets are set based on initial observation with a 75% improvement for implementation. • How is data collection guidance provided to professional development sites and participants? Within the application for support, information was provided regarding what data would be collected and at what frequency. The OK SPDG Project Director and External Evaluator works collaboratively to more specifically define data to be collected, processes for data collection, and the timeline of data collection. The MTSS Specialist embeds data collection within their coaching, to support educator analysis of relevant data and make instructional improvements, as well as provide it for project needs. • How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data? The SPARK initiative trains individual educators on the use of evidence-based instructional and program design practices for students served on an Individualized Education Program (IEP). Educators are trained to evaluate effectiveness and student outcomes through triangulating student data, fidelity data, and the coaching/PD they have received. Adjustments are made to coaching focus if fidelity and/or student outcome demonstrate ineffectiveness.	4
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Worksheet: SPDG Evidence-based Professional Development Components

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D(3) Data Systems that Support Decision Making	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). Required elements: • Description of how data are compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol). • Description of how feedback loops function to inform improvement across multiple levels (State, regional, local, community, and other agencies). • Description of how fidelity and child outcome data inform modifications to project plans and processes.	• How are data compiled and communicated in usable format(s) with various audiences/stakeholders? OK SPDG IV Project Director works closely with the External Evaluator and an Advisory Group to define data essential to communication with internal offices, statewide LEAs, families, and Institutes of Higher Education (IHEs) regarding the outcomes of the SPARK initiative on teacher retention and quality and student outcomes. The OK SPDG IV MTSS Specialist (coach) works directly with the supported educator to share data in an ongoing manner, to continue supporting quality instruction and improvements to implementation of evidence-based practices. • How do feedback loops function to inform improvement across multiple levels? Within this initiative, there are a few levels of communication within the feedback loop, including SPDG Leadership, building administrator and LEA Special Education Director, supported educator, and students' families. The bi-directional communication and feedback loops are described below. SPDG Leadership: The MTSS Specialist shares data regarding participation, coaching cycles, and student outcome data with the project leadership team. The team analyzes the data to provide recommendations for improvement in coaching and to support any necessary programmatic changes. Building administrator and LEA Special Education Director: Both administrators complete an assurance document, demonstrate their understanding of SPARK coaching requirements and benefits and providing their permission for the educator to participate in the project. The MTSS Specialist reports outcome data to these personnel at the conclusion of the coaching cycle year and supports the educator in communicating goals of coaching with their administrator. The SPARK recipient receives an Instructional Playbook that supports these efforts. Because the MTSS Specialist provides instructional coaching support, rather than an evaluative process, the MTSS Specialist does not directly communicate the educator's goals to administration. However, outcomes are shared and any instances of potential risk or danger is communicated, to promote student safety and well-being. Administrator concerns can be shared directly with the MTSS Specialist and/or SPDG Project Director.	3
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Worksheet: SPDG Evidence-based Professional Development Components

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		Educator: The supported educator and MTSS Specialist collaboratively design coaching plans to support the goals of the educator and student outcomes. The MTSS Specialist works with the educator to collect and analyze baseline student data and progress monitoring data. This analysis is used to identify effectiveness and potential needs for instructional improvement. The MTSS Specialist also conducts observations and measure fidelity of the evidence-based practice with the educator. Direct feedback is provided, and the educator has opportunities to share additional needs with their coach. ○ Families: Families of students receive information regarding their child's educational goals and progress. They have opportunities to discuss progress at Parent Teacher Conferences and Individualized Education Program (IEP) meetings. • How do fidelity and child outcome data inform modifications to project plans and processes? The MTSS Specialist collects fidelity data at least once per cycle to ensure evidence-based practices are implemented with integrity. If they are not, the coach and educator work together to refine the coaching plan for improvement. Fidelity data is analyzed in conjunction with student outcome data (progress monitoring) to determine if adjustments in instruction are necessary. These adjustments in coaching plans are aggregated and analyzed to determine if there are flaws or concerns inherent to the project plans and processes. Adjustments are made, as warranted.	
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Worksheet: SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Self-Assessment Score
E(1) Systemic Leadership Supports	Accountability for the technical and adaptive leadership of the project at the state level. Required elements: • Identification of the lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title. • Description of how the lead(s): • Engages in regular communication with the leads for training, coaching and data systems, • Promotes the effective use of evidence based professional development components, • Problem solves challenges to innovation implementation, • Recognizes effort and successes, and • Develops and/or refines state policies or procedures to support the sustainability of evidenced based professional development components.	• Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title: The OK SPDG IV Project Director, Alexa Hudak and Project Manager, Jasmin Brown, are responsible for technical leadership and adaptive leadership. • How does this person ensure there is regular communication with the leads for training, coaching and data systems? The OK SPDG IV conducts a monthly Leadership team meeting that engages the leads for training, coaching, and data systems. Additionally, the Project Director and Manager meets monthly with just the lead for data systems to ensure that data is collected, is quality, is analyzed, and is shared with the relevant feedback loops and stakeholders. A Coaching Community of Practice is held at the end of the month to support ongoing alignment and training. • How does this person promote the effective use of evidence based professional development components? The Project Director and Manager works with the Leadership Team and the Advisory Group to ensure all aspects of the initiative adhere to these professional development components. The Project Director also reviews implementation of these components monthly and reviews their implementation at the monthly leadership meeting to develop plans for improvement, if needed. Additionally, performance reviews and contract renewals are dependent upon quality implementation of these professional development components. • How does this person problem solve challenges to innovation implementation? The Project Director works with the SPDG Leadership Team and Advisory Group to identify challenges to implementation and works with these groups and OSDE staff to develop potential solutions. The Project Director facilitates these mitigation efforts and reviews impact/effectiveness with the Leadership Team at least monthly.	3

Worksheet: SPDG Evidence-based Professional Development Components

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

		● How does this person recognize effort and successes? Built within the individual coaching plans are opportunities for the MTSS Specialist to acknowledge and reward efforts and successes in ways that the individual being coached finds valuable and reinforcing. Additionally, opportunities are provided to individuals demonstrating effort and success to be highlighted at conferences, in communities of practice, and/or on SPDG newsletters and social media. ● How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidenced based professional development components? The SPDG Project Director works collaboratively with other agency offices and professionals to support implementation of state policies and procedures to support appropriate selection of PD and coaching participants, implementation of quality asynchronous learning, and measuring and reporting impact of initiatives.	
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Worksheet: SPDG Evidence-based Professional Development Components

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

E(2) Systemic Leadership Supports	Leadership systems are in place to build state-level capacity and promote project sustainability. Required elements: • Description of how project leadership analyzes feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation. • Description of processes for revising policies and procedures to support a new way of work (e.g., communication protocol that supports decision making). • 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.	• How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation? Project leadership engages in a continuous improvement process of analyzing data, identifying potential solutions, enacting solutions, and reviewing effectiveness. As barriers are identified, project leadership adjusts implementation to alleviate barriers that are within the project's control. When barriers exist within the LEA, the project personnel work with the supported early career special educator and their administrator to identify and enact potential solutions. If barriers exist beyond project or LEA's scope of control, the project works collaboratively with the educator, administrator, and district personnel to design solutions, re-define implementation expectations, or otherwise mitigate barriers. • What are the processes for revising policies and procedures to support a new way of work? The SPDG Project Director works with the OKMTSS Leadership to develop policies surrounding provision of PD and coaching support for MTSS implementation. Agency-level policies and procedures require support from the Superintendent of Public Instruction. Should agency-level policies need revision, the SPDG Project Director works with the Division Administrator to communicate the barriers, needs, and proposed revisions to agency leadership. • What collaborative efforts have occurred 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? The OK SPDG IV is in its fourth year of funding. However, previous Oklahoma SPDGs have established relationships that continue supporting collaborative efforts. The OK SPDG IV partners with the State Systemic Improvement Plan (SSIP) for Parts B and C, the Parent Training and Information Center (Oklahoma Parents Center), Cameron University, University of Central Oklahoma, Oklahoma State University's BRIDGE Center, the Dyslexia Workgroup, and intra-agency divisions as part of the OKMTSS Leadership Team.	4
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STATE PERSONNEL
DEVELOPMENT GRANT IV
(SPDG IV):
Cohort 2 Application 2025-2027



Oklahoma State Department of Education

I. BACKGROUND INFORMATION ON THE OKLAHOMA MULTI-TIERED SYSTEM OF SUPPORTS (OKMTSS)

A Multi-Tiered System of Supports (MTSS) is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making (ESEA, Title IX, Sec.8002(33)). The Oklahoma State Department of Education (OSDE) has further defined MTSS as including four components of *Sustainable Teaming*, *Evidence-Based Practices*, and *Data-Driven Decision Making* all operating within a *Continuous Improvement Cycle*. The OKMTSS framework is intended to support all students and to limit the over-identification of students with a disability by providing timely intervention for behavioral and academic difficulties. This framework creates a system of prevention, early intervention, and support to ensure all students benefit from instruction.

The Oklahoma State Personnel Development Grant (OK-SPDG) provides support for the implementation of OKMTSS through three levels of services. The OK-SPDG develops and makes freely available implementation tools and resources and asynchronous professional development opportunities. At a limited capacity, OK-SPDG provides support through synchronous/virtual workshops and professional development sessions.

At the highest level of support, the purpose of this application, OK-SPDG provides direct implementation coaching support to district teams and their school sites. Interested districts are selected for this support through an objective application process. This is a district initiative and spans from elementary to secondary programs. Additionally, actions will be expected from the district team, site teams, and individual teachers to ensure fidelity to the action plans supported by the coaching.

II. APPLICATION TIMELINE AND SELECTION PROCESS

The purpose of this application process is to identify at least two school districts that could most benefit from the resources and services provided by the OK-SPDG to implement OKMTSS. SPDG staff and consultants will provide technical assistance, professional development, and coaching on the implementation of OKMTSS. For more information on the training and resources provided through this project, please refer to Section III. BENEFITS OF PARTICIPATION.

Application for support is open to all Oklahoma districts serving students Kindergarten through 12th grade. For schools that do not serve all K-12 students, they will need to partner and complete the application with their feeder schools to ensure that the support spans K-12. To be considered for SPDG Cohort 2 Coaching Support, the application must be completed in its entirety. All applications will be reviewed using a standardized

rubric to measure capacity and readiness for MTSS implementation.

Following application review, top districts will participate in an On-Site Tour with SPDG staff. If selected for an On-Site Tour and Interview, SPDG staff will tour at least one elementary school, one middle school, and one high school. The interview portion will include the superintendent, a district leadership team, and any other personnel who contributed to application development.



III. BENEFITS OF PARTICIPATION

The OK-SPDG has been designed to provide districts, schools, and professionals with three layers of support.

1. At the initial layer, SPDG-developed resources and implementation tools will be made freely available on our website at <https://sde.ok.gov/state-personnel-development-grant-spdg>.
2. At the secondary layer, asynchronous professional development modules and synchronous Summer and Winter MTSS conferences will be provided statewide, with priority given to grant-supported sites and professionals.
3. At the tertiary layer, at least two districts will receive direct coaching support to implement MTSS, with layer 2 professional development and learning serving as the foundation of coaching work and layer 3 coaching.

Below is a graphic representation of a month-long cycle of the integrated professional development and coaching model that will be used to support your implementation coaching. Each month, site and district teams will participate in a process of building background knowledge through asynchronous learning modules (45 minutes) and hands-on implementation practice and feedback via coaching support.



It is the expectation for district teams to engage in work prior to and after the coaching interactions scheduled monthly (expected work includes, online modules, team activity, and action items). Quantifying the work in terms of hours or average time spent may vary widely from district to district. However, a minimum of 20-24 hours per month of active time should be expected (see page 4). The coach will engage in action planning to ensure the outcomes from the grant are able to be achieved in the timeframe available.

Additionally, districts will identify a staff member to serve as an employed "facilitator" or implementation "lead" to support ongoing efforts. Districts will be provided with a \$5,000.00 annual stipend to support this extra duty assignment.

Finally, SPDG-supported districts will receive priority consideration for all other grant activities and initiatives, including direct coaching support for early career (less than 5 years) special education teachers.

IV. REQUIREMENTS FOR PARTICIPATION

Selected districts will sign a two-year contract with SPDG for participating in the following:

District implementation teams will attend an in-person onboarding event prior to the school year held in Oklahoma City to describe in depth the SPDG with the scope and sequence provided.

At minimum monthly, district teams will work with their SPDG-provided Coach to collaboratively design a roll-out plan for district implementation. Although SPDG will provide a specific sequence of professional development to support implementation, SPDG coaches and district teams will work together to identify areas of strengths and weaknesses and differentiate coaching support to meet the individualized needs of the school. The district team, with the support of the coach should allocate designated time to complete PD monthly.

The district will work with their district implementation team with during the OKC onboarding dates. The team will be comprised of but not limited to:

- District Superintendent
- Special Education Director
- All site principals, or in situations of larger districts, one principal representative from each elementary, middle, and high school

- A general education teacher representative
- A special education teacher representative
- School evaluator, as defined by the school
- School counselor
- Others as needed

School sites will develop site MTSS teams with support comprised of but not limited to:

- Principal
- School counselor
- A general education teacher
- A special education teacher
- Other lead teachers in the building
- Other support staff as appropriate in the building

In year two, at a minimum monthly, site teams will engage with the SPDG Coach to implement the district focus from the prior year and complete online modules.

It is the expectation for the team to select participants to engage with SPDG for the entire duration of the grant. As shifting personnel can lead to ineffective process development.

Below is a brief draft of anticipated time commitments for professional development. Please remember, this does not account for time engaged in direct implementation activities.

School Year 2025-2026	Actions
June 2025	<i>Optional</i> OKMTSS Summer Conference
July 2025	OKC Onboarding Event (District Leads)
Monthly from August-May	• Professional Development Asynchronous Modules (approximately 1 hour per month) • On-Site District Coaching (approximately 2 hours per month) • Action Items to complete (approximately 10-15 hours per month) • Monthly Communities of Practice (Virtual 45 minutes per month)
September 2025	Regional Data Retreat (in-person)
December 2025	Complete Feedback Surveys & Data Submission
January 2026	Winter OKMTSS Conference
May 2026	Complete Feedback Surveys & Data Submission
School Year 2026-2027	Actions
June 2026	Required OKMTSS Summer Conference
July 2026	OKC Re-Engage Event (Site Leads)
Monthly from August-May	• Professional Development Asynchronous

	Modules (approximately 1 hour per month) • On-Site District Coaching (approximately 2 hours per month) • Action Items to complete (approximately 10-15 hours per month) • Monthly Communities of Practice (Virtual 45 minutes per month)
September 2026	Regional Data Retreat (in-person)
December 2026	Complete Feedback Surveys & Data Submission
January 2027	Winter OKMTSS Conference
May 2027	Complete Feedback Surveys & Data Submission

Because this support is provided in the context of a grant, supported districts will also be required to provide data for SPDG staff to include in an Annual Performance Report. This data will also be used to develop an evaluation report for the district's implementation team to support ongoing decision-making. Collected data includes:

- Teacher survey data, administered by SPDG staff at least annually;
- OKMTSS Implementation Checklists, administered by SPDG Coach monthly;
- Student screening data for literacy, math, and behavior aggregated by grade level, provided by district and site implementation teams 3 times per year; and
- District OSTP data, accessed annually by SPDG Coach.
- A Tiered Fidelity Inventory administered at least annually with the last year being administered at least twice.

Data collection, review, and analysis will be built into the district's implementation plan to naturally support data-driven decision making within district and site teams. Support for analysis will be provided by the SPDG Coach and direct training in data use will be provided. All data will be required for the grant's annual report and therefore timelines for submission will be communicated to the district.

Research in the field of implementation science makes clear that successful school improvement efforts take multiple years to demonstrate growth and improvement. Because of this, districts are asked to commit at least 2 years to receive SPDG support for MTSS implementation. However, for full implementation beyond the 2 years of support, districts will need to commit additional and ongoing efforts to ensure that alignment and engagement is attained. A general timeline is provided below.

School Years	District Implementation	Site Implementation	SPDG Involvement
2025-2026	One of the following focuses: • ELA • Math • Behavior	Capacity Building	District Coaching & Materials
2026-2027	One of the remaining focuses:	District selected focus from 2025-2026	District and Site Coaching

	• ELA • Math • Behavior And • Continuous Improvement of 2025-2026 focus		& Materials
2027-2028	The remaining focus: • ELA • Math • Behavior And • Continuous Improvement of 2026-2027 focus	• District Selected focus from 2026-2027 And • Continuous Improvement of 2025-2026 focus	Use of Permanent Products
2028 and beyond	Continuous Improvement of all focuses	Continuous Improvement of all focuses	Use of Permanent Products
2032+	MTSS Requirement for Special Education Eligibility		

V. POTENTIAL COSTS ASSOCIATED WITH IMPLEMENTATION

The Oklahoma SPDG is a technical assistance and professional development project with limitations to allowable expenses. Therefore, our funds are designed to support professional development, coaching, and small stipends for district leads. While these are primary costs that districts incur when implementing multi-tiered system of supports (MTSS), it is important to note that there may be other costs associated with implementation. These costs might include the purchase of evidence-based intervention and assessment materials.

The SPDG Coaches and Staff work to provide high-quality resources and materials that meet several of these needs, but in the event that our resources are insufficient, supported districts are highly encouraged to leverage existing funding sources to offset any implementation costs. Identifying appropriate funding sources will be an important activity for the district implementation team to engage in with their SPDG Coach to ensure implementation sustainability.

The events and conferences required for the SPDG program are free of charge and reimbursement for travel and hotel costs can be arranged through other project funding.

VI. ENDING SPDG SUPPORT

The Oklahoma SPDG asks that applying districts commit to two years for SPDG support. However, our staff understands that some districts may experience

extenuating circumstances that make it difficult or impossible to continue engaging in SPDG activities. Participation in a SPDG implementation cohort is voluntary, and districts can choose to end their partnership at any time. We ask that districts work directly with their SPDG Coach to any barriers to continued participation. If these attempts are unsuccessful, a district representative should email the SPDG Project Director and express in writing their desire to end SPDG support. The Project Director will work with the district to pay out any outstanding stipend reimbursements and develop a plan for sustainability of existing work.

Additionally, because SPDG support is possible through grant funding, it is important for selected districts to continue to engage with grant activities. If your district demonstrates difficulty in attending and fully participating in activities and data collection as outlined in Section IV. REQUIREMENTS FOR PARTICIPATION, the SPDG Coach will work directly with the district to identify and remediate any barriers. In the event these efforts are ineffective, the SPDG Project Director will notify the district of intent to remove the district from cohort support and identify what other layers of service may be appropriate for the district.

For all districts who complete a two-year cohort, the SPDG Coach will work with district personnel to develop a sustainability plan, establish plans for continued implementation activities, and assist in identification of ongoing resources. All outstanding stipends and services will be completed by June 30, 2027.

VII. ACCESSING THE APPLICATION

If your district needs the application in an alternate digital or print format, please contact current SPDG Project Director, Alexa Hudak, at Alexa.Hudak@sde.ok.gov

To prepare for completion of the application, please refer to Appendix A: APPLICATION QUESTIONS.

VIII. CONTACT INFORMATION

For additional questions or technical assistance, please contact:

Alexa Hudak
SPDG Project Director 405-521-2081
Alexa.Hudak@sde.ok.gov

Appendix A: APPLICATION QUESTIONS

The application is organized into 5 sections:

1. District Profile
2. Current Curricular Resources
3. Current Behavioral Resources
4. District Readiness
5. District Understanding and Digital Signature

To assist you in gathering the necessary information to complete the application, we have included the application questions here. If you need a print version, contact Alexa.Hudak@sde.ok.gov.

Section 1: District Profile

1. School District
2. District Office Mailing Address
3. Superintendent name, phone number, and email
4. District Type (urban, suburban, rural)
5. Total Number of School Sites in District
6. Total Student Population
7. Percentage of Students on Free/Reduced Lunch
8. Percentage of Students Receiving an Individualized Education Program (IEP)
9. Percentage of English Learners
10. Total Number of Certified Teaching Staff in District
11. Total Number of Emergency Certified Staff in District
12. Total Number of Instructional Coaches in District
13. Total Number of Non-Certified Support Staff

Section 2a: Current Curricular Resources: ELA

14. **In a narrative, using approximately 500+ words, describe your current ELA practices including the following:** What literacy/ELA curriculum is utilized for elementary, middle school, and high school? What, if any, additional intervention materials are available in your district for ELA/literacy? What reading screening measures/tools are available for K-3rd, intermediate elementary, middle school, and high school? How do you measure student progress in ELA/Literacy? Please name the specific tools/assessments that are used at each level.

Section 2b: Current Curricular Resources: Math

15. **In a narrative, using approximately 500+ words, describe your current math practices including the following:** What math curriculum is utilized for elementary, middle school, and high school? What, if any, additional intervention materials are available in your district for math (e.g. resources provided by the district to supplement core curriculum)? What math screening measures/tools are available for elementary, middle school, and high school? How do you measure student progress in math? Please name the specific tools/assessments that are used.

Section 3: Current Behavioral Resources

16. **In a narrative, using approximately 500+ words, what types of personnel are employed in your district?** (School psychologist, psychometrist, school counselor, and/or behavior interventionist) Which of the following is currently in place in your district? (Character ed, PBIS, other, none) What behavioral programming, if any, is currently in place in your district?

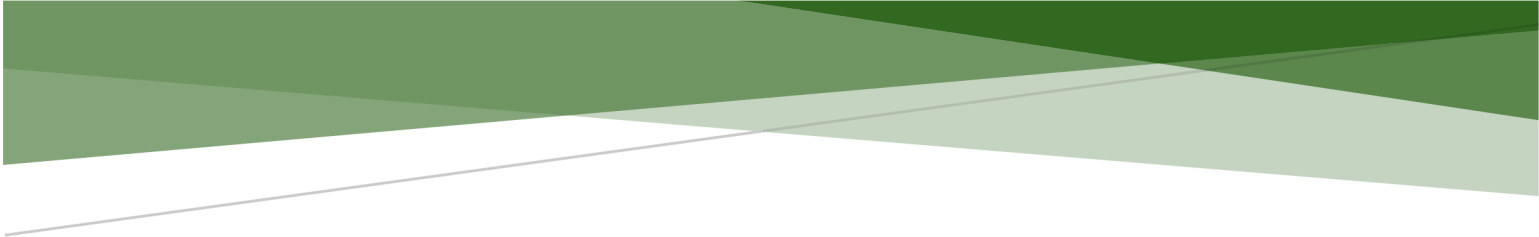
Section 4: District Readiness

17. **In a narrative, using approximately 250+ words**, what is your vision for education in your district? How does MTSS implementation support this vision?
18. In the past 7 years, how many superintendents has your district hired?
19. In the past 5 years, how many attempted school board recalls did your district experience?
20. District and school administrators actively engage in and provide instructional leadership. (often, sometimes, rarely)
21. District and school administrators develop, implement, and evaluate district and school systems and policies. (at least annually, occasionally, as needed)
22. **In a narrative, using approximately 250+ words:** Provide examples of administrator involvement and responsibilities for current district initiatives.
23. What percentage of your certified staff have three or more years of teaching experience?
24. **In a narrative, using approximately 100 + words**, who will act as the district-level facilitator for MTSS implementation? Why was this person selected? What person/positions will serve the role of facilitator within school buildings? Why were these individuals selected?
25. Are you able or willing to assign at least 20% of the FTE for these positions to implementation activities?
26. The district has scheduled time for collaboration between different team types or has the ability to adjust the schedule to allow for grade-level and implementation teams to review data and make decisions. (fully in place, partially in place, not yet in place)
27. **In a narrative, using approximately 100 + words**, briefly provide examples of district processes and/or supports currently in place for scheduling.
28. The district has a system of communication and collaboration in place that involves all stakeholders in district plans for improvement. (fully in place, partially in place, not yet in place)
29. **In a narrative, using approximately 100 + words**, provide examples of current practices of informing and engaging all stakeholders, including how you solicit input from families, community members, and your school board.
30. **In a narrative, using approximately 250 + words**, please describe existing teams and the protocols in place (including team names, purposes, agendas, frequency, etc.).
31. The district has access to data systems and student assessment measures necessary to inform decisions to meet students' academic and behavioral needs and teachers utilize these systems.
 - a. **In a narrative, using approximately 100 + words**, if in place, what data system is used? How is data shared/distributed to staff? What data is shared and in what format?
32. **In a narrative, using approximately 100 + words**, how do district staff collaboratively review and analyze district-level data to develop shared improvement plans?
33. The district and its staff have a consistent understanding of "evidence-based" and evaluate curriculum and instructional practices to ensure they meet this standard (true, false).
34. The district is committed to educator growth and provides quality professional learning in evidence-based practices (true, false).
35. **In a narrative, using approximately 100 + words**, please share your professional

development plan/calendar for SY 23-24. Briefly write a description or link your district plan.

Section 5: District Understanding and Digital Signature

36. Who supported and contributed to the development of this application?
37. On what days are you UNAVAILABLE for an On-Site Tour and Interview with our team between March 24 and April 30th? (The visit will be approximately 3.5 hours in total.)



State Personnel Development Grant IV (SPDG IV) Demonstration District Application

Abstract

The State Personnel Development Grant IV seeks to support districts with implementation of OKMTSS across K-12. The demonstration district application seeks to locate and select districts who are embodying elements of OKMTSS within their Elementary, Middle, and High School contexts. Districts should complete the application based on the grade-band (s) they would like to showcase.

SPDG IV
Alexa.Hudak@sde.ok.gov

I. BACKGROUND INFORMATION ON THE OKLAHOMA MULTI-TIERED SYSTEM OF SUPPORTS (OKMTSS)

A Multi-Tiered System of Supports (MTSS) is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making (ESEA, Title IX, Sec.8002(33)). The Oklahoma State Department of Education (OSDE) has further defined MTSS as including four components of *Sustainable Teaming*, *Evidence-Based Practices*, and *Data-Driven Decision Making* all operating within a *Continuous Improvement Cycle*. The OKMTSS framework is intended to support all students and to limit the over-identification of students with a disability by providing timely intervention for behavioral and academic difficulties. This framework creates a system of prevention, early intervention, and support to ensure all students benefit from instruction.

The Oklahoma State Personnel Development Grant (OK-SPDG) provides support for the implementation of OKMTSS through three levels of services. The OK-SPDG develops and makes freely available implementation tools, resources, and asynchronous professional development opportunities. At a limited capacity, OK-SPDG provides support through synchronous/virtual workshops and professional development sessions. At the highest level of support, OK-SPDG provides direct implementation coaching support to district teams and their school sites. Interested districts are selected for this support through an objective application process.

Within the coaching supports, districts seek access to existing schools they can collaborate with to build their own program. This application is for districts who are implementing OKMTSS and wish to be a collaborator with selected districts. For the purpose of clear communication throughout the document see the definitions below:

Demonstration Districts- districts who are implementing OKMTSS currently with high fidelity and are seeking the opportunity to continue implementation and collaboration with the next SPDG IV cohort of coached districts.

Coached Districts- districts who are seeking the SPDG IV technical assistance, resources, and services including opportunities to collaborate with the demonstration districts.

II. APPLICATION TIMELINE AND SELECTION PROCESS

The purpose of this application process is to identify at least two school districts who are implementing OKMTSS and will enhance the resources and services provided by the OK-SPDG to implement OKMTSS at selected districts and statewide to act as the grant's demonstration districts for the 2025-2027 school year. The SPDG is seeking an

elementary and a secondary program implementing OKMTSS with high fidelity and student outcomes. Districts can choose to apply with both elementary and secondary or can select either elementary or secondary. If they are selected for one program (elementary or secondary) they must make a commitment to OKMTSS implementation expansion for all K-12 grade levels.

SPDG staff and consultants will provide technical assistance, professional development, and coaching on the implementation of OKMTSS for the coached districts. The demonstration districts will support these efforts and will collaborate with the coached sites as needed. For more information on the training and resources provided through this project, please refer to Section III. **BENEFITS OF PARTICIPATION.**

The demonstration district application is open to all Oklahoma districts serving students Kindergarten through 12th grade. To be considered for SPDG Cohort 2 Demonstration Districts, the application must be completed in its entirety. All applications will be reviewed using a standardized rubric to measure OKMTSS implementation.

Following application review, top districts will participate in an On-Site Tour with SPDG staff. If selected for an On-Site Tour and Interview, SPDG staff will tour at least one elementary school, one middle school, and one high school (depending on the applying grade levels). The interview portion will include the superintendent, a district leadership team, and any other personnel who contributed to application development.



III. BENEFITS OF PARTICIPATION

The OK-SPDG has been designed to provide districts, schools, and professionals with three layers of support.

1. At the initial layer, SPDG-developed resources and implementation tools will be made freely available on our website at <https://sde.ok.gov/state-personnel-development-grant-spdg>.
2. At the secondary layer, asynchronous professional development modules and synchronous Summer and Winter MTSS conferences will be provided statewide, with priority given to grant-supported sites and professionals.
3. At the tertiary layer, at least two districts will receive direct coaching support to

implement MTSS, with layer 1 professional development and learning serving as the foundation of coaching work and layer 2 coaching.

The demonstration districts are to support all three levels of SPDG integration. See SECTION IV: REQUIREMENTS FOR PARTICIPATION for more detailed information.

Additionally, districts will identify a staff member to serve as an employed "facilitator" or implementation "lead" to support ongoing efforts. Districts will be provided with a \$5,000.00 stipend to support this extra duty assignment, per program selected.

Program Selected	Stipend Amount
Elementary Program	\$5,000.00
Secondary Program	\$5,000.00
K-12 Program	\$10,000.00

Finally, SPDG demonstration districts will receive priority consideration for all other grant activities and initiatives, including direct coaching support for early career (less than 5 years) special education teachers.

IV. REQUIREMENTS FOR PARTICIPATION

Selected districts will commit to a two-year contract with SPDG to participate in the following:

District teams will attend an onboarding event prior to the school year held in Oklahoma City to describe in depth the SPDG with the scope and sequence provided and how demonstration districts will support the districts selected.

Demonstration districts will engage with SPDG initiatives as follows:

School Year 2025-2026	Actions
June 2025	<i>Optional</i> OKMTSS Summer Conference
July 2025	OKC Onboarding Event (District Leads)
Monthly from August-May	• Access to Professional Development Asynchronous Modules • Availability for coached districts to visit in-person to observe elements of OKMTSS in practice (approximately 1 per month) • 20 videos of requested OKMTSS practices (as determined by the coached districts) • Monthly Communities of Practice attendance and presentations (Virtual 45 minutes per month) • Quarterly Advisory Meetings with SPDG Staff (30-45 minutes)

September 2025	Regional Data Retreat (In-Person)
December 2025	Feedback Surveys & Data Submission
January 2026	Winter OKMTSS Conference Attendance & Presentations
May 2026	Feedback Surveys & Data Submission
School Year 2026-2027	Actions
June 2026	Required OKMTSS Summer Conference Attendance & Presentations
July 2026	OKC Re-Engage Event (Site Leads)
Monthly from August-May	• Access to Professional Development Asynchronous Modules • Availability for coached districts to visit in-person to observe elements of OKMTSS in practice (approximately 1 per month) • 20 videos of requested OKMTSS practices (as determined by the coached districts) • Monthly Communities of Practice attendance and presentations (Virtual 45 minutes per month) • Quarterly Advisory Meetings with SPDG Staff (30-45 minutes)
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May 2027	Feedback Surveys & Data Submission

Because this support is provided in the context of a grant, supported districts will also be required to provide data for SPDG staff to include in an Annual Performance Report. This data will also be used to develop an evaluation report for the district's implementation team to support ongoing decision-making. Collected data includes:

- Teacher survey data, administered by SPDG staff at least annually;
- Student screening data for literacy, math, and behavior aggregated by grade level, provided by district and site implementation teams 3 times per year; and
- District OSTP data, accessed annually by SPDG Coach.
- A Tiered Fidelity Inventory administered at least annually with the last year being administered at least twice.

V. POTENTIAL COSTS ASSOCIATED WITH IMPLEMENTATION

The Oklahoma SPDG is a technical assistance and professional development project with limitations to allowable expenses. Therefore, our funds are designed to support professional development, coaching, and small stipends for district leads. While these are primary costs that districts incur when implementing multi-tiered system of

supports (MTSS), it is important to note that there may be other costs associated with implementation. These costs might include the purchase of evidence-based intervention and assessment materials.

The SPDG Coaches and Staff work to provide high-quality resources and materials that meet several of these needs, but in the event that our resources are insufficient, supported districts are highly encouraged to leverage existing funding sources to offset any implementation costs. Identifying appropriate funding sources will be an important activity for the district implementation team to engage in with their SPDG Coach to ensure implementation sustainability.

The events and conferences required for the SPDG program are free of charge and reimbursement for travel and hotel costs can be arranged through other project funding.

VI. ENDING SPDG SUPPORT

The Oklahoma SPDG asks that applying districts commit to two years for SPDG participation. However, our staff understands that some districts may experience extenuating circumstances that make it difficult or impossible to continue engaging in SPDG activities. Participation in a SPDG demonstration cohort is completely voluntary, and districts can choose to end their partnership at any time. We ask that districts work directly with their SPDG Coach to eliminate any barriers to continued participation. If these attempts are unsuccessful, a district representative should email the SPDG Project Director and express in writing their desire to end SPDG support. The Project Director will work with the district to pay out any outstanding stipend reimbursements and develop a plan for sustainability of existing work.

Additionally, because SPDG support is possible through grant funding, it is important for selected districts to continue to engage with grant activities. If your district demonstrates difficulty in attending and fully participating in activities and data collection as outlined in Section IV. REQUIREMENTS FOR PARTICIPATION, the SPDG Coach will work directly with the district to identify and remediate any barriers. In the event these efforts are ineffective, the SPDG Project Director will notify the district of intent to remove the district from cohort support and identify what other layers of service may be appropriate for the district.

All outstanding stipends and services will be completed by June 30, 2027.

VII. ACCESSING THE APPLICATION

If your district needs the application in an alternate digital or print format, please contact current SPDG Project Director, Alexa Hudak, at Alexa.Hudak@sde.ok.gov

To prepare for completion of the application, please refer to Appendix A: APPLICATION QUESTIONS.

VIII. CONTACT INFORMATION

For additional questions or technical assistance, please contact:

Alexa Hudak
SPDG Project Director 405-521-2081
Alexa.Hudak@sde.ok.gov

Appendix A: APPLICATION QUESTIONS

The application is organized into 5 sections:

1. District Profile
2. Current Curricular Resources
3. Current Behavioral Resources
4. District Readiness
5. District Understanding and Digital Signature

To assist you in gathering the necessary information to complete the application, we have included the application questions here. If you need a print version, contact

Alexa.Hudak@sde.ok.gov.

Section 1: District Profile

1. School District
2. District Office Mailing Address
3. Superintendent name, phone number, and email
4. District Type (urban, suburban, rural)
5. Total Number of School Sites in District
6. Total Student Population
7. Percentage of Students on Free/Reduced Lunch
8. Percentage of Students Receiving an Individualized Education Program (IEP)
9. Percentage of English Learners
10. Total Number of Certified Teaching Staff in District
11. Total Number of Emergency Certified Staff in District
12. Total Number of Instructional Coaches in District
13. Total Number of Non-Certified Support Staff

Section 2a: Current Curricular Resources: ELA

14. **In a narrative, using approximately 500+ words, describe your current ELA practices including the following:** What literacy/ELA curriculum is utilized for elementary, middle school, and high school? What, if any, additional intervention materials are available in your district for ELA/literacy? What reading screening measures/tools are available for K-3rd, intermediate elementary, middle school, and high school? How do you measure student progress in ELA/Literacy? Please name the specific tools/assessments that are used at each level.

Section 2b: Current Curricular Resources: Math

15. **In a narrative, using approximately 500+ words, describe your current math practices including the following:** What math curriculum is utilized for elementary, middle school, and high school? What, if any, additional intervention materials are available in your district for math (e.g. resources provided by the district to supplement core curriculum)? What math screening measures/tools are available for elementary, middle school, and high school? How do you measure student progress in math? Please name the specific tools/assessments that are used.

Section 3: Current Behavioral Resources

16. **In a narrative, using approximately 500+ words,** what types of personnel are employed in your district? (School psychologist, psychometrist, school counselor, and/or behavior interventionist) Which of the following is currently in place in your district? (Character ed, PBIS, other, none) What behavioral programming, if any, is currently in place in your district?

Section 4: District Readiness

17. **In a narrative, using approximately 250+ words,** what is your vision for education in your district? How does MTSS implementation support this vision?
18. In the past 7 years, how many superintendents has your district hired?
19. In the past 5 years, how many attempted school board recalls did your district experience?
20. District and school administrators actively engage in and provide instructional leadership. (often, sometimes, rarely)
21. District and school administrators develop, implement, and evaluate district and school systems and policies. (at least annually, occasionally, as needed)
22. **In a narrative, using approximately 250+ words:** Provide examples of administrator involvement and responsibilities for current district initiatives.
23. What percentage of your certified staff have three or more years of teaching experience?
24. **In a narrative, using approximately 100 + words,** who will act as the district-level facilitator for MTSS implementation? Why was this person selected? What person/positions will serve the role of facilitator within school buildings? Why were these individuals selected?
25. Are you able or willing to assign at least 20% of the FTE for these positions to implementation activities?
26. The district has scheduled time for collaboration between different team types or has the ability to adjust the schedule to allow for grade-level and implementation teams to review data and make decisions. (fully in place, partially in place, not yet in place)
27. **In a narrative, using approximately 100 + words,** briefly provide examples of district processes and/or supports currently in place for scheduling.
28. The district has a system of communication and collaboration in place that involves all stakeholders in district plans for improvement. (fully in place, partially in place, not yet in place)
29. **In a narrative, using approximately 100 + words,** provide examples of current practices of informing and engaging all stakeholders, including how you solicit input from families, community members, and your school board.

30. **In a narrative, using approximately 250 + words**, please describe existing teams and the protocols in place (including team names, purposes, agendas, frequency, etc.)..
31. The district has access to data systems and student assessment measures necessary to inform decisions to meet students' academic and behavioral needs and teachers utilize these systems.
 - a. **In a narrative, using approximately 100 + words**, if in place, what data system is used? How is data shared/distributed to staff? What data is shared and in what format?
32. **In a narrative, using approximately 100 + words**, how do district staff collaboratively review and analyze district-level data to develop shared improvement plans?
33. The district and its staff have a consistent understanding of "evidence-based" and evaluate curriculum and instructional practices to ensure they meet this standard (true, false).
34. The district is committed to educator growth and provides quality professional learning in evidence-based practices (true, false).
35. **In a narrative, using approximately 100 + words**, please share your professional development plan/calendar for SY 23-24. Briefly write a description or link your district plan.

Section 5: District Understanding and Digital Signature

36. Who supported and contributed to the development of this application?
37. On what days are you UNAVAILABLE for an On-Site Tour and Interview with our team between May 9-16th? (The visit will be approximately 4 hours in total.)

SPDG IV Systems Level Coaching Observation Checklist developed 2024-2025 District/Site Coaching		
Coach:	Observer:	Date:
Topic of Coaching:	Context : __Site District Other (Describe: _____)	

Rating Scale: 5 = Excellent/Exemplary 4 = Better than most 3 = Expected of coaching 2 = Missed opportunities 1 = Ineffective	Provide specific feedback for scores of 2 or lower
--	--

CATEGORIES & ELEMENTS	Element Score	CATEGORY SCORE
A. INDICATORS OF PRE-PLANNING		
The coach provides:		
A-1. An overview of coaching content.		
A-2. Clear objectives/expectations for participant's growth in their knowledge or skill level at the end of the session.		
A-3. The research or evidence-base for the content		
Planning Comments:		
B. ENGAGEMENT		
The coach:		
B-1. Establishes rapport with participants by setting a tone that is positive and respectful.		
B-2. Provides participants the opportunity to interact with each other using training content.		
Engagement Comments:		
C. DELIVERY		
The coach:		
C-1. Practices effective pacing/time management strategies.		
C-2. Uses technology supports effectively.		
C-3. Scaffolds complex material; reviews earlier content (if appropriate),		

This instrument is a modified version of the *Observation Checklist for High-Quality Professional Development Training* July 2017, developed by Amy Gummer-Erickson and Patti Noonan, under a grant from the US Department of Education, #H323A120018.

C-4. Incorporates practical/concrete application of materials, knowledge, or skills being covered in the training.		
Delivery Comments		
D. PROGRESS CHECKS/APPLICATION EVALUATION		
The coach:		
E-1. Provides progress checks throughout the PD to assess participant understanding and adjust presentation as needed.		
E-2. Allows for reflection time for participants to evaluate the consequences or outcomes of the application of the materials, knowledge, or skills covered in the PD.		
E-3. Guides participants in capturing important takeaways and/or developing future action steps.		
Progress Checks/Application Evaluation Comments:		
TOTAL ELEMENT SCORE/TOTAL CATEGORY SCORE		60

Yes	No	To Be Completed by the Observer
		Observer was present at least 90% of the session being reviewed.
		Observer provided undivided attention to the presenter.
		Observer debriefed results of review with the presenter in a timely manner (May not be applicable in all situations.)

E-B PD CHECKLIST SCORE SUMMARY TABLE	
CATEGORY	SCORE
A-Planning	/15
B-Engagement	/10
C-Delivery	/20
D-Progress Checks/Application Evaluation	/15
TOTAL SCORE	/60

DEBRIEF & REFLECTION:

This instrument is a modified version of the *Observation Checklist for High-Quality Professional Development Training* July 2017, developed by Amy Gummer-Erickson and Patti Noonan, under a grant from the US Department of Education, #H323A120018.

Year 2, Semester 1	Tier 1: Screening for Mathematics					
	Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
	Tier 1: Screening for Mathematics	MTSS Fidelity Inventory	Determining the areas of need that are the skills to support identification Selecting a screener Training the use of the screener Determining additional diagnostic assessments needed for math Writing procedures for screening processess Implementing the processess Reviewing the data from the determined process	Alignment to state standards as it relates to math instruction Evaluating screeners and features that are important for the team Ensuring that all providers and educators know how to administer and read the results Knowing what information is missing from the screener and finding appropriate supplement Documenting the procedures clearly Doing the process as described, adjusting the procedures as needed Using the screening data to change practice.	Review of procedures and review of implementation.	W
	Tier 1: Instructional Practices & Vertical Alignment					
	Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
	Tier 1: Instructional Practices & Vertical Alignment		Review curriculum and instructional materials Explore the rationale behind vertical alignment High leverage Practices	Knowing how to access the HQIM and textbook rubric Engage in vertical alignment discussions and practices Know how to use HLP	Set formal procedures for the skills that are critical for each grade level to progress. Engage in training regarding HLP	T
	Tier 1: Progress Monitoring and Data Based Decision Making					
	Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
	Tier 1: Progress Monitoring and Data Based Decision Making	Data Retreat, Four Options	Selecting a progress monitoring tool that is aligned with the identified skills Defining procedures for use of the progress monitoring tool Understanding the purpose of progress monitoring as an additional piece of information Ensuring skill alignment	Robust understanding of progress monitoring	Progress monitoring implementation and review.	
	Multi-Level Prevention System: Evidence Based Practices					
	Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
	Multi-Level Prevention System: Evidence Based Practices	Coaching	Identifying supports that are available for each skill deficit Categorizing the supports into Tier 1, 2, 3 Leveraging community partners or specific school stakeholders to maximize supports Identifying school personnel responsible for each support Using data for systematic decision making processes for tiered supports	Understanding that students are not tiered but supports are tiered Tiers of supports can change and are flexible	Written processes of supports	
Intervention Selection and Data Based Decision Making						

Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
Intervention Selection and Data Based Decision Making		Using data to determine intervention need DBI process	Using data to support intervention categories Understanding DBI	Intervention Selection for students	
Intervention Fidelity & Training the Standard Protocol					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
Intervention Fidelity & Training the Standard Protocol	OKMTSS Winter Conference	Understanding fidelity for Intervention Implementation	Exploring the definition of the fidelity and integrity as they relate to intervention implementation	Case studies and practice examples	T
		Recognizing standard protocols	Identifying the specific standard protocols		
		Training methods for ongoing learning Engaging in fidelity calculation for data decisions	Exploring options for training Using fidelity for data in case studies and examples		
Determining Intervention Intensity Changes					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
Determining Intervention Intensity Changes		Using data to determine intervention changes Exploring Taxonomy of Intervention Intensity	Using data to support intervention implementation	Case studies and practice examples	T
		Ensuring alignment to skill deific			
		Progress monitoring and intensity changes	Identifying the progress changes needed for students with intensive interventions		
Child Find Considerations					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
Child Find Considerations	Coaching	What is a suspected disability	Recognizing a system that prioritizes prevention than response to intervention	Evaluate internal processes and draft revisions	T
		Identifying a student for referral for special education	Understanding the referral process and eligibility process		
		Child find violations	IDEA regulations Best Practices		
Systematic Programming for District, Site, Classroom, etc.					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
Systematic Programming for District, Site, Classroom, etc.		Review of existing materials and questions for deeper implementation	Review of exsting materials and questions for deeper implementation	Review of exsting materials and questions for deeper implementation	Review deeper
Continuous Improvement & Sustainable Teaming					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
Continuous Improvement & Sustainable Teaming	MTSS Fidelity Inventory	Review of existing materials and questions for deeper implementation	Review of exsting materials and questions for deeper implementation	Review of exsting materials and questions for deeper implementation	Review deeper

Step 1	August					
	Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
	Teaming Foundations (OSDE Connect)	2023 Summer MTSS Conference	*Levels of leadership & understanding roles and responsibilities *Understanding roles and functions of teams *Leadership communication of vision *Introduction to feedback loops for communication and clarity among various stakeholders *The hard and soft skills of coaching *Developing staff buy-in	*Identify appropriate team membership *Articulate the needs of the district and appropriately communicate these needs to stakeholders *Develop an use a simple communication plan *Assess current ability and identify resources for improvement *Regularly assess buy-in and motivate implementers	*Identify Implementation Team members and their team role *Develop an organizational hierarchy for implementation responsibilities *Develop a shared vision for the school's implementation *Complete a coaching self-assessment to identify areas of improvement *Draft a Coaching Plan aligned to areas for improvement *Draft an internal facilitator job description *Develop a plan to consistently celebrate and acknowledge success	*Implement and re *Comm *Writt *Coac *Inter *Plan
	September					
	Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
	Communication Throughout the System		*Understand the purpose and structure of different meetings, including what questions are being answered in these meetings and what problems are being solved *Understand consensus building and identify some methods for building consensus *Extend knowledge of feedback loops to incorporate meeting structures *Introduction to understanding the role of evaluation and fidelity checking the system within MTSS	*Can lead a variety of meetings with clear purposes and aligned agendas *Within meetings, providing space for multiple perspectives to respond to meeting question or problem with proposed solutions *Effectively communicate changes to the system using a communication plan *Evaluate the current system using audits and fidelity measures	*Auditing existing meetings and meeting functioning for efficiency and alignment *Develop agendas and meeting protocols for all those within the "Meeting Map" *Add consensus building practices to meeting protocols *Use developed communication plan to message implementation changes *Refine communication plan, if needed *Complete the baseline fidelity measure	*"Me *func *Revis *Fidel
	October					
	Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
	Matching Existing Resources to Student Needs	Data Retreat, Oct. 23 & 24	*Understand the purpose and processes for screening at elementary and secondary levels (including universal screening, early warning systems, and formative assessments) *Understand the purpose of follow-up diagnostics assessments and when they are warranted *Understanding the different types of available resources, and how to efficiently allocate them matched to needs.	*Evaluate and identify potential screening system for contextual fit. *Identify and administer follow-up assessments within a flowchart of assessment *Identify available resources and align by intensity and needs	*Develop screening plan and calendar *Develop a flowchart for assessment *Auditing existing resources for student support (personnel, curriculum, interventions, etc.) *Map existing curriculum on pyramid	*Scre *Scre *Reso *pyram

Year 1, Semester

November					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
Data Use Across All Levels		*Understanding different methods of data analysis across student, classroom, school, district levels *Understanding the problem-solving process, as it applies to students and systems *Understanding different methods of conducting a root cause analysis *Using data to establish baseline and reasonable goals for students and for systems	*Summarizing and graphing data across each of these levels *Conducting data review meetings for student-level and system-level data *Use available data to engage in root cause analysis and identify a proposed root cause *Develop graphs to track student and system improvements against a baseline and aim line	*Pull and graph data for data team use *Develop an agenda, prepare data, and conduct a data review meeting *Conduct a root cause analysis for system-level improvements *Write system-level goal and graph baseline and aim line *Write student level goal and graph baseline and aim line	*Graph *Decision *Improvement *and T3 *Propo *Systeme *Stude
	Coaching in Data Teams and Meetings	*Understand what skill deficits are identified by screening measures and how they relate to curricular resources *Introduction to evidence-base definition and evaluation of evidence-based practices for interventions	*Align identified skill deficits to curricular resources *Group students in intervention groups by skill	*Match deficits identified in screening to available curricular and intervention resources *Identify additional evidence-based interventions (through protocols), if needed	*Skill *pyram *Stude
December					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
Evidence-Based Instructional Practices within MTSS		*Understand the basics of Depth of Knowledge and the Instructional Hierarchy *Understand the differences between differentiation, accommodation, modification, and instructional intervention *Understand the role of "evidence-based practices" within core instruction, including within classroom management and instructional practices, as well as curriculum *Understand the Dimensions of Intensification and how these dimensions can be modified to reduce or increase intensity	*Identify at what DoK or Inst. Hierarchy level the student's skill deficit *Identify currently used methods of differentiation, accommodation, modification, and instructional intervention *Evaluate evidence-base of core instruction *Develop plans for implementing additional evidence-based practices, if warranted *Distinguish between a Tier 1, 2, or 3 support	*Map DoK and Instructional Hierarchy to available intervention resources *Review current map to ensure each support is available within each tier of instruction Evaluate evidence-base of core instruction, considering research for curriculum and commonly-used literacy instructional practices. *If warranted, identify one new instructional or classroom management practice for implementation (in January 2023) and develop Action Plan *Determine how intensification will occur within the system and draft protocols for data review teams	*DoK *pyram *Revis *List o *classro *suppo *Actio *classro *imple *Proto *consid
January					
Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
Fidelity of		*Understand the importance and purpose of monitoring progress at all three tiers for students *Understand the importance and purpose of monitoring progress for systems	*Use data to measure progress against an aim line for student and system goals	*Gather student progress monitoring data to evaluate progress *Gather system-level fidelity assessment to measure progress of the system	*Decis *mapp *Decis *adjust

	Fidelity of Implementation at all Levels	2023 Winter MTSS Conference	*Understand the different types of system fidelity measures (intervention fidelity, assessment fidelity, etc.) *Understand the importance and methods in which to communicate fidelity, improvements, and success to multiple stakeholders	*Identify appropriate fidelity measures for student outcomes and system outcomes *Use communication plans and celebrations to acknowledge success and motivate staff	*Develop a plan to monitor intervention fidelity and system fidelity *Devise and implement a staff celebration for success and improvement	*Document staff stakeholder
Year 1, Semester 2	February					
	Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
	Evaluating Evidence-Base for New Practices		*Extending understanding of fidelity for practice implementation *Extend understanding of matching curriculum and intervention to student need (literacy, math, behavior)	*Complete a fidelity observation of classroom, meeting, and system practices *Identify gaps in existing programming and curriculum, and identify resources to fill these gaps	*Conduct a pilot fidelity check, as defined by the fidelity plan developed in December. Refine plan, as needed *Review current pyramid, deficits identified in screening, Oklahoma Academic Standards, and the instructional hierarchy to identify gaps in current programming *Review available resources, other free resources, or for-pay resources that may be necessary to fill gaps in programming.	*Record fidelity *Plan resources *Inter
	Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
	Unpacking Standards and Building Formative Assessments		*Understand Depth of Knowledge and essential elements and how they apply to curriculum implementation. *Understand how to use unpacked standards and essential elements to build and use Common Formative Assessments	*Unpack standards to identify DoK levels and essential elements for instruction *Build Common Formative Assessments to be used as a screener for student needs.	*Choose a subject & grade(s) (does not need to be for all) to unpack standards and identify essential elements *Build sample/pilot CFAs to measure student success	*Essential *Common
	March					
	Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
	Decision Rules Throughout Tiers of Support		*Understand the important of clear decision rules for transitions of tier intensifications	*Identify when a student should receive more or less intensive supports and methods for increasing or reducing intensification *Use decision rules to make student level decisions, as part of data review	*Develop a flowchart or system of decision rules for screening, progress monitoring, and tier transitions *Conduct a data review meeting and support decision-making for students who are making adequate progress, and those who are not	*Decision monitoring
	April					
	Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
	Data-Based Individualization		*Introduction to Data-Based Individualization and when it is appropriate for us	*Describe when a team might consider the use of DBI	*Using DBI protocol, identify one student who may benefit from more intensive supports, due to ongoing lack of progress or complex needs	*Pilot
	May					
	Asynchronous Learning	Synchronous Learning	Knowledge Outcomes	Skill Outcomes	Coaching & Implementation Activity	
		Celebrations and	*Understand the importance of evaluating implementation progress	*Identify available data and present data to team for evaluation	*Revisit root cause, theory of action, fidelity assessment, and other available data to determine if progress toward intended outcome has been made	*Identify practice

	Evaluation of Progress	Celebrations and Planning for SY 2024-25	*Understand the importance and methods in which to communicate fidelity, improvements, and success to multiple stakeholders	*Use communication plans and celebrations to acknowledge success and motivate staff	*Conduct end of year fidelity measure *Devise and implement a staff celebration for success and improvement	*Identify staff for recognition *Staff stakeholder input
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Fidelity Checklists General Support

What is fidelity and why is it important to measure?

Fidelity can be defined as the degree of exactness with which something is copied or reproduced. When an educator implements an instructional practice, their adherence to the steps required for the practice is critical in maintaining fidelity. If an expected practice is intended to ensure a specific outcome, it is important for that practice to be replicated each time it is used.

Who should use fidelity checklists?

Districts should make use of fidelity tools to ensure that instructional practices meet the anticipated procedure determined to impact student outcomes. This document serves as a general fidelity checklist intended for a wide array of instructional methods. However, teams should adapt this tool to align with specific instructional strategies.

Educators can use fidelity checklists to support their implementation of instructional practices. Those who use the checklist can observe and evaluate the adherence to the instructional protocol for each practice.

When should fidelity checklists be used?

As educators make use of an instructional practice, they should ensure that they are conducting the practice according to the protocol. While fidelity does rely on the repetition of the same provision each time the practice is used, it is unreasonable to assess each time.

Critical times to use the checklist include:

1. During the first implementation of the practice (to correct any errors early).
 - a) Best practice includes an instructor implementing the practice to another instructor with a third-party evaluator scoring the fidelity checklist. Videoing the event can also allow for an objective third-party view.
2. Regularly scheduled intervals (to ensure no new errors have occurred).
3. Following the student's expected proficiency score or after several attempts where the student has not made expected progress.
4. At any time when the instructor would benefit from a refresher regarding the implementation of the practice.

Instructional Strategy: _____ Fidelity Checklist

Instructional Methods: (5 pts) ____/5 pts

Skill Support: _____(3pt)

- ☐ The instructional methods purposed is to support the intended skill.

Materials: (2pts)

- ☐ The educator is prepared with all materials needed for instruction.
- ☐ The student is prepared with all materials needed for active participation.

Intervention Implementation: (10 pts/ 1 pt each) ____/10 pts

Goal: _____

- ☐ The instruction is aligned to the goal's intended outcome.
- ☐ The instructor begins with the steps in sequential order using explicit teaching (I do, we do, you do).
- ☐ The instructor verbalizes and models the actions of the task.
- ☐ The instructor verbalizes and models the actions of the student.
- ☐ The instructor moves through the task at an observable pace.
- ☐ The instructor responds to the students' errors.
- ☐ The instructor responds to the students' correct responses.
- ☐ The instruction is set up with an appropriate strength and dosage to meet the needs of the student/student group.
- ☐ The instruction makes use of appropriate academic and behavioral support to meet the needs of the student/student group.
- ☐ The instruction ensures alignment to transfer and comprehensiveness to the skill deficit.

Student Engagement: (10 pts/ 2 pts each) ____/10 pts

- ☐ The student is engaged to the instructor's demonstration (i.e., watching, following visually, responding,...).
- ☐ The student is engaged to the instructor's verbalization (i.e., listening, following directions, responding to posed questions,...).
- ☐ The student responds accordingly to error corrections.
- ☐ The student responds accordingly to student praise.
- ☐ The student completes the task as described.

Instructional Strategy: _____
Fidelity Checklist

Scoring (5 pts/ 1 pt each) ____/5 pts

- ☐ The instructor keeps accurate data of the intervention skill, duration, frequency, and methods.
- ☐ The instructor keeps accurate data collection of attempts and correct responses.
- ☐ The instructor keeps accurate data collection of errors.
- ☐ The instructor keeps accurate data collection of intervention events.
- ☐ The instructor uses the score for progress monitoring reporting.

Fidelity Score

The score for the intervention implementation and student engagement subset must earn 7 points each to indicate a minimum level of fidelity. If either of these subsets are below 7 points each, additional support is needed for the specific area.

Subset	Score	Points Possible	Percent
Instructional Methods		5	
Intervention Implementation		10	
Student Engagement		10	
Scoring		5	
Total		30	____/30 ____%

Fidelity Score		Score
30/30	100%	Implementing with fidelity
22-29	75%-99%	Adequate, needs modeling for subsets
15-21	50%-74%	Needs additional support for subsets
0-14	0%-49%	Inadequate, fidelity not measured

Frequency
DurationGroup size: Individual,
small group (6 or less),
whole group

Instructional Strategy: _____

Skill Deficit:Educator tool, Disruptive Behavior, Social Skills, Attention/Engagement, Executive Function, Self-Regulation, Compliance, AttendanceRationale: _____Materials:

- _____

Intervention Implementation Steps:Goal: _____

1. _____
2. _____

Tier 1 Practices Intervention Protocols

Error Correction Procedures:

Procedural Errors

- _____

Content Errors

- _____

Data Collection Process:

Regularly collect data on student performance of:

- *Accuracy* – _____ [edit] *Are students accurately responding to the content that is being taught when they enter their groupings?*
- *Frequency* – [edit] *How often are students participating in their grouping?*

Data of these performances can be kept formally such as marking system to show whether student is understanding the concept or is appropriately participating in the discussion.

Modifying Intensity:

To reduce intensity: [making it more independent and less supported by the educator]

- _____

To increase intensity: [providing more support and less independence]

- _____

Citations/Resources:

Tier 2 & 3 Targeted Supports

Instructional Strategy



Frequency
Duration



Group size: Individual,
small group (6 or less),
whole group

Instructional Strategy: _____

Skill Deficit: Educator tool, Disruptive Behavior, Social Skills, Attention/Engagement,
Executive Function, Self-Regulation, Compliance, Attendance

Rationale: _____

Materials:

• _____

Intervention Implementation Steps:

Goal: _____

1. _____
2. _____

Tier 2 & 3 Targeted Supports Intervention Protocols

Error Correction Procedures:

Procedural Errors

- _____

Content Errors

- _____

Data Collection Process:

Regularly collect data on student performance of:

- *Accuracy* – _____ [edit] *Are students accurately responding to the content that is being taught when they enter their groupings?*
- *Frequency* – [edit] *How often are students participating in their grouping?*

Data of these performances can be kept formally such as marking system to show whether student is understanding the concept or is appropriately participating in the discussion.

Modifying Intensity:

To reduce intensity: [making it more independent and less supported by the educator]

- _____

To increase intensity: [providing more support and less independence]

- _____

Citations/Resources:

SPDG District Support for OKMTSS Implementation:

On-Site Tour and Interview Protocols

1. Tour at least one elementary, one middle, and one high school feeder pattern. (app. 90 minutes)

	Elementary	Middle	High School
School Name			
School Administrator			

During the tours, use the observation form to document aspects of the system and any conversations.

2. Gather at district location for District Team interview. (app. 90 minutes)
 - a. Team should include the superintendent, district leadership who will be involved in implementation, and any staff who contributed to the application.
3. Gather any permanent products/hard copy information needed to begin coaching plans and inform SPDG decisions.
 - a. Academic Calendar SY 24-25
 - b. Professional Development Calendar/Plan SY 24-25 (if applicable)
 - c. Curriculum maps/sequences available for Tier 1 at Elementary, Middle, High (if applicable)
 - d. Staff Handbook
 - e. Current Meeting Schedule for SY 24-25 OR SY 23-24 (if applicable)

State Personnel Development Grant (IV) SPDG: On-Site Interview Selection

Dear [SPDG Contact's Name],

Thank you for applying to the State Personnel Development Grant (IV) Cohort 2. We appreciate this opportunity and look forward to our on-site interview.

We want to confirm the date of **March 24th** and would like to schedule the **[AM/PM] interview session**:

[AM: 8:30-10:00 Site Observations | 10:30-12:00 District Interview]

[PM: 12:00-1:30 Site Observations | 2:00-3:30 District Interview]

Please provide the school sites and administrators for the visits:

Elementary School: [School Name], [Principal Name], [Principal Email]

Middle School: [School Name], [Principal Name], [Principal Email]

High School: [School Name], [Principal Name], [Principal Email]

Your district will determine the specific classrooms for observation and communicate those prior to the visit.

Additionally, please provide the requested permanent products and hard copy information, either in advance via email or upon your arrival:

- Academic Calendar SY 24-25
- Professional Development Calendar/Plan SY 24-25 (if applicable)
- Curriculum maps/sequences available for Tier 1 at Elementary, Middle, and High (if applicable)
- Staff Handbook
- Current Meeting Schedule for SY 24-25 OR SY 23-24 (if applicable)

Please let us know if there is anything else we should prepare ahead of time. We look forward to collaborating with your team.

a.

SPDG District Support for OKMTSS Implementation:**On-Site Tour Observation**

District/School Site: _____

Observer: _____

☐ Elementary☐ Middle☐ High

Principal: _____

- What do you know about the SPDG support? About this initiative? What do you think of it?

Classroom Observation

Type of Classroom Observed:

Group Size:

☐ General Education☐ Small Group☐ Special Education☐ Whole Group

What lesson was observed?

Was a standardized curriculum used? If yes, which one?

Notes:

Evidence of Behavioral Programming

- ☐ Posted expectations in different locations
- ☐ Expectations listed in classrooms
- ☐ Classroom schedule posted
- ☐ Evidence of established instructional routines

Notes:

School/District Culture

- ☐ Evidence of shared planning time
- ☐ Evidence of shared data review
- ☐ Student work is displayed throughout building
- ☐ Posted Vision/Mission statement

Notes:

SPDG District Support for OKMTSS Implementation:

Interview Process and Notes

District: _____ Interviewer: _____

Staff Present: _____

Tiered Support Maps

Share broad mapping of tiered supports gleaned from applications.

- What information is missing? Did we misinterpret any responses?

Questions

What time or processes are in place for shared planning and/or data review for teams?

What structures or models for special education delivery exist? (layered, co-teaching, etc.)

How do you engage families bi-directionally to support your school vision?

What grants/initiatives have you participated in within the last two school years? What aspects of this initiative are still in place?

What grants/initiatives are you currently engaged in? How do you see this integrated under MTSS?

What roles do you anticipate your school psychologists, counselors, and/or behavior specialists will play in MTSS implementation?

How do you envision MTSS supporting all school levels (elementary, intermediate, middle, high)?

Assurances

Concerns with any of the following:

- ☐ Our district agrees to student file reviews from SPDG personnel to improve coaching support.
- ☐ Our district agrees to receive coaching support on-site and virtually.

- ☐ Our district will provide the necessary release time for staff and facilitators to participate in professional development opportunities.
- ☐ Our district will report the necessary aggregate data to SPDG personnel.
- ☐ Our district is committed to receiving SPDG support for two years spanning a minimum of two focus areas.