| **Professional development (PD) domains** | **PD components**  *(with required elements the description should contain)* | **Sample descriptions corresponding to each of the four ratings** | | | |
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| **Exemplary level of progress or description**  **(=4)** | **Appropriate level of progress or good description**  **(=3)** | **Barely adequate progress or description**  **(=2)** | **Minimal or no progress, or inadequate description**  **(=1)** |
| 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).[[1]](#endnote-1) * Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).[[2]](#endnote-2),[[3]](#endnote-3) * Description of how schools, districts, or other entities were informed of their responsibilities.2,3   Provide a brief description of the form(s) used for these agreements. | * Expectations for PD participants:   PD participants are required to attend 10 training sessions, each lasting 2 hours; attend five follow-up coaching sessions; and enter data in the management system.   * What have schools, districts, or other entities agreed to provide?   Principals and superintendents agreed to provide administrative support to the project; assemble a school-level team to support the project; support teachers’ participation in the PD and in coaching sessions by providing substitutes as needed; create an action plan at the district and school levels for implementation of the project; and facilitate monthly team meetings with participants.   * How were schools, districts, or other entities informed of their responsibilities?   These responsibilities were outlined in the application, which is available on the project website. Principals and superintendents were asked to sign a Memorandum of Agreement (MOA). PD participants were also given a letter from project leaders that outlined expectations.   * Provide a brief description of the form(s) used for these agreements.   The MOA described above outlined all responsibilities for districts and schools. The letter sent to PD participants explained their expectations. | * Expectations for PD participants:   Districts agreed to assemble school-level teams of teachers and other personnel to participate.   * What have schools, districts, or other entities agreed to provide?   Principals and superintendents agreed to provide administrative support to the project.   * How were schools, districts, or other entities informed of their responsibilities?   These responsibilities were outlined in the application, which is available on the project website. Principals and superintendents were asked to sign a Memorandum of Agreement (MOA).   * Provide a brief description of the form(s) used for these agreements.   The MOA described above outlined all responsibilities for districts and schools. | * Expectations for PD participants:   PD participants received a letter describing expectations for participation. A copy of the letter is attached.   * What have schools, districts, or other entities agreed to provide?   Principals from all district schools signed a Memorandum of Agreement (MOA). A copy of the agreement is attached.   * How were schools, districts, or other entities informed of their responsibilities?   Principals from all district schools signed MOAs. A copy of the agreement is attached.   * Provide a brief description of the form(s) used for these agreements.   Both documents are attached. | * Expectations for PD participants:   The project team will develop a letter that describes expectations for PD participants.   * What have schools, districts, or other entities agreed to provide?   The project team will develop a Memorandum of Agreement (MOA) that principals from all district schools will sign.   * How were schools, districts, or other entities informed of their responsibilities?   The MOA is to be developed.   * Provide a brief description of the form(s) used for these agreements.   The MOA is to be developed. |
| A(2)  Selection | **Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.1**  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 or 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:   SPDG trainers must have at least 5 years of experience implementing Positive Behavioral Interventions and Supports (PBIS), as indicated on a resume they submitted. The SPDG Coordinator reviewed all resumes for required experience. The SPDG leadership team’s interview with potential SPDG PBIS trainers included a skills element where the applicant demonstrated some of the critical skills required to successfully train participants (i.e., behavior rehearsals and role plays).   * + Description of role and responsibilities for trainers:   Trainers are expected to conduct 10 trainings with school staff on PBIS implementation, complete a skills assessment during the event and a post-event evaluation after each PBIS training session. They then provide post-training skill data to the district-level coaches.   * Expectations for coaches’/mentors’ qualifications and experience and how these qualifications are ascertained:   Coaches must have at least 5 years of experience as a coach or mentor and at least 5 years of experience implementing PBIS, as indicated on a resume they submitted. The SPDG Coordinator reviewed all resumes. The SPDG leadership team’s interviews with potential SPDG PBIS coaches included a skills element where the applicant demonstrated some of the critical skills required to successfully train participants.   * + Description of role and responsibilities for coaches or mentors:   Coaches will work with school and district administrators to set their schedule and their priorities and support the administrators in communicating the schedule and priorities to staff. Coaches must observe and meet with participants weekly and provide observation data to the project director monthly to strategize about how to improve project implementation. In addition, coaches are expected to meet monthly (virtually and in-person, when possible) to learn from each other. Coaches are expected to complete a coaching log that describes the strategies they have used that are matched to the needs of the personnel they are supporting, as well as the duration of their coaching sessions. | * Expectations for trainers’ qualifications and experience and how these qualifications are ascertained:   SPDG trainers must have at least 5 years of experience implementing Positive Behavioral Interventions and Supports (PBIS).   * + Description of role and responsibilities for trainers:   Trainers are expected to conduct 10 trainings with school staff on PBIS implementation, complete a post-event evaluation after each PBIS training session, and provide post-training skill data to the district-level coaches.   * Expectations for coaches’/mentors’ qualifications and experience and how these qualifications are ascertained:   Coaches must have at least 5 years of experience as a coach or mentor and at least 5 years of experience implementing PBIS.   * + Description of role and responsibilities for coaches or mentors:   Coaches must observe and meet with participants weekly and provide observation data to the project director monthly to strategize about how to improve project implementation. | * Expectations for trainers’ qualifications and experience and how these qualifications are ascertained:   SPDG trainers should have some background in PBIS as demonstrated in their application.   * + Description of role and responsibilities for trainers:   Trainers are expected to conduct trainings throughout the year with school staff on PBIS implementation.   * Expectations for coaches’/mentors’ qualifications and experience and how these qualifications are ascertained:   Coaches are expected to provide coaching to teachers and will provide data to the SPDG Management Team.   * + Description of role and responsibilities for coaches or mentors:   Coaches must meet with participants regularly and provide reports to the SPDG Management Team. | * Expectations for trainers’ qualifications and experience and how these qualifications are ascertained:   See the attached contracts for trainers and coaches.   * + Description of role and responsibilities for trainers:   See the attached contracts for trainers and coaches.   * Expectations for coaches’/mentors’ qualifications and experience and how these qualifications are ascertained:   See the attached contracts for trainers and coaches.   * + Description of role and responsibilities for coaches or mentors:   See the attached contracts for trainers and coaches. |
| 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 PD. | * Lead person(s) accountable for training (include name and position/title):   The Director of the Training Center, Nancy Love at the University of Pittsburgh, oversees all training activities.   * Lead person(s)’ role and responsibilities related to developing and supporting evidence-based PD:   Nancy Love devotes a substantial amount of time (.75 full-time equivalent) to the following tasks: (1) designing a training plan, (2) ensuring that all trainers meet skill-level expectations, (3) planning and monitoring training events, and (4) assessing the efficacy of the trainers and the overall training plan. She meets with the training team once a month to discuss progress and problem-solve issues. | * Lead person(s) accountable for training (include name and position/title):   The director of the Training Center oversees all training activities.   * Lead person(s)’ role and responsibilities related to developing and supporting evidence-based PD:   Nancy Love devotes a substantial amount of time to designing a training plan, ensuring that all trainers meet skill-level expectations, planning and monitoring training events, and assessing the efficacy of the trainers and the overall training plan. | * Lead person(s) accountable for training (include name and position/title):   In November 2020, the SPDG hired the lead person accountable for training. The director of the Training Center oversees all training activities.   * Lead person(s)’ role and responsibilities related to developing and supporting evidence-based PD:   The lead person is responsible for all elements of training. | * Lead person(s) accountable for training (include name and position/title):   The project team plans to hire someone to oversee all training activities.   * Lead person(s)’ role and responsibilities related to developing and supporting evidence-based PD:   The lead person will be responsible for all elements of training. |
| B(2)  Training | **Effective research-based adult learning strategies are used.[[4]](#endnote-4),[[5]](#endnote-5),[[6]](#endnote-6)**  Required elements:   * Identification of adult learning strategies used, including the source of those strategies (e.g., citation). * Description of how adult learning strategies were used. * Description of how 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 project team implemented training based on adult learning strategies described by Dunst & Trivette (2012).1   * + How were these adult learning strategies used?   In our series of 10 trainings, we used effective learning strategies from each of the following categories:  Introduction: Trainers facilitated a workshop for participants.  Practicing: Participants applied the new skills through a role-play exercise.  Evaluation: The trainer assessed participants’ use of the new skills covered in training.  Mastery: Participants completed a self-assessment form on skills attained.   * Data gathered to assess how well adult learning strategies were used:   Trainings were observed and coded for the presence of adult learning strategies. In addition, once per quarter, the project team facilitated a group reflection (a member of the research team took notes and categorized the data) to determine how well the strategies were used.  1Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences,* 8, 143-148. | * Adult learning strategies used, including the source of those strategies (e.g., citation):   The project team implemented training based on adult learning strategies described by Dunst & Trivette (2012).1   * + How were these adult learning strategies used?   In our series of 10 trainings, we used effective learning strategies from each of the following categories: Introduction, Practicing, Evaluation, and Mastery.   * Data gathered to assess how well adult learning strategies were used:   Trainings were observed and coded for the presence of adult learning strategies. In addition, once per quarter, the project team facilitated a group reflection (a member of the research team took notes and categorizes the data) to determine how well the strategies were implemented.  1Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences,* 8, 143-148. | * Adult learning strategies used, including the source of those strategies (e.g., citation):   The project team implemented training based on four adult learning strategies described by Dunst & Trivette (2012).1   * + How were these adult learning strategies used?   In our series of trainings, we used effective learning strategies from Dunst & Trivette.   * Data gathered to assess how well adult learning strategies were used:   Training participants were asked to complete a post-training evaluation about the quality of the training.  1Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences,* 8, 143-148. | * Adult learning strategies used, including the source of those strategies (e.g., citation):   The project team will implement training based on adult learning strategies.   * + Description of how adult learning strategies were used.   Trainers will develop training content using adult learning strategies.   * Data gathered to assess how well adult learning strategies were used:   The SPDG leadership team is developing tools to evaluate the training. |
| 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:   Participants were expected to acquire the following skills:   * + Ability to use progress monitoring measures correctly;   + Ability to analyze progress monitoring data to group students according to learning needs;   + Ability to identify needs and apply appropriate intervention strategies to meet student learning needs (i.e., fluency, comprehension, phonemic awareness); and   + Ability to adjust instruction over time in accordance with progress monitoring data to improve student learning outcomes. * Activities conducted to build skills:   Participants engaged in behavior rehearsal exercises to practice new assessment skills, practiced grouping students using sample progress monitoring data, and selected appropriate interventions based on these sample data.   * How was participants’ use of new skills measured?   Participants were observed prior to the start of training and immediately following the training to assess their skills. Follow-up observations were conducted three months after training ended to ensure that participants continued applying new skills and knowledge over time to improve outcomes for students with disabilities. | * Skills that participants were expected to acquire as a result of the training:   Participants were expected to acquire the following skills:   * + Ability to use progress monitoring measures correctly;   + Ability to analyze progress monitoring data to group students according to learning needs;   + Ability to identify needs and apply appropriate intervention strategies to meet student learning needs (i.e., fluency, comprehension, phonemic awareness); and   + Ability to adjust instruction over time in accordance with progress monitoring data to improve student learning outcomes. * Activities conducted to build skills:   Participants engaged in role-playing exercises to practice new skills learned.   * How was participants’ use of new skills measured?   Participants were observed prior to the start of training and immediately following the training to assess their skills. | * Skills that participants were expected to acquire as a result of the training:   Participants were expected to acquire skills related to using progress monitoring data.   * Activities conducted to build skills.   Participants engaged in activities to practice new skills learned.   * How was participants’ use of new skills measured?   Participants were observed to assess their skills. | * Skills that participants were expected to acquire as a result of the training.   The training coordinator is developing training content that will build participant skills.   * Activities conducted to build skills.   The training coordinator is planning engaging activities for the training.   * How was participants’ use of new skills measured?   Plans are in place to assess participants’ skills by conducting observations. |

| **Professional development (PD) domains** | **PD components**  *(with required elements the description should contain)* | **Sample descriptions corresponding to each of the four ratings** | | | |
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| **Exemplary level of progress or description**  **(=4)** | **Appropriate level of progress or good description**  **(=3)** | **Barely adequate progress or description**  **(=2)** | **Minimal or no progress, or inadequate description**  **(=1)** |
| B(4)  Training | **Trainers (the people who trained PD participants) are trained, coached, and observed.5,[[7]](#endnote-7)**  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:   Each trainer participated in 40 hours of training in Positive Behavioral Interventions and Supports (PBIS) provided by a contracted consultant with more than 10 years of experience implementing PBIS.   * Coaching provided to trainers:   The consultant provided approximately 2 hours of coaching per trainer per week when necessary to address individual just-in-time coaching needs. When several trainers had similar needs, the consultant conducted group coaching of trainers to address targeted needs.   * Procedures for observing trainers:   The consultant used an observation protocol to observe and record implementation of PBIS for one full session in each training series.   * Training fidelity instrument used:   At each observation, the consultant completed the PBIS Fidelity Assessment to evaluate the trainer’s adherence to the schedule, provision of content, and use of appropriate processes.   * Procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development):   Participants completed pre- and post-tests to measure improved knowledge as a result of the training and participants’ thoughts on how well they will be able to implement the skills learned. Participants also completed an evaluation form to rate the quality, relevance, and usefulness of the training. Pre- and post-tests and evaluation forms are completed electronically; participants are given a web link and a QR code they can access on their mobile device.   * How were observation, training fidelity data, and training evaluation data used?   The training coordinator used all information gathered to determine the type of support that each trainer needed. For example, some participants commented that activities presented by one of the trainers were too complicated and hard to follow. The training coordinator worked with the trainer to develop activities that were more engaging and easier to follow. | * Training provided to trainers:   Each trainer participated in training in Positive Behavioral Interventions and Supports (PBIS).   * Coaching provided to trainers:   The consultant provided coaching to trainers when necessary to address individual just-in-time coaching needs. When several trainers had similar needs, the consultant conducted group coaching of trainers to address targeted needs.   * Procedures for observing trainers:   The consultant observed each trainer at least once during each training session.   * Training fidelity instrument used:   At each observation, the consultant completed the PBIS Fidelity Assessment.   * Procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development):   Participants completed pre- and post-tests to report their thoughts on skills and knowledge gained from the training.   * How were observation, training fidelity data, and training evaluation data used?   If the evaluation results indicate that some changes need to be made to the training, the training coordinator meets with the trainers to discuss the results and respond to them. | * Training provided to trainers:   Trainers are considered experts in their field and do not receive any additional training.   * Coaching provided to trainers:   Trainers are considered experts in their field and do not require coaching.   * Procedures for observing trainers:   The SPDG Coordinator attended and observed at least one session during each training.   * Training fidelity instrument used:   The SPDG Coordinator completed the PBIS Fidelity Assessment after each session attended.   * Procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development):   Participants completed a posttest to report their thoughts on skills and knowledge gained from the training.   * How were observation, training fidelity data, and training evaluation data used?   If the desired results are not achieved, the training coordinator meets with the trainers to discuss how they can be improved. | * Training provided to trainers:   Training will be provided to trainers if needed.   * Coaching provided to trainers:   Coaching will be provided to trainers if needed.   * Procedures for observing trainers:   The SPDG leadership team is drafting a plan to observe trainers.   * Training fidelity instrument used:   The SPDG leadership team is developing a fidelity instrument.   * Procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development):   The SPDG leadership team is developing a process for obtaining evaluation data.   * How were observation, training fidelity data, and training evaluation data used?   Evaluation data will be used to make changes to the training if needed. |

| **Professional development (PD) domains** | **PD components**  *(with required elements the description should contain)* | **Sample descriptions corresponding to each of the four ratings** | | | |
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| **Exemplary level of progress or description**  **(=4)** | **Appropriate level of progress or good description**  **(=3)** | **Barely adequate progress or description**  **(=2)** | **Minimal or no progress, or inadequate description**  **(=1)** |
| 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:   School principals and district superintendents are expected to oversee implementation of the project within their school or district. Principals check in weekly with the coaches in their school to make sure they have needed supports, including time with participating teachers and a meeting space. District superintendents have a weekly meeting with all participating principals to ensure that coaches are supported across the district. Principals share strategies for supporting the project at these meetings. Superintendents meet with regional administrators once a month to discuss implementation progress. Regional administrators are expected to help superintendents strategize about how to overcome challenges and improve implementation. Additionally, principals take part in the building implementation team, superintendents in the district implementation team, and regional administrators in the regional implementation team.   * How are administrators trained and coached to support implementers and coaches?   Project leaders provided a 4-hour workshop for principals of schools participating in the project. The training focused on how to create an implementation team for the project, including selection of participants and needed supports. Principals learned how to identify and address teachers’ needs (e.g., make adjustments to teacher schedules) and support teachers in making appropriate accommodations to meet student learning needs. Principals were trained in how to recognize that a PD participant may need additional coaching.   * Supports for creating implementation teams at the building and district or local program levels:   Project leaders helped principals and superintendents from participating schools and districts identify implementation teams by doing a crosswalk of staff skills/experience and areas of need for the school or district, and making recommendations for team member selection. Principals and superintendents from participating districts meet monthly with the SPDG leadership team to discuss how they are supporting implementers and to receive ideas for strategies and support for their efforts. Principals also discuss lessons learned from their work with the implementation team at each school. The SPDG leadership team provides guidance for overseeing implementation. | * Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported:   School principals are expected to oversee implementation of the project within their school. Principals check in weekly with the coaches in their school to make sure they have needed supports, including time with participating teachers and a meeting space. District superintendents meet regularly with regional administrators to discuss implementation progress.   * How are administrators trained and coached to support implementers and coaches?   A 4-hour workshop was provided for principals of schools participating in the project. Principals learned how to identify and address teachers’ needs and were trained in how to recognize that a PD participant may need additional coaching.   * Supports for creating implementation teams at the building and district or local program levels:   Project leaders helped principals and superintendents from participating schools and districts identify implementation teams. Principals meet regularly with the SPDG leadership team to discuss how they are supporting implementation. | * Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported:   School principals and district superintendents are expected to oversee implementation of the project within their school or district.   * How are administrators trained and coached to support implementers and coaches?   Administrators are invited to join the training attended by all PD participants.   * Supports for creating implementation teams at the building and district or local program levels:   Principals meet regularly to discuss how they are supporting implementation. | * Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported:   The role of administrators is being developed.   * How are administrators trained and coached to support implementers and coaches?   As described earlier, the training plan is in development.   * Supports for creating implementation teams at the building and district or local program levels:   Administrators will be supported by the SPDG team. |

| **Professional development (PD) domains** | **PD components**  *(with required elements the description should contain)* | **Sample descriptions corresponding to each of the four ratings** | | | |
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| **Exemplary level of progress or description**  **(=4)** | **Appropriate level of progress or good description**  **(=3)** | **Barely adequate progress or description**  **(=2)** | **Minimal or no progress, or inadequate description**  **(=1)** |
| B(6)  Training | **Training outcome data are collected and analyzed to assess participant knowledge and skills.5**  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):   The project team matched the training scope and sequence to the project-developed list of PBIS skills personnel should demonstrate as a result of training. Each training has 1 to 3 critical skills that participants should be able to demonstrate as a result of the training. The trainer or a project team member observes participant demonstration or has an “exit ticket” task that demonstrates skill acquisition.   * Procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training:   Participants in each training either demonstrated use of the new skill for observation by the trainer or project staff, or provided an “exit ticket” that exhibited the new skill that could be reviewed by the trainer or project staff at the time of the event or at a later time. Overall, 90 percent of participants were able to demonstrate skill acquisition. Coaches met with each participant individually to discuss their assessment results and areas that need improvement and shared a summary of aggregated results with the SPDG implementation committee.   * How were training outcome data used to make appropriate changes to the training and to provide further supports through coaching?   The training coordinator reviewed the data and determined that many participants did not show improvement on questions related to identifying students for Tier II PBIS Interventions. Coaches provided additional support to participants in this area. Trainers revised the training materials related to this content area and added more activities in this area. | * Training outcome measure(s):   The project team used the Positive Behavioral Interventions and Supports (PBIS) Training checklist to assess participant knowledge and skills related to the PBIS PD.   * Procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training:   Training participants completed a pretest prior to their participation in the PD and completed a posttest immediately following the last training session. Additionally, participants demonstrated a critical skill central to the training for the trainer or another observer.   * How were training outcome data used to make appropriate changes to the training and to provide further supports through coaching?   The training coordinator reviewed the data and identified areas in participants’ knowledge or skills that could be improved. The coordinator discussed these areas with the trainers, who made appropriate changes to the training content. | * Training outcome measure(s):   The project team used a checklist to assess participant knowledge and skills.   * Procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training:   Teachers completed a posttest following the last training session.   * How were training outcome data used to make appropriate changes to the training and to provide further supports through coaching?   The training coordinator reviewed the data and identified areas in participants’ knowledge that could be improved. | * Training outcome measure(s):   The project team will use the Positive Behavioral Interventions and Supports (PBIS) Training checklist.   * Procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training:   The checklist will be used to collect pre- and posttest data.   * How were training outcome data used to make appropriate changes to the training and to provide further supports through coaching?   The training coordinator will review all results and make recommendations for changes to the training. |
| C(1)  Coaching | **Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.[[8]](#endnote-8)**  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 coaching coordinator, Brad Greene, is responsible for all coaching services. He commits .75 full-time equivalent (FTE) to the oversight of coaching services as described in the Coaching Service Delivery Plan.   * Lead person(s) role and responsibilities for promoting high quality and timely coaching services:   As coaching coordinator, Brad Greene created the project’s Coaching Service Delivery plan. He was responsible for creating job descriptions and interview protocols, setting up training for the coaches, overseeing coaching fidelity measures, using fidelity and outcome data to determine whether additional training for coaches is necessary, and evaluating the coaches’ progress annually. He also met with each coach once per month to share observational and outcomes data and strategize with coaches about how best to provide high quality and timely services. Additionally, Brad supports monthly peer networking opportunities between coaches. | * Lead person(s) accountable for coaching services. Please include name and position/title:   The coaching coordinator is responsible for all coaching services. He commits .75 full-time equivalent (FTE) to the oversight of coaching services.   * Lead person(s) role and responsibilities for promoting high quality and timely coaching services:   The coaching coordinator created the project’s coaching service plan. He was responsible for creating job descriptions and interview protocols, setting up training for the coaches, overseeing coaching fidelity measures, using fidelity and outcome data to determine whether additional training for coaches is necessary, and evaluating the coaches’ progress annually. | * Lead person(s) accountable for coaching services. Please include name and position/title:   The coaching coordinator is responsible for all coaching services.   * Lead person(s) role and responsibilities for promoting high quality and timely coaching services:   The coaching coordinator meets with the coaches monthly. | * Lead person(s) accountable for coaching services. Please include name and position/title:   The project team plans to hire a coaching coordinator.   * Lead person(s) role and responsibilities for promoting high quality and timely coaching services:   The coaching coordinator will oversee all coaching services. |

| **Professional development (PD) domains** | **PD components**  *(with required elements the description should contain)* | **Sample descriptions corresponding to each of the four ratings** | | | |
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| **Exemplary level of progress or description**  **(=4)** | **Appropriate level of progress or good description**  **(=3)** | **Barely adequate progress or description**  **(=2)** | **Minimal or no progress, or inadequate description**  **(=1)** |
| C(2)  Coaching | **Coaches use effective coaching practices to increase innovation fidelity.[[9]](#endnote-9)**  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. *Note: This description may take the form of a coaching service delivery plan.* * Description of how coaching process is captured and connected to impact on fidelity of the innovation.   *Note: These data may be collected in a coaching log.* | * Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured:   Coaches observed and met with PD participants monthly and were available via email and phone as needed. Coaches used behaviorally focused feedback, helping PD participants to interpret and use feedback, and made a strong link between performance improvement and desired outcomes. PD participants were asked to evaluate implementation of the practices monthly. Coaches used the self-evaluation data and observations using a fidelity checklist from on-site visits to evaluate implementation progress and determine the coaching strategies they would use, along with the intensity of coaching services needed. Coaches prepared a consultation report after each on-site visit that provided feedback for participants.   * How is your coaching process captured and connected to impact on fidelity of the innovation?   Coaches kept a log of all communication and contact with PD participants. The log also included consultation reports, which provided coaches with a record of implementation progress for each PD participant and facilitated the recognition of patterns where additional support was needed across PD participants to determine the extent to which trainings were implemented with fidelity. These patterns also provided information about improvement that could be celebrated during building staff meetings and annual statewide meetings. | * Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured:   Coaches conducted monthly on-site visits to observe PD participants. Coaches collect direct observational data during on-site visits and provide feedback after each visit. During the feedback sessions, coaches modeled instructional practices and provided instruction with a focus on transfer of skills. Coaches reviewed past observational data before each visit to determine what instruction needs to be reinforced for each participant.   * How is your coaching process captured and connected to impact on fidelity of the innovation?   Coaches use a fidelity checklist, email communications, and a self-assessment to provide appropriate instruction to PD participants. | * Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured:   Coaches conducted monthly on-site visits to observe instructional practice and assess implementation progress and emailed PD participants with feedback.   * How is your coaching process captured and connected to impact on fidelity of the innovation?   The coaching process is captured through a record of the emails sent to PD participants. | * Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured:   Currently there is no standardized coaching practice, although one will be developed for the upcoming project years.   * How is your coaching process captured and connected to impact on fidelity of the innovation?   The coaching process will be captured and connected to impact on fidelity of the innovation. |

| **Professional development (PD) domains** | **PD components**  *(with required elements the description should contain)* | **Sample descriptions corresponding to each of the four ratings** | | | |
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| **Exemplary level of progress or description**  **(=4)** | **Appropriate level of progress or good description**  **(=3)** | **Barely adequate progress or description**  **(=2)** | **Minimal or no progress, or inadequate description**  **(=1)** |
| 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?   The coaching coordinator, Brad Greene, observed each coach at least monthly for the first 4-6 months after each coach began in the project. He completed a fidelity checklist at each observation. After that period, he reviewed coaching logs from each coaching session.   * How is coaching fidelity data used to identify potential training and coaching for coaches?   If the coaching coordinator identified any issues with fidelity (i.e., fidelity scores were below benchmark), he referred the coach to the trainer for refresher training. For example, the coordinator determined that one coach was having difficulty providing behavioral feedback to teachers. The trainer worked with the coach to frame concerns in a more positive and productive way that focused on the discrete skills the coach was supporting. Additionally, coaches are connected with their peers who have strengths in the area of need.   * Procedures to assess the knowledge and skills gained by those who are coached:   Coaches observed teachers in the classroom weekly at the beginning of implementation and then monthly after that. During each observation, the coach completed a section from the Positive Behavioral Interventions and Supports (PBIS) Implementation checklist that includes specific items concerning teacher skills and knowledge. The teachers are provided opportunities to work with the coach and determine which skills they’d like to focus on in an observation session.   * How are coaching outcome data analyzed by the SPDG team?   The SPDG team reviews the PBIS Implementation checklists completed by coaches and logs from coaching sessions at monthly meetings. Scores from the Implementation checklist are analyzed to look for trends and improvement over time. Qualitative analysis is conducted on coaching logs to determine if there are patterns or issues that occur with multiple teachers at different schools or districts.   * How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients?   The SPDG team reviews all coaching outcome data and shares the findings with trainers, who may be asked to adjust future trainings. The team also shares data with coaches to discuss areas where coaching should be more focused or intensified and potential strategies that may be most effective. Coaches share outcome data with teachers in coaching sessions and discuss areas where improvement is needed and areas where implementation is successful. For example, the coaching outcome data showed some weaknesses in implementing Tier II PBIS supports. Trainers modified future trainings to include more information and activities in this area. Coaches provided focused feedback and suggested resources for Tier II supports in their coaching sessions. Teachers applied the improved knowledge and skills in their classrooms to improve implementation. | * How is coaching monitored for fidelity to content and quality?   The coaching coordinator reviewed coaching logs from each coaching session.   * How is coaching fidelity data used to identify potential training and coaching for coaches?   If the coaching coordinator identified any issues with fidelity, he referred the coach to the trainer for refresher training.   * Procedures to assess the knowledge and skills gained by those who are coached:   Coaches observed teachers in the classroom monthly. Coaches completed a Positive Behavioral Interventions and Supports (PBIS) Implementation checklist.   * How are coaching outcome data analyzed by the SPDG team?   The SPDG team reviews and analyzes the PBIS Implementation checklists completed by coaches and logs from coaching sessions at monthly meetings.   * How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients?   The SPDG team reviews all coaching outcome data and shares the findings with trainers and coaches, who adjust their training and/or coaching in response to these findings. | * How is coaching monitored for fidelity to content and quality?   The coaching coordinator met regularly with coaches to discuss implementation.   * How is coaching fidelity data used to identify potential training and coaching for coaches?   If the coaching coordinator identified any issues, he worked with the coach to improve those problems.   * Procedures to assess the knowledge and skills gained by those who are coached:   Coaches completed a Positive Behavioral Interventions and Supports (PBIS) Implementation checklist.   * How are coaching outcome data analyzed by the SPDG team?   The SPDG team reviews logs from coaching sessions at monthly meetings.   * How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients?   The SPDG team reviews all coaching outcome data and shares the findings with trainers and coaches. | * How is coaching monitored for fidelity to content and quality?   The coaching coordinator will monitor coaching for fidelity to content and quality.   * How is coaching fidelity data used to identify potential training and coaching for coaches?   If the coaching coordinator identifies any issues, he will address them through training and/or coaching.   * Procedures to assess the knowledge and skills gained by those who are coached:   Coaches will assess teachers’ knowledge and skills.   * How are coaching outcome data analyzed by the SPDG team?   The SPDG team will review outcome data.   * How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients?   Coaching outcome data will be shared with trainers, coaches, and coaching recipients. |
| 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 SPDG external evaluator, Tricia Lovett from the University of Texas, is responsible for measuring and reporting fidelity.   * Data expertise, role, and responsibilities of the identified lead person(s):   Tricia Lovett leads a team of evaluators with experience in quantitative and qualitative data analysis and reporting. She has served as the external evaluator for multiple federally funded projects in the area of special education. The SPDG evaluator: (1) collects fidelity data (including data from coaches and student outcome data) from school-level teams weekly (the implementation team sends the information to the evaluator electronically); (2) meets with each implementation team monthly to discuss implementation fidelity data; (3) evaluates progress and shares information about fidelity with the state-level SPDG leadership team; and (4) helps to identify areas of success and improvement to that effort that can be celebrated at each level of the education system. | * Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title:   The SPDG external evaluator is responsible for measuring and reporting fidelity.   * Data expertise, role, and responsibilities of the identified lead person(s):   The SPDG external evaluators have experience in quantitative and qualitative data analysis and reporting. The SPDG evaluator: (1) collects fidelity data from school-level teams, (2) meets with each implementation team, and (3) evaluates progress. The evaluator is also responsible for sharing information about fidelity with the SPDG leadership team. | * Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title:   The SPDG team hired an external evaluator.   * Data expertise, role, and responsibilities of the identified lead person(s):   The SPDG evaluator collects fidelity data, evaluates progress, and reports to the leadership team. | * Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title:   The SPDG team is in the process of hiring an external evaluator.   * Data expertise, role, and responsibilities of the identified lead person(s):   The SPDG evaluator will collect fidelity data, evaluate progress, and report to the leadership team. |

| **Professional development (PD) domains** | **PD components**  *(with required elements the description should contain)* | **Sample descriptions corresponding to each of the four ratings** | | | |
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| **Exemplary level of progress or description**  **(=4)** | **Appropriate level of progress or good description**  **(=3)** | **Barely adequate progress or description**  **(=2)** | **Minimal or no progress, or inadequate description**  **(=1)** |
| 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 and how these data are used 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 PD 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 are used to connect training and coaching to fidelity of the innovation and then child outcomes:   Key data sources include:   * + Training evaluations and observations;   + Coaching observations;   + Coaching logs and implementation checklists; and   + Student outcome data (participation in program, number of disciplinary removals, Behavior Rating Scale results).   Quantitative data from training evaluations and observation checklists are analyzed to determine mean scores for each evaluation and fidelity measure and develop trend lines for the various cohorts. Qualitative data from coaching observations and logs are analyzed to identify patterns of success and where more support is needed. Quantitative data from coaching checklists are analyzed to determine mean scores for each fidelity measure, and student outcome data are analyzed and compared to benchmarks and are also connected to fidelity data. Successes in developing fidelity and improving child outcomes are shared and celebrated in building-level and state-level meetings.   * How are targets/benchmarks set for the various types of data?   The SPDG leadership team set targets/benchmarks for training, coaching, and fidelity of the innovation, in consultation with the external evaluator. These targets/benchmarks are set to reach 100 percent fidelity to the innovation by year 4 of the project. Implementation teams at each school met to review student data and suggest targets/benchmarks for student outcomes based on those data. These suggestions were sent to the SPDG leadership team and external evaluator for review and final approval.   * How is data collection guidance provided to PD sites and participants?   The SPDG leadership team sent each school implementation team a manual with complete information on the project, including how to submit the data collected. The team also sent each PD participant/teacher a participant-level manual with information about submitting and reporting data. All information is also available through the SPDG website. Each school implementation team has direct contact with the SPDG leadership team and SPDG IT staff who can provide assistance as needed.   * How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data?   At the beginning of the school year, the external evaluation team provided a 4-hour PD session on the use of the data for school implementation teams, including administrators, trainers, and coaches, as well as the SPDG leadership team. At this session, the evaluation team used data from the prior school year and discussed actions that were taken and/or should have been taken because of these findings. At monthly meetings with the school implementation teams, evaluators review data and provide guidance to the teams in how to interpret and apply those data to continuous improvement activities. | * Key data sources are used to connect training and coaching to fidelity of the innovation and then child outcomes:   Key data sources include training data, coaching data, and student outcome data. Quantitative and qualitative data are analyzed. Mean scores are calculated for fidelity measures and student outcome data are compared to benchmarks.   * How are targets/benchmarks set for the various types of data?   The SPDG leadership team set targets/benchmarks for training, coaching, and fidelity of the innovation, in consultation with the external evaluator. Implementation teams at each school set targets/benchmarks for student outcomes.   * How is data collection guidance provided to PD sites and participants?   Information about submitting and reporting data is available through the SPDG website.   * How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data?   The external evaluation team trained school implementation teams and the SPDG leadership team on the use of data. At monthly meetings with the school implementation teams, evaluators review data and provide guidance to the teams in how to use those data. | * Key data sources are used to connect training and coaching to fidelity of the innovation and then child outcomes:   Key data sources include training data, coaching data, and student outcome data.   * How are targets/benchmarks set for the various types of data?   The SPDG leadership team has set targets/benchmarks for training, coaching, and fidelity of the innovation.   * How is data collection guidance provided to PD sites and participants?   Information about submitting and reporting data is available through the SPDG website.   * How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data?   The SPDG leadership team provides guidance to other teams on the use of data as needed. | * Key data sources are used to connect training and coaching to fidelity of the innovation and then child outcomes:   Key data sources will include training data, coaching data, and student outcome data.   * How are targets/benchmarks set for the various types of data?   The SPDG leadership team will set targets/benchmarks for training, coaching, and fidelity of the innovation.   * How is data collection guidance provided to PD sites and participants?   Information about submitting and reporting data will be available through the SPDG website.   * How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data?   The external evaluator is developing a training on data use. |

| **Professional development (PD) domains** | **PD components**  *(with required elements the description should contain)* | **Sample descriptions corresponding to each of the four ratings** | | | |
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| **Exemplary level of progress or description**  **(=4)** | **Appropriate level of progress or good description**  **(=3)** | **Barely adequate progress or description**  **(=2)** | **Minimal or no progress, or inadequate description**  **(=1)** |
| 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., use of a communication protocol to determine how data will be shared). * 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?   Districts involved with the SPDG project collected implementation fidelity data using the PBIS Implementation Checklist (IC), and schools collected student outcome data using the Behavior Rating Scale (BRS). Each month, a designated school representative sent a data file with the BRS scores to the district. District representatives then compiled the student outcome and fidelity data and developed a report with visual depictions of the data (with the benchmarks notated). This report was shared both with state and school representatives on a quarterly basis. The SPDG State leadership team developed a communication protocol in collaboration with representatives from the regional, district, and building levels. The protocol is used to determine the kind of information and data that will be shared, how often, with who, and also provides guidance on who will make decisions based on the data and how the decisions will be shared with others.  The SPDG project has been creating infographics based on school and district data and sharing these infographics at each level of the system. The Parent Training and Information Center has worked with the project to make the infographics and other means of data sharing more family friendly and has also assisted with dissemination to families.   * How do feedback loops function to inform improvement across multiple levels?   State, regional, and district representatives met annually to review the reports and discuss the data. Following these meetings, representatives from schools with low scores on both the IC and BRS met with advisors from the state, regional, and district teams to brainstorm potential solutions that matched the demonstrated needs. For example, this year several schools determined that they would benefit from additional training and coaching in the area of classroom management.   * How do fidelity and child outcome data inform modifications to project plans and processes?   During these same meetings, school, state, and district representatives worked together to develop action plans for improving implementation fidelity. For example, intensive coaching sessions were added at two schools with low BRS scores and no decrease in disciplinary removals. A communication protocol is used to ensure that decisions are made and shared based on the data and the needs determined by looking at the data. | * How are data compiled and communicated in usable format(s) with various audiences/stakeholders?   Districts involved with the SPDG project collected implementation fidelity data using the PBIS Implementation Checklist (IC), and schools collected student outcome data using the Behavior Rating Scale (BRS). A designated school representative sent a data file to the district each month. District representatives sent school-level outcome and implementation fidelity data to state representatives quarterly.   * How do feedback loops function to inform improvement across multiple levels?   State and district representatives met annually to review the reports and discuss the data. Following these meetings, representatives from schools with low scores on both the IC and BRS met with the state and district team to brainstorm potential solutions that could be used to increase scores.   * How do fidelity and child outcome data inform modifications to project plans and processes?   During these same meetings, school, state, and district representatives worked together to develop action plans for improving implementation fidelity. | * How are data compiled and communicated in usable format(s) with various audiences/stakeholders?   Districts involved with the SPDG project collected implementation fidelity data.   * How do feedback loops function to inform improvement across multiple levels?   Key district representatives used the data to identify schools that would benefit from additional coaching.   * How do fidelity and child outcome data inform modifications to project plans and processes?   Schools were alerted that they would be receiving additional coaching. | * How are data compiled and communicated in usable format(s) with various audiences/stakeholders?   Districts involved with the SPDG project will collect fidelity and child outcome data.   * How do feedback loops function to inform improvement across multiple levels?   These data will be used to inform improvement across multiple levels.   * How do fidelity and child outcome data inform modifications to project plans and processes?   Project plans and processes will be updated, as needed. |
| 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 evidence-based PD components. | * Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title:   The person responsible for technical and adaptive leadership is Allison Hastings, SPDG Director at the SEA.   * How does this person ensure there is regular communication with the leads for training, coaching, and data systems?   Dr. Hastings holds a bimonthly meeting with the SPDG leadership team, which includes the leads for training, coaching, and data systems. In addition, the SPDG leadership team has a dedicated Microsoft Teams channel where they are able to communicate as needed outside of the regularly scheduled meetings.   * How does this person promote the effective use of evidence-based PD components?   In her meetings with SPDG project leads, Dr. Hastings models effective adult learning strategies from each of the following categories: Introduction, Practicing, Evaluation, and Mastery. She encourages the SPDG leadership team to do the same in meetings with staff they supervise. In addition, whenever new content is added to PD modules, Dr. Hastings asks the leadership team to review information on the What Works Clearinghouse website to determine if there is an established evidence base and we use an Adult Learning Principles Rubric to review each module or planned training session. Finally, each time the team meets new resources and articles are shared that add to the research base on effective professional development.   * How does this person problem-solve challenges to innovation implementation?   If a challenge to implementation is identified, Dr. Hastings uses a continuous improvement framework—Plan, Do, Study, Act (PDSA)—and the SPDG leadership team works with the appropriate implementation team to implement the PDSA cycle.   * How does this person recognize effort and successes?   When an implementation team has success with the PDSA cycle, the process for achieving success is shared as a model for other implementation teams at statewide meetings and as a blog post on the website. There are currently posts about two implementation teams on the website. In addition, personal successes are shared in the project’s newsletter and in implementation team meetings.   * How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidence-based PD components?   We use our communication protocol to ensure that data and information are coming from the school level to the district, regional, and State levels. An expectation of the communication protocol is that decision makers will take that information and data and determine needed changes to policies, procedures, funding, etc. In this vein, Dr. Hastings is in frequent communication with the State Director for Special Education. As implementation barriers are elevated from the district level, Dr. Hastings and the state director of special education examine state policies and procedures and revise them as needed to incorporate the principles of PBIS being introduced through the SPDG project. Dr. Hastings leads a committee at the state level to scale-up PBIS statewide, using lessons learned from the SPDG project. | * Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title:   The person responsible for technical and adaptive leadership is the SPDG Director at the SEA.   * How does this person ensure there is regular communication with the leads for training, coaching, and data systems?   The SPDG Director holds a biweekly meeting with the SPDG leadership team which includes the leads for training, coaching, and data systems.   * How does this person promote the effective use of evidence-based PD components?   The SPDG Director encourages the SPDG leadership team to use effective adult learning strategies in their meetings with staff, including Introduction, Practicing, Evaluation, and Mastery.   * How does this person problem-solve challenges to innovation implementation?   If a challenge to implementation is identified, the SPDG Director and the SPDG leadership team work with the appropriate implementation team to problem-solve and create solutions.   * How does this person recognize effort and successes?   When an implementation team demonstrates success, the process for achieving success is shared as a model for other implementation teams at statewide meetings and as a blog post on the website.   * How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidence-based professional development components?   The SPDG Director is in frequent communication with the State Director for Special Education. As implementation barriers are elevated from the district level, the SPDG Director and the state director of special education examine state policies and procedures and revise them as needed to incorporate the principles of PBIS being introduced through the SPDG project. | * Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title:   The person responsible for technical and adaptive leadership is the SPDG Director at the SEA.  ● How does this person ensure there is regular communication with the leads for training, coaching, and data systems?  If needed, the SPDG Director will hold meetings with the SPDG leadership team.  ● How does this person promote the effective use of evidence-based professional development components?  The SPDG lead encourages the SPDG leadership team to use effective adult learning strategies.  ● How does this person problem-solve challenges to innovation implementation?  If a challenge to implementation is identified, the SPDG Director problem solves and creates solutions.  ● How does this person recognize effort and successes?  The SPDG Director personally congratulates teams that are successful.  ● How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidence-based professional development components?  The SPDG Director is in frequent communication with the State Director for Special Education. | * Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title:   The person responsible for technical and adaptive leadership will be the SPDG Director at the SEA.  ● How does this person ensure there is regular communication with the leads for training, coaching, and data systems?  If needed, the SPDG Director will hold meetings with the SPDG leadership team.  ● How does this person promote the effective use of evidence-based professional development components?  The SPDG Director will encourage the SPDG leadership team to use effective adult learning strategies.  ● How does this person problem-solve challenges to innovation implementation?  If a challenge to implementation is identified, the SPDG Director will problem-solve and create solutions.  ● How does this person recognize effort and successes?  A plan for recognizing efforts and successes is being developed.  ● How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidence-based professional development components?  The SPDG Director will develop a plan to revise state policies and procedures. |

| **Professional development (PD) domains** | **PD components**  *(with required elements the description should contain)* | **Sample descriptions corresponding to each of the four ratings** | | | |
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| **Exemplary level of progress or description**  **(=4)** | **Appropriate level of progress or good description**  **(=3)** | **Barely adequate progress or description**  **(=2)** | **Minimal or no progress, or inadequate description**  **(=1)** |
| 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?   The SPDG leadership team meets quarterly to review all project data, including coaching logs, training evaluations, fidelity scores, and student outcomes, and to identify barriers and successes. This past year, they identified one district where teachers reported having difficulty finding time for coaching sessions. The leadership team worked with the district implementation team to develop solutions such as creating a team-teaching structure that enables one teacher to attend needed coaching sessions while the other teaches. The leadership team also identified successes, such as schools with high Behavior Rating Scale (BRS) scores for students and reduced disciplinary removals. Teachers from these schools were asked to talk about the successes at a statewide SPDG meeting, and their stories were posted on the SPDG website as a model for other schools or districts. Additionally, these model classrooms and model schools are visited by other school staff who are new to the project or would like to develop a specific skill that is being fully implemented in the model school. Coaches help to connect schools and staff so that they can learn from each other.   * What are the processes for revising policies and procedures to support a new way of work?   The SPDG leadership team developed a communication protocol to address situations where barriers are identified at the district or state level that might require a revision to policies and procedures. If such a barrier is identified, the team reaches out to the district or state leadership to discuss the identified barrier, the impact on the project, and possible solutions. For the example described above, the leadership team worked with district leadership to revise policies and procedures to allow for team teaching in some situations. This enabled participating teachers to attend coaching sessions and increased the level of support for other teachers in the district.   * 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 SPDG leadership team meets regularly with the State Director for Special Education to discuss the progress of the SPDG project and to share findings from the project data. Because some participating districts have been identified with significant disproportionality or are in the cautionary zone in the area of discipline, the SPDG team works closely with state-level program and fiscal staff overseeing Comprehensive Coordinated Early Intervening Services (CCEIS) and Coordinated Early Intervening Services (CEIS) in those districts. At the district level, the SPDG team works with staff implementing CCEIS/CEIS to coordinate for implementation of the PBIS program and to blend/braid funds where appropriate. The team is also developing collaborative relationships with the Office of Juvenile Justice and with the Bureau of Indian Education. | * How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation?   The SPDG leadership team meets quarterly to review all project data, including coaching logs, training evaluations, fidelity scores, and student outcomes, and to identify barriers and successes. If a barrier is identified at a school or district, the leadership team works with the appropriate implementation team to create a solution. The leadership team also identifies successes and shares those success stories on the SPDG website.   * What are the processes for revising policies and procedures to support a new way of work?   The SPDG leadership team developed a communication protocol to address situations where barriers are identified at the district or state level that might require a revision to policies and procedures. If such a barrier is identified, the team reaches out to the district or state leadership to discuss the identified barrier, the impact on the project, and possible solutions.   * 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 SPDG leadership team meets regularly with the State Director for Special Education to discuss the progress of the SPDG project and to share findings from the project data. The director may identify other agencies with which the SPDG should collaborate. | * How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation?   The SPDG leadership team meets quarterly to review all project data and to identify barriers and successes.   * What are the processes for revising policies and procedures to support a new way of work?   The SPDG leadership team developed a communication protocol to address situations where barriers are identified at the district or state level that might require a revision to policies and procedures.   * 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 SPDG leadership team meets regularly with the State Director for Special Education. | * How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation?   The leadership team will review data to identify barriers and successes.   * What are the processes for revising policies and procedures to support a new way of work?   A plan for revising policies and procedures is being developed.   * 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 SPDG leadership team will collaborate with other agencies as appropriate. |

1. <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 36-39). [↑](#endnote-ref-1)
2. <https://learningforward.org/standards-for-professional-learning/> [↑](#endnote-ref-2)
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