

South Dakota State Personnel Development Grant (SPDG) Manual of Evaluation Tools for 2018-19



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SPDG Districts

Hot Spring

Iroquois

Milbank

Rapid City

Sisseton

Watertown

Table of Contents

Introduction to the SD SPDG.....	6
Big Picture on Evaluation	8
SD SPDG Evaluation Plan for 2018-19.....	10
SD SPDG Evaluation Calendar	14
A. Evaluations Across All Training Activities.....	16
1. Professional Development Tracking System.....	16
2. Sign-In Sheet.....	20
3. End-of-PLD Questionnaire	22
4. Focus Groups.....	25
5. Observational Checklist for High Quality Professional Development (HQPD)	27
B. Literacy	30
1. Reading Tiered Fidelity Inventory (R-TFI).....	30
2. Literacy Observation Checklist	32
3. Pre-/Post-Test	36
4. Intervention Tracking Form	37
C. Coaching	39
1. Coaching Survey	39
2. Coaching Activities Tracking System	43
D. Data Analysis	46
1. Team Problem-Solving Checklist for Individual Students.....	46
E. Family Engagement.....	49
1. Family Engagement Survey.....	49
2. Family Engagement Survey (for staff members).....	53
3. Family Friendly Walk-Through.....	56
F. Student Data	63
1. Benchmark Data.....	63
2. State Test Data	64
G. OSEP Performance Measures	65
1. SPDG Evidence-Based Professional Development Components Rubric	65
2. Fidelity of Implementation Measures	75
3. Sustainability Measures.....	77
H. Optional Measures.....	79
1. Data-Based Decision-Making Problem-Solving Checklists	79

2. PLD Follow-Up Questionnaires 85
3. Coaching Evaluation Tool for Administrators 88

How to Use This Manual

The goal of the South Dakota State Personnel Development Grant (SD SPDG) is to develop a systematic, cohesive, collaborative, and sustainable evidence-based state literacy model that uses data, engages families, and can be implemented within any district needing support for struggling readers, especially students with specific learning disabilities (SLD) in grades K-5. The framework that will be used for this model is that of Multi-Tiered System of Supports (MTSS). The development and implementation of a professional learning and development (PLD) system is sustained through building a community of practice (CoP) among the SD Department of Education (DOE), partner organizations, and selected school districts and schools and through instructional literacy coaching. Several schools from 6 districts will participate in the SPDG project.

It is with these goals in mind that this evaluation tool manual was created. SPDG project staff have developed or adapted a number of tools designed to assist educational stakeholders in evaluating which systemic factors contribute to and/or hinder implementation of the SD SPDG.

The SD SPDG focuses on four key areas of implementing an MTSS framework:

1. Literacy
2. Coaching
3. Data Analysis
4. Family Engagement

The evaluation tools in the evaluation plan is organized around these four components. These are the categories of the evaluation plan:

- A. Evaluations Across All Training Activities (these are relevant to all four components)
- B. Literacy
- C. Coaching
- D. Data Analysis
- E. Family Engagement
- F. Student Data
- G. OSEP-Required Measures
- H. Optional Measures

Each chapter of the manual highlights a specific tool created to provide data on the extent to which MTSS is being implemented at the SPDG schools. A summary of the information available on each tool includes:

- Description: Description of the tool and its intended use
- Purpose: Description of the reason for the tool
- Who: Description of who should administer or complete the tool
- Frequency: Description of when to administer or complete the tool
- Directions for Completion: Directions on how the tool should be administered and by whom and where to find the tool
- Tool: A copy of the tool itself

Introduction to the SD SPDG

SPDG Project Goal: Develop a systematic, cohesive, collaborative, and sustainable evidence-based literacy model for struggling readers, especially students with specific learning disabilities in grades K-5. This system must use data driven decision making to ensure interventions and instruction are appropriate and effective. The use of evidence-based literacy strategies and strategies that support family engagement are also required pieces of this grant. Schools will be using the Multi-Tiered System of Supports (MTSS) framework and will have access to an instructional coach to ensure fidelity and sustainability of the grant's elements over time.

The SD SPDG brings four SD DOE initiatives together.

1. **DOE Aspirational Goal**
 - Students enter 4th grade proficient in reading.
2. **State Systemic Improvement Plan (SSIP) Goal**
 - Students with SLD will increase reading proficiency prior to 4th grade.
3. **Multi-tiered Systems of Support (MTSS) Goal**
 - Structures necessary for system-wide change to improve instructional decision making and practices will be implemented.
4. **Dyslexia 5 Year Plan Goal-find the full title**
 - The RtI process will be used to identify students with SLD.

The SD SPDG will create a structure for sustainability using the MTSS framework. This framework has the following components:

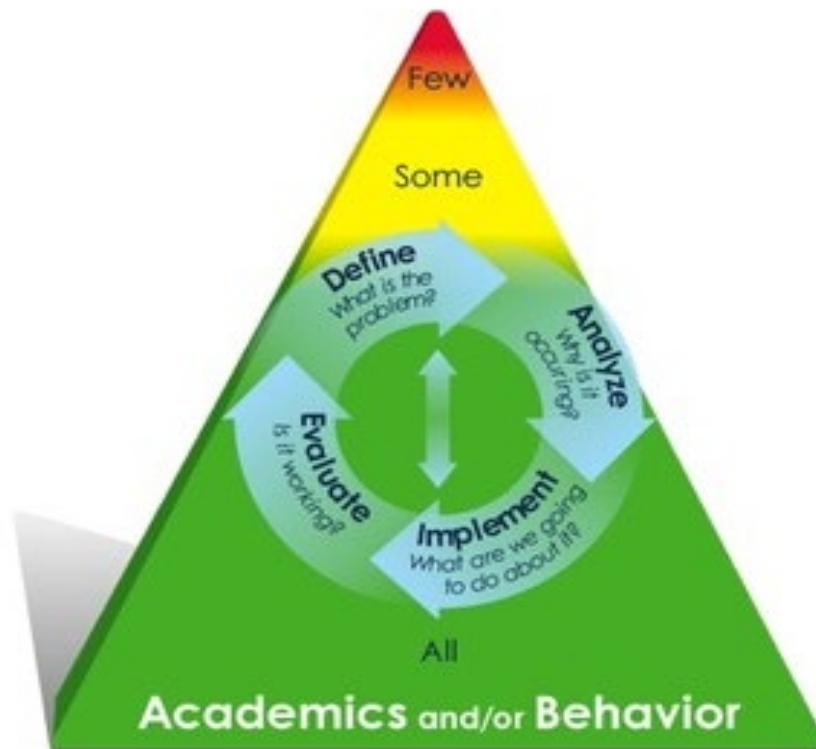
- Leadership
- Problem-Solving
- Assessment
- Literacy/reading strategies
- Family engagement

MTSS is also known as Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS). MTSS:

- Is an instructional framework based on students' response to the instruction and interventions
- Provides multiple levels of support for ALL students
- Aligns resources and supports for students
- Aligns resources and supports for teachers
- Creates collaborative and cohesive culture

Most versions of MTSS includes three tiers or levels of support (see Display 1). Tier 1 is universal and applies to all students. Generally, 80-85% of the students in Tier 1 are achieving at grade level. Tier 2 is the secondary level of intervention and supplements the universal program. These interventions are typically short-term and implemented in small-groups but may also be individualized. Generally, 10-15% of students receive these additional Tier 2 supports. Tier 3 is the tertiary level of intervention and supplements primary and secondary interventions. These interventions are more intensive and more targeted than Tier 2 interventions. Generally, 5% of students receive these additional Tier 3 supports.

Display 1: MTSS Tiers



Big Picture on Evaluation

When evaluating a program, three components should be measured:

1. Outputs
2. Fidelity of Implementation
3. Outcomes

These three components address different evaluation questions:

1. **Outputs:**
 - a. Are we doing the activities (e.g., delivering trainings, developing materials) we said we would do?
 - b. Are the targeted people participating in the activities?
 - c. Are participants satisfied with the activities?
 - d. Are we implementing the PD activities as they were intended (e.g., fidelity of training)?
2. **Fidelity of Implementation**
 - a. Are participants implementing the program/practice as it was intended (adherence, exposure/dosage, quality of delivery, student responsiveness)?
3. **Outcomes**
 - a. Are participants gaining new knowledge, skills, attitudes, behaviors?
 - b. Are participants implementing new skills and practices?
 - c. Are students gaining new knowledge, skills, behaviors, attitudes?

*Note: Participants can include staff members and/or family members depending on the focus.

The SD SPDG evaluation will be measuring each of these three components.

In addition, OSEP requires the SPDG grantee to report out on three measures for each of their “initiatives.”

4. **SPDG Evidence-Based Professional Development Components Rubric (Performance Measurement 1)**
 - a. SPDG grantees are required to use evidence-based professional development practices as defined by 16 components.
 - b. SPDG grantees are required to completed a 16-component worksheet with descriptions of how their professional development system addresses each of the 16 components. The worksheet descriptions are measured against a rubric of professional development components and given a score of 1= Inadequate, 2 = Barely adequate, 3 = Good, or 4 = Exemplary.
 - c. Components include Selection, Training, Coaching, Performance Assessment, and Support Systems surrounding professional development.
 - d. *This measure relates to outputs, fidelity, and outcomes.*
 - e. This is a state-level evaluation measure and the collection and reporting of it does not directly impact the districts.
5. **Fidelity of Implementation (Performance Measurement 2)**
 - a. Participants in SPDG professional development activities demonstrate improvement in implementation of SPDG-supported practices over time.
 - b. SPDG grantees must have a fidelity measure that notes the presence or absence of the core features of the set of practices/innovation/program/system that is the focus of the SPDG initiative.
 - c. Self-assessment is acceptable, but SPDG grantees need to sample from the group of SPDG schools to validate the self-assessment. A minimum of 20% of the participants should be observed for fidelity by someone other than a professional development participant.
 - d. *This measure relates to fidelity of implementation above.*

6. **Sustainability (Performance Measurement 3)**

- a. SPDG grantees use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices. (Efficiency Measure)
- b. Follow-up activities = the professional development assistance provided following training. A list of follow-up activities may include:
 - i. Coaching/mentoring
 - ii. Implementation fidelity measurement & other types of observation
 - iii. Mini-workshops (i.e., just-in-time, small-group trainings)
 - iv. Determining needs through data and providing guidance or tools to meet those needs
- c. SPDG grantees are required to report on cost of activities designed to sustain the initiative divided by the total cost of all professional development activities carried out for the initiative.
- d. This is a state-level evaluation measure and the collection and reporting of it does not directly impact the districts.

Each of the evaluation measures in the evaluation plan speak to one or more of these components and their associated evaluation questions. The evaluation measures in the plan are beneficial to the State in terms of what is on track and what isn't, what is working well and what isn't, and what needs changed. ***In addition, each evaluation measure will provide information to each district and school as to areas of strengths, what could be improved upon, and PD and data needs.***

SD SPDG Evaluation Plan for 2018-19

A. Evaluations Across All Training Activities
<p>1. Professional Development Tracking System</p> <p>What? A web-based tracking system: South Dakota Professional Development (SDPD) website. Each SPDG training for Data Analysis, Literacy, Coaching, and Family Engagement will be entered into the system</p> <p>Why? To keep track of the number and type of trainings that have been administered and to keep track of evaluations and participants</p> <p>Who? SPDG Coaches/SPDG State Team</p> <p>When? Ongoing</p> <p>How? SDPD website logins will be given to SPDG State Team members and SPDG coaches: http://ddesurvey.com/SDPD</p>
<p>2. Sign-In Sheet</p> <p>What? A web-based tracking system: South Dakota Professional Development (SDPD) website. All participants from each SPDG training will be uploaded into the system</p> <p>Why? To track # of participants in the SPDG workshops/trainings; to use for follow-up surveys</p> <p>Who? SPDG coaches</p> <p>When? At each Workshop/Training</p> <p>How? On paper, transferred to spreadsheet then uploaded to the SDPD website: http://ddesurvey.com/SDPD</p>
<p>3. End-of-PLD Questionnaire</p> <p>What? Evaluation of the SPDG trainings</p> <p>Why? To determine how satisfied participants are with the training and how useful participants perceive the training to be</p> <p>Who? Participants at each of the SPDG trainings</p> <p>When? After each training</p> <p>How? A unique URL through the SDPD website to the evaluation form will be given to participants after each training.</p>
<p>4. Focus Groups</p> <p>What? Focus groups of 3-4 schools</p> <p>Why? To get qualitative and detailed information regarding the extent to which participants are implementing the skills they learned in the SPDG trainings and the extent to which they are satisfied with the trainings</p> <p>Who? Data Driven Enterprises (DDE)</p> <p>When? In Spring 2019 and Spring 2020</p> <p>How? DDE will visit each selected school and interview the team in a group setting</p>
<p>5. Observational Checklist for High Quality Professional Development (HQPD)</p> <p>What? Determines whether SPDG trainings are incorporating the essential elements of high quality PLD.</p> <p>Why? To determine if SPDG trainings are incorporating the essential elements of high quality training for data analysis, instructional strategies, collaboration, and family and community engagement</p> <p>Who? SPDG State Team</p> <p>When? For at least one training at each district, the questionnaire will be completed by the state representative</p> <p>How? On Survey Monkey: https://www.surveymonkey.com/r/SDSPDG_HQPD</p>

B. Literacy

1. Reading Tiered Fidelity Inventory (R-TFI)

What? Rubric to monitor fidelity of SPDG-Reading implementation

Why? To determine if MTSS-Literacy is being implemented with fidelity

Who? SPDG Coaches/Team members at each school who are responsible for monitoring school-level fidelity of SPDG implementation

When? Fall 2018 and spring 2019 (then annually each spring)

How? Teams will complete the R-TFI on the MIBLSI website:

<https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi>

2. Literacy Observation Checklist

What? Checklist

Why? To determine if instructional staff are implementing the core reading strategies with fidelity; Coaches use with teachers; Brandi uses with coaches

Who? SPDG Coaches will observe teachers at SPDG schools

When? Spring 2019, and every spring afterwards

How? On Survey Monkey: <https://www.surveymonkey.com/r/SDSPDGliteracyobs>

3. Pre-/Post-Test

What? A pre-/post-test for literacy strategies will be administered.

Why? To determine the extent to which the participants learn new knowledge.

Who? Participants at literacy strategies trainings

When? At the beginning of the literacy strategies training and at the end of the literacy strategies training

How? On paper

4. Intervention Tracking Form

What? Form for tracking which students are getting a Tier II or III intervention at three different points of time.

Why? To determine the effectiveness of various interventions and if students' performance is improving as a result of the intervention

Who? Teachers at SPDG schools

When? Three times a year: On November 1; February 1; and May 1; starting 2018-19

How? A tracking spreadsheet will be provided to each teacher

C. Coaching

1. Coaching Survey

What? A questionnaire that measures satisfaction with the coaching activities provided to districts and schools.

Why? To determine the effectiveness of the coaching

Who? Staff members (all K-5 general education and special education teachers in the school) who received coaching

When? Twice annually in January and May starting in 2019

How? Coaches will send a link to the survey to staff members: <https://www.surveymonkey.com/r/SDSPDGcoachingsurvey>

2. Coaching Activities Tracking System

What? A web-based tracking system: South Dakota Professional Development (SDPD) website. Each SPDG coaching activity will be entered into the system

Why? To keep track of the number and type of coaching activities that coaches have engaged in (types of meetings, types of supports they are providing, what topics they are focusing on)

Who? SPDG Coaches

When? Ongoing

How? SDPD website logins will be given to SPDG State Team members and SPDG coaches: <http://ddesurvey.com/SDPD>

D. Data Analysis

1. Team Problem-Solving Checklist for Individual Students

What? Team Problem-Solving Checklist for Individual Students

Why? To provide a model for best practice and to determine if the framework for using data-based decision-making as outlined in the data-based PLDs is being followed.

Who? Completed by one person on the school team (**sample of 2-3 students per semester per school**)

When? On-going

How? On Survey Monkey: <https://www.surveymonkey.com/r/SDSPDGIndividualStudentChecklist>

E. Family Engagement

1. Family Engagement Survey

What? Written questionnaire about the extent to which the school which the school encourages family involvement

Why? To measure family engagement

Who? Family members at SPDG schools

When? Annually

How? On Survey Monkey: <https://www.surveymonkey.com/r/GSFJ9QM>

2. Family Engagement Survey (for staff members)

What? Written questionnaire about the extent to which the school encourages family involvement

Why? To measure family engagement

Who? Staff members at SPDG schools

When? Annually

How? On Survey Monkey: <https://www.surveymonkey.com/r/J8YCDZ9>

3. Family Friendly Walk-Through

What? A checklist to determine the extent to which a school is family-friendly

Why? To help schools assess their “Family Friendly” practices

Who? Designated team at schools in SPDG districts

When? All schools during 2018-19 school-year (reflective piece 2019-20 school-year) and again during 2022-23 school-year

How? Trained Facilitator leads designated team through a 2-3 hour school walk-through

F. Student Data

1. Benchmark Data

What? Reading benchmark data

Why? To determine if students’ scores increase from fall to spring and from one year to the next

Who? If this is not available in SDStars then the SPDG coaches will be responsible for turning this in to SD DOE

When? June 2019 (for data from fall 2018, winter 2019, and spring 2019)

How? An electronic file with student ID number and test scores

2. State Test Data

What? Reading achievement data on the state test

Why? To determine if students’ scores increase from one year to the next

Who? SD DOE will provide the state test data to DDE

When? Annually

How? An electronic file with student ID number and test scores

OSEP Measures

G. OSEP Performance Measures

1. SPDG Evidence-Based Professional Development Components Rubric

What? This measure describes the 16 components (e.g., selection, PD, coaching) of evidenced-based professional development practices that the SD PLD system should have

Why? Federal reporting requirement for the SPDG (Performance Measurement 1)

Who? SPDG State Team

When? Annually – due May 1st

How? Submit to OSEP

2. Fidelity of Implementation Measures

What? Fidelity measures: B1 (R-TFI) and B2 (Literacy Observation Checklist)

Why? Federal reporting requirement for the SPDG (Performance Measurement 2)

Who? External Observers

When? Annually starting in spring 2019

How? B1: <https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi>

B2: <https://www.surveymonkey.com/r/SDSPDGliteracyjobs>

3. Sustainability Measures

What? Sustainability measures

Why? Federal reporting requirement for the SPDG (Performance Measurement 3)

Who? SPDG State Team

When? Annually TBD

How? Monitoring of spending on PD/TA activities

Optional Measures

H. Optional Measures

1. Data-Based Decision-Making Problem-Solving Checklists

What? These tools are the Team Process Checklist and the Team Problem-Solving: Universal Curriculum & Instruction Checklist

Why? To provide a model for best practice and to determine if the framework for using data-based decision-making as outlined in the data-based PLDs is being followed.

Who? School Team Members (Team Process Checklist: completed individually; Universal Curriculum & Instruction Checklist: completed by one person on each team)

When? On-going

How? On Survey Monkey:

Team Process Checklist: <https://www.surveymonkey.com/r/SDSPDGTeamProcessChecklist>

Universal Curriculum & Instruction Checklist: <https://www.surveymonkey.com/r/SDSPDGUniversalChecklist>

2. PLD Follow-Up Questionnaires

What? These are short questionnaires consisting of questions on the behaviors, knowledge, and skills participants have implemented that relate to data-driven decision making (DDDM) and literacy strategies since the PLD and how the PLD has affected them and their work.

Why? To determine the extent to which participants are implementing the skills they learned in the SPDG trainings

Who? Instructional staff/administrators

When? Completed by participants several months after the PLD activities.

How? On Survey Monkey: <https://www.surveymonkey.com/r/SDSPDGfollowup>

3. Coaching Evaluation Tool for Administrators

What? Checklist

Why? To evaluate the activities that the coach is/isn't doing as part of the SD SPDG and then to provide feedback to the district coach.

Who? School/District Administrators

When? As needed

How? TBD

SD SPDG Evaluation Calendar

Evaluation Data Collection Schedule for 2018-19

By Who Collects/Completes the Evaluation Tool

Coaches	2018-19											
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
A1 - Professional Development Tracking System (SDPD)	----- Ongoing -----											
A2 - Sign-In Sheet	----- Ongoing -----											
B1 - R-TFI			X							X		
B2 - Literacy Observation Checklist										X		
C2 - Coaching Activities Tracking System (SDPD)	----- Ongoing -----											

School Staff	2018-19											
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
A3 - End-of-PLD Questionnaire	----- Ongoing -----											
B1 - R-TFI			X							X		
B3 - Pre-/Post-Test	----- Before and After the Literacy Strategies Training -----											
B4 - Intervention Tracking Form					X			X			X	
C1 - Coaching Survey							X				X	
D1 - Team Problem-Solving Checklist for Individual Students	----- Ongoing -----											
E2 - Family Engagement Survey	----- Flexible -----											
F1 - Benchmark Data			X				X				X	

Families	2018-19											
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
E1 - Family Engagement Survey	----- Flexible -----											

SD DOE	2018-19											
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
A1 - Professional Development Tracking System (SDPD)	----- Ongoing -----											
A4 - Focus Groups									X			
A5 - Observational Checklist for HQPD	----- Ongoing -----											
E3 - Family Friendly Walk-Through	----- Flexible -----											
F2 - State Test Data										X		
G1 - SPDG Evidence-Based PD Rubric										X		
G2 - Fidelity of Implementation Measures										X		
G3 - Sustainability Measures	----- Starting in 2020-21 -----											

Optional Measures	2018-19												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
H1 - Data-Based Decision-Making Problem-Solving Checklists													----- Flexible -----
H2 - PLD Follow-Up Questionnaires													----- Flexible -----
H3 - Coaching Evaluation Tool													----- Flexible -----

A. Evaluations Across All Training Activities

1. Professional Development Tracking System

Description

The Professional Development Tracking System is a web-based tracking system on the South Dakota Professional Development (SDPD) website.

Purpose

The purpose of the tracking system is to keep track of the number and type of trainings that have been administered and to keep track of evaluations and participants.

Who Should Use the Tracking System?

The SPDG coaches and SPDG State Team.

Frequency

The tracking system should be used on an ongoing basis for each SPDG training for Data Analysis, Literacy, Coaching, and Family Engagement.

Directions for Completion

SPDG State Team members and SPDG coaches can login to the site below to enter trainings. User name and passwords will be provided to SPDG team members.

<http://ddesurvey.com/SDPD>

Tool

See the following pages that are encased in a border.



A1

**South Dakota Department of Education (SD DOE)
New Workshop**

Workshop #xxxx

I. General Workshop Information

A. What is the workshop?

1. Title: _____
2. Indicate the type of project: 1 MTSS 2 SPDG 3 SSIP 4 Other (Please specify)
3. Indicate the type of workshop: [dropdown menu with these options will populate based on the answer from #2]

<u>MTSS:</u>	<u>SPDG:</u>	<u>SSIP:</u>	<u>Other:</u>
1) MTSS Behavior 2) MTSS Reading 3) MTSS Parent Training 4) Other MTSS Training (please specify)	1) SPDG Data Analysis 2) SPDG Literacy 3) SPDG Coaching 4) SPDG Family Engagement – for staff 5) SPDG Family Engagement – for families 6) SPDG Train the Trainer – Literacy 7) SPDG Train the Trainer – Coaching 8) Other SPDG Training (please specify)	1) SSIP Data Analysis 2) SSIP Instructional Strategies 3) SSIP Parent Training 4) Other SSIP Training (please specify)	1) Other Parent Training 2) Other (please specify)

B. Who is presenting/sponsoring the workshop?

1. Trainer Name: _____
2. MTSS Coordinator/SSIP Representative/SPDG Coach: [dropdown menu]
3. Assisting MTSS Coordinator/SSIP Representative/SPDG Coach: [menu to select all that apply]
4. Select the district(s) in attendance: [menu to select all that apply]
 - 4a. Schools: [menu to select all that apply]
5. How to register (phone number, URL): _____
6. Workshop contact person: _____
7. How to contact the contact person (phone, email): _____

C. When is the workshop (date/time)?

1. Start Date (MM-DD-YYYY): _____ 2. End Date (MM-DD-YYYY): _____
 3. Start Time: _____ 4. End Time: _____

D. Where is the workshop?

1. Street Address: _____ 2. City: _____
 3. Additional Location Info (building name, floor, parking info, etc.): _____

E. What is the purpose and who should attend this workshop?

1. Objective/Purpose: _____

II. Additional Workshop Information

1. Select the topic(s) of the workshop: (check all that apply)

<input type="checkbox"/> 1 AIMSWEB	<input type="checkbox"/> 2 DATA Workbook 2 Day Training	<input type="checkbox"/> 3 DATA Dig/Analysis Fall	<input type="checkbox"/> 4 DATA Dig/Analysis Spring
<input type="checkbox"/> 5 DATA Dig/Analysis Winter	<input type="checkbox"/> 6 DIBELS Next Essentials	<input type="checkbox"/> 7 DIBELS Next Refresher	<input type="checkbox"/> 8 DRA
<input type="checkbox"/> 9 FastBridge	<input type="checkbox"/> 10 Foundational Skills Training - Comprehension	<input type="checkbox"/> 11 Foundational Skills Training - Fluency	<input type="checkbox"/> 12 Foundational Skills Training - Phonemic Awareness
<input type="checkbox"/> 13 Foundational Skills Training - Phonics	<input type="checkbox"/> 14 Foundational Skills Training - Vocabulary	<input type="checkbox"/> 15 Functional Behavior Assessment Training	<input type="checkbox"/> 16 NWEA
<input type="checkbox"/> 17 PBIS Booster Training	<input type="checkbox"/> 18 PBIS Coaches Training	<input type="checkbox"/> 19 PBIS Data Collection Training	<input type="checkbox"/> 20 PBIS District In-Service
<input type="checkbox"/> 21 PBIS Informational Training	<input type="checkbox"/> 22 PBIS School In-Service	<input type="checkbox"/> 23 PBIS Team Training	<input type="checkbox"/> 24 PBIS Tier 2 Training
<input type="checkbox"/> 25 PBIS Tier 3 Training	<input type="checkbox"/> 26 RtI Interventions Training	<input type="checkbox"/> 27 RtI Problem Solving Process Training	<input type="checkbox"/> 28 RtI Summer 2 day Training
<input type="checkbox"/> 29 Other (please specify: _____)			

2. This workshop is:

<input type="checkbox"/> 1 a one-time event
<input type="checkbox"/> 2 a continuing event (e.g., you will be going back to district/set of districts or have been going back to district/set of districts)
<input type="checkbox"/> 3 the end of a continuing event (e.g., this event relates to a previous TA request/event that was continuing, but this is the last time you will be visiting the district)

3. This workshop is primarily for increasing participant:

1 Awareness/Knowledge

2 Skills

III. Attendee Information

1. Import Attendee List (Name, Position, Email, USD)

IV. Send Evaluation to Attendees

1. Do you want an “evaluation” email to be sent to the workshop attendees? This email provides a link to the online evaluation form. *(Note: Must upload Attendee Information spreadsheet with email addresses before sending evaluations.)*

[Users should not be able to select a response until they upload the attendee information.]

1 Yes **[Send 1st auto-email immediately, send 2nd auto-email to non-respondents one week after 1st email]**

2 No

2. Sign-In Sheet

Description

The sign-in sheet is a web-based tracking system on the South Dakota Professional Development (SDPD) website.

Purpose

The purpose of the sign-in sheet is to track the number of participants in the SPDG workshops/trainings and to use that information for follow-up surveys.

Who Should use the Sign-In Sheet?

The SPDG coaches should use the tracking system to upload participant sign-in sheets.

Frequency

The sign-in sheet should be used at each workshop or training.

Directions for Completion

The SPDG team shall have attendees sign-in with their name, position, email, and their district/agency. The sign-in sheet will then be transferred to a spreadsheet and uploaded to the SDPD website. User name and passwords will be provided to SPDG team members.

<http://ddesurvey.com/SDPD>

Tool

The sign-in sheet might look something like the one below.

See the following page that is encased in a border.

3. End-of-PLD Questionnaire

Description

The End-of-PLD Questionnaire is an evaluation of the SPDG trainings.

Purpose

The purpose of the questionnaire is to determine how satisfied participants are with the training and how useful participants perceive the training to be.

Who Should Complete the Questionnaire?

Participants at each of the SPDG trainings.

Frequency

The questionnaire should be completed after each training.

Directions for Completion

The SPDG team will send a unique URL from the SDPD website to the evaluation form to be given to participants after each training.

Tool

See the following pages that are encased in a border.

Note: All of your responses will be confidential

A. About the Workshop

- 1. Title of Workshop: _____
- 2. Trainer Name: _____
- 3. Location of Workshop: _____
- 4. Date of Workshop: _____
- 5. Name of Your District/Agency: _____
- 6. Name of Your School: _____
- 7. What is your role? (Circle all that apply)
 - 1 General Ed Teacher 2 Special Ed Teacher 3 Para-educator 4 Administrator
 - 5 Service Provider (SLP/OT/PT) 6 Parent 7 Other (What: _____)
- 8. Your email address*: _____

* For purposes of sending a 6-month follow-up questionnaire on usefulness of training.

B. Your Ratings

How would you rate:	Poor	Fair	Good	Very Good	Excellent
1. The structure/format of the workshop	1	2	3	4	5
2. The instructor's knowledge	1	2	3	4	5
3. The usefulness of the workshop	1	2	3	4	5
4. The workshop overall	1	2	3	4	5
5. The materials/hand-outs (if there were none, leave this blank)	1	2	3	4	5
6. Workshop staff members' availability and approachability	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. The objectives of the workshop were clearly stated at the beginning of the workshop	1	2	3	4	5
8. The objectives of the workshop were achieved	1	2	3	4	5

As a result of the workshop, to what extent:	Hardly at		Some	Quite a	
	all	A little bit		bit	A lot
9. Has your work-related knowledge increased	1	2	3	4	5
10. Have your work-related skills increased	1	2	3	4	5
11. Has your work-related motivation increased	1	2	3	4	5
12. Will you change what you do back on your job	1	2	3	4	5
13. Did this workshop help you identify evidence-based practices that you could implement at your school/district	1	2	3	4	5

	No	Probably		Probably	Yes, Definitely
		Not	Maybe		
14. Would you recommend this workshop to others	1	2	3	4	5
15. Will this workshop impact students	1	2	3	4	5

C. Your Comments

1. List up to **three specific skills** that you learned in this workshop that **you would like to implement** back on the job. *If you aren't going to implement anything different from what you are already doing, write, "None."*

- 1 _____
- 2 _____
- 3 _____

2. What was the best thing about this workshop?

3. How could this workshop be improved?

4. Focus Groups

Description

The Focus Groups are a qualitative measure of the degree of implementation and the usefulness of the SPDG trainings.

Purpose

The purpose of the focus groups is to gather qualitative and detailed information regarding the extent to which participants are implementing the skills they learned in the SPDG trainings and the extent to which they are satisfied with the trainings.

Who Should Conduct the Focus Groups?

Data Driven Enterprises (DDE).

Frequency

The focus groups will occur in Spring 2019 and Spring 2020.

Directions for Completion

DDE will visit each selected school and interview the team in a group setting.

Tool

See the following page that is encased in a border.

Possible Focus Group Questions

1. On a scale of 1 to 10 where 10 is absolutely fabulous and 1 is absolutely terrible and 5 is so-so how would you rate the MTSS process at your school?
2. What has implementation of MTSS been like at your school?
3. What type of staff buy-in/student buy-in have you had with MTSS?
4. What advice would you give other schools implementing MTSS in terms of how to increase staff/student buy-in?
5. How has your SPDG coach helped you with implementation?
6. What do you wish your SPDG coach would have done to help you through the MTSS process?
7. What has been your biggest successes and challenges with MTSS?
8. Is there additional support you would have liked from SD DOE to help you with your challenges?
9. What are you doing to ensure that the MTSS process is sustained at your school?
10. How is your SPDG coach helping you sustain the process?
11. What advice would you give schools who are thinking about implementing MTSS?
12. On a scale of 1 to 10 where 10 is absolutely optimistic and 1 is absolutely pessimistic and 5 is so-so how would you rate your level of optimism for MTSS at your school in the upcoming school year?

5. Observational Checklist for High Quality Professional Development (HQPD)

Description

The HQPD checklist determines whether the SPDG trainings are incorporating the essential elements of high quality professional development.

Purpose

The purpose of the HQPD checklist is to determine if SPDG trainings are incorporating the essential elements of high quality training for data analysis, instructional strategies, collaboration, and family and community engagement.

Who Should Complete the Checklist?

SPDG State Team.

Frequency

The state representative will complete the checklist for at least one training at each district.

Directions for Completion

The checklist will be completed on Survey Monkey.

https://www.surveymonkey.com/r/SDSPDG_HQPD

Tool

See the following pages that are encased in a border.

A. General Information

*1. Date: _____

*2. District: _____

*3. Topic: _____

*4. Presenter: _____

*5. Observer: _____

B. Your Ratings

Preparation				
<i>The Professional development provider:</i>	No	Somewhat	Yes	Evidence
1. Provides a description of the training with learning objectives prior to training	1	2	3	
2. Provides readings, activities, and/or questions to think about prior to the training	1	2	3	
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training	1	2	3	
4. Quickly establishes or builds on previously established rapport with participants	1	2	3	
Introduction				
<i>The Professional development provider:</i>	No	Somewhat	Yes	Evidence
5. Connects the topic to participants' context (e.g., community, school, district)	1	2	3	
6. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)	1	2	3	
7. Content builds on or relates to participants' previous professional development	1	2	3	
8. Aligns with school/district/state/federal standards or goals	1	2	3	
9. Emphasizes impact of content on student learning outcomes	1	2	3	

¹ Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). Observation checklist for high-quality professional development in education. Center for Research on Learning, University of Kansas, Lawrence, Kansas.

Demonstration

<i>The Professional development provider:</i>	No	Somewhat	Yes	Evidence
10. Builds shared vocabulary required to implement and sustain the practice	1	2	3	
11. Provides examples of the content/practice in use (e.g., case study, vignette)	1	2	3	
12. Illustrates the applicability of the material, knowledge, or practice to the participants' context	1	2	3	

Engagement

<i>The Professional development provider:</i>	No	Somewhat	Yes	Evidence
13. Includes opportunities for participants to practice and/or rehearse new skills	1	2	3	
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)	1	2	3	
15. Includes opportunities for participants to interact with each other related to training content	1	2	3	
16. Adheres to agenda and time constraints	1	2	3	

Evaluation

<i>The Professional development provider:</i>	No	Somewhat	Yes	Evidence
17. Includes opportunities for participants to reflect on learning	1	2	3	
18. Includes discussion of specific indicators—related to the knowledge, material, or skills provided by the training—that would indicate a successful transfer to practice	1	2	3	
19. Engages participants in assessment of their acquisition of knowledge and skills	1	2	3	

Mastery

<i>The Professional development provider:</i>	No	Somewhat	Yes	Evidence
20. Details follow-up activities that require participants to apply their learning in a new setting or context	1	2	3	
21. Offers opportunities for continued learning through technical assistance and resources	1	2	3	
22. Describes opportunities for coaching to improve fidelity of implementation	1	2	3	

B. Literacy

1. Reading Tiered Fidelity Inventory (R-TFI)

Description

The Reading Tiered Fidelity Inventory (R-TFI) is a rubric that is used to monitor fidelity of SPDG-Reading Implementation.

What is the R-TFI?

The R-TFI was designed by Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) and is primarily used in schools that are engaged in an intensive professional learning scope and sequence to implement an integrated reading and behavior MTSS model.

There are two R-TFIs – one for School-wide Reading (elementary level) and one for Secondary Content Area Reading (secondary level). Conducting the assessment helps teams examine their reading MTSS in the following areas:

- Evidence-based practices for improving student reading.
- Systems that create a continuum of supports to meet the variety of reading needs among students.
- Data and evaluation for reading.

Source: <https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi>

Purpose

The purpose of the checklist is to determine if MTSS-Literacy is being implemented with fidelity.

Who Should Complete the Checklist?

SPDG coaches and team members at each school who are responsible for monitoring school-level fidelity of SPDG implementation.

Frequency

The checklist must be completed in fall 2018, spring 2019, and then annually each spring thereafter.

Directions for Completion

The team members may access the checklist by going to the MIBLSI website.

<https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi>

Tool

Please refer to Appendix A.

2. Literacy Observation Checklist

Description

The Literacy Observation Checklist is a checklist used to monitor fidelity of core reading strategies implementation.

Purpose

The purpose of the Literacy Observation Checklist is to determine if instructional staff are implementing the core reading strategies with fidelity.

Who Should Complete the Checklist?

SPDG coaches will complete the checklist by observing teachers at SPDG schools.

Frequency

The checklist will be completed in spring 2019, and every spring thereafter.

Directions for Completion

The checklist will be completed on Survey Monkey.

<https://www.surveymonkey.com/r/SDSPDGliteracyobs>

Tool

See the following pages that are encased in a border.

11. Teacher provides immediate, corrective, and descriptive feedback.	1	2	3	4	
12. Students are seated to enable active engagement and full participation.	1	2	3	4	
13. Students are participating in the assigned task.	1	2	3	4	

II. Literacy-Specific Components

	Implementation				Evidence
	No	Some-what	Yes	N/A	
A. Phonemic Awareness					
1. Teacher uses phonemic awareness activities appropriate for student grade/ability.	1	2	3	4	
B. Phonics					
1. Teacher uses blending strategies appropriate for student grade/ability.	1	2	3	4	
2. Teacher structures phonics activities from simple to complex.	1	2	3	4	
C. Fluency					
1. Teacher provides instruction on specific aspect of fluency (ex: intonation, phrasing, rate).	1	2	3	4	
2. Teacher incorporates time to practice fluency using appropriate strategies (ex: repeated oral reading, assisted reading).	1	2	3	4	
D. Vocabulary					
1. Specific Word Instruction: Teacher provides student friendly definition, examples and non-examples, and opportunities to apply words in text and discussion.	1	2	3	4	
2. Word Learning Strategies: Teacher models and provides practice on the use of context, word parts, and morphemic units to read unknown words, and opportunities to apply strategies to new text.	1	2	3	4	
3. Word Consciousness: Teacher provides opportunities for word play and word awareness.	1	2	3	4	

E. Comprehension					
1. Teacher provides direct explanation of key comprehension terms.	1	2	3	4	
2. Teacher models metacognitive control and provides opportunities for students to practice.	1	2	3	4	
3. Teacher acknowledges the attributes of a good reader.	1	2	3	4	

3. Pre-/Post-Test

Description

A pre-/post-test that tests for literacy strategies that will be administered throughout the current school year.

Purpose

The purpose of the pre-/post-test is to determine the extent to which the participants learn new knowledge.

Who Should Complete the Pre-/Post-Test?

Participants who attend the literacy strategy trainings.

Frequency

The pre-/post-test shall be completed at the beginning of the literacy strategies training and at the end of the literacy strategies training.

Directions for Completion

The pre-/post-test will be given on paper to the participants before and after the literacy strategies training.

Tool

This is a secure test, so a copy is not provided.

4. Intervention Tracking Form

Description

A form for tracking which students are getting a Tier II or Tier III intervention at three different points of time.

Purpose

The purpose of the intervention tracking form is to determine the effectiveness of various interventions and if students' performance is improving as a result of the intervention.

Who Should Complete the Intervention Tracking Form?

Teachers at SPDG schools.

Frequency

The teachers responsible for completing the intervention tracking form shall do so three times a year. Specifically, the completion dates are November 1st, February 1st, and May 1st of each school year, starting in the 2018-19 school year.

Directions for Completion

A tracking spreadsheet will be provided to each teacher responsible for completing the intervention tracking form. A SPDG Leadership team member will be responsible for supplying the tracking spreadsheet to the teachers no later than October 1, 2018.

Tool

See the following page that is encased in a border.

SPDG Intervention Tracking for Students in a Given Classroom

District Name:

Teacher Name:

School Name:

Reading Tracking

B4

In February, for each student you listed on November 1st, indicate if that student is getting a Tier 2 or Tier 3 intervention or moved back to Tier 1. If the student is no longer receiving a Tier 2 or Tier 3 intervention you do not need to answer the questions in columns L - O. Also, for any student who wasn't getting an intervention on November 1, add them in columns B and C and then complete the information in columns L - O for them.

In May, for each student you listed on February 1st, indicate if that student is getting a Tier 2 or Tier 3 intervention or moved back to Tier 1. If the student is no longer receiving a Tier 2 or Tier 3 intervention you do not need to answer the questions in columns R - U. Also, for any student who wasn't getting an intervention on February 1, add them in columns B and C and then complete the information in columns R - U for them.

Indicate the Tier each student was in as of the 1st of the month.

Focus: L=Language; PA=Phonemic Awareness; P=Phonics; F=Fluency; V=Vocabulary; C=Comprehension

For the performance improvement question, select one of the responses from the dropdown menu.

				On November 1st					On February 1st					On May 1st							
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	
State ID	Student Initials			Tier 2 or Tier 3?	Name of Intervention	Focus	# minutes per week	Did student's performance improve as a result of this intervention?	Tier 1 or Tier 2 or Tier 3?	If no longer Tier 2 or Tier 3, indicate reason:	Name of Intervention	Focus	# minutes per week	Did student's performance improve as a result of this intervention?	Tier 1 or Tier 2 or Tier 3?	If no longer Tier 2 or Tier 3, indicate reason:	Name of Intervention	Focus	# minutes per week	Did student's performance improve as a result of this intervention?	
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
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24																					

C. Coaching

1. Coaching Survey

Description

The coaching survey is a questionnaire that measures satisfactions with the coaching activities provided to districts and schools.

Purpose

The purpose of the coaching survey is to determine the effectiveness of the coaching.

Who Should Complete the Coaching Survey?

All staff members (K-5 general education and special education teachers) who received coaching.

Frequency

The staff members who receive coaching shall complete the coaching survey twice annually: In January and May, starting in 2019.

Directions for Completion

Coaches will send a link to the survey to staff members.

<https://www.surveymonkey.com/r/SDSPDGcoachingsurvey>

Tool

See the following pages that are encased in a border.



South Dakota SPDG Coaching Evaluation Survey

A. Background

*1. What is your district?

1 Hot Springs 23-2

2 Iroquois 02-3

3 Milbank 25-4

4 Rapid City 51-4

5 Sisseton 54-2

6 Watertown 14-4

7 Other (Please specify: _____)

*2. What is your school: _____

*3. What grade level(s) do you teach? *(Select all that apply)*

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

4. What is your role? *(Circle all that apply)*

1 General Ed Teacher

2 Special Ed Teacher

3 Para-educator

4 Administrator

5 Service Provider (SLP/OT/PT)

6 Parent

7 Other (What: _____)

*5. What is your email address? _____

(Note: Your email address is collected for online tracking purposes only. Your responses will be confidential.)

B. Impact of your Coach

1. How often did you have contact with the SPDG Coach during the 2018-19 school year?

1 Never

2 Less than once a month

3 Once a month

4 More than once a month

5 At least weekly

2. What was the method of contact with the SPDG Coach? *(select all that apply)*

1 In-Person, one-on-one Consultation

2 In-Person, Group Consultation

3 Group Webinar

4 Phone Consultation

5 Email Consultation

C. Coaching Cycle

My coach...	Hardly at			Quite a	
	all	A little bit	Some	bit	A lot
1. ...is skilled in building trust among staff members.	1	2	3	4	5
2. ...initiated a pre-conference session prior to the classroom visit.	1	2	3	4	5
3. ...helped teachers identify specific learning strategies to support the needs of individual students.	1	2	3	4	5
4. ...helped teachers develop instructional strategies/activities for student engagement.	1	2	3	4	5
5. ...helped staff members reflect upon their professional practices.	1	2	3	4	5
6. ...provided timely feedback to staff members.	1	2	3	4	5
7. ...provided useful feedback in debriefing.	1	2	3	4	5

D. Professional Development

My coach...	Hardly at			Quite a	
	all	A little bit	Some	bit	A lot
1. ...provided an agenda prior to each professional development session.	1	2	3	4	5
2. ...facilitated professional development to all K-5 teachers in the area of literacy.	1	2	3	4	5
3. ...included professional development that focused on the foundational reading skills.	1	2	3	4	5
4. ...provided modeling and time to practice foundational skills.	1	2	3	4	5
5. ...provided opportunities for discussion and reflection.	1	2	3	4	5
6. ...connected professional development topics to coaching visits when applicable.	1	2	3	4	5
7. ...provided an agenda prior to each professional development session.	1	2	3	4	5

E. Data

To what extent did your coach do the following during the 2018-19 school year:	I'm not sure if the coach did this	The coach did not do this	The coach attempted to do this but wasn't very helpful	The coach did this and was somewhat helpful	The coach did this and was helpful	The coach did this and was very helpful
1. Facilitated data analysis review with K-5 in collaborative groups.	1	2	3	4	5	6
2. Reviewed data to drive decisions to identify student needs and group students according to Tier I, Tier II, and Tier III.	1	2	3	4	5	6
3. Organized, collected, and shared SPDG data.	1	2	3	4	5	6
4. Supported teachers in using data to make instructional decisions for lesson planning.	1	2	3	4	5	6

F. General

As a result of the instructional assistance/coaching you received from your coach, to what extent:	Hardly at all	A little bit	Some	Quite a bit	A lot
1. Has your work-related knowledge increased?	1	2	3	4	5
2. Have your work-related skills increased?	1	2	3	4	5

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
3. How satisfied are you with the support you received from your coach?	1	2	3	4	5

	Not Effective	Minimally Effective	Somewhat Effective	Effective	Very Effective
4. Overall, how would you rate the effectiveness of the coach in helping k-5 teachers improve literacy components (e.g., instructional strategies, data analysis) at your school?	1	2	3	4	5

G. Open-Ended Questions

1. What has the coach done that was the most helpful?

2. What suggestions do you have for how your coach could improve?

3. Describe how having a SPDG coach has made a positive impact on your classroom instruction/planning or professional growth.

4. Provide specific areas where you would like additional support from your SPDG coach for next year. (Ex: lesson planning, differentiated instruction, learning centers, deeper dive into the Foundational reading activities, etc.)

2. Coaching Activities Tracking System

Description

A web-based tracking system on the South Dakota Professional Development (SDPD) website in which all SPDG coaching activities will be entered into the tracking system.

Purpose

The purpose of the coaching activities tracking system is to keep track of the number and type of coaching activities that coaches have engaged in (i.e., types of meetings, supports they are providing, what topics they are focusing on).

Who Should Enter the Coaching Activities?

The SPDG coaches.

Frequency

The coaches responsible for entering the coaching activities into the tracking system shall do so throughout the school year on an as needed basis.

Directions for Completion

SPDG coaches shall follow the below link to access the tracking system to input their coaching activities. User name and passwords will be provided to SPDG coaches.

<http://ddesurvey.com/SDPD>

Tool

See the following pages that are encased in a border.



South Dakota Department of Education (SD DOE)
New Coaching Activity

Coaching Activity #xxxx

A. Coach and Project Information

1. Staff member who entered the activity: (the staff member will auto-populate based on the login being used)

2. Indicate the type of project:

- 1 MTSS 2 SPDG 3 SSIP 4 Other (please specify: _____)

B. Who is being coached?

1. District: (dropdown menu) _____

2. School: (dropdown menu) _____

3. Teacher Name: _____

C. Information on the Coaching Activity

1. Date of activity (MM-DD-YYYY): _____

2. Type of activity:

<input type="checkbox"/> a. Pre-conference	<input type="checkbox"/> b. Observation	<input type="checkbox"/> c. Post-conference
<input type="checkbox"/> d. Demonstration	<input type="checkbox"/> e. Side-by-side	<input type="checkbox"/> f. Co-observation
<input type="checkbox"/> g. Shadow	<input type="checkbox"/> h. Other (please describe)	<input type="checkbox"/>

3. Method of activity:

<input type="checkbox"/> a. In-Person one-on-one Consultation	<input type="checkbox"/> b. In-Person Group Consultation	<input type="checkbox"/> c. Group Webinar
<input type="checkbox"/> d. Phone Consultation	<input type="checkbox"/> e. Email Consultation	<input type="checkbox"/> f. Phone Conference

4. Please provide details below on the coaching you provided: _____

5. Related Indicators (select all that apply)

<input type="checkbox"/> 1 Graduation Rate	<input type="checkbox"/> 2 Drop-Out Rate	<input type="checkbox"/> 3BM Math Participation	<input type="checkbox"/> 3BR Reading Participation
<input type="checkbox"/> 3CM Math Proficiency	<input type="checkbox"/> 3CR Reading Proficiency	<input type="checkbox"/> 4A Suspension and Expulsion	<input type="checkbox"/> 4B Suspension and Expulsion – Race/Ethnicity
<input type="checkbox"/> 5A LRE 6-21, Reg Ed 80%	<input type="checkbox"/> 5B LRE 6-21, Reg Ed 40%	<input type="checkbox"/> 5C LRE 6-21, Separate	<input type="checkbox"/> 6A LRE 3-5, Reg EC
<input type="checkbox"/> 6B LRE 3-5, Not Reg EC, SpEd Program	<input type="checkbox"/> 6C LRE 3-5, Not Reg EC, Not SpEd Program	<input type="checkbox"/> 7A EC Outcomes, Social/Emotional	<input type="checkbox"/> 7B EC Outcomes, Knowledge & Skills
<input type="checkbox"/> 7C EC Outcomes, Appropriate Behavior	<input type="checkbox"/> 8 Parent Participation	<input type="checkbox"/> 9 Disprop. R/E, Overall	<input type="checkbox"/> 10 Disprop. R/E, Disability Category
<input type="checkbox"/> 11 Evaluation in 60 Days	<input type="checkbox"/> 12 Transition From C to B	<input type="checkbox"/> 13 Secondary Transition	<input type="checkbox"/> 14 Post School Outcomes
<input type="checkbox"/> 15 Resolution Session Settlement Agreements	<input type="checkbox"/> 16 Mediation Agreements	<input type="checkbox"/> 17 SSIP	<input type="checkbox"/> None

6. This request relates to which topic(s): (select all that apply)

<input type="checkbox"/> 1 Behavior management	<input type="checkbox"/> 2 Classroom management	<input type="checkbox"/> 3 Comprehension	<input type="checkbox"/> 4 Fluency
<input type="checkbox"/> 5 Lesson delivery	<input type="checkbox"/> 6 Lesson planning	<input type="checkbox"/> 7 Phonics	<input type="checkbox"/> 8 Phonological awareness
<input type="checkbox"/> 9 Student engagement	<input type="checkbox"/> 10 Vocabulary	<input type="checkbox"/> 11 Other (Please specify: _____)	

7. This response is:

<input type="checkbox"/> 1 a one-time response
<input type="checkbox"/> 2 a continuing response (you will be going back to district/or have been going back to district)
<input type="checkbox"/> 3 the end of a continuing response (this response relates to a previous TA request that was continuing, but this is the last time you will be visiting the district)

D. Close Activity

1. Is this activity closed/completed?

1 Yes 2 No

D. Data Analysis

1. Team Problem-Solving Checklist for Individual Students

Description

The Team Problem-Solving Checklist for Individual Students is a team problem-solving and individual student checklist.

Purpose

The purpose of the Team Problem-Solving Checklist for Individual Students is to provide a model for best practice and to determine if the framework for using data-based decision-making as outlined in the data-based PLDs is being followed.

Who Should Complete the Checklist?

The individual student checklist should be completed by one person on the school team. The checklist will be completed on 2-3 students per semester, per school.

Frequency

The team member responsible for completing the individual student checklist shall do so throughout the school year on an as needed basis.

Directions for Completion

The checklist will be completed on Survey Monkey.

<https://www.surveymonkey.com/r/SDSPDGIndividualStudentChecklist>

Tool

See the following pages that are encased in a border.

Complete this checklist if the purpose of your problem-solving meeting is to review individual student data.

A. General Information

*1. What is your district?

1 Hot Springs 23-2

2 Iroquois 02-3

3 Milbank 25-4

4 Rapid City 51-4

5 Sisseton 54-2

6 Watertown 14-4

7 Other (Please specify: _____)

*2. What is your school: _____

*3. Select your team (select all that apply):

1 Reading Team

2 Grade Level Team

3 Building Leadership Team

4 IEP Team

5 Other (Please specify: _____)

*4. What is your email address? _____

(Note: Your email address is collected for online tracking purposes only. Your responses will be confidential.)

B. Student Information

*1. Date of problem-solving meeting: _____

*2. Student State ID: _____

*3. Student First Name: _____

*4. Student Last Name: _____

*5. Student Grade Level: _____

C. Type of Meeting

1. Is this an initial meeting or a follow-up meeting for a given student? *(If this meeting is for more than one student, and one or more students are having an initial meeting and one or more students are having a follow-up meeting, complete both the Initial Meeting and the Follow-up Meeting sections.)*

1 Initial Meeting **(Complete Section D only)**

2 Follow-up Meeting **(Complete Section E only)**

3 Both Initial and Follow-Up Meetings **(Complete both Sections D and E)**

D. Initial Meeting

	No	Somewhat	Yes
1. Was academic and behavioral information on the student provided? (Information could include attendance, ODRs, grades, state test data, MAP data, other academic data, interventions provided and progress monitoring results.)	1	2	3
2. Was a gap analysis between the student's current performance and desired performance (benchmark) conducted?	1	2	3
3. Was a hypothesis for why the student was not reaching benchmark developed?	1	2	3
4. Was a measurable goal that relates to an academic and/or behavioral outcome established?	1	2	3
5. Was an intervention identified?	1	2	3
6. Were the frequency, duration, where, and who for the intervention determined?	1	2	3
7. Was a progress monitoring tool identified?	1	2	3
8. Was the frequency and dates of the progress monitoring established?	1	2	3
9. Was a fidelity of implementation measure identified?	1	2	3
10. Was a follow-up meeting scheduled?	1	2	3

11. Did this meeting also include a follow-up meeting?

1 Yes **(Continue to Section E)**

2 No **(DO NOT complete Section E)**

E. Follow-Up Meeting

	No	Somewhat	Yes
1. Was information provided and reviewed to determine if the intervention was implemented as planned?	1	2	3
2. Was progress monitoring and other relevant data provided and reviewed to determine if the intervention is working for the student?	1	2	3
3. Did the team discuss whether the intervention needed to continue, stop, or change?	1	2	3
4. Was the plan updated for this student?	1	2	3
5. Was a follow-up meeting scheduled for this student?	1	2	3

E. Family Engagement

1. Family Engagement Survey

Description

The Family Engagement Survey is a written questionnaire about the extent to which the school makes families feel welcome, encourages participation, provides literacy-related resources, and provides opportunities to increase skills related to helping their child surrounding literacy. It also asks about the families' engagement with the school and extent to which they engage in literacy activities with their child at home.

Purpose

The purpose of the Family Engagement Survey is to measure family engagement with the school.

Who Should Complete the Family Engagement Survey?

Family members at SPDG schools.

Frequency

The Family Engagement Survey should be completed annually each year.

Directions for Completion

The Family Engagement Survey will be administered on Survey Monkey.

<https://www.surveymonkey.com/r/GSFJ9QM>

Tool

See the following pages that are encased in a border.

I. About You

Note: All of your responses will be anonymous.

1. What is your district? (dropdown)

2. What is your school? (dropdown)

*3. What grade is your child in at this school? (If you have more than one child, indicate the grade of each child.)

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Grade 6	Grade 7	Grade 8			

For the remaining questions, answer them based on the experiences of your oldest child at this school.

II. Ratings

4. Please indicate your level of agreement on the following.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I feel welcome at my child's school	1	2	3	4	5
b. I am encouraged to participate in my child's classroom learning	1	2	3	4	5
c. My family's culture, ethnicity, and beliefs are respected and valued at this school	1	2	3	4	5
d. The principal is available to families	1	2	3	4	5
e. My child's teacher contacts me at least monthly by text, email, and/or phone	1	2	3	4	5
f. The school effectively uses technology (e.g., Facebook, texting, emails) to communicate with families	1	2	3	4	5
g. I know how to use the school's online resources such as the website(s), email, and student information system.	1	2	3	4	5
h. The school offers programs to families that will help promote learning in the home.	1	2	3	4	5
i. My child feels safe before and after school and during free time	1	2	3	4	5
j. My child is challenged to do his/her best at this school	1	2	3	4	5
k. My child is treated with respect by other students	1	2	3	4	5
l. My child is treated with respect by teachers and staff	1	2	3	4	5

5. Please rate the usefulness of the following types of information you receive from the school/your child's teacher:	I don't recall receiving this information	I received this information and it was:			
		Not useful	Somewhat useful	Useful	Very Useful
a. How to assist my child with learning at home	0	1	2	3	4
b. Academic grade level goals in reading	0	1	2	3	4
c. Academic grade level goals in math	0	1	2	3	4

d. How to help my child successfully complete reading schoolwork	0	1	2	3	4
e. How to help my child successfully complete math schoolwork	0	1	2	3	4

6. Please rate the timeliness of the information you receive from the school/your child's teacher:	I don't recall receiving this information	I received this information and it was:			
		Not timely	Somewhat timely	Timely	Very Timely
a. Upcoming school events	0	1	2	3	4
b. My child's attendance at school	0	1	2	3	4
c. Issues concerning my child	0	1	2	3	4

III. Activities

7. During the 2018-19 school year, how many times did you:	Never	1 time	2 times	3 times	4 or more times
a. Assist in the classroom	1	2	3	4	5
b. Attend programs at the school when my child is participating	1	2	3	4	5
c. Attend back-to-school open house	1	2	3	4	5
d. Attend parent-teacher conferences	1	2	3	4	5

8. In a typical week, on how many days do you engage in the following activities?	0 days	1-2 days	3-4 days	5-7 days
a. Read a book to your child	0	1	3	5
b. Have your child read a book to you	0	1	3	5
c. Play a literacy app on your phone/computer/ tablet with your child	0	1	3	5

IV. Additional Info

2. Do you have a child who is an English Language Learner? *(Note: English-language learners, or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.)*

1 Yes 2 No 3 Don't know

3. Have you received information on your child's progress in foundational (early) reading skills?

1 Yes 2 No 3 Don't Know

4. Have you received information and/or training on how you can support your child's reading skills at home?

1 Yes 2 No 3 Don't Know

5. What has the school done to make you feel welcome?

6. What **could** the school do to make you feel welcome?

2. Family Engagement Survey (for staff members)

Description

The Family Engagement Survey for staff members is a written questionnaire about the extent to which the school makes families feel welcome, encourages participation, provides literacy-related resources, and provides opportunities to increase skills related to helping their child surrounding literacy. It also asks about the families' engagement with the school and extent to which they engage in literacy activities with their child at home.

Purpose

The purpose of the Family Engagement Survey for staff members is to measure family engagement with the school from the perspective of staff members.

Who Should Complete the Family Engagement Survey?

School staff members at SPDG schools.

Frequency

The Family Engagement Survey for staff members should be completed annually each year.

Directions for Completion

The Family Engagement Survey for staff members will be administered on Survey Monkey.

<https://www.surveymonkey.com/r/J8YCDZ9>

Tool

See the following pages that are encased in a border.

I. About You

1. What is your district? (dropdown)

2. What is your school? (dropdown)

3. What is your role?

1 General Education Teacher

2 Special Education Teacher

3 Other

Note: All of your responses will be anonymous.

II. Ratings

4. Please indicate your level of agreement on the following.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Families are welcome at this school.	1	2	3	4	5
b. Families are encouraged to participate in their child's classroom learning.	1	2	3	4	5
c. Families' culture, ethnicity, and beliefs are respected and valued at this school.	1	2	3	4	5
d. The principal is available to families.	1	2	3	4	5
e. I contact every family at least monthly by text, email, and/or phone.	1	2	3	4	5
f. The school effectively uses technology (e.g., Facebook, texting, emails) to communicate with families.	1	2	3	4	5
g. I use the school's online resources such as the website(s), email, and student information system to communicate with families.	1	2	3	4	5
h. The school offers programs to families that will help promote learning in the home.	1	2	3	4	5
i. Students feel safe before and after school and during free time.	1	2	3	4	5
j. Students are challenged to do their best at this school.	1	2	3	4	5
k. Students are treated with respect by other students.	1	2	3	4	5
l. Students are treated with respect by teachers and staff.	1	2	3	4	5
m. Students with disabilities can learn grade-level content and make significant academic progress when appropriate instruction, services, and supports are provided.	1	2	3	4	5
n. Students who are English Learners can learn grade-level content and make significant academic progress when appropriate instruction, services, and supports are provided.	1	2	3	4	5

5. Please rate the usefulness of the following types of information the school provides to students' families:	The school doesn't provide this information	The school provides this information and it is:			
		Not useful	Somewhat useful	Useful	Very Useful
a. How families can assist their child with learning at home	0	1	2	3	4
b. How families can support academic grade level goals in reading	0	1	2	3	4
c. How families can support academic grade level goals in math	0	1	2	3	4
d. How families can help their child successfully complete reading schoolwork	0	1	2	3	4
e. How families can help their child successfully complete math schoolwork	0	1	2	3	4

6. Please rate the timeliness of the information the school provides to families about:	The school doesn't provide this information	The school provides this information and it is:			
		Not timely	Somewhat timely	Timely	Very Timely
a. Upcoming school events	0	1	2	3	4
b. Their child's attendance at school	0	1	2	3	4
c. Issues concerning their child	0	1	2	3	4

III. Activities

7. How would you rate the participation of families in the following activities:	More parents should participate	About right	Fewer parents should participate
a. Attendance at programs at the school when their child is participating	1	2	3
b. Attendance at back-to-school open house	1	2	3
c. Attendance at parent-teacher conferences	1	2	3

8. How often do you communicate to families about the importance of engaging in the following activities:	Rarely	Sometimes	Often	A lot
a. Reading a book to their child	0	1	3	5
b. Having their child read a book to the parent	0	1	3	5
c. Playing a literacy app on their phone/computer/ tablet with their child	0	1	3	5

IV. Additional Info

- Does your school the school share information with families on each child's progress in foundational (early) reading skills?
1 Yes 2 No 3 Don't Know
- Does your school provide information and/or training on how families can support reading skills at home?
1 Yes 2 No 3 Don't Know
- What does the school do to make families feel welcome?
- What **could** the school do to make families feel welcome?

3. Family Friendly Walk-Through

Description

The Family Friendly Walk-Through is a checklist to determine the extent to which a school is family-friendly.

Purpose

The purpose of the Family Friendly Walk-Through is to help schools assess their “Family Friendly” practices.

Who Should Complete the Family Friendly Walk-Through?

SPDG schools will designate a team to complete the Family Friendly Walk-Through. This walk-through will be facilitated by a trained facilitator.

Frequency

The Family Friendly Walk-Through will be completed for all schools during the 2018-19 school year (reflective piece 2019-20 school year). Then, the walk-through will be completed again during the 2022-23 school year.

Directions for Completion

The Family Friendly Walk-Through will be administered by a trained facilitator. The trained facilitator leads designated team through a 2-3 hour school walk-through.

Tool

See the following pages that are encased in a border.

Family Friendly Walk-Through Checklist

Thank you for participating as a member of the team for your school's "Family Friendly Walk-Through". Your input will be helpful in making sure that all families and members of the community feel welcomed at our school! Parent and educator surveys have already been distributed and results tabulated. The results of these surveys will be shared and will be a part of your team discussion as well as an interview with the school principal.

Is your school Family Friendly?

Research shows that when schools and parents work together to support the education of a child, not only does the student perform better in school, but all throughout life! The best way to nurture a strong relationship between school and family is to create a friendly and welcoming school environment for the families of the students. This is the primary method of improving parental involvement!

Walk-Through components: Three areas will be evaluated during the walk-through.

- Physical - Welcoming Environment
- Home – School Communication
- Learning Connections

Tips for the Walk-Through:

- Take notes, write down your thoughts.
- Share your thoughts and feelings with the group during the walk-through and the follow-up.
- Have Fun!

Now What?

- We will take the information from the surveys and from your thoughts and comments and put together a report for your school.
- Feedback will go into helping update and develop the Family Engagement plan for the school district.
- The information that is collected through this process will help guide school leadership to ensure all families are welcomed and honored at our school!

Today's Date: _____

Name of the School: _____ Name of the District: _____

What is your role?

1 Parent/Family Member 2 Community Member 3 School Administrator 4 School Staff Member

A. Physical Environment

	No	Some-what	Yes	N/A	Notes
1. The main entrance into the school is clearly marked.	0	1	2	9	
2. Other doors provide clear directions to the main entrance and on how to enter the school.	0	1	2	9	
3. The school grounds are clean, free of litter, well-lit, and well-maintained (e.g., entrance doors, parking lots, landscaped areas, playground, and sports field).	0	1	2	9	
4. The school's main entrance is inviting with a sign/banner/bulletin board that welcomes parents.	0	1	2	9	
5. The school's main entrance has directions to the main office (in more than one language, if appropriate).	0	1	2	9	
6. Clear directions are available to help visitors to find common locations such as the lunch room, library, or gym.	0	1	2	9	
7. The school is clean and well-kept including classrooms, hallways, bathrooms, and other areas.	0	1	2	9	
8. Procedures are in place and used for morning drop-off/afternoon pick-up.	0	1	2	9	
9. Bus routes/buses are clearly marked for students who take the bus.	0	1	2	9	
10. The school's mission statement is posted in places where families can see and read it.	0	1	2	9	
11. Pictures, photos, bulletin boards, showcases, and other displays reflect the diversity of the school community (including cultural, racial, language differences).	0	1	2	9	

B. School-wide Communication

	No	Some-what	Yes	N/A	Notes
1. Different cultures are acknowledged and recognized in the school.	0	1	2	9	
2. The office staff immediately recognize visitors with a smile and provide information easily and promptly.	0	1	2	9	
3. Non-office staff immediately recognize visitors with a smile and provide information easily and promptly.	0	1	2	9	
4. The principal is visible and accessible to families.	0	1	2	9	
5. Staff treat students with respect.	0	1	2	9	
6. The school actively recruits and welcomes new parents from all backgrounds for school committees, such as the PTA/PTO.	0	1	2	9	
7. School events (e.g., open house, parent-teacher conferences) are held at convenient times for families.	0	1	2	9	
8. Student attendance is a school priority.	0	1	2	9	
9. Parents are asked about their interests, talents, and availability to volunteer.	0	1	2	9	
10. The school provides multiple opportunities for students to explore new and difference interests and experiences.	0	1	2	9	
11. The school offers a variety of opportunities for teachers and parents to meet face-to-face, such as open house, parent conferences, class visits, etc.	0	1	2	9	

C. Learning Connections

	No	Some-what	Yes	N/A	Notes
1. The school has a school-level parent involvement policy.	0	1	2	9	
2. The school shares the parent involvement policy with parents.	0	1	2	9	
3. Parents helped to develop the parent involvement policy.	0	1	2	9	
4. The principal recognizes the value of family engagement in student learning.	0	1	2	9	
5. Families are provided with ongoing information that increases their knowledge of the role they play in the education of their child.	0	1	2	9	
6. Families are treated as partners in the education of their children.	0	1	2	9	
7. Every event at the school (e.g., open house, fun nights, and holiday programs) provide families with information related to student learning.	0	1	2	9	
8. Parents have access to resources to support learning at home.	0	1	2	9	
9. Families are informed on how to access resources and support to assist with homework.	0	1	2	9	
10. Parents know how to use the resources to support learning at home.	0	1	2	9	
11. Adequate resources and supports are available to families to assist with reading/literacy homework.	0	1	2	9	
12. Adequate resources and supports are available to families to assist with math homework.	0	1	2	9	
13. Families receive information about grade level standards in order to be informed as to what their child should know/be able to do at each grade level.	0	1	2	9	

	No	Some-what	Yes	N/A	Notes
14. Information related to school goals/grade level goals is shared with families.	0	1	2	9	
15. Information is provided to families that help them to know what their child is learning in specific subjects.	0	1	2	9	
16. Open house or back-to-school nights provide information on what children should know and be able to do.	0	1	2	9	
17. There are adequate opportunities for parents and teachers to collaborate together about individual children and their progress in order to meet student academic and developmental needs.	0	1	2	9	
18. Families are provided with information on how to use and understand standards-based report cards	0	1	2	9	
19. Student report cards are easy to read and understand.	0	1	2	9	
20. The time provided for parent-teacher conferences is adequate.	0	1	2	9	
21. When homework is assigned, there is value/purpose behind it.	0	1	2	9	

D. Written Materials/Technology

	No	Some-what	Yes	N/A	Notes
1. The school informs families of policies, events, school closures, or other opportunities using a variety of media – e.g., newsletters, flyers, Facebook, website, meetings, other.	0	1	2	9	
2. Print material is clear and understandable, free of school jargon, and reflects the school demographics.	0	1	2	9	
3. Print material is received in a timely matter.	0	1	2	9	
4. Print materials are in a font or type that is easy to read.	0	1	2	9	
5. Print materials are on a variety of topics of interest to families.	0	1	2	9	
6. The school-wide newsletter includes photos and articles that highlight a variety of school activities (e.g., academic achievement, music, special education).	0	1	2	9	
7. The school-wide newsletter includes articles about staff members, students, and families.	0	1	2	9	
8. The parent handbook with school policies, school calendar, and other information is provided to the parents at the beginning of the school year in a format that is easily understood.	0	1	2	9	
9. Different types of technology are used by the school to communicate with families — e.g., social media, text messages, classroom Dojo, and school or classroom websites.	0	1	2	9	
10. Parents are familiar with the parent portal and how to utilize it to its fullest potential.	0	1	2	9	
11. The technology utilized assists families with information on how to support their child’s learning at home.	0	1	2	9	

F. Student Data

1. Benchmark Data

Description

The benchmark data is reading data.

Purpose

The purpose of benchmark data is to determine if students' scores increase from fall to spring and from one year to the next.

Who Should Complete the Benchmark Data?

If the benchmark data is not available in SDStars, then the SPDG coaches will be responsible for turning in the benchmark data to SD DOE.

Frequency

Benchmark data shall be submitted in June 2019. The June 2019 data shall include data from fall 2018, winter 2019, and spring 2019.

Directions for Completion

An electronic file with student ID numbers and test scores will be gathered from SDStars or submitted by SPDG coaches if it is not available in SDStars.

2. State Test Data

Description

The state test data is reading achievement data on the state test.

Purpose

The purpose of state test data is to determine if students' scores increase from one year to the next.

Who Should Complete the State Test Data?

SD DOE will provide the state test data to Data Driven Enterprises (DDE).

Frequency

State test data will be collected annually.

Directions for Completion

An electronic file with student ID number and test scores will be submitted to DDE.

G. OSEP Performance Measures

1. SPDG Evidence-Based Professional Development Components Rubric

Description

The SPDG Evidence-Based Professional Development Components Rubric describes the 16 components (e.g., selection, PD, coaching) of evidenced-based professional development practices that the SD PLD system should have.

Performance Measurement 1: Projects use evidence-based professional development practices to support the attainment of identified competencies.

- Projects will fill out a worksheet with descriptions of the components of their professional development system. This worksheet will be attached to their continuation report. The worksheet descriptions will be measured against a *rubric* of professional development components and given a score of 1= Inadequate, 2= Barely adequate, 3= Good, or 4= Exemplary.
- Projects will report on those initiatives that lead to implementation of the practice/program that is the focus of the professional development.
 - If the project has 1 or 2 of these initiatives, they will report on both. If they have 3, they will report on 2. If they have 4, they will report on 2, and so on.
 - This is all per discussion with the Project Officer, who will help the project make the final decision about the initiatives they will report on.
- Benchmarks for the project initiative(s):
 - 1st year of funding the initiative: baseline
 - 2nd yr: 50% of components will have a score of 3 or 4
 - 3rd yr: 70% of components will have a score of 3 or 4
 - 4th yr: 80% of components will have a score of 3 or 4
 - 5th yr: 80% of components will have a score of 3 or 4 (maintenance year)

Purpose

The SPDG Evidence-Based Professional Development Components Rubric is a federal reporting requirement for the SPDG (Performance Measurement 1).

Who Should Complete the SPDG Evidence-Based Professional Development Components Rubric?

The SPDG State Team.

Frequency

The SPDG Evidence-Based Professional Development Components Rubric must be reported by May 1st each year.

Directions for Completion

The SPDG Evidence-Based Professional Development Components Rubric should be submitted to OSEP directly along with the SPDG APR.

Tool

See the following pages that are encased in a border.

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.

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
A(1) Selection	<p>Clear expectations are provided for PD participants and for schools, districts, or other agencies.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Description of expectations for PD participants (e.g., attendance in training, data reporting). • Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants). • Description of how schools, districts, or other agencies were informed of their responsibilities. <p>Provide a brief description of the form(s) used for these agreements.</p>		
A(2) Selection	<p>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Expectations for trainers' qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> ○ Description of role and responsibilities for trainers (the people who trained PD participants). • Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained. <ul style="list-style-type: none"> ○ Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training). 		

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
B(1) Training	<p>Accountability for the delivery and quality of training.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Identification of the lead person(s) accountable for training. • Description of the role and responsibilities of the lead person(s) accountable for training. 		
B(2) Training	<p>Effective research-based adult learning strategies are used.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Identification of adult learning strategies used, including the source (e.g., citation). • Description of how adult learning strategies were used. • Description of how data are gathered to assess how well adult learning strategies were implemented. 		
B(3) Training	<p>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).</p> <p>Required elements:</p> <ul style="list-style-type: none"> • 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. 		

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
B(4) Training	<p>Training outcome data are collected and analyzed to assess participant knowledge and skills.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Identification of training outcome measure(s). • Description of procedures to collect pre- and post-training data or another kind of assessment of knowledge and skills gained from training. • Description of how training outcome data were reported. • Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching. 		
B(5) Training	<p>Trainers (the people who trained PD participants) are trained, coached, and observed.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Description of training provided to trainers. • Description of coaching provided to trainers. • Description of procedures for observing trainers. • Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended). • Description of procedures to obtain participant feedback. • Description of how observation and training fidelity data were used (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule, processes; to ensure that trainers are qualified). 		

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
C(1) Coaching	<p>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Identification of the lead person(s) responsible for coaching services. • Description of the role and responsibilities of the lead person(s) accountable for coaching services. • Description of how data were used to provide feedback to coaches and improve coaching strategies. 		
C(2) Coaching	<p>SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).⁶ • Describe how SPDG coaches monitored implementation progress. • Describe how the data from the monitoring is used to provide feedback to implementers. 		
D(1) Performance Assessment (Data-based Decision Making)	<p>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Provide a description of the role/responsibilities of the lead person and who this person is. 		

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
D(2) Performance Assessment	<p>Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Describe data systems that are in place for various education levels. • Describe how alignment or coherence is achieved between various data systems or sources of data. • Describe how multiple sources of information are used to guide improvement and demonstrate impact. 		
D(3) Performance Assessment	<p>Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Describe the feedback loop for each level of the system the SPDG works with <ul style="list-style-type: none"> ○ Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas. • Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity). 		

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
D(4) Performance Assessment	<p>Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Describe how benchmarks are created and shared. • Describe positive recognition processes for achievements. • Describe how data are used to “market” the initiative. 		
D(5) Performance Assessment	<p>Participants are instructed in how to provide data to the SPDG Project.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Procedures described for data submission. • Guidance provided to schools/districts. 		
E(1) Facilitative Administrative Support/ Systems Intervention	<p>Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Role/job description of administrators relative to program implementation provided. • Describe how the SPDG trains and supports administrators so that they may in turn support implementers. 		

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
E(2) Facilitative Administrative Support/ Systems Intervention	<p>Leadership at various education levels (SEA, regional, LEA, school, as appropriate) analyzes feedback regarding barriers and successes and makes the necessary decisions and changes, including revising policies and procedures to alleviate barriers and facilitate implementation</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Describe processes for collecting, analyzing, and utilizing input and data from various levels of the education system to recognize barriers to implementation success (e.g., Describe how communication travels to other levels of the education system when assistance is needed to remove barriers). • Describe processes for revising policies and procedures and making other necessary changes. 		

2. Fidelity of Implementation Measures

Description

Performance Measurement 2: Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time.

The projects will report on those initiatives that they are reporting on for Program Measure 1.

Each initiative should have a fidelity measure that notes the presence or absence of the core features of the set of practices/innovation/program/system that is the focus on the initiative.

Grantee will submit protocol for assessing evidence of fidelity of implementation of EBPs in targeted programs. For APR, Grantee will survey targeted programs and report the number of participants in these programs determined to implementing EBPs at the benchmark level over the number of participants targeted.

Specifically, the project creates a plan for how they will collect implementation data, what their population universe will look like, what benchmarks they are setting each year for each cohort and then report on the percentage of units/participants meeting those benchmarks.

- Intervals will be delineated: how much improvement expected year from year (e.g., after 2 years of professional development, schools will implement 80% of the core components).
- The project will then determine what percentage of participates they expect to reach this benchmark (e.g., 75% of schools will implement 80% of the core components).

Participants could be individual teachers or could be a school or early childhood program (if working on a school-wide or program-wide basis, such as RTI or PBIS).

Self-assessment is acceptable, but projects will need to sample from the group to validate the self-assessment. A minimum of 20% of the participants should be observed for fidelity by someone other than a professional development participant.

- For example, if 15 schools were being measured someone from the project would observe at least 3 (20%) of the schools and compare the outside observer's assessment with self-assessment.

Purpose

The fidelity of implementation measures is a federal reporting requirement for the SPDG (Performance Measurement 2).

Who Should Complete the Fidelity of Implementation Measures?

External observers, i.e., the SPDG State Team will complete two fidelity measures: B2 (the R-TFI) and B2 (the Literacy Observation Checklist).

Frequency

The fidelity of implementation measures will be collected annually starting in spring 2019.

Directions for Completion

B1 (the R-TFI) will be completed by going to the MIBLSI website.

<https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi>

B2 (the Literacy Observation Checklist) will be completed on Survey Monkey:

<https://www.surveymonkey.com/r/SDSPDGliteracyobs>

What schools/teachers will be observed will be determined in 2018-19.

Tool

Refer to Appendix A for the R-TFI. B2 is on page 31.

3. Sustainability Measures

Description

Performance Measurement 3: Projects use SPDG professional development to provide follow-up activities designed to sustain the use of SPDG-support practices. (Efficiency Measure)

Operational definition terms:

- Professional development funds = a minimum of 90% of the overall budget being used for activities from subsection “a” of the notice/Statute
- Follow-up activities – the professional development assistance provided following training. A list of follow-up activities that are correlated with sustainability will be provided. Partial list:
 - Coaching/mentoring
 - Implementation of fidelity measurement & other types of observation
 - Mini-workshops (i.e., just-in-time, small-group trainings)
 - Determining needs through data and providing guidance or tools to meet those needs

Methodology:

- Grantee will report on the same initiatives assessed for Program Measures 1 & 2.
- For each initiative, grantee should report cost of activities designed to sustain the initiative divided by the total cost of all professional development activities carried out for the initiative.
 - Equation:

$$\frac{\text{Cost of ongoing TA}}{\text{Cost of all PD activities for an initiative}}$$

Grantees will set their own targets and will have a 5-point range to meet that target (e.g., target – 60% of all funds used for the initiative are used for ongoing TA. Project only spends 55% of all funds. OSEP would still consider this reaching the target.

Purpose

The OSEP sustainability measures are a federal reporting requirement for the SPDG (Performance Measurement 3).

Who Should Complete the OSEP Sustainability Measures?

The SPDG State Team.

Frequency

The OSEP sustainability measures must be reported annually in the SPDG APR.

Directions for Completion (see above)

H. Optional Measures

1. Data-Based Decision-Making Problem-Solving Checklists

Description

These tools are the Team Process Checklist and the Team Problem-Solving: Universal Curriculum & Instruction Checklist.

Purpose

The purpose of the checklists is to provide a model for best practice and to determine if the framework for using data-based decision-making, as outlined in the data-based PLDs, is being followed.

Who Should Complete these Checklists?

School team members. The Team Process Checklist should be completed by each individual of the team. The Universal Curriculum & Instruction Checklist should be completed by one member of each team.

Frequency

The checklists should be completed on an on-going basis.

Directions for Completion

The checklists may be accessed on Survey Monkey.

Team Process Checklist: <https://www.surveymonkey.com/r/SDSPDGTeamProcessChecklist>

Universal Curriculum & Instruction Checklist:
<https://www.surveymonkey.com/r/SDSPDGUniversalChecklist>

Tool

See the following pages that are encased in a border.

Complete this checklist to assess the team process.

A. General Information

*1. What is your district?

- 1 Hot Springs 23-2 2 Iroquois 02-3 3 Milbank 25-4 4 Rapid City 51-4
5 Sisseton 54-2 6 Watertown 14-4 7 Other (Please specify: _____)

*2. What is your school: _____

*3. Select your team (*select all that apply*):

- 1 Reading Team 2 Grade Level Team 3 Building Leadership Team
4 IEP Team 5 Other (Please specify: _____)

*4. What is your email address? _____

(Note: Your email address is collected for online tracking purposes only. Your responses will be confidential.)

B. Team Process

	No	Somewhat	Yes
1. Does the team include the necessary members who have specialized knowledge that can help problem solve the area of need?	1	2	3
2. Does the team include a member (i.e. administrator/teacher) who is able to make decisions about resourcing issues and intervention parameters?	1	2	3
3. Is there a team member assigned to document the team discussion and team decision?	1	2	3
4. Is there an agenda includes a purpose, required attendees, minutes or some type of documentation, team member progress reports, and/or next steps (team assignments, next meeting time/date)?	1	2	3
5. Did all team members receive the meeting minutes or have access to information regarding the meeting in a timely manner?	1	2	3

6. Did team members arrive on time?	1	2	3
7. Are team members attentive throughout the meeting?	1	2	3
8. Do team members thoroughly and honestly discuss issues without conflict?	1	2	3
9. Do team members strive for consensus?	1	2	3
10. Do team members who are not present at the meeting have an opportunity to provide input after the meeting?	1	2	3

Complete this checklist if the purpose of your problem-solving meeting is to review the effectiveness of the core curriculum and instruction.

A. Background

*1. Date of problem-solving meeting: _____

*2. What is your district?

- 1 Hot Springs 23-2 2 Iroquois 02-3 3 Milbank 25-4 4 Rapid City 51-4
5 Sisseton 54-2 6 Watertown 14-4 7 Other (Please specify: _____)

*3. What is your school: _____

*4. What is your email address? _____

(Note: Your email address is collected for online tracking purposes only. Your responses will be confidential.)

*5. What grade level(s) is being reviewed? *(Select all that apply.)*

- Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5

B. Core Instruction Problem-Solving

	No	Somewhat	Yes
1. Was universal screening data provided and reviewed to determine the percent of students who are meeting benchmarks ?	1	2	3
2. Was universal screening data provided and reviewed to determine the percent of students who need supplemental intervention ?	1	2	3
3. Was universal screening data provided and reviewed to determine the percent of students who need intensive intervention ?	1	2	3

	Percent
4. What percent of students are meeting benchmarks ?	_____%
5. What percent of students need supplemental intervention ?	_____%
6. What percent of students need intensive intervention ?	_____%

	No	Yes		
7. Did at least 80% of students meet the benchmark? <i>(If no, continue to questions 7a and 7b. If yes, skip to section C.)</i>	1	2		
	No	Somewhat	Yes	N/A
7a. If no, were plans made to modify core instruction?	1	2	3	4
7b. If a plan was developed, were roles, responsibilities, and timelines included?	1	2	3	4

C. Results by Subgroup

	Did at least 80% of the group meet the benchmark?			If no, were hypotheses generated as to why the benchmark wasn't met?		
	No	Yes	Don't have data disaggregated by this subgroup	No	Yes, but no action plan was created	Yes, and an action plan outlining initial steps was developed
Gender:						
1. Female	1	2	3	1	2	3
2. Male	1	2	3	1	2	3
Grade:						
3. Kindergarten	1	2	3	1	2	3
4. Grade 1	1	2	3	1	2	3
5. Grade 2	1	2	3	1	2	3
6. Grade 3	1	2	3	1	2	3
7. Grade 4	1	2	3	1	2	3
8. Grade 5	1	2	3	1	2	3
9. Grade 6	1	2	3	1	2	3
10. Grade 7	1	2	3	1	2	3

11. Grade 8	1	2	3	1	2	3
12. Grade 9	1	2	3	1	2	3
13. Grade 10	1	2	3	1	2	3
Race/Ethnicity:						
14. Asian American	1	2	3	1	2	3
15. African American	1	2	3	1	2	3
16. Hispanic	1	2	3	1	2	3
17. Multi-Racial	1	2	3	1	2	3
18. Native American	1	2	3	1	2	3
19. Pacific Islander	1	2	3	1	2	3
20. White	1	2	3	1	2	3
Subgroups:						
21. ELL	1	2	3	1	2	3
22. Free/Reduced Lunch	1	2	3	1	2	3
23. IEP	1	2	3	1	2	3
24. Homeless	1	2	3	1	2	3
25. Gifted/Talented	1	2	3	1	2	3
26. Section 504	1	2	3	1	2	3

2. PLD Follow-Up Questionnaires

Description

The PLD follow-up questionnaires are short questionnaires consisting of questions on the behaviors, knowledge, and skills participants have implemented that relate to data-driven decision making and literacy strategies since the PLD and how the PLD has affected them and their work.

Purpose

The purpose of the questionnaire is to determine the extent to which participants are implementing the skills they learned in the SPDG trainings.

Who Should Complete this Questionnaire?

Instructional staff and administrators.

Frequency

The questionnaire should be completed several months after the PLD activities.

Directions for Completion

The questionnaire can be accessed on Survey Monkey.

<https://www.surveymonkey.com/r/SDSPDGfollowup>

Tool

See the following pages that are encased in a border.

A. About You

* 1. Sometime in the past two years did you participate in the Foundational Reading Training?

1 Yes 2 No (end survey)

*2. What grade is your child in? (If you have more than one child, indicate the grade of each child.)

Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5

*3. Name of district:

1 Hot Springs 23-2 2 Iroquois 02-3 3 Milbank 25-4 4 Rapid City 51-4
5 Sisseton 54-2 6 Watertown 14-4 7 Other (Please specify: _____)

*4. Name of school(s): _____

B. Ratings

Sometime in the past two years you participated in the Foundational Reading Training.

1. To what extent has this training made a difference in the way in which you teach	Not at all	A little bit	Somewhat	Moderately	A great deal
a. Reading in general	1	2	3	4	5
1a. How has it made a difference?					
b. Phonemic Awareness	1	2	3	4	5
1b. How has it made a difference?					
c. Phonics	1	2	3	4	5
1c. How has it made a difference?					
d. Fluency	1	2	3	4	5
1d. How has it made a difference?					
e. Vocabulary	1	2	3	4	5
1e. How has it made a difference?					
f. Comprehension	1	2	3	4	5
1f. How has it made a difference?					

2. What are the three main things you are implementing as a result of the training?

- 1 _____
- 2 _____
- 3 _____

3. Do you have any additional TA/PD needs in order to effectively implement the Foundational Reading Training?

1 Yes 2 No

3a. If yes, what?

3. Coaching Evaluation Tool for Administrators

Description

The Coaching Evaluation Tool for Administrators is a questionnaire for evaluating the activities of the SPDG coach.

Purpose

The purpose of the Coaching Evaluation Tool for Administrators is to determine what activities the coach is doing/not doing and to provide feedback to the SPDG coach.

Who Should Complete the Checklist?

School and district administrators.

Frequency

On an as-needed basis.

Directions for Completion

TBD

Tool

See the following pages that are encased in a border.

Administrators may use this to evaluate the activities that the coach is/isn't doing as part of the SD SPDG and then to provide feedback to the district coach. Two scales are provided (Scale 1 is a 6-point scale from 1 (I'm not sure if the coach did this) to 6 (The coach did this and was very helpful; Scale 2 is a 3-point scale (No/Somewhat/Yes). Administrators may use the scale they prefer.

A. Background

*1. What is your district?

- 1 Hot Springs 23-2 2 Iroquois 02-3 3 Milbank 25-4 4 Rapid City 51-4
5 Sisseton 54-2 6 Watertown 14-4 7 Other (Please specify: _____)

*2. What is your school: _____

*3. What is your role: _____

*4. What is your email address? _____

(Note: Your email address is collected for online tracking purposes only. Your responses will be confidential.)

B. School Team Questions

To what extent did your coach do the following during the 2018-19 school year:	Scale 1: 6-point scale						Scale 2: 3-point scale		
	I'm not sure if the coach did this	The coach did not do this	The coach attempted to do this but wasn't very helpful	The coach did this and was somewhat helpful	The coach did this and was helpful	The coach did this and was very helpful	No	Somewhat	Yes
1. Worked with school-based staff members to identify needs at the school-wide level.	1	2	3	4	5	6	0	1	2
2. Provided the instructional assistance/coaching necessary for our school to begin to implement SPDG.	1	2	3	4	5	6	0	1	2
3. Assisted the team in reviewing/implementing the building-level action plan.	1	2	3	4	5	6	0	1	2
4. Assisted the team in developing family engagement activities surrounding SPDG.	1	2	3	4	5	6	0	1	2

5. Worked with the school-based team to increase the team's capacity to function independently in implementing SPDG in our school.	1	2	3	4	5	6	0	1	2
6. Assisted with training the team in universal practices, data, and systems.	1	2	3	4	5	6	0	1	2

C. Coaching Supports

To what extent did your coach do the following during the 2018-19 school year:	I'm not sure if the coach did this	The coach did not do this	The coach attempted to do this but wasn't very helpful	The coach did this and was somewhat helpful	The coach did this and was helpful	The coach did this and was very helpful			
							No	Somewhat	Yes
1. Worked with the school-based staff members to increase staff member's capacity in implementing a systemic process for literacy in our school.	1	2	3	4	5	6	0	1	2
2. Provided timely feedback to staff members.	1	2	3	4	5	6	0	1	2
3. Provided useful feedback in debriefing to staff members.	1	2	3	4	5	6	0	1	2
4. Assisted staff members in implementing formative assessment practices.	1	2	3	4	5	6	0	1	2
5. Worked with staff members to implement inclusionary practices.	1	2	3	4	5	6	0	1	2
6. Helped teachers identify and use differentiated and explicit instructional practices.	1	2	3	4	5	6	0	1	2
7. Helped teachers identify specific learning strategies to support the needs of individual students.	1	2	3	4	5	6	0	1	2
8. Helped teachers develop instructional strategies/activities for student engagement.	1	2	3	4	5	6	0	1	2
9. Revisited the current reading curriculum to determine quality Core Reading components.	1	2	3	4	5	6	0	1	2
10. Coached collaborative teams.	1	2	3	4	5	6	0	1	2
11. Facilitated professional development to all K-5 teachers in the area of literacy.	1	2	3	4	5	6	0	1	2
12. Planned, observed, and provided feedback on instructional practices.	1	2	3	4	5	6	0	1	2

D. MTSS/SPDG Components

To what extent did your coach do the following during the 2018-19 school year:	I'm not sure if the coach did this	The coach did not do this	The coach attempted to do this but wasn't very helpful	The coach did this and was somewhat helpful	The coach did this and was helpful	The coach did this and was very helpful			
							No	Somewhat	Yes
1. Assisted the team in developing Tier 1-related activities (e.g., universal screening, core curriculum, core instruction).	1	2	3	4	5	6	0	1	2
2. Assisted the team in developing Tier 2-related activities (e.g., Tier 2 interventions, Tier 2 progress monitoring).	1	2	3	4	5	6	0	1	2
3. Assisted the team in developing Tier 3-related activities (e.g., Tier 3 interventions, Tier 3 progress monitoring).	1	2	3	4	5	6	0	1	2

E. Data

To what extent did your coach do the following during the 2018-19 school year:	I'm not sure if the coach did this	The coach did not do this	The coach attempted to do this but wasn't very helpful	The coach did this and was somewhat helpful	The coach did this and was helpful	The coach did this and was very helpful			
							No	Somewhat	Yes
1. Developed a protocol for analyzing student data.	1	2	3	4	5	6	0	1	2
2. Reviewed data to drive decisions to identify student needs and group students according to Tier I, Tier II, and Tier III.	1	2	3	4	5	6	0	1	2
3. Organized, collected, and shared SPDG data.	1	2	3	4	5	6	0	1	2
4. Supported teachers in using data to make instructional decisions for lesson planning.	1	2	3	4	5	6	0	1	2