

South Dakota State Personnel Development Grant (SPDG) Manual of Evaluation Tools for 2020-21



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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 2020-21..... | 10 |
| SD SPDG Evaluation Calendar | 14 |
| A. Evaluations Across All Training Activities..... | 15 |
| 1. Professional Development Tracking System..... | 15 |
| 2. Sign-In Sheet | 19 |
| 3. End-of-PLD Questionnaire | 21 |
| 4. Focus Groups..... | 24 |
| 5. Observational Checklist for High Quality Professional Development (HQPD) | 27 |
| 6. Interviews..... | 30 |
| B. Literacy | 34 |
| 1. Classroom Observation Checklist..... | 34 |
| 2. Pre-/Post-Test | 38 |
| 3. Intervention Tracking Form..... | 39 |
| C. Coaching | 41 |
| 1. Coaching Survey..... | 41 |
| 2. Coaching Activities Tracking System | 45 |
| D. MTSS/Data-Driven Decision Making | 47 |
| 1. Team Problem-Solving Checklist for Individual Students | 47 |
| 2. Reading Tiered Fidelity Inventory (R-TFI) | 50 |
| E. Family Engagement..... | 52 |
| 1. Family Engagement Survey | 52 |
| 2. Family Engagement Survey (for educators)..... | 55 |
| 3. Family Friendly Walk-Through | 58 |
| 4. Pre-/Post-Training Survey for Family Literacy Trainings | 64 |
| F. Leadership/Sustainability | 65 |
| 1. Leadership Survey..... | 65 |
| 2. Sustainability Survey | 66 |
| G. Student Data | 67 |
| 1. Benchmark Data..... | 67 |
| 2. State Test Data..... | 68 |
| H. OSEP Performance Measures | 69 |

1. SPDG Evidence-Based Professional Development Components Rubric 69
2. Fidelity of Implementation Measures..... 77
3. Sustainability of Funds..... 79

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. These four key areas are referred to as “buckets:”

1. Literacy/Instruction
2. Coaching
3. MTSS/Data-Driven Decision Making
4. Family Engagement

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

- A. Evaluations Across All Training Activities (these are relevant to all four buckets)
- B. Literacy/Instruction
- C. Coaching
- D. MTSS/Data-Driven Decision Making
- E. Family Engagement
- F. Leadership/Sustainability
- G. Student Data
- H. OSEP-Required 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 2020-21

| 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 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: https://sdpd.ddehome.com/</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: https://sdpd.ddehome.com/</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 (Teacher Groups and Coach Group)</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 2021</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 (Sally Crowser)</p> <p>When? For at least one training at each district, the questionnaire will be completed by a state representative.</p> <p>How? On Survey Monkey: https://www.surveymonkey.com/r/SDSPDG_HQPD</p> |
| <p>6. Interviews</p> <p>What? Phone interviews of participants</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 2022</p> <p>How? DDE will conduct the phone interviews</p> |

B. Literacy/Instruction

1. Classroom Observation Checklist

What? Checklist of explicit instruction skills and core reading strategies observed during a lesson

Why? To determine if instructional staff are implementing explicit instruction and core reading strategies with fidelity

Who? **Coach Ratings:** The SPDG coaches will observe 20% of teachers participating in the SPDG (literacy section is optional).

State Ratings: The observation will also be completed by the SPDG State Team (Brandi Gerry) in each school. A minimum of 4 teachers per building (general ed, intervention, and special ed) will be observed.

When? Spring 2021 (and annually each spring)

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

2. Pre-/Post-Test

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

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

Who? Participants at literacy trainings

When? **Before/After Trainings:** At the beginning of literacy trainings and at the end of literacy trainings.

Yearly Maintenance: The post-test will also be administered at the end of each school-year to evaluate maintenance of knowledge. By June 1, 2021 for the 2020-21 school-year.

How? Foundational Reading Training: On Survey Monkey: <https://www.surveymonkey.com/r/SDpreposttest>

Other literacy trainings: TBD

3. 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, 2020; February 1, 2021; and May 1, 2021

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 2021 and May 2021

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: <https://sdpd.ddehome.com/>

D. MTSS/Data-Driven Decision Making

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? Fall 2020 (between July 1-December 31) and spring 2021 (between January 1-June 30)

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

2. Reading Tiered Fidelity Inventory (R-TFI)

What? Rubric to monitor fidelity of SPDG-Reading implementation (<https://mimtsstac.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi>)

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; the SPDG State Team (Sally Crowser) will complete external ratings for 20% of schools.

When? Spring 2021 (and annually each spring)

How? Teams will complete the R-TFI on the MiMTSS Technical Assistance Center website: <https://mimtsdata.org>

E. Family Engagement

1. Family Engagement Survey

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

Why? To measure family engagement

Who? Family members at SPDG schools

When? By November 2, 2020

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

2. Family Engagement Survey (for educators)

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

Why? To measure family engagement

Who? Educators at SPDG schools

When? By November 2, 2020

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

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, follow up visit 1 year after completing, and walkthrough completed during 2021-2022

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

On Survey Monkey: <https://www.surveymonkey.com/r/SDFFWTchecklist>

4. Pre-/Post-Training Survey for Family Literacy Trainings

What? A pre-/post-training survey for the Family Literacy Trainings will be administered.

Why? To determine the extent to which the participants understand phonemic awareness and phonics and their level of comfort working at home with these topics.

Who? Participants at Family Literacy Trainings

When? At the beginning of the Family Literacy Trainings and at the end of the Family Literacy Trainings.

How? Administered by the SD Parent Connection and sent to DDE for analysis.

F. Leadership/Sustainability

1. Leadership Survey

What? Written questionnaire

Why? To collect feedback from administrators

Who? Administrators

When? 2021-2022

How? TBD

2. Sustainability Survey

What? Written questionnaire

Why? To collect feedback on the sustainability of the project

Who? Coaches, administrators, staff members

When? 2021-2022

How? TBD

G. 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? Districts are responsible for submitting data

When? Three times per year (fall data by October 1, winter data by February 1, and spring data by June 1)

How? An electronic file with student ID number and test scores uploaded to the secure FTP site

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

H. 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 (Classroom Observation Checklist)

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

Who? External Observers

When? Annually

How? B1 (Classroom Observation Checklist): <https://www.surveymonkey.com/r/SDobschecklist>

D2 (R-TFI): <https://mimtsstac.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi>

3. Sustainability Measures

What? Sustainability measures

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

Who? SPDG State Team

When? Annually

How? Monitoring of spending on PD/TA activities

SD SPDG Evaluation Calendar

Evaluation Data Collection Schedule for 2020-21

By Who Collects/Completes the Evaluation Tool

| Coaches | 2020-21 | | | | | | | | | | | |
|--|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN |
| A1 - PD Tracking System (SDPD) | ----- Ongoing ----- | | | | | | | | | | | |
| A2 - Sign-In Sheet | ----- Ongoing ----- | | | | | | | | | | | |
| B1 - Classroom Observation Checklist (Coach Ratings) | X | | | | | | | | | | | |
| C2 - Coaching Activities Tracking System (SDPD) | ----- Ongoing ----- | | | | | | | | | | | |
| D2 - Reading Tiered Fidelity Inventory (R-TFI) | X | | | | | | | | | | | |

| School Staff | 2020-21 | | | | | | | | | | | |
|---|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN |
| A3 - End-of-PLD Questionnaire | ----- Ongoing ----- | | | | | | | | | | | |
| B2 - Pre-/Post-Test | ----- Before and After Foundational Literacy Training & By June 1, 2021 ----- | | | | | | | | | | | |
| B3 - Intervention Tracking Form | X X X | | | | | | | | | | | |
| C1 - Coaching Survey | X X | | | | | | | | | | | |
| D1 - Team Problem-Solving Checklist for Individual Students | ----- Fall 2020 and Spring 2021 ----- | | | | | | | | | | | |
| D2 - Reading Tiered Fidelity Inventory (R-TFI) | X | | | | | | | | | | | |
| E2 - Family Engagement Survey (for educators) | | | | | | | | | | | | |
| F1 - Leadership Survey | ----- Annually TBD ----- | | | | | | | | | | | |
| F2 - Sustainability Survey | ----- Annually TBD ----- | | | | | | | | | | | |
| G1 - Benchmark Data | X X X | | | | | | | | | | | |

| Families | 2020-21 | | | | | | | | | | | |
|--|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN |
| E1 - Family Engagement Survey | X | | | | | | | | | | | |
| E4 - Pre-/Post-Training Survey for Family Literacy Trainings | ----- Before and After Family Literacy Training ----- | | | | | | | | | | | |

| SD DOE | 2020-21 | | | | | | | | | | | |
|--|-------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN |
| A1 - PD Tracking System (SDPD) | ----- Ongoing ----- | | | | | | | | | | | |
| A4 - Focus Groups | X | | | | | | | | | | | |
| A5 - Observational Checklist for HQPD | ----- Ongoing ----- | | | | | | | | | | | |
| A6 - Interviews | ----- Resuming in spring 2022 ----- | | | | | | | | | | | |
| B1 - Classroom Observation Checklist (State Ratings) | X | | | | | | | | | | | |
| D2 - Reading Tiered Fidelity Inventory (R-TFI) | X | | | | | | | | | | | |
| E3 - Family Friendly Walk-Through | ----- Resuming in 2021-22 ----- | | | | | | | | | | | |
| G2 - State Test Data | X | | | | | | | | | | | |
| H1 - SPDG Evidence-Based PD Components Rubric | X | | | | | | | | | | | |
| H2 - Fidelity of Implementation Measures | X | | | | | | | | | | | |
| H3 - Sustainability of Funds | ----- Annually TBD ----- | | | | | | | | | | | |

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 should use the tracking system to enter trainings.

Frequency

The tracking system should be used on an ongoing basis.

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.

<https://sdpd.ddehome.com/>

Tool

(Please see the following page that is encased in a border)

**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> |
|---|---|---|---|
| <ol style="list-style-type: none"> 1) MTSS Behavior 2) MTSS Reading 3) MTSS Parent Training 4) Other MTSS Training (please specify) | <ol style="list-style-type: none"> 1) SPDG Coaching 2) SPDG MTSS/Data-Driven Decision Making 3) SPDG Literacy/Instruction 4) SPDG Family Engagement – for families 5) SPDG Family Engagement – for staff 6) SPDG Train the Trainer – Coaching 7) SPDG Train the Trainer – Literacy/Instruction 8) SPDG Leadership/Sustainability 9) Other SPDG Training (please specify) | <ol style="list-style-type: none"> 1) SSIP Data Analysis 2) SSIP Instructional Strategies 3) SSIP Parent Training 4) Other SSIP Training (please specify) | <ol style="list-style-type: none"> 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:

| |
|--|
| <input type="checkbox"/> 1 Awareness/Knowledge |
| <input type="checkbox"/> 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, district/agency, and their school. 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.

<https://sdpd.ddehome.com/>

Tool

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

(Please 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 should complete the questionnaire.

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

(Please 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 all | A little bit | Some | Quite a 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 Not | Maybe | Probably | Yes, Definitely |
|---|----|--------------|-------|----------|-----------------|
| 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) will conduct the focus groups at 3-4 schools.

Frequency

The focus groups will take place in spring 2021.

Directions for Completion

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

Tool

(Please see the following page that is encased in a border)

SD SPDG Focus Group Questions

1. On a scale of 1 to 10 where 10 is absolutely fabulous, 1 is absolutely terrible, and 5 is so-so how would you rate the SPDG process at your school? ****Please just give a rating. You will have an opportunity to explain afterwards.**
 - 1a. Okay, now explain your rating?

 2. The SPDG focuses on four “buckets:” literacy, coaching, data analysis, and family engagement.
 - 2a. What has your school done surrounding literacy? How is it going?
 - 2b. What has your school done surrounding coaching? How is it going?
 - 2c. What has your school done surrounding data analysis? How is it going?
 - 2d. What has your school done surrounding family engagement? How is it going?

 3. Think about the SPDG trainings your coach has provided to you at your school. Have they been helpful? Which ones have been the most helpful? Which ones have been the least helpful?
 - 3a. How could the trainings improve?

 4. Think about the overall implementation of the SPDG at your school. Would you say it has been generally positive, generally negative, or neutral?
 - 4a. Please explain.

 5. What type of staff buy-in have you had with the SPDG? Would you say it has been generally positive, generally negative, or neutral?
 - 5a. Please explain.

 6. Your SPDG coach is (*insert SPDG coach name*). How has your SPDG coach helped you with implementation?

 7. Are there other things your SPDG coach could do to help you through the SPDG process? If so, what?
- **These next two questions, I want to hear from each of you.**
8. What has been your biggest success with the SPDG?

9. What has been your biggest challenge with the SPDG?

10. Are there additional supports you would like to see from the South Dakota Department of Education? If yes, what?

11. On a scale of 1 to 10 where 10 is absolutely optimistic, 1 is absolutely pessimistic, and 5 is so-so how would you rate your level of optimism for SPDG at your school for the upcoming school year? ****Please just give a rating. You will have an opportunity to explain afterwards.**
 - 11a. Okay, now explain your rating.

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 (Sally Crowser) will complete the checklist.

Frequency

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

Directions for Completion

The checklist may be completed on Survey Monkey:

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

Tool

(Please see the following pages that are encased in a border)

A. General Information

- *1. Date of training: _____ *2. District: _____
- *3. Topic: _____ *4. Professional development provider: _____
- *5. Observer: _____
- *6. SPDG Bucket (*select one*): 1 Coaching 2 MTSS/Data-Driven Decision Making 3 Family Engagement
4 Literacy/Instruction 5 Leadership/Sustainability

B. Your Ratings

| Preparing for Learning | | | | |
|--|----|----------|-----|----------|
| <i>The professional development provider:</i> | No | Somewhat | Yes | Evidence |
| 1. Prior to the professional development, provides learning objectives addressing the critical concepts. | 1 | 2 | 3 | |
| 2. Prepares participants to engage in the content by assigning activities in advance. | 1 | 2 | 3 | |
| 3. Follows an agenda that outlines the flow of the content and includes beginning times, ending times, and key breaks. | 1 | 2 | 3 | |
| 4. Establishes credibility by communicating content expertise and/or experience. | 1 | 2 | 3 | |
| Contextualizing the Content | | | | |
| <i>The professional development provider:</i> | No | Somewhat | Yes | Evidence |
| 5. Illustrates alignment between the content and participants' organizational standards, goals, or priorities. | 1 | 2 | 3 | |
| 6. Summarizes the evidence base for the content, including providing references or links. | 1 | 2 | 3 | |
| 7. Emphasizes the impact of the practice/content on improved outcome (e.g., student achievement, client well-being). | 1 | 2 | 3 | |
| 8. Provides model examples of the content in practice, connected to participants' context. | 1 | 2 | 3 | |

¹Gaumer Erickson, A.S., Noonan, P.M., Ault, M., Monroe, K., & Brussow, J. (2020). *Observation Checklist for High-Quality Professional Development* [Version 3]. Center for Research on Learning, University of Kansas.

<http://www.researchcollaboration.org/page/high-quality-professional-development-checklist>

| Engaging in Learning | | | | |
|--|-----------|-----------------|------------|-----------------|
| <i>The professional development provider:</i> | No | Somewhat | Yes | Evidence |
| 9. Builds on or relates to participants' prior learning. | 1 | 2 | 3 | |
| 10. Engages participants in higher-order thinking to learn each critical concept. | 1 | 2 | 3 | |
| 11. Prompts each participant to relate the content to their context. | 1 | 2 | 3 | |
| 12. Facilitates opportunities for participant to collaborate related to their critical concepts. | 1 | 2 | 3 | |
| 13. Facilitates opportunities for each participant to practice applying the critical concepts. | 1 | 2 | 3 | |
| Reflecting on Learning | | | | |
| <i>The professional development provider:</i> | No | Somewhat | Yes | Evidence |
| 14. Provides constructive feedback within practice opportunities to promote the acquisition of skills. | 1 | 2 | 3 | |
| 15. Engages each participant in assessment of knowledge/skill acquisition with corrective feedback. | 1 | 2 | 3 | |
| 16. Facilitates opportunities for participants to reflect on how learning will influence their practice. | 1 | 2 | 3 | |
| 17. Establishes a process for participants' continued reflection on implementation and impact. | 1 | 2 | 3 | |
| Transferring Learning Practice | | | | |
| <i>The professional development provider:</i> | No | Somewhat | Yes | Evidence |
| 18. Outlines criteria that illustrate a successful transfer of the critical concepts to practice. | 1 | 2 | 3 | |
| 19. Ensures the participants leave with detailed action steps to apply their learning. | 1 | 2 | 3 | |
| 20. Provides resources and technical assistance for continued learning. | 1 | 2 | 3 | |
| 21. Establish ongoing, two-way communication (coaching) to improve the implementation fidelity of critical concepts. | 1 | 2 | 3 | |

6. Interviews

Description

The interviews are conducted over the phone with SPDG participants.

Purpose

The purpose of the interviews is 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.

Who Should Complete the Interviews?

Data Driven Enterprises (DDE) will conduct the interviews.

Frequency

The interviews will be conducted in spring 2022.

Directions for Completion

DDE will contact a sample of participants to set up a phone interview.

Tool

(Please see the following pages that are encased in a border)

SD SPDG Interview Protocol – Staff

A. School Process

Think about the SPDG process at your school over the last year.

12. How would you rate the SPDG process at your school?

- 5 Excellent
- 4 Great
- 3 Good
- 2 Okay
- 1 Poor

a. Explain your answer:

B. School Efforts

The SPDG focuses on four “buckets:” literacy, data analysis, family engagement, and coaching. In answering the following questions think about the current status of each of the buckets.

1. What has your school done surrounding **literacy**?

2. How would you rate your school’s **literacy** efforts?

- 5 Excellent
- 4 Great
- 3 Good
- 2 Okay
- 1 Poor

3. What has your school done surrounding **data analysis**?

4. How would you rate your school’s **data analysis** efforts?

- 5 Excellent
- 4 Great
- 3 Good
- 2 Okay
- 1 Poor

5. What has your school done surrounding **family engagement**?

6. How would you rate your school’s **family engagement** efforts?

- 5 Excellent
- 4 Great
- 3 Good
- 2 Okay
- 1 Poor

7. What has your school done surrounding **coaching**?

8. How would you rate your school's **coaching** efforts?
 - 5 Excellent
 - 4 Great
 - 3 Good
 - 2 Okay
 - 1 Poor

C. Trainings

Think about the SPDG trainings your coach has provided to you at your school. Think of the trainings that happened during the 2019-20 school year.

1. Have these trainings been helpful?
 - 4 Very helpful
 - 3 Helpful
 - 2 Somewhat helpful
 - 1 Not helpful
2. Which trainings have been the most helpful?
3. Which trainings have been the least helpful?
4. How could the trainings improve?

D. Implementation

Think about the how the SPDG has been implemented at your school the past two years.

1. Would you say overall implementation of the SPDG at your school has been:
 - 3 Generally positive
 - 2 Neutral
 - 1 Generally negative
 - a. Please explain.
2. Would you say staff buy-in for the SPDG has been:
 - 3 Generally positive
 - 2 Neutral
 - 1 Generally negative
 - a. Please explain.

E. Coach

Your SPDG coach is _____.

1. How helpful has your SPDG coach been with implementation?
4 Very helpful
3 Helpful
2 Somewhat helpful
1 Not helpful

2. How has your SPDG coach helped you with implementation?

3. Are there other things your SPDG coach could do to help you through the SPDG process?
2 Yes 1 No

a. If so, what?

F. Successes/Challenges/Supports

1. What has been your biggest success with the SPDG?

2. What has been your biggest challenge with the SPDG?

3. Are there additional supports you would like to see from the South Dakota Department of Education?
2 Yes 1 No

a. If so, what?

4. How would you rate your level of optimism for SPDG at your school for the upcoming school year?
5 Excellent
4 Great
3 Good
2 Okay
1 Poor

a. Explain your rating:

B. Literacy

1. Classroom Observation Checklist

Description

The Classroom Observation Checklist is a checklist of explicit instruction skills and core reading strategies.

Purpose

The purpose of the Classroom Observation Checklist is to determine if instructional staff are implementing explicit instruction and core reading strategies with fidelity during a lesson.

Who Should Complete the Checklist?

SPDG coaches will complete the Classroom Observation Checklist by observing 20% of teachers at SPDG schools (literacy section is optional). An observation will also be completed by the SPDG State Team at each school. A minimum of 4 teachers (general ed, special ed, and intervention) per building will be observed.

Frequency

The checklist will be completed in spring 2021, and every spring thereafter.

Directions for Completion

The Classroom Observation Checklist may be accessed by the following link:

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

Tool

(Please see the following pages that are encased in a border)

Classroom Observation Checklist

B1

*1. Date: _____

*2. 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

*3. School: _____

*4. Grade Level (*select all that apply*): Kindergarten Grade 1 Grade 2 Grade 3 Grade 4
 Grade 5 Grade 6 Grade 7 Grade 8

*5. Classroom (*select one*): 1 General Ed 2 Special Ed

*6. Observer: _____

*7. Observer Email: _____

*8. Are you completing this survey for the SPDG or SSIP project?
 1 SPDG 2 SSIP

Indicate whether the teacher exhibited each of the following behaviors. If there was no opportunity to observe a behavior, select N/A (Not Applicable).

I. Explicit Instruction

| | Implementation | | | | Evidence |
|---|----------------|-----------|-----|-----|----------|
| | No | Some-what | Yes | N/A | |
| A. Lesson Opening | | | | | |
| 1. Teacher states the goal of the lesson. | 1 | 2 | 3 | 4 | |
| 2. Teacher explains the relevance of the target skill/goal. (Why, When, Where) | 1 | 2 | 3 | 4 | |
| 3. Teacher reviews critical prerequisite skills. | 1 | 2 | 3 | 4 | |
| B. Lesson Body | | | | | |
| MODEL - I DO 1. Teacher demonstrates and describes the skill. | 1 | 2 | 3 | 4 | |
| GUIDED PRACTICE - WE DO 2. Teacher uses prompts (physical, verbal, visual) | 1 | 2 | 3 | 4 | |
| GUIDED PRACTICE - WE DO 3. Teacher uses scaffolding at the appropriate level(s) - Tells what to do - Asks what to do - Reminds what to do | 1 | 2 | 3 | 4 | |
| UNPROMPTED PRACTICE - YOU DO 4. Teacher directs students to practice the skill independently. (Students practice) | 1 | 2 | 3 | 4 | |
| C. Lesson Closing | | | | | |
| 1. Teacher reviews critical content. | 1 | 2 | 3 | 4 | |
| 2. Teacher previews content of the next lesson. | 1 | 2 | 3 | 4 | |
| 3. Teacher assigns independent work. | 1 | 2 | 3 | 4 | |
| D. Throughout the Lesson | | | | | |
| 1. Teacher provides multiple opportunities for student responses (verbal, written, action). | 1 | 2 | 3 | 4 | |
| 2. Teacher monitors student performance (Eyes and ears on students). | 1 | 2 | 3 | 4 | |
| 3. Teacher provides feedback that is: - timely - specific | 1 | 2 | 3 | 4 | |
| 4. Teacher provides correction that is: - immediate - the appropriate type - specific - focused on the correct response - delivered with appropriate tone - ends with student giving correct response | 1 | 2 | 3 | 4 | |

II. Literacy

Note: The literacy observation section is optional for SPDG coaches who are observing teachers.

| | Implementation | | | | Evidence |
|--|----------------|-----------|-----|-----|----------|
| | No | Some-what | Yes | N/A | |
| A. Phonological Awareness | | | | | |
| 1. Teacher uses phonological 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 nonexamples, 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 (i.e. self-monitoring and self-correcting) and provides opportunities for students to practice. | 1 | 2 | 3 | 4 | |
| 3. Teacher provides opportunities for students to respond to the text they read (verbally, in writing, or other method). | 1 | 2 | 3 | 4 | |

2. Pre-/Post-Test

Description

A pre-/post-test that tests for literacy that will be administered.

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 trainings should complete the pre-/post-test.

Frequency

The pre-/post-test shall be completed at the beginning of the literacy training and at the end of the literacy training. In addition, the pre-/post-test will be administered by June 1, 2021 for the 2020-21 school year to evaluate maintenance of knowledge.

Directions for Completion

The pre-/post-test will be administered through Survey Monkey. This is a secure test, so the URL is not provided.

Tool

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

3. 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 should complete the intervention tracking form.

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.

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.

Tool

(Please see the following page that is encased in a border)

MTSS Intervention Tracking for Students in a Given Classroom

Reading Tracking

District Name:

Teacher Name:

School Name:

B3

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 M - Q. 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 K - Q 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 T - X. 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 - X for them.

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

Focus Key: A=Accuracy; C=Comprehension; F=Fluency; L=Language; PA=Phonemic Awareness; P=Phonics; V=Vocabulary; W=Writing

For the performance improvement and on track questions (yellow and pink columns), 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 | V | W | X | | |
| | | | | Tier 2 or Tier 3? | Name of Intervention | Focus | # minutes per week | Did student's performance improve as a result of this intervention? (Dropdown) | Does progress monitoring data indicate that this student is on track to meet the winter | 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? (Dropdown) | Does progress monitoring data indicate that this student is on track to meet the spring | 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? (Dropdown) | Does progress monitoring data indicate that this student is on track to meet the fall | | |
| State ID | Student Initials | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 22 | | | | | | | | | | | | | | | | | | | | | | | | | |

C. Coaching

1. Coaching Survey

Description

The coaching survey is a questionnaire that measures satisfaction 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 shall complete the coaching survey.

Frequency

The staff members who receive coaching shall complete the coaching survey twice annually in January and May.

Directions for Completion

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

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

Tool

(Please see the following pages that are encased in a border)



South Dakota SPDG Coaching 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

Grade 6

Grade 7

Grade 8

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.)

*6. Are you completing this survey for the SPDG or SSIP project?

1 SPDG

2 SSIP

B. Impact of your Coach

1. How often did you have contact with the coach during the 2019-20 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 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 2020-21 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 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 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 should enter the coaching activities into the tracking system.

Frequency

The coaches responsible for entering the coaching activities into the tracking system shall do so throughout the school year on a need-to 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.

<https://sdpd.ddehome.com/>

Tool

(Please see the following pages that are encased in a border)

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

C2

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 for which you are a coach:

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 (select all that apply):

| | | |
|--|--|---|
| <input type="checkbox"/> 1 Pre-conference | <input type="checkbox"/> 2 Observation | <input type="checkbox"/> 3 Demonstration |
| <input type="checkbox"/> 4 Side-by-side | <input type="checkbox"/> 5 Co-Observation | <input type="checkbox"/> 6 Shadow |
| <input type="checkbox"/> 7 Post-conference/de-briefing | <input type="checkbox"/> 8 Grade Level Meeting | <input type="checkbox"/> 9 Other (Please specify: __) |

3. Method of activity (select all that apply):

| | | |
|--|---|---|
| <input type="checkbox"/> 1 In-Person one-on-one Consultation | <input type="checkbox"/> 2 In-Person Group Consultation | <input type="checkbox"/> 3 One-on-One Webinar |
| <input type="checkbox"/> 4 Group Webinar | <input type="checkbox"/> 5 Phone Consultation | <input type="checkbox"/> 6 Email Consultation |
| <input type="checkbox"/> 7 Phone Conference | | |

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

| | | | |
|--|---|---|--|
| <input type="checkbox"/> 1 Assessment | <input type="checkbox"/> 2 Behavior management | <input type="checkbox"/> 3 Classroom management | <input type="checkbox"/> 4 Comprehension |
| <input type="checkbox"/> 5 Fluency | <input type="checkbox"/> 6 Intervention | <input type="checkbox"/> 7 Lesson delivery | <input type="checkbox"/> 8 Lesson planning |
| <input type="checkbox"/> 9 Phonics | <input type="checkbox"/> 10 Phonological awareness | <input type="checkbox"/> 11 Student data | <input type="checkbox"/> 12 Student engagement |
| <input type="checkbox"/> 13 Vocabulary | <input type="checkbox"/> 14 Other (Please specify: _____) | | |

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

D. MTSS/Data-Driven Decision Making

1. Team Problem-Solving Checklist for Individual Students

Description

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

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 in fall 2020 between July 1, 2020 and December 31, 2020 and again in spring 2021 between January 1, 2021 and June 30, 2021.

Directions for Completion

The team member responsible for completing the checklist shall follow the below link to access the checklist.

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

Tool

(Please 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.)

*5. Are you completing this survey for the SPDG or SSIP project?

- | | |
|--------|--------|
| 1 SPDG | 2 SSIP |
|--------|--------|

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:

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

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 |

2. 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 MTSS Technical Assistance Center (MiMTSS TAC) 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://mimtsstac.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. In addition, the SPDG State team will complete external ratings for 20% of schools.

Frequency

The checklist must be completed in spring 2021 and then annually each spring.

Directions for Completion

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

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

Tool

Please refer to Appendix A.

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 should complete the family engagement survey.

Frequency

The Family Engagement Survey should be completed by November 2, 2020.

Directions for Completion

The Survey should be completed on Survey Monkey using the link below.

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

Tool

(Please 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?

1 Hot Springs 23-2
5 Sisseton 54-2

2 Iroquois 02-3
6 Watertown 14-4

3 Milbank 25-4

4 Rapid City 51-4

7 Other (Please specify: _____)

*2. What is your school? _____

*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 6

Grade 1
Grade 7

Grade 2
Grade 8

Grade 3

Grade 4

Grade 5

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

II. Ratings

| 1. 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 |

| 2. 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 |

| 3. 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

| 1. During the 2020-21 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 |

| 2. 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

1. Do you have a child who is in Special Education at this school?

1 Yes 2 No

1a. (If yes, to Q1) Do you have a child with a Specific Learning Disability?

1 Yes 2 No 3 Don't know

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 educators)

Description

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

Who Should Complete the Family Engagement Survey?

School staff members should complete the Family Engagement Survey for staff members.

Frequency

The Family Engagement Survey for educators should be completed by November 2, 2020.

Directions for Completion

The Survey should be completed on Survey Monkey using the link below.

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

Tool

(Please 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?

1 Hot Springs 23-2
5 Sisseton 54-2

2 Iroquois 02-3
6 Watertown 14-4

3 Milbank 25-4

4 Rapid City 51-4

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

Grade 6

Grade 7

Grade 8

*4. What is your role? *(Select 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: _____)

II. Ratings

| 1. 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 |

| 2. 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 |

| 3. 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

| 1. 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 |

| 2. 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 qualitative tool to get a picture of whether the 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

All schools completed the Family Friendly Walk-Through during the 2018-19 school year. A follow-up visit should have taken place one year after the initial Family Friendly Walk-Through was completed. The Family Friendly Walk-Through will be completed again during the 2021-22 school year.

Directions for Completion

The Family Friendly Walk-Through will be administered by a trained facilitator using the link below.

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

Tool

(Please 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
- School-Wide Practices
- Home – School Communication
- Learning Connections
- Printed Materials/Technology

Tips for the Walk-Through:

- Take notes, write down your thoughts. Assign ratings to each of the items. If you can't assign a rating either because it is non-applicable or you didn't have a chance to observe it, then circle "N/A."
- 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!

*1. Date of walk-through: _____

*2. Name of District: _____

*3. Name of School: _____

*4. 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 | |
| 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 | |

| | No | Some-what | Yes | N/A | Notes |
|--|----|-----------|-----|-----|-------|
| 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 | |

4. Pre-/Post-Training Survey for Family Literacy Trainings

Description

The pre-/post-training survey for family literacy trainings is a qualitative tool to get a picture of whether families understand and are comfortable with phonemic awareness and phonics related topics.

Purpose

The purpose of the pre-/post-training for family literacy trainings is to determine the extent to which the participants understand phonemic awareness and phonics and their level of comfort working at home with these topics.

Who Should Complete the Pre-/Post-Training Survey?

Participants who attend the family literacy trainings should complete the pre-/post-training survey.

Frequency

The pre-/post-training survey shall be completed at the beginning of the family literacy training and again at the end of the family literacy training.

Directions for Completion

The pre-/post-training survey will be administered by the SD Parent Connection.

Tool

The tool will be available at a later date.

F. Leadership/Sustainability

1. Leadership Survey

Description

The leadership survey is a written questionnaire.

Purpose

The purpose of leadership survey is to collect feedback from administrators.

Who Should Complete the Leadership Survey?

Administrators should complete the Leadership Survey.

Frequency

The Leadership Survey will be completed in 2021-2022.

Directions for Completion

TBD

Tool

The survey will be available at a later date.

2. Sustainability Survey

Description

The sustainability survey is a written questionnaire designed to gather information on the sustainability of the SPDG.

Purpose

The purpose of sustainability survey is to collect feedback on the sustainability of the project.

Who Should Complete the Sustainability Survey?

Coaches, administrators, and staff members should complete the sustainability survey.

Frequency

The sustainability survey will be completed in 2021-2022.

Directions for Completion

TBD

Tool

The survey will be available at a later date.

G. 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?

Districts will be responsible for turning in the benchmark data.

Frequency

Benchmark data shall be submitted three times per year. Fall data shall be submitted by October 1, winter data by February 1, and spring data by June 1.

Directions for Completion

An electronic file with student ID number and test scores will be uploaded to the secure FTP site.

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.

H. 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 should complete the SPDG Evidence-Based Professional Development Components Rubric.

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

(Please 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.

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

| Professional development (PD) domains | <p style="text-align: center;">PD components</p> <p style="text-align: center;"><i>(with required elements the description should contain)</i></p> | <p style="text-align: center;">Project description of related activities</p> <p style="text-align: center;">(please note if you are attaching documents)</p> | <p style="text-align: center;">Project's self-rating</p> |
|---------------------------------------|---|--|---|
| <p>A(1) Selection</p> | <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> | | |
| <p>A(2) Selection</p> | <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). | | |
| <p>B(1) Training</p> | <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. | | |

| Professional development (PD) domains | <p style="text-align: center;">PD components</p> <p style="text-align: center;"><i>(with required elements the description should contain)</i></p> | <p style="text-align: center;">Project description of related activities</p> <p style="text-align: center;">(please note if you are attaching documents)</p> | <p style="text-align: center;">Project's self-rating</p> |
|---------------------------------------|--|--|---|
| 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. | | |
| 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. | | |

| Professional development (PD) domains | <p style="text-align: center;">PD components</p> <p style="text-align: center;"><i>(with required elements the description should contain)</i></p> | <p style="text-align: center;">Project description of related activities</p> <p style="text-align: center;">(please note if you are attaching documents)</p> | <p style="text-align: center;">Project's self-rating</p> |
|---------------------------------------|---|--|---|
| <p>B(5) Training</p> | <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). | | |
| <p>C(1) Coaching</p> | <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. | | |
| <p>C(2) Coaching</p> | <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. | | |

| Professional development (PD) domains | <p style="text-align: center;">PD components</p> <p style="text-align: center;"><i>(with required elements the description should contain)</i></p> | <p style="text-align: center;">Project description of related activities</p> <p style="text-align: center;"><i>(please note if you are attaching documents)</i></p> | <p style="text-align: center;">Project's self-rating</p> |
|--|---|--|---|
| 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. | | |
| 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 | <p style="text-align: center;">PD components</p> <p style="text-align: center;"><i>(with required elements the description should contain)</i></p> | <p style="text-align: center;">Project description of related activities</p> <p style="text-align: center;">(please note if you are attaching documents)</p> | <p style="text-align: center;">Project's self-rating</p> |
|--|---|--|---|
| 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. | | |
| 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 Classroom Observation Checklist).

Frequency

The fidelity of implementation measures will be collected annually.

Directions for Completion

B1 (the Classroom Observation Checklist) will be completed on Survey Monkey:

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

D2 (the R-TFI) will be completed by going to the MiMTSS TAC website.

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

The schools/teachers that will be observed will be determined in 2020-21.

Tool

Refer to Appendix A for the R-TFI. B1 is on page 34.

3. Sustainability of Funds

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 of funds measure is a federal reporting requirement for the SPDG (Performance Measurement 3).

Who Should Complete the OSEP Sustainability of Funds Measure?

State staff should report on the sustainability measures in the SPDG APR.

Frequency

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

Directions for Completion

See above