

U.S. Department of Education

Washington, D.C. 20202-5335

OSEP Final Performance Report

CFDA # 84.323A

PR/Award # H323A120023

Budget Period # 5

Report Type: Final Performance

Table of Contents

Sl#	Title	Page#
1.	Project Narrative - Optional attachment for additional Section A text -----	3
2.	2018_PSC_Sect_A_Expl_of_Progress_ProjNar.pdf -----	4
3.	Project Narrative - Signed Cover Sheet -----	40
4.	GPR_ED524B_2018_CoverSheet_SIGNED.pdf -----	41
5.	Grant Performance Report (ED 524B) Cover Sheet - Revised 2015 -----	43
6.	2018_AL_524b_Ex_Summary_12_5_18.pdf -----	45
7.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 1 -----	48
8.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 2 -----	50
9.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 3 -----	51
10.	Grant Performance Report (ED 524B) Project Status Chart - Section A - 4 -----	52
11.	Grant Performance Report (ED 524B) Project Status Chart - Section B & C -----	54
12.	SECT_B_Budget_Information.pdf -----	55
13.	Sect_C_Additional_Info.pdf -----	56

Project Narrative - Optional attachment for additional Section A text

Title : Optional attachment for additional Section A text

Attachment:

File :

- 1 [2018_PSC_Sect_A_Expl_of_Progress_ProjNar.pdf](#)

PROJECT NARRATIVE

Optional Attachment for Additional Section A Text

Project Status Chart – Section A.

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

1. Project Objective

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

See the two attached worksheets for detailed information about the evidence-based practices used for these initiatives.

The AL SPDG has two initiatives for which the project will provide evidence-based professional development: 1) the Response to Intervention (RtI)/creating effective inclusive environments (CEIE) initiative, and 2) the secondary transition/post-school outcomes initiative.

1a. RtI/CEIE Initiative:

Explanation of progress: The CEIE initiative scored at least a “3” in all components of the *Evidence-Based Professional Development Worksheet*. Therefore, the initiative has met its target for measure 1a.

Components in place:

Components in place:

- Selection: 2/2 (100%)
- Training: 5/5 (100%)
- Coaching: 2/2 (100%)
- Performance Assessment: 5/5 (100%)
- Facilitative Administrative Supports: 2/2 (100%)

1b. Secondary Transition/Post-School Outcomes Initiative:

Explanation of progress: The transition initiative scored at least a “3” in all components of the *Evidence-Based Professional Development Worksheet*. Therefore, the initiative has met its target for measure 1b.

Components in place:

Components in place:

- Selection: 2/2 (100%)
- Training: 5/5 (100%)
- Coaching: 2/2 (100%)
- Performance Assessment: 5/5 (100%)
- Facilitative Administrative Supports: 2/2 (100%)

1c-i. Project measure(s) consistent with Program Measure 1.

RtI/CEIE Initiative (Objective 2.2): *Deliver local-level training, TA, and instructional coaching for schools in pilot districts on academic RtI and CEIE that will result in increased knowledge and skills of individuals providing services to students with disabilities. (Performance measures 1c-1e)*

1c : Percentage Receiving Professional Development

Data collection, evaluation, and analysis: For Goal 2, Project Performance Measure 1(c) includes training activities for 36 schools over the duration of the project (See Appendix D for a complete list of Goal 2 schools). There were 17 schools in a sustainability phase and no longer participating in training or coaching, however Project Performance Measures 1(c)-1(e) reflect their prior training and coaching data. During the no-cost extension period (March 10, 2018-September 30, 2018), the project worked with a total of 19 schools in 11 feeder patterns.

Project CTG Coaches and consultants reported on training activities in the online Project CTG Activity Log and the AL SSIP Activity Log. Additionally, the Project CTG Evaluator obtained the sign-in sheets following training events.

Only Project CTG schools that received professional development were included in the analyses for performance measure 1(c). For these schools, a full listing of staff in Grades 3-9 were obtained for each site. The Project CTG External Evaluator counted all individuals on the list in the following areas:

- Certified, core content-area teachers (Reading/Language Arts, Math, Science, Social Studies) in Grades 3-9;
- Certified special education teachers serving students in Grades 3-9; and
- Principals, assistant principals, counselors, and instructional coaches.

Non-instructional staff, paraprofessionals, teachers in grades other than 3-9, and teachers outside of the core content areas, were not included in the analyses.

The participant sign-in sheets for each training activity were cross-referenced with the school staff listings. The final formula was:

$$\frac{\text{\# of Project CTG training participants}}{\text{\# of instructional staff and administrators in Grades 3-9 at schools}}$$

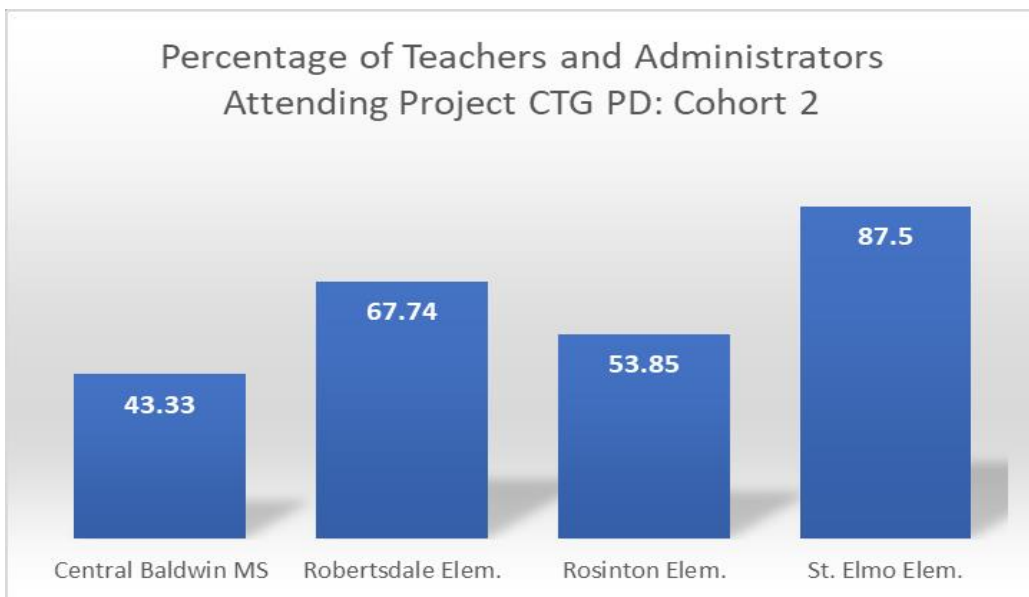
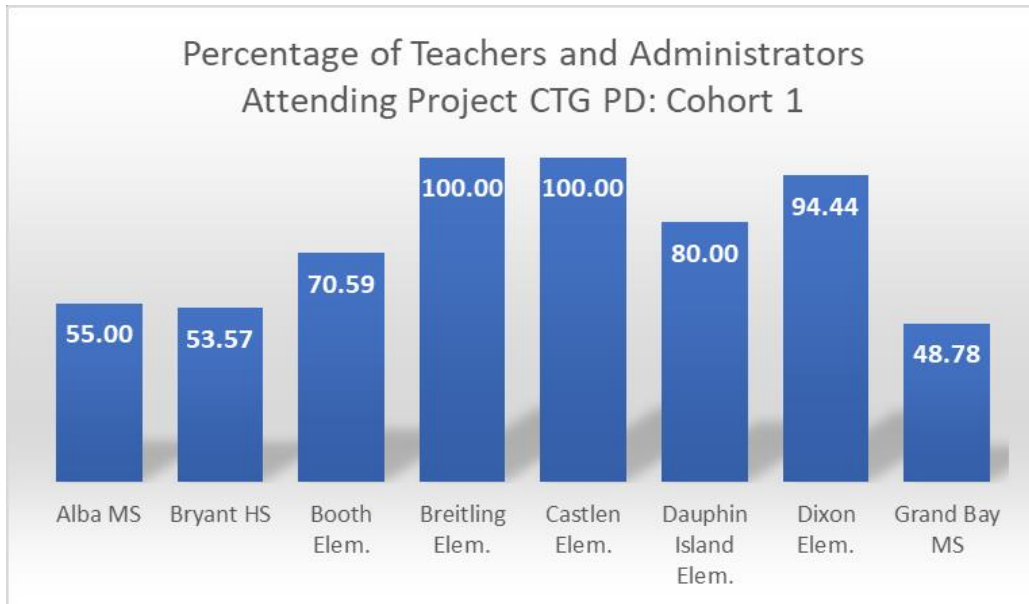
Progress towards performance measures: A total of 132 staff from 18 of the 19 active schools received Project CTG training between March 10, 2018 and September 30, 2018. During this final reporting period, there was a total of 17 training events for school-level recipients. Table 1 lists the professional development topics and frequencies.

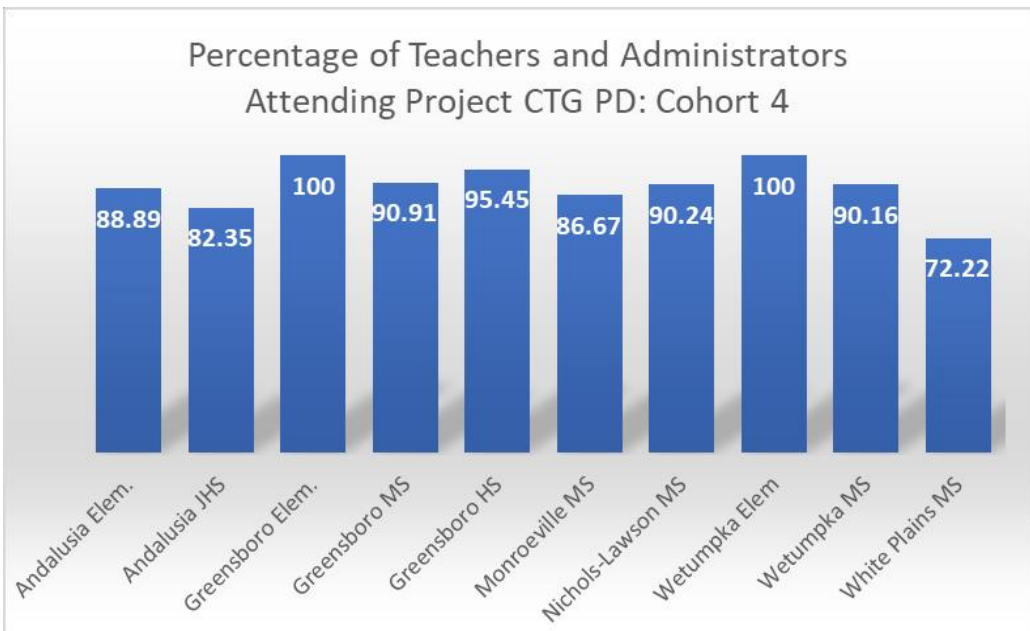
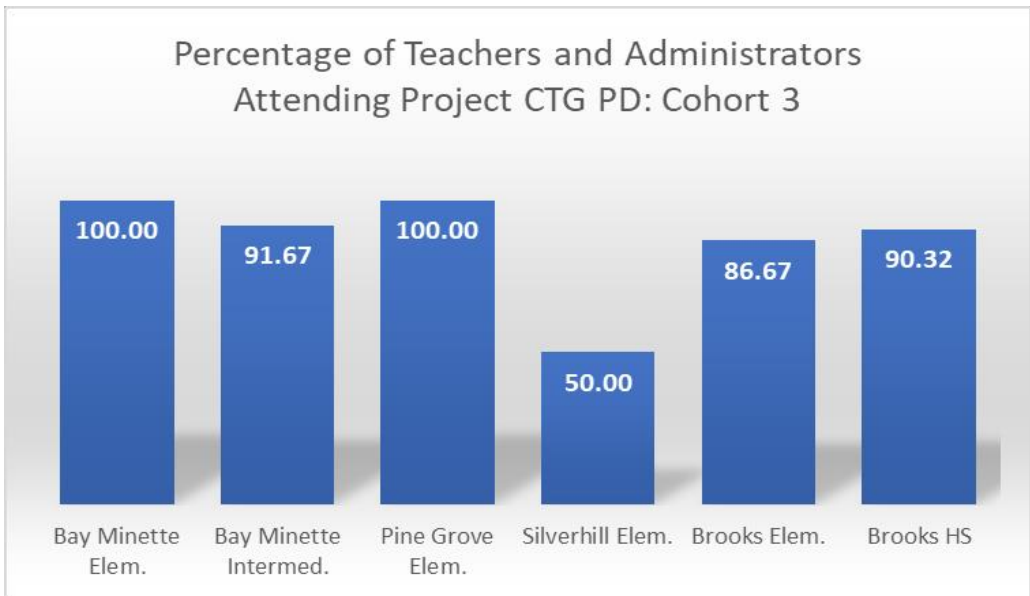
Table 1: Frequency of Goal 2 Training Topics Offered During the Final Report Period

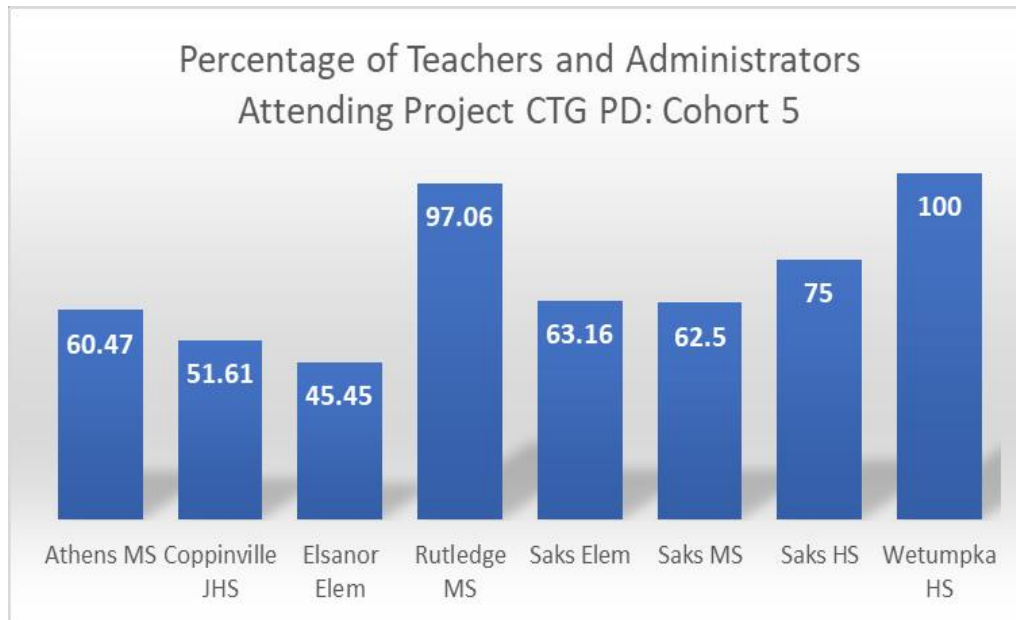
Topics	Frequency of Training Offered
Safe and Civil Schools Foundations (SW-PBIS)	5
Safe and Civil School CHAMPS/DSC (Classroom PBIS)	5
Co-Teaching and Co-Planning	3
Coaching (Instructional Coaching, Better Conversations)	2
Other (Specially Designed Instruction, Reading Intervention Program)	2

For Performance Measure 1(c), a total of 713 teachers in the core content area in Grades 3-9, special educators, and principals in 36 schools have received training during the current or prior reporting periods. The percentage of school staff in Grades 3-9 receiving Project CTG training was **77.42%**. Project CTG set a goal of 60% of all instructional staff in the feeder pattern schools would receive training. Alabama met and exceeded Performance Measure 1(c).

The percentage of staff participating in Project CTG training varied among sites, and the graphs below show the percentage of training participants for each school, grouped by cohort/year.







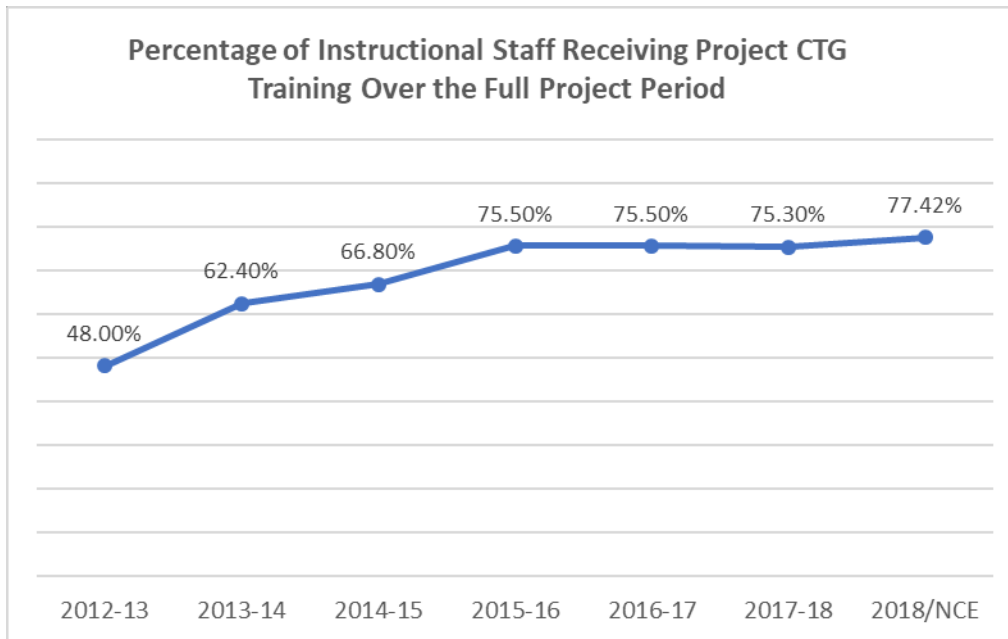
As the graphs demonstrate, 28 out of the 36 Project CTG sites (77.78%) met the Performance Measure 1(c) target of 60% of instructional staff participate in Project CTG training.

While this performance measure captures the target audience of Project CTG, it does not reflect the overall scope of the training:

1. Project CTG offers some one-time training with follow-up coaching (e.g., the OGAP Math Camp), however the CEIE approach typically involves participation in more than one training. The average number of training sessions attended was 2.43 per person.
2. Other participants within the feeder pattern schools attended Project CTG training but were not included due to their instructional roles (e.g., paraeducators, teachers in first and second grade, library staff, etc.). Since the Foundations training includes all certified and non-certified school staff, the number of training participants in Foundations sites is greater than indicated in the performance measure.
3. Non-school participants also attended Project CTG training, including ALSDE coaches and staff, project coaches, and district staff. As part of the Alabama SSIP work, the SPDG work has expanded in several counties. For example, Calhoun County Schools has expanded their SPDG training across the district as part of the similar Alabama SSIP work. Sites and individuals outside of the project scope are not reflected in Performance Measure 1(c).
4. Foundations is a schoolwide behavior support model, and training participants take the information back to schools to develop school-based training. Not all participants within schools are represented in the data, particularly for Cohort 5 schools.

Explanation of unmet targets: Between March 10, 2018-September 30, 2018, 77.78% of instructional staff in Grades 3-9 at the selected sites participated in Project CTG training. Therefore, Alabama met and exceeded Performance Measure 1(c) for the final reporting period.

Final report cumulative project data: Project CTG is in its final reporting period. The graph below shows Performance Measure 1(c) over the past six years.



As the graph demonstrates, the percentage of teachers and administrators receiving Project CTG training increased over the span of the project. Furthermore, the project met the Performance 1(c) target all but the first year of the project.

Once the project began its SSIP activities during the 2015-2016 school year, the percentage of educators trained increased to 75% and maintained for the duration of the SPDG project. The parallel SSIP initiatives (co-teaching, CHAMPS, and schoolwide PBIS) emphasized schoolwide training, which complemented the Project CTG approach to whole-school training.

1d : Percentage Receiving Coaching

Data collection, evaluation, and analysis: The same data collection process described in Performance Measure 1(c) was used for Performance Measure 1(d).

For schools that received training from Project CTG, the Project CTG Coaches' Activity Logs were analyzed. The Project CTG Coaches listed the individuals who were coached in the Activity Log. Additionally, the Project CTG Coaches and consultants reviewed the list of those individuals listed in the Activity Log as receiving coaching to verify the data. The staff receiving subsequent coaching were cross-referenced with the participant sign-in sheets for each training activity. The final formula was:

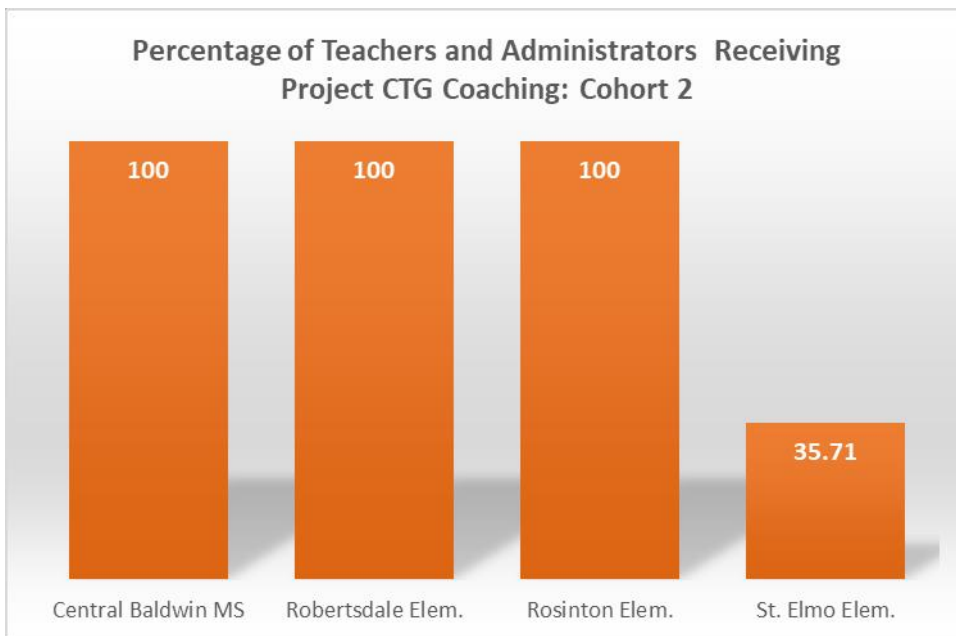
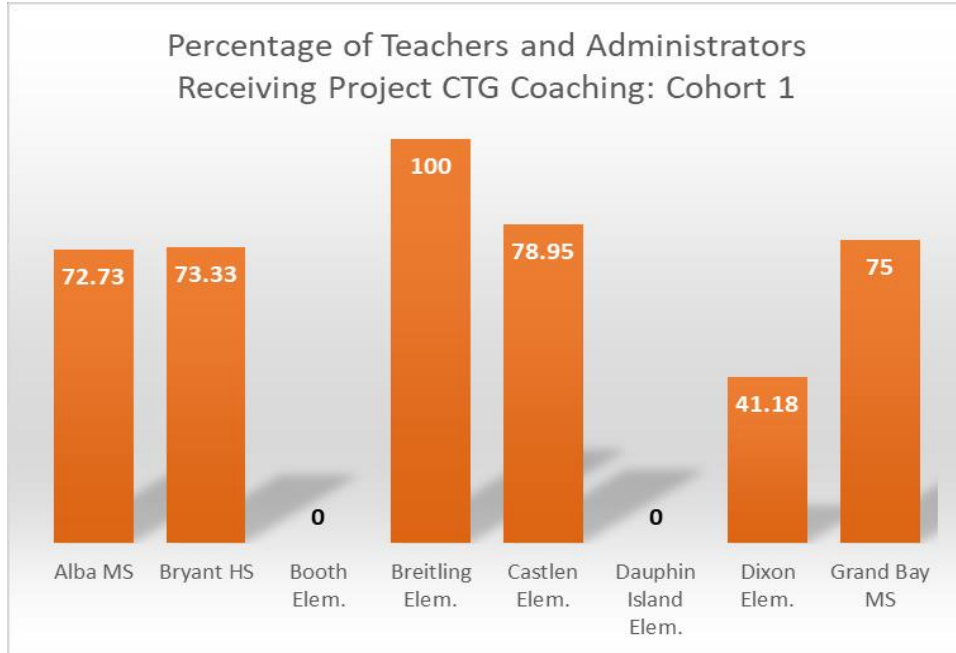
$$\frac{\text{\# of Project CTG PD participants receiving coaching}}{\text{\# of Project CTG training participants}}$$

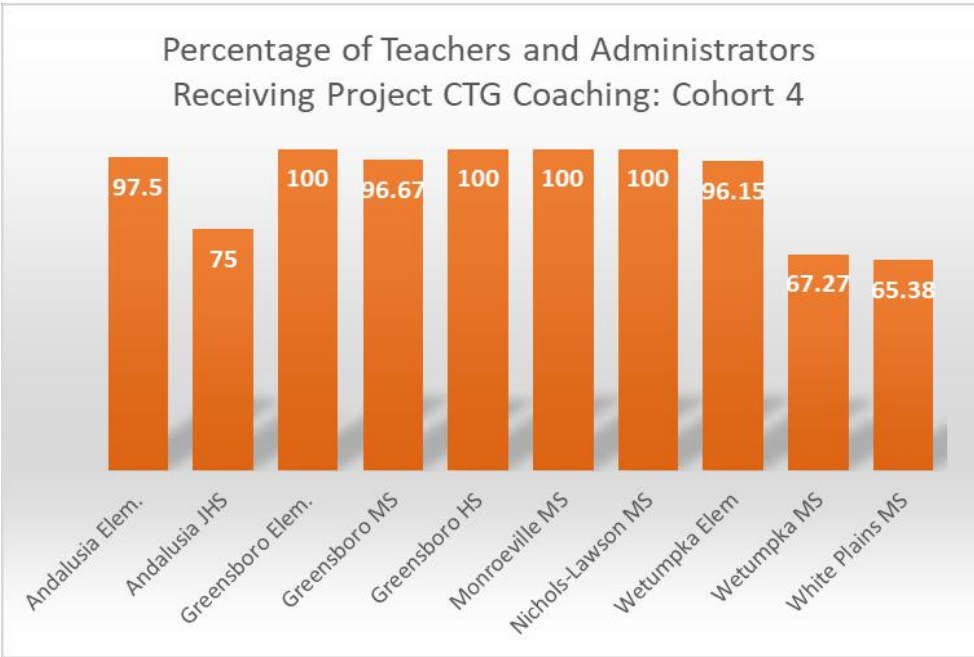
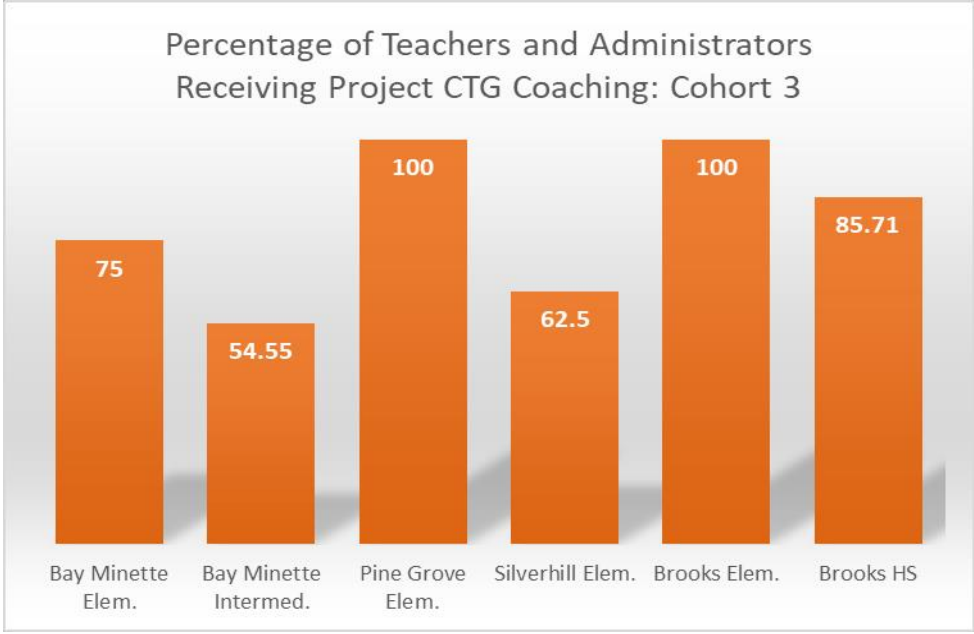
Progress towards performance measures: Staff from 34 of the 36 schools receiving Project CTG training received subsequent instructional coaching from Project CTG. The two schools that did not receive coaching, Booth Elementary and Dauphin Island Elementary, were in Cohort 1 (Mobile County). Staff from these schools attended Project CTG training but chose not to receive subsequent coaching.

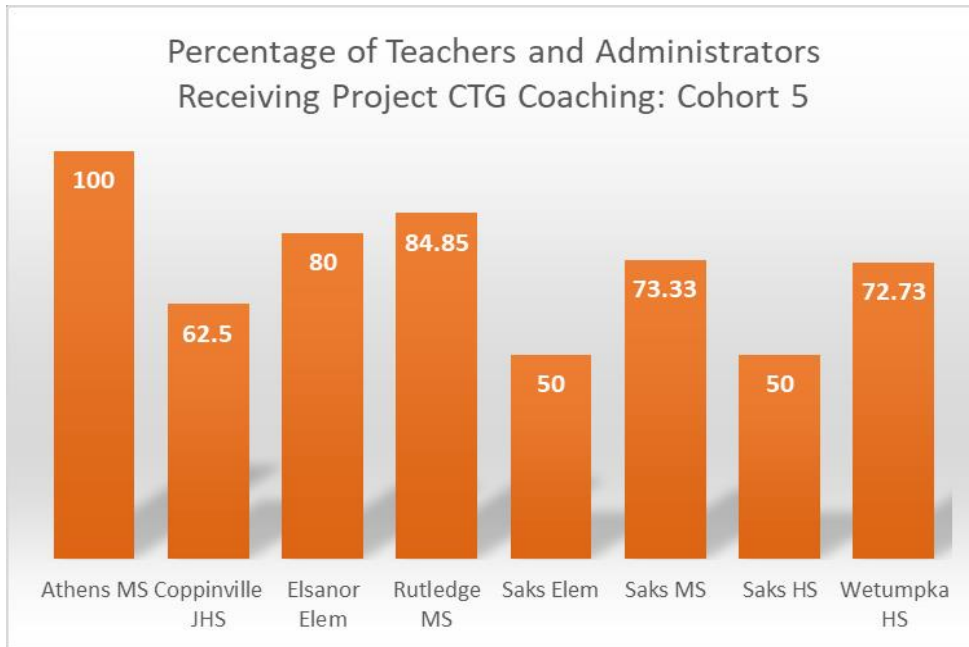
A total of 578 teachers and administrators received instructional coaching following Project CTG training. Therefore, the percentage of staff in Grades 3-9 receiving coaching from Project CTG was **81.07%**. Alabama set a goal of 70% of training participants in Project CTG schools would receive coaching, and

therefore the project met Performance Measure 1(d). During the final reporting period, 153 Project CTG teachers received coaching on Goal 2 initiatives.

The graphs below show the percentage of training participants for each school who received follow-up coaching from Project CTG staff. The graphs are grouped by Project CTG cohorts.



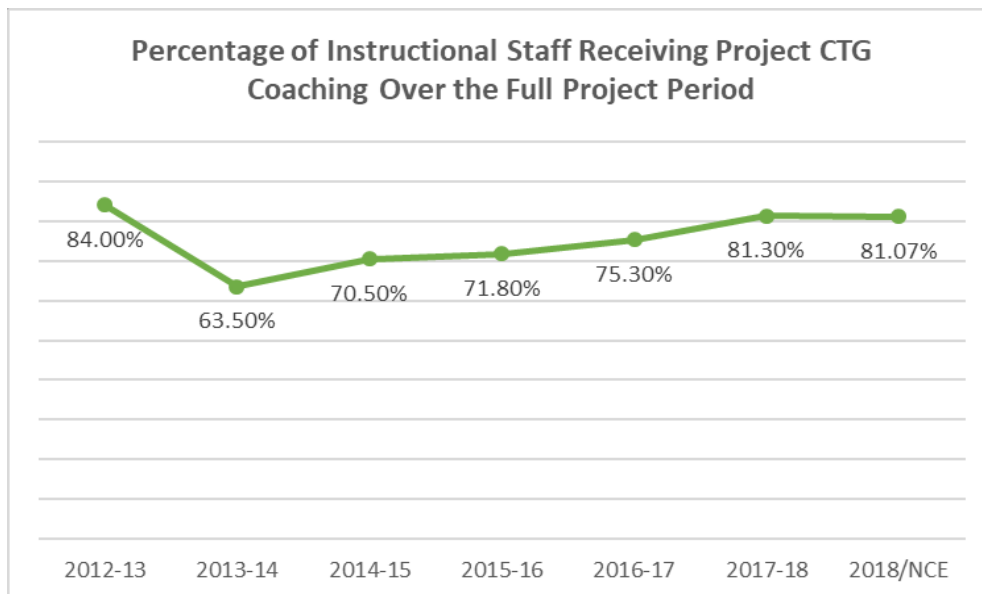




During the 2017-2018 school year, there were nine coaches for Goal 2 activities. Each participating school averaged approximately 162 hours of coaching over the past year, and therefore participants not only received coaching, but multiple coaching opportunities.

Explanation of unmet targets: In the final reporting period, 81.1% of instructional staff who attended Project CTG received follow-up instructional coaching. Therefore, Alabama met Performance Measure 1(d).

Final report cumulative project data: Project CTG is in its final reporting period, and the graph below shows Performance Measure 1(d) coaching data over the past six years.



While the first-year coaching results were highest due to intensive coaching among fewer teachers, the percentage of coaching decreased in Year 2 and then increased annually. Other than the second year, Project CTG met its Performance 1(d) target of coaching at least 70% of teachers and administrators who had received training. As the data demonstrate, the project has emphasized coaching throughout the grant.

1e : Participating in Online Coaching

Data collection, evaluation, and analysis: Project CTG Coaches and consultants indicate on the Project CTG Activity Log whether a consultation included online coaching, often referred to as e-coaching or bug-in-the-ear coaching. The Project CTG External Evaluator maintains a Professional Development Database of all instructional staff and administrators at the participating schools. The Evaluator tracks whether staff attend training, receive coaching, or participate in online coaching in the Professional Development Database. The Evaluator cross-referenced the list of online coaching participants with the list of instructional staff receiving coaching.

Participation in online coaching requires specific training, and not all Project CTG participants receive the training. Furthermore, not all Project CTG schools have the equipment to offer online coaching, and not all schools opted to participate in online coaching. Therefore, only sites that had received training on online coaching and are set-up to offer online coaching were included in the formula for Performance Measure 1(e).

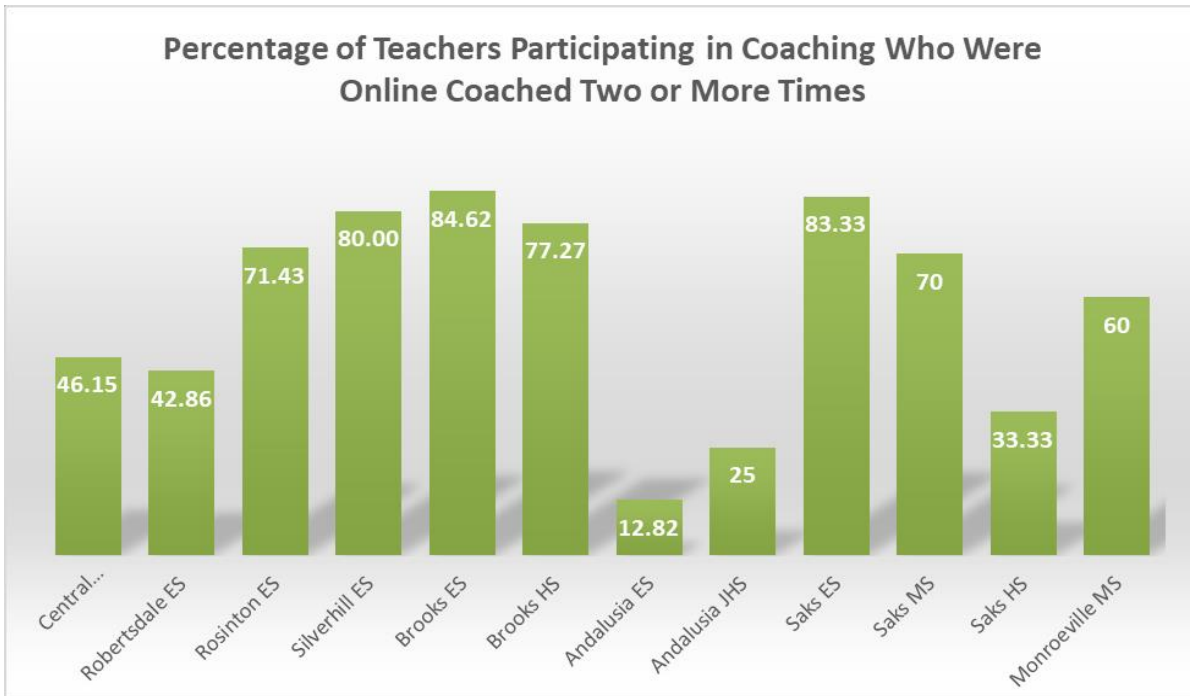
The final formula was:

$$\frac{\text{\# of Project CTG PD participants receiving online coaching two or more times}}{\text{\# of Project CTG coaching participants with online coaching available}}$$

Progress towards performance measures: Alabama set a target of 50% of participants that receive instructional coaching will participate in online coaching or consultation.

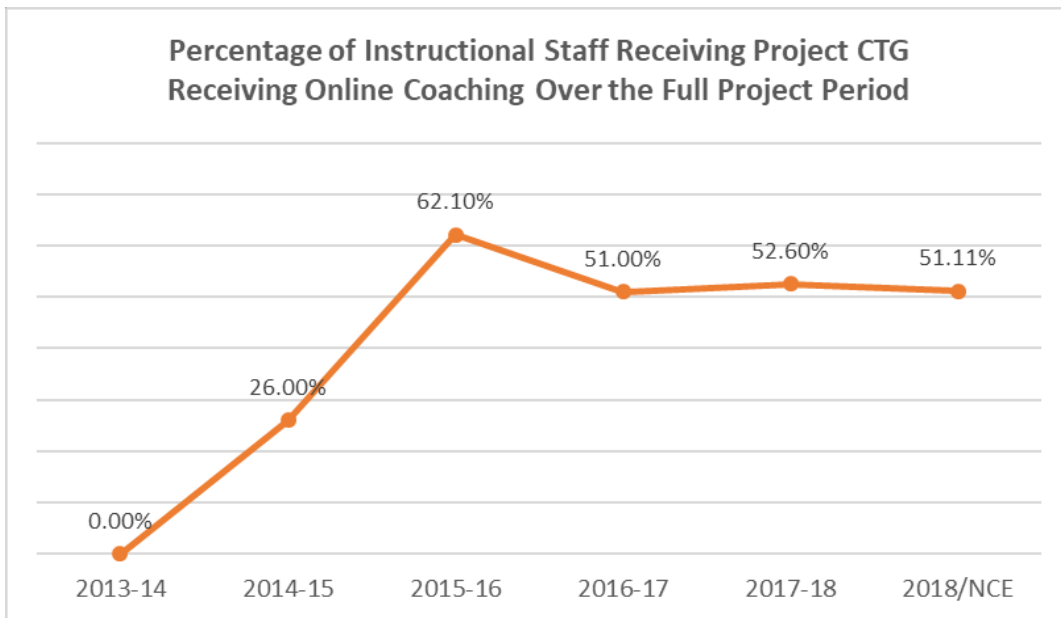
Staff from 12 of the 36 Project CTG schools received online coaching two or more times. A total of 92 teachers and administrators received online coaching following Project CTG training. Therefore, the percentage of staff in Grades 3-9 receiving online coaching from Project CTG was **51.11%**. Alabama set a goal of 50% of participating coaching recipients would receive online coaching, and therefore the project met and exceeded Performance Measure 1(e).

The figure below shows the percentage of coaching participants who received online coaching for each school implementing online coaching. The percentages reflect the online coaching recipients compared to the total number of coaching participants.



Explanation of unmet targets: The performance measure target was 50% of coaching recipients would be online coached two or more times. During the final reporting period, 51.1% of coaching recipients in participating schools received online coaching. Therefore, Project CTG met Performance Measure 1(e).

Final report cumulative project data: Project CTG is in its final reporting period, and the graph below shows Performance Measure 1(e) online coaching data over the past six years.



As the results demonstrate, the project did not meet its Performance Measure 1(e) target of 50% until Year 3. The performance measure target for online coaching began with Year 2. The second project year

was a transition period that included coaching the coaches on the online coaching process and troubleshooting technology and infrastructure issues. By Year 3, a process was established for identifying, coaching, and tracking the online coaching recipients. Even after meeting the target, though, the performance measure required careful planning with coaches to meet the target.

Rtl/CEIE Initiative (Objective 2.3): *Scale-up local-level training, TA, and instructional coaching for districts on reading, math, and behavior that will result in increased knowledge and skills of individuals providing services to students with disabilities.* (Performance measure 1f)

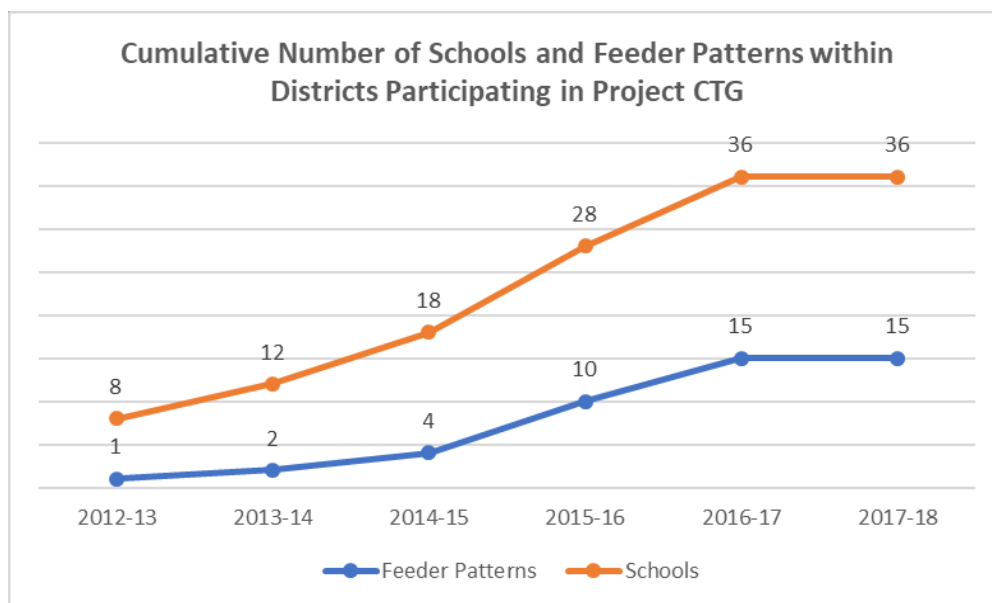
1f : Scaling-Up Sites Served

Data collection, evaluation, and analysis: Alabama counted the number of school sites participating in the project.

Progress towards performance measures: In years 2-4, Project CTG's target was two sites per year. As the project is in a no-cost extension year, however, there was no expectation that any sites would be added to the project. Project CTG did not add any sites between March 10, 2018-September 30, 2018.

Explanation of unmet targets: Project CTG did not have a target for the final reporting period, and the project did not add sites. Therefore, Performance Measure 1(f) is not applicable for the final reporting period.

Final report cumulative data: The figure below demonstrates the results of Performance Measure 1(f) over the six years of the project.



As shown in the graph, the number of Project CTG sites and feeder patterns increased each year of the project until the no-cost extension period. The parallel work of the Alabama SSIP initiatives helped to significantly increase the number of sites and feeder patterns in the 2015-2016 school year. Furthermore, while 36 schools were part of Project CTG during the final two school years, the work has continued to expand substantially under the Alabama SSIP initiative.

Secondary Transition/Post-School Outcomes Initiative

1g-1i: Post-School Outcomes Modules and Technical Assistance (Objective 3.2): *Deliver statewide training opportunities and communities of practice for families and district staff that will result in increased knowledge, skills, and awareness about secondary transition and post-school supports.*

1g: Post-School Outcomes Modules

Data collection, evaluation, and analysis: In prior project years, Project CTG has contracted with the IRIS Center to offer online modules on secondary transition topics for participating Alabama teachers. The Project Performance Measure 1(g) target was for one module in Years 2, 3, and 5, but there was no target for the final reporting period.

Project CTG paid for the costs associated with the module participation for Elmore County, Gadsden County, and Andalusia City Schools.

Progress towards performance measures: Project CTG staff did not plan to offer a new module during the final reporting period, and instead, project staff encouraged transition sites to complete the existing IRIS Center modules. Specifically, special education teachers in Project CTG transition sites who had not already completed the IRIS Center's new *Secondary Transition: Student Centered Transition Planning* module (<https://iris.peabody.vanderbilt.edu/module/tran-scp/#content>) were asked to complete the module. The Project CTG Evaluator received sign-in sheets or participant lists from schools for teachers or administrators.

For performance measure 1(g), Alabama set a target of offering a secondary post-secondary enrollment training module during Years 2, 3, and 5. The final reporting period is outside of the target dates, and no new modules were planned.

Explanation of unmet targets: There was no target established for the final reporting period, and the project did not add a post-secondary planning module. Therefore, Project CTG has no data or target to report for Performance Measure 1(g).

1h: Professional Development on Transition/Post-School Outcomes

Data collection, evaluation, and analysis: Project CTG's Goal 3 includes four major initiatives:

- The selection of high schools to serve as demonstration sites in transition, including implementing a research-based transition curriculum;
- Participation in the transition/post-school outcomes modules and transition training;
- The delivery of training and technical assistance to teachers and administrators by the Alabama Parent Education Center; and
- The hosting of three parent focus groups to gather longitudinal data on parents' and schools' needs related to transition.

As part of the no-cost extension, Project CTG offered a variation on its Transition Demonstration Site initiative: To offer applying school districts funding to purchase an evidence-based secondary transition curriculum for high school or middle and high school students within their districts. The curriculum sites were given limited funds to purchase the curriculum and receive training on the initiative. Unlike the project's Transition Demonstration Site initiative, Project CTG was not offering coaching during the no-cost extension or support for school- or district-wide transition programming.

Transition Demonstration Sites

Project CTG has Transition Demonstration Sites as noted in the table below. The schools received training on transition, purchased and implemented the Stanfield Transitions curriculum, received support for transition programming (e.g., transition fairs, community-based work opportunities, job coaches, etc.), and were supported by a part-time Project CTG Transition Coach.

Table 2: Project CTG Participating Goal 3 Schools and Their Levels of Implementation for the Final Reporting Period

District	School	Years in Project	Implementation
Andalusia City Schools	Andalusia Junior/Senior High School	2	Initial Implementation
Elmore County Schools	Stanhope-Elmore High School	4	Full Implementation
Elmore County Schools	Wetumpka High School	4	Full Implementation
Gadsden City Schools	Gadsden City High School	2.5	Full Implementation
Gadsden City Schools	Litchfield Middle School	0.5	Exploration

Project CTG added a middle school in the Gadsden City School District beginning in summer of 2018. The school offered gardening and farm-to-table cooking techniques training for middle school students with disabilities in alignment with the Gadsden City High School's Beautiful Rainbow Café restaurant program. The middle school began developing transition programming for its students during the 2018-2019 school year, and the transition programming will continue through the 2017 SPDG.

Participants in the Transition Demonstration Sites have received training on transition programming, implementing the curriculum, and the IRIS Center modules.

Secondary Transition Curriculum Sites

The Transition Demonstration Sites activity was expanded as part of the no-cost extension to include Transition Curriculum Sites. School districts were asked to apply for funding to purchase evidence-based transition curricula and include training on the curricula. Through the application process, 13 school districts were funded, with a total of 28 middle and high schools (See Appendix D for Transition Schools).

Although the Transition Curriculum Sites purchased transition curriculum in the early fall 2018, 53.8% of the participating schools had already received training on the curriculum. For those sites implementing the James Stanfield Transitions curriculum, Project CTG offered training led by Ms. Wanda Young, a Transition Demonstration Site transition teacher and implementer of the Stanfield curriculum for the past four years. Ms. Young was one of the co-developers of the Alabama Transition Crosswalk, which aligned the Stanfield curriculum and the Alabama transition standards. Her training included how to use the crosswalk to align IEP goals with the Stanfield curriculum.

Transition Training and Post-School Planning Modules

As noted in 1(g), Project CTG offers secondary transition modules to parents of transition-aged children and teachers. During the 2017-2018 school year, Project CTG contracted with the IRIS Center to pay for tracking of participants, including pre-/post-testing, registration for continuing education credits, and an

online dashboard for district and school administrators. This service has allowed Project CTG to identify school-based participants who are registered through the IRIS Center. Unfortunately, this service does not identify Alabama teachers and parents who are not registered through their districts. As a result, Project CTG staff could not identify all Alabama participants completing the IRIS Center modules. Project CTG staff obtained module registration information directly from the districts to track the number of participants from Transition Demonstration Sites.

In addition to the modules, the ALSDE offered secondary transition training at a statewide, Summer Professional Learning Conference. During the conference, two training sessions were offered on secondary transition and preparing for post-school outcomes. A count of teachers, school administrators, and district administrators was determined from the sign-in sheets. Additionally, Project CTG, with the Alabama PTI, offered three training opportunities, as described in the parent section below.

Parent Center Training on Transition

Alabama Parent Education Center (APEC), the Alabama Parent Training and Information center, was contracted to provide training to parents, professionals, and educators regarding secondary transition and preparing students for post-school life. APEC and the ALSDE-SES coordinated to offer two regional Engage Alabama Transition Conferences in April and June 2018. The Engage Alabama conferences included training for parents, professionals, and educators on the transition process and resources, as well as how to use the new EngageAL app for transition planning. Additionally, APEC offered a training session on Improving Outcomes for Children with Disabilities. The half-day conference focused on parents and teachers working together.

For all three APEC events, the APEC Director reported the number of attendees for each training session.

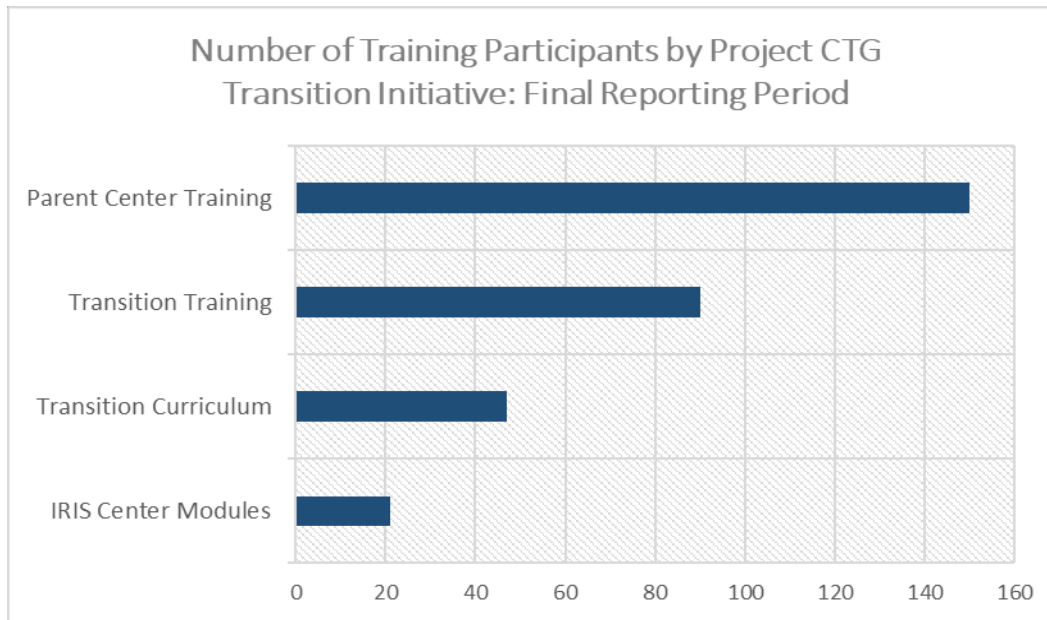
Parent Focus Group Training

Parents participating in the Transition Parent Focus Groups received training on transition services and post-school outcomes. The focus groups were conducted during the Year 6 reporting period, and no additional training occurred during the final reporting period.

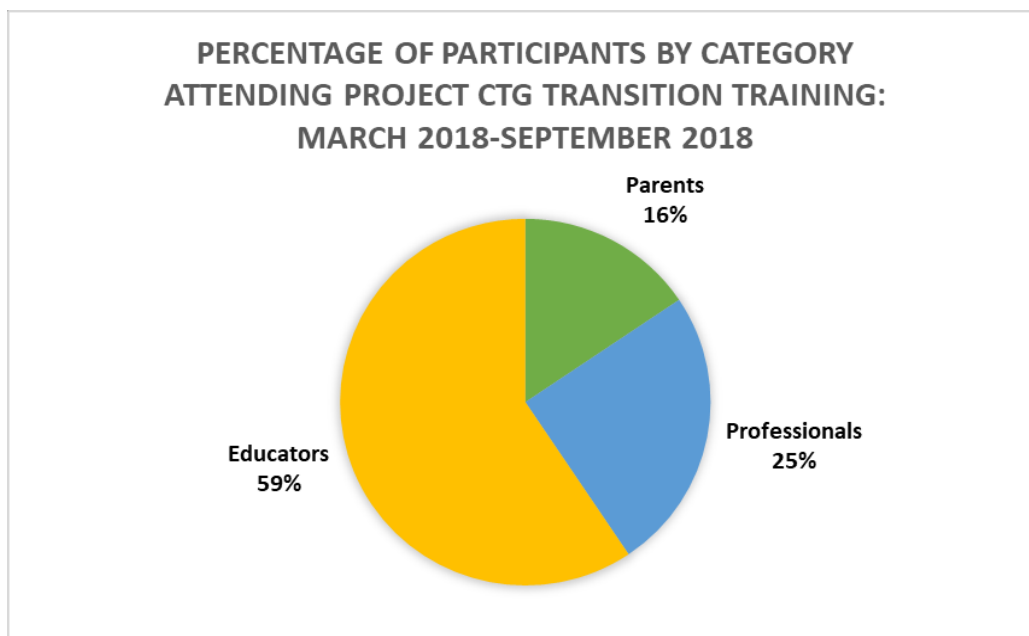
The final formula was:

$$\textit{IRIS Center module participants} + \textit{Transition curriculum training participants} + \textit{Transition training participants} = \textit{Performance Measure 1(h)}$$

Progress towards performance measures: Between March 10, 2018 and September 30, 2018, a total of **308** individuals completed the transition training. The figure below shows the number of attendees by initiative; the parent center/ALSDE-SES collaborative training events had the greatest number of participants. The figure depicts the number of attendees, however several individuals attended more than one transition training event.



The participants within each PD were categorized by type of participant. As the figure below shows, the largest category was “educators,” followed by “professionals”, and the smallest category was “parents.”



Explanation of unmet targets: For Performance Measure 1(h), 308 individuals participated in the transition modules and training between March 10, 2018-September 30, 2018. The target for the final reporting period was 75 participants. Therefore, Project CTG has met and exceeded Performance Measure 1(h).

1i: Coaching and Technical Assistance for Transition/Post-School Outcomes

Data collection, evaluation, and analysis: Project CTG’s Goal 3 offers coaching and technical assistance, as requested, for any of the training. Due to the statewide nature of the goal and the limited funding for the initiative, the coaching and follow-up activities are focused on three of the initiatives:

- 1) Coaching at Transition Demonstration Sites (not Transition Curriculum sites) regarding curriculum implementation and transition programming;
- 2) Coaching following module participation among demonstration site educators and parent focus group participants; and
- 3) Technical assistance to the parents completing the training at the transition parent focus groups.

Sign-in sheets from the parent focus groups, district training sign-in sheets, and the completion records from the IRIS Center were collected by the Project CTG Evaluator to confirm training participation. To determine coaching, the Project CTG:

- 1) Reviewed the AL Project CTG Activity Log records to see coaching records;
- 2) Confirmed follow-up with the AL PTI Director (Jeana Winters).

The final formula was:

$$\frac{\text{\# of Project CTG PD participants receiving coaching}}{\text{\# of Project CTG PD participants in demonstration sites and parent training events}}$$

Progress towards performance measures: During the final reporting period (March 10, 2018-September 30, 2018), no new individuals were coached. APEC continued to offer technical assistance to parents who had been reported during the Year 6 reporting period, but no coaching occurred within the schools.

Due to retirements and changing positions, during the 2017-2018 school year, Project CTG only had one part-time transition coach (B. Fields). Ms. Fields worked on a limited basis on transition infrastructure and interagency collaboration activities and did not provide school-based coaching. Furthermore, due to a hiring freeze at the ALSDE, the project was without a school-based transition coach during the 2017-2018 school year. While two transition coaches were hired in late-spring 2018, they did not provide individual coaching during the final reporting period. Therefore, as Performance Measure 1(i) is cumulative, the data reported represents coaching that occurred in prior years.

A total of 59 teachers, administrators, and parents received coaching/TA following Project CTG training, and the total number of educators and parents who had received Project CTG training was 87. Therefore, the percentage of educators and parents receiving coaching from Project CTG was **67.82%**.

Explanation of unmet targets: Alabama set a goal of 60% of all professional development participants would receive coaching by the end of Year 3, and the percentage coached was 67.8%. Therefore, the project met and exceeded Performance Measure 1(i).

2. Project Objective

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

2a-2b. Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time.

For Program Measure 2, Alabama is reporting on Goals 2 (CEIE) and 3 (secondary transition).

2a. RtI/CEIE Initiative:

Data collection, evaluation, and analysis: As described in Performance Measure 1(c-d), Project CTG has offered training to 36 of the feeder pattern schools and coaching at 34 of those schools. Data for the final reporting period were collected in schools active during the final reporting period (March 2018-September 2018). Data reported includes fidelity data for the 2017-2018 school year, including data collected after the prior reporting period.

The Co-Teaching/Co-Planning Consultants (Dr. Donna Ploessl and Dr. Pamela Howard) and the Project CTG Evaluator (Dr. Jocelyn Cooledge) collected the external fidelity checks for 88 co-teaching dyad participants. The external fidelity observations were conducted in 16 schools during the 2017-2018 school year. For four veteran co-teaching dyads who were renewing their fidelity, the co-teachers completed an observation and self-assessment with his or her coach.

Alabama used the *Project CTG RtI/CEIE Fidelity Observation Form* for the Goal 2 fidelity checks. This form, using measures taken from Friend's (2013) book *Co-Teach*, focuses on adherence to the domains below. While the teacher parity and instructional roles have scoring instructions (Friend, 2013), the scoring for the co-teaching models and the Specialist's instructional role were established with input from the Project CTG external consultants for co-teaching:

- Fidelity of the co-teaching model(s) used during the lesson;
- Classroom culture/teacher parity;
- Instructional roles;
- The Specialist's (special education teacher's) instructional role;
- Parity in assessment; and
- Communication.

One to two external fidelity checks were conducted during the 2017-2018 school year. In a few cases, a co-teaching dyad was observed twice to ensure fidelity. The results from the most recent observation are reported in Performance Measure 2(a).

To calculate fidelity, the following formula was used:

$$\frac{\text{\# of Project CTG CEIE participants scoring 80\% or better on fidelity form}}{\text{\# of Project CTG CEIE teachers observed}}$$

Progress towards performance measures:

Of the 88 co-teachers observed by the external scorers, 74 scored 80% or greater on the fidelity form (**84.09%**). Project CTG set a target of 75% of participating dyads would implement 80% of the core RtI/CEIE components. Therefore, Alabama met its target for Performance Measure 2(a).

The average score on the Project CTG Co-Teaching Fidelity Observation Form was 85.60%, and the range was 54% to 100%. There were numerous co-teaching staffing changes for the 2017-2018 school year, and therefore, the high fidelity rate was likely the result of intensive coaching.

Explanation of unmet targets: During the 2017-2018 school year, 84.09% of Project CTG CEIE participants demonstrated 80% or more of the core PD components. The Project CTG target was 75%, and therefore the project met its target for Performance Measure 2(a).

2b. Secondary Transition/Post-School Outcomes Initiative:

Data collection, evaluation, and analysis: Project CTG collected fidelity data for the teachers implementing the Stanfield Transitions curriculum in the model demonstration sites. No new transition fidelity data were collected between March 10, 2018-September 30, 2018, and therefore Project CTG is reporting fidelity data from the 2017-2018 school year.

Andalusia Junior/Senior High School (Andalusia City), Gadsden City High School (Gadsden City), and Stanhope Elmore High School and Wetumpka High School offered transition classes for students with disabilities during the 2017-2018 school year. These schools implemented the Stanfield Transitions curriculum in their transition classes. The Stanfield Transitions curriculum is an evidenced-based secondary transition curriculum, and each lesson is scripted for the teacher. Four teachers implemented the Stanfield Transitions curriculum during the final reporting period.

During the 2017-2018 school year, the Project Evaluator and the Project CTG Transition Coordinator observed the transition classes and collected external fidelity data. The external observers used the *Transition Fidelity Form*, based on the Stanfield Transitions Curriculum's Elements of the Transition Curriculum and the National Secondary Transition Technical Assistance Center's *Evaluation Toolkit* (the "Student Development" section). The form focuses on adherence to the following domains:

- Fidelity to the Stanfield Transitions Curriculum's six key elements of each lesson;
- Elements of the instruction; and
- Student engagement.

To calculate fidelity, the following formula was used:

$$\frac{\text{\# of Project CTG teachers scoring 80\% or better on the Transition Fidelity Form}}{\text{\# of Project CTG transition teachers observed}}$$

Progress towards performance measures: Of the four classes observed, three teachers scored 80% or greater on the fidelity form (75.0%). One of the teachers who had achieved fidelity in prior school years scored just under the 80% target when observed during 2017-2018. Project CTG set a target of 75% of participating teachers would implement 80% of the core transition components. Therefore, Alabama met its target for Performance Measure 2(b).

Explanation of unmet targets: During the 2017-2018 school year, 75% of Project CTG transition teachers demonstrated fidelity, and therefore the project met and exceeded its target for Performance Measure 2(b).

2c-d. Project measures consistent with Program Measure 2.

2c. RtI/CEIE Student Progress

Data collection, evaluation, and analysis: Each participating feeder pattern school implementing CEIE is required to have a progress monitoring system to participate in the project. Progress monitoring data were collected for schools participating in the project during the 2017-2018 school year. Data from three schools were not included due to no data submitted or concerns about data discrepancies.

Data were collected for each participating classroom in Grades 3-9, and the data included both students with an IEP and students without an IEP. Teachers administered the progress monitoring assessments in August/September, December/January, and May. The Project CTG Coaches obtained the progress monitoring data and entered the data into the project's data collection sheet. Students with a disability are noted on the data collection sheet, as well as their primary disability. All student names are removed prior to sharing the data with the Project CTG Evaluator.

To calculate the gain scores, the Project CTG Evaluator used the "Baseline" data point (August/September 2017) and the most recent data point (May 2018). If a student withdrew prior to January, or if the student enrolled late, the student's score was not included in the gain score analyses.

The Project CTG Evaluator calculated the gain scores for each student using the following formula:

$$\text{Spring progress monitoring score} - \text{Baseline progress monitoring score} = \text{GAIN SCORE}$$

Analyses conducted with the progress monitoring data included:

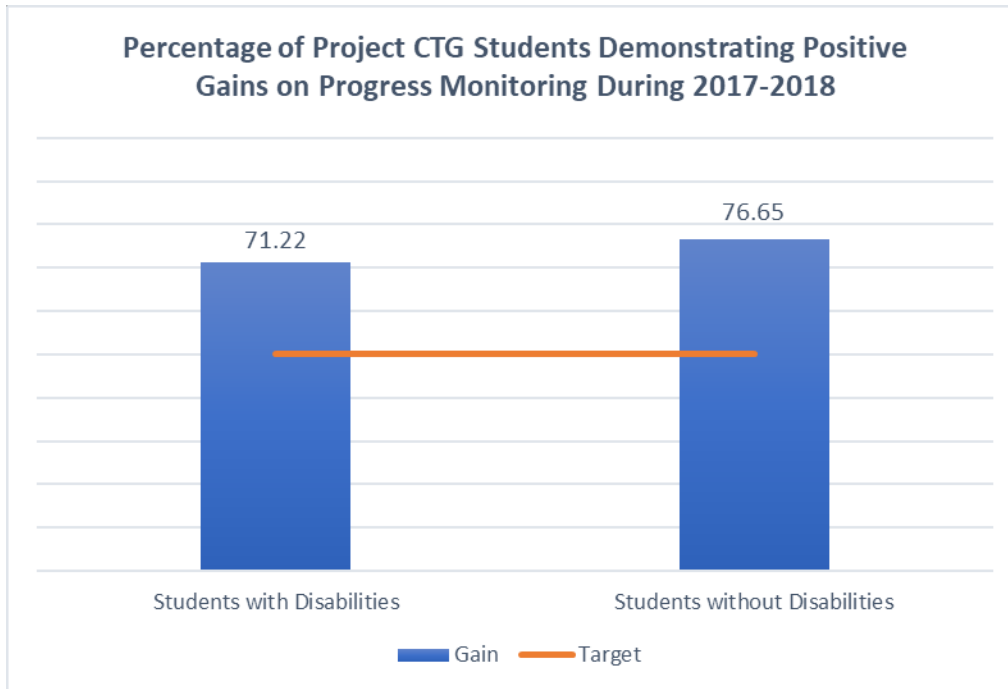
- The percentage of all students, students with disabilities, and students without disabilities demonstrating positive gain scores;
- The gap in progress monitoring gain scores between students with and without a disability;
- The percentage of students with disabilities demonstrating a gain by subject; and
- The percentage of students with disabilities demonstrating a gain by disability subtype.

The results of the analyses are included below.

Progress towards performance measures: Valid progress monitoring data were collected for 1,251 students, including 403 students with disabilities in the participating co-taught classrooms (32.21% of the students). Approximately 100 students' data were omitted due to missing pre- or post-data.

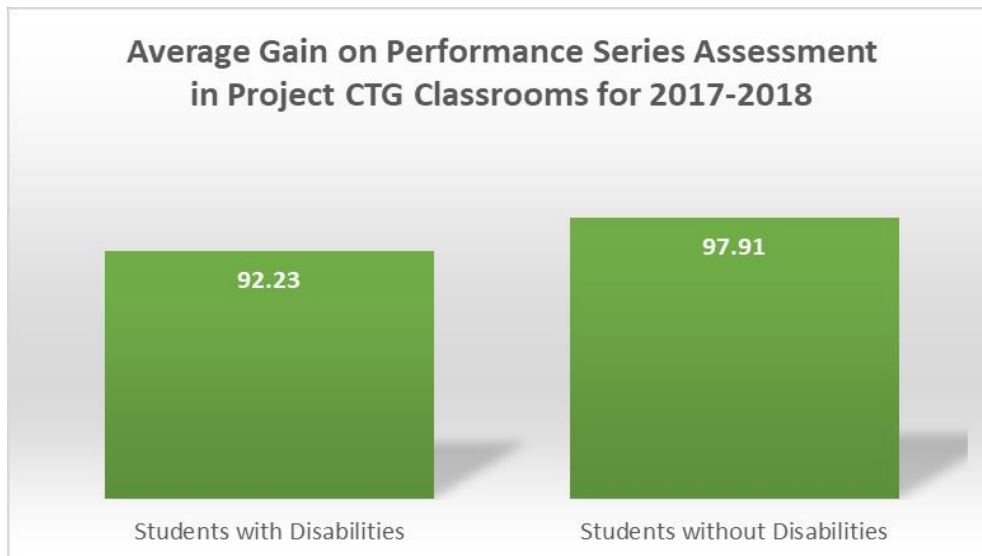
For Performance Measure 2(c), the percentage of students with disabilities that showed an increase in their progress monitoring scores from Fall to Spring was **71.22%**. The target for Performance Measure 2(c) was 50%. Therefore, Project CTG met and exceeded its target percentage for the final reporting period.

The figure below demonstrates the percentage of students with disabilities and students without disabilities who showed gains in progress monitoring assessment enrolled in Project CTG classes:



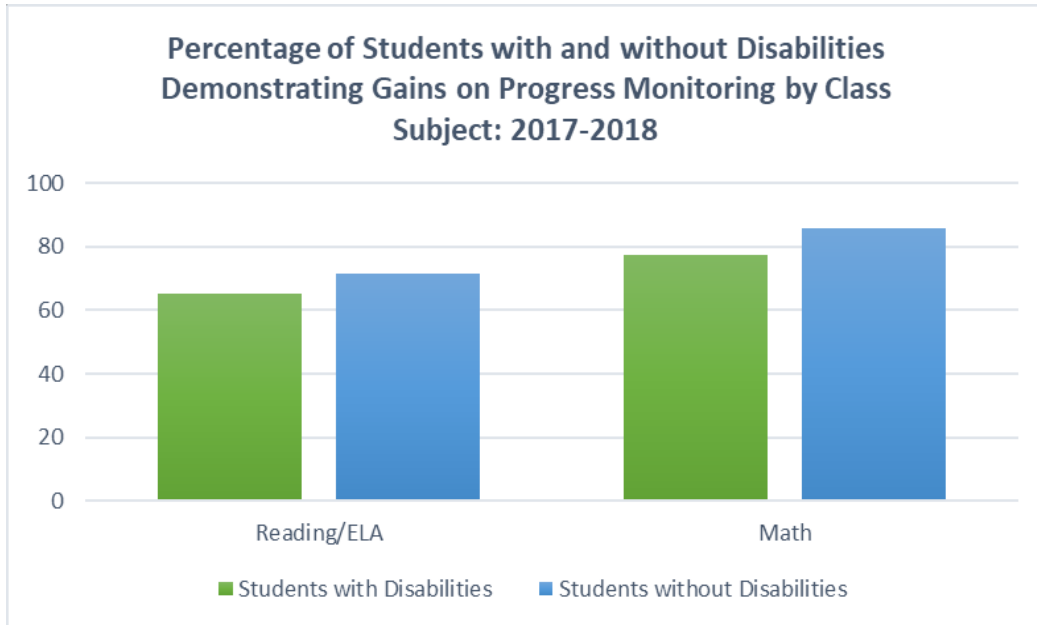
As the figure demonstrates, over 70% of both students with disabilities and students without disabilities showed gains on their progress monitoring assessment over the 2017-2018 school year. Both groups showed gains on their assessment, and there was only a 5.43% gap between groups.

In terms of the raw gain, only those schools using the Performance Series assessment by Scantron were included to ensure congruency among the data; all but one school district used the Scantron assessment for its pre/post data. As shown in the graph below, the actual gains among students with disabilities and students without disabilities in the co-taught classrooms were similar; there was a **5.68-point gap** between groups.

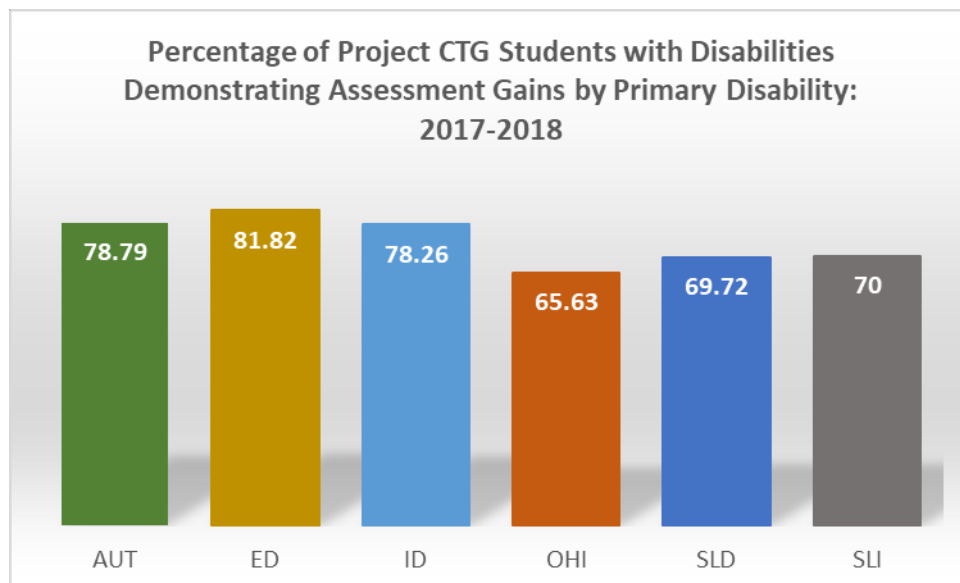


The data were also analyzed to determine differences in reading/ELA and math. Students with and without disabilities exceeded the 50% performance measure target for both reading and math progress moni-

toring scores. As the figure below shows, 71.5% of students without disabilities showed a gain in reading/ELA compared to 65.4% of students with disabilities. In math, 85.7% of student without disabilities showed a gain in math compared to 77.6% of students with disabilities. While the math results were higher, the gap between students with and without disabilities was similar for both content areas (6.1% for reading/ELA and 8.1% for math). The results for the single co-taught history class were not included due to the small sample size.

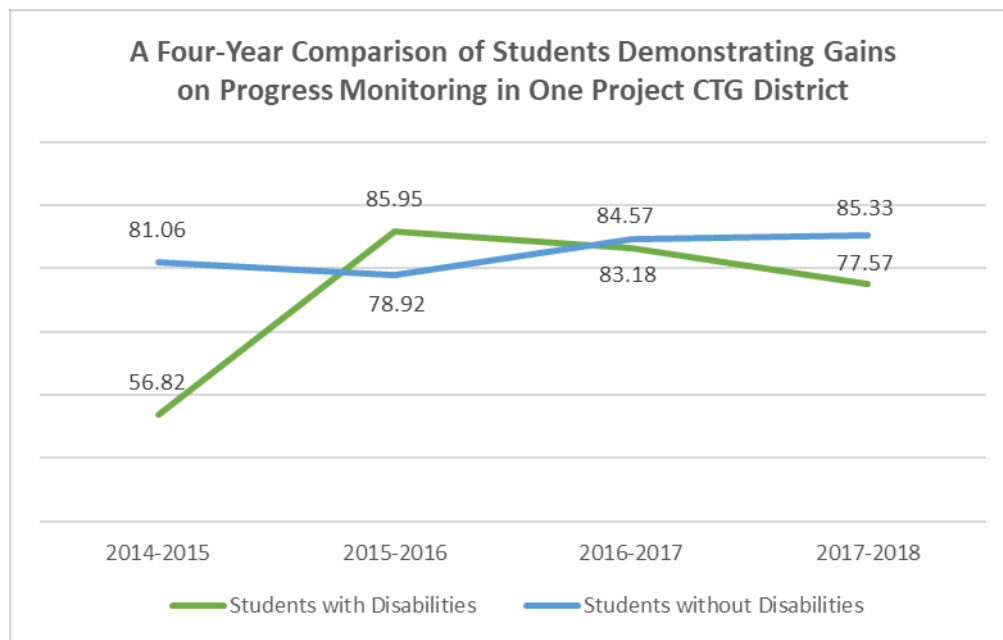


Lastly, growth was compared for different disability subgroups. Disability categories with more than eight students were included in the analyses. As the figure below depicts, all disability subgroups met the target of 50% of students demonstrate growth on the progress monitoring assessment.



As the longest-participating district, the ALSDE-SES examine the growth in the Lauderdale County sites (Brooks Elementary and Brooks High Schools). The two sites in Lauderdale County were new to the pro-

ject in August 2014, and therefore the intervention had minimal time to make an impact by the December 2014 progress monitoring assessments collected for the Year 3 524B reporting. As the figure below demonstrates, the co-teaching initiatives appear to take at least one year to show an impact. The figure below shows the percentage of students demonstrating progress monitoring gains in co-taught classrooms increased after the intervention. The analyses do not necessarily track the same students over time but demonstrate the impact of the interventions over time.



Explanation of unmet targets: In the final reporting period, 71.2% of SWD showed increased progress monitoring scores, and the target was 50%. Therefore, Alabama met and exceeded its target for Performance Measure 2(c).

2d. Parent Impact

Data collection, evaluation, and analysis: As described in Performance Measure 1(h), there were three strands of training/TA for Project CTG parents:

- 1) Project CTG partnered with the IRIS Center to offer Secondary Transition modules to parents of students with disabilities and educators.
- 2) APEC, the Alabama PTI, offered training to parents, professionals, and educators regarding post-secondary planning.
- 3) Project CTG and APEC partnered to conduct three regional Parent Focus Groups. During the focus groups, parents received training from APEC.

During the final reporting period of March 10, 2018-September 30, 2018, Project CTG did not have any confirmed parents completing the IRIS Center modules. Furthermore, the Parent Focus Groups occurred during the prior reporting period. As a result, data for Performance Measure 2(d) for the final reporting period consisted of data from three APEC and ALSDE-SES training events in April and June 2018.

At the end of the transition training events, APEC or Project CTG staff administered post-evaluations, asking parents to rate their knowledge and skills before and after the event. The number of parents reporting a behavior change or skills was compared to the number of parents completing the evaluations. Parents who rated their knowledge and skills at the maximum value both before the training and after the

training were excluded from the analyses. While educators also completed the modules and participated in the APEC training, only parent responses were included in the performance measure.

The formula for Performance Measure 2(d) was used:

$$\frac{\text{\# of parents participating reporting a change in behavior as a result of the Project CTG transition training}}{\text{\# of parents participating in Project CTG transition training}}$$

Progress towards performance measures: Of the 54 parent training respondents, 41 reported a change in behavior (**75.93%**).

Both the two Engage Alabama conferences and the Improving Outcomes training were rated highly; the Engage Alabama average change was 66.67% whereas the Improving Outcomes averaged 83.33%.

Explanation of unmet targets: During the final reporting period, 75.93% of the parents reported a change in behavior or skills as a result of the training. The target was 50%, and therefore Alabama met and exceeded Performance Measure 2(d).

3. Project Objective

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

3a – 3b. Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices. Alabama is reporting on the same initiatives we are reporting on for Program Measures 1 & 2. This year’s outcomes for Program Measure 3 are described below.

3a. RtI/CEIE Initiative.

Data collection, evaluation, and analysis: Alabama used the following formula to calculate the percentage of funds:

$$\frac{\text{Cost of activities designed to sustain implementation}}{\text{Cost of all PD activities for an initiative}}$$

To define “activities designed to sustain implementation,” Alabama included job-embedded PD activities; coaching; planning for coaching; offering technical assistance to parents or personnel following PD; assisting the District Implementation Teams to build capacity; creating and using data, PD reporting, and PD communication plans for LEAs; conducting fidelity measures; personnel collecting, analyzing, or sharing SPDG data; reviewing school data with school, district, or state staff; using curriculum packages purchased with project funds; providing TA on conducting fidelity measures and other assessments; providing PD on using online coaching; and creating and using the “Just in Time Vignettes.”

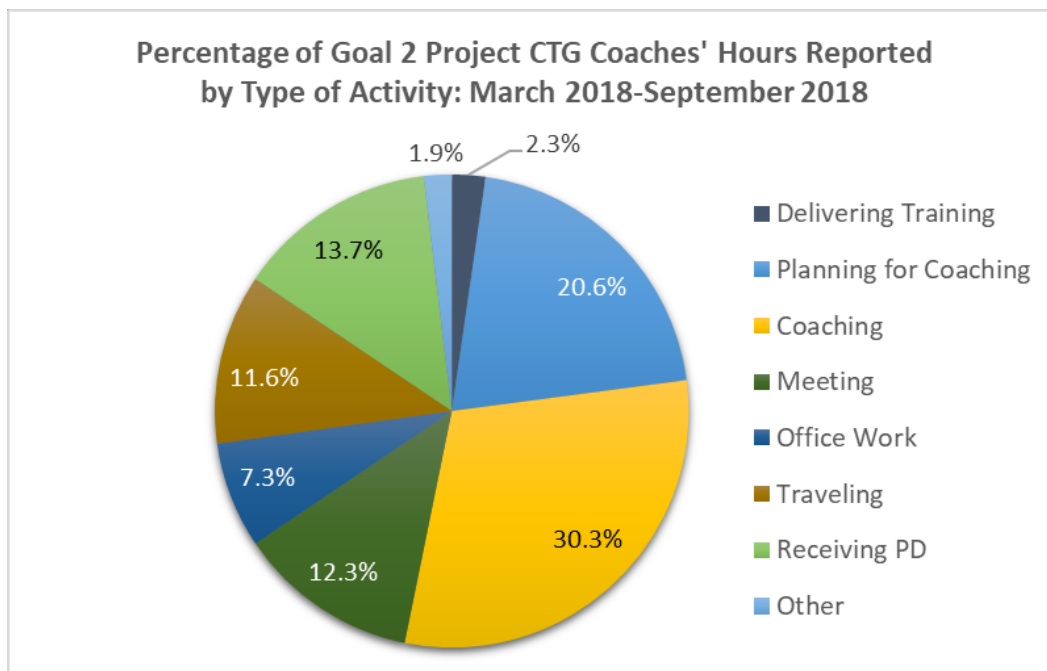
In addition, each Project CTG Coach reported on daily activities in the Project CTG Activity Log. Alabama analyzed the professional development activities in the feeder pattern schools. To calculate the total time, Alabama examined the time SPDG personnel spent on: 1) Professional development/training to feeder pattern schools; 2) Planning for coaching or assessment, done in collaboration with teachers and other coaches; 3) Coaching and job-embedded professional development activities to feeder pattern schools; 4) Meeting to discuss project with SPDG personnel or attending other district meetings; 5) Site-based office work, including entering data; 6) Travel site to site; 7) Receiving professional development; and 8) Other activities not categorized. Coaches received training on how to input their data into the Activity Log.

The activities in the Project CTG Activity Log were then analyzed by salary for each personnel. It is important to note that only the coaches and ALSDE staff paid for with SPDG funds are reflected in the performance measure calculations below. There are also SSIP Coaches and other ALSDE staff who work with the project but are not paid for with SPDG funds. SPDG staff used the sum of the Planning for Coaching and Coaching categories as “sustaining” expenses. The sum of the total costs for each coach was used for the denominator:

$$\frac{\text{Planning + Coaching}}{\text{Training + Planning + Coaching + Meeting + Office + Travel + Receiving PD + Other}}$$

For contracted work, the individual contracts were calculated as “sustaining activity,” “training costs” or “other non-sustaining costs.” Individual contractors are required to enter their activities on a CAR report. The External Evaluator coded these activities. For the district contracts, the individual line-items were used to calculate the costs for each category.

Progress towards performance measures: To determine the proportion of funds for coaches' salaries dedicated to "sustaining activities," Project CTG staff first determined the percentage of time spent on each category of the Project CTG Activity Log. The figure below shows the greatest amount of time was spent on "Coaching." Aside from "Other," the percentage of time the Project CTG Coaches spent on delivering training was the lowest category. The data showed that 50.90% of the Goal 2 Project CTG Coaches' time was spent on sustainable activities. The results for each category was multiplied by the cost of salary and benefits for each coach.



The results from the Project CTG Coaches' salaries and benefits were added to other SPDG costs:

- Consultants;
- Other contractors;
- SPDG district contracts;
- Web and technology; and
- SPDG-mandated expenses.

Using the Performance Measure 3(a) formula, Alabama spent **62.55%** of its professional development funds for the RtI/CEIE initiative on sustainable activities. Therefore, Alabama met its target of 60% during this reporting period.

Explanation of unmet targets: During the final reporting period, Alabama met its target for performance measure 3(a) with a percentage of 62.55%

3b. Secondary Transition/Post-School Outcomes Initiative.

Data collection, evaluation, and analysis: Alabama used the following formula to calculate the percentage of funds:

$$\frac{\text{Cost of activities designed to sustain implementation}}{\text{Cost of all PD activities for an initiative}}$$

To define “activities designed to sustain implementation,” Alabama included job-embedded PD activities; coaching; planning for coaching; offering technical assistance to parents or personnel following PD; assisting the District Implementation Teams to build capacity; creating and using data, PD reporting, and PD communication plans for LEAs; conducting fidelity measures; personnel collecting, analyzing, or sharing SPDG data; reviewing school data with school, district, or state staff; using curriculum packages purchased with project funds; providing TA on conducting fidelity measures and other assessments; providing PD on using online coaching; and creating and using the “Just in Time Vignettes.”

There was no additional Project CTG individual coaching for Goal 3 during the final reporting period, and therefore only contracted work, training experiences, materials, and website/technology expenses were included in Performance Measure 3(b). For contracted work, the individual contracts were calculated as “sustaining activity,” “training costs” or “other non-sustaining costs.” Individual contractors are required to enter their activities on a CAR report. The External Evaluator coded these activities. For the district contracts, the individual line-items were used to calculate the costs for each category.

Progress towards performance measures: SPDG costs from consultants; APEC; the IRIS Center; SPDG Transition Demonstration sites; SPDG Transition Curriculum sites; website and technology; travel; and training materials were added to calculate the performance measure.

Using the Performance Measure 3(b) formula, Alabama spent **76.95%** of its professional development funds for the transition initiative on sustainable activities. Therefore, Alabama met its target of 60% during the final reporting period.

Explanation of unmet targets: Alabama met and exceeded its target for performance measure 3(b) during the final reporting period.

4. Project Objective

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

4a. Graduation Rates Among Target Schools

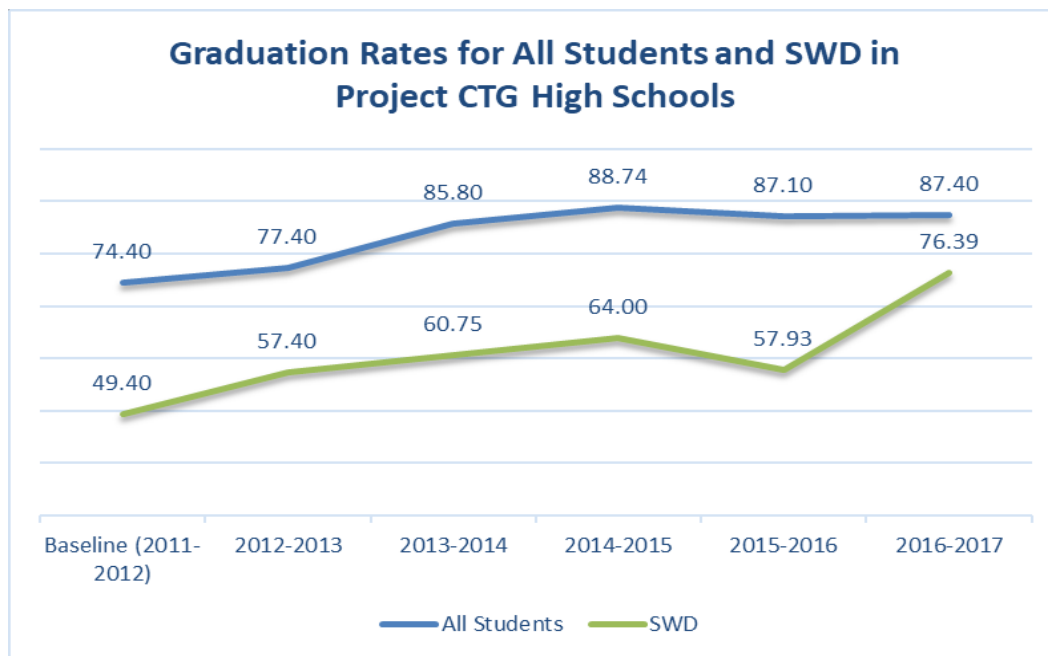
Data collection, evaluation, and analysis: Graduation data were obtained from the ALSDE Web site for students with disabilities and all students in target schools. When data from students with disabilities did not meet the minimum cell size, the data from other sites were averaged. The data for feeder pattern high schools participating during Year 3 of the project included: Brooks High School (Lauderdale County), Wetumpka and Stanhope Elmore High Schools (Elmore County), Robertsdale (Baldwin County), and Alma Bryant (Mobile County). High schools participating in Years 4-6 were not included since there was a limited timespan for the project outcomes, as well as the baseline group had been determined in Year 3.

Historical data on the ALSDE website were different from prior 524B reports due to revisions in the reporting of the state graduation data. Since significant portions of the project affect all students in the targeted classrooms or schoolwide, the graduation data for all students is reported for the performance measure. Data for students with disabilities are included below.

Progress towards performance measures: The baseline measure, derived from the FFY 2011-2012 graduation data, showed 74.4% of students from the target Project CTG high schools graduated. In FFY 2016-2017, 87.40% of students graduated from the same Project CTG high schools. This difference represents 13.0% increase in the graduation results compared to baseline, and the target was a 3% gain over baseline.

Although Project Performance Measure 4(a) addresses “All students,” the graduation data for students with disabilities also increased. Among participating SPDG high schools, the graduation rate increased by almost 27% between FFY 2011-2012 to 2016-2017.

Data from the five included Project CTG high schools for baseline and Years 1-5 are included in the figure below.



While the project exceeded its target, the results should be interpreted cautiously. Beginning in FFY 2016-2017, there were changes in data calculation and internal control processes for the Adjusted Cohort Graduation Rate (ACGR) that have been instituted by the ALSDE since the June 14, 2017 receipt of the audit report by the Office of Inspector General (OIG), Control Number ED-OIG/A02P0010. The audit period covered the ACGR between school years 2010-11 through 2013-14, specifically for school year 2013-14. The purpose of the audit was to determine whether the ALSDE implemented a system of internal control over calculating and reporting graduation rates sufficient to provide reasonable assurance that reported graduation rates were accurate and complete.

As a result of the OIG's Findings, the ALSDE submitted a corrective action plan on May 2, 2017. The Special Education Services Section will participate in the corrective actions with other ALSDE Sections, including Counseling and Guidance, Instructional Services, Prevention and Support Services (the ACGR data owner), and Information Systems to ensure that systems of internal controls are developed and implemented and to ensure that data submitted by the LEAs to the ALSDE are accurate and complete, students are counted in the right cohort, and LEAs maintain documentation supporting student removal from a cohort. In addition to other actions, the ALSDE responded to the recommendation to remove AOD/Essentials/Life Skills Pathway graduates from the ACGR until it can be shown that the program is fully aligned with the Alabama standard diploma academic requirements (p. 30). The ALSDE will include students whose coursework was fully aligned to the state's core academic content standards in the ACGR for the state, local education agencies and local high schools.

The Project CTG Director has consulted with Alabama's Project Officer, Dr. Jennifer Coffey, regarding this issue. The 2016-2017 graduation data were updated between the May 2018 Continuation Report and the Final Report. Although the data were obtained from the ALSDE website, Project CTG staff cannot independently verify the accuracy of these data. The project had a significant gain between the 2015-2016 school year and the 2016-2017 school year, and while Project CTG staff would like to attribute the 18% gain to project activities, the staff recognize the collection, and/or the reporting of data are more likely the cause of the significant increase in graduation rates among project schools.

Explanation of unmet targets: The target graduation rate for Year 3 Project CTG feeder pattern high schools was 77.4%. The 2016-2017 results showed an **87.4%** graduation rate. Therefore, Project CTG met its five-year goal for Performance Measure 4(a). It should be noted that the Special Education Services section is not the data owner for graduation data, and therefore, no assurances can be made on the accuracy of the progress.

4b. Gap in Graduation Rates Among Target Schools

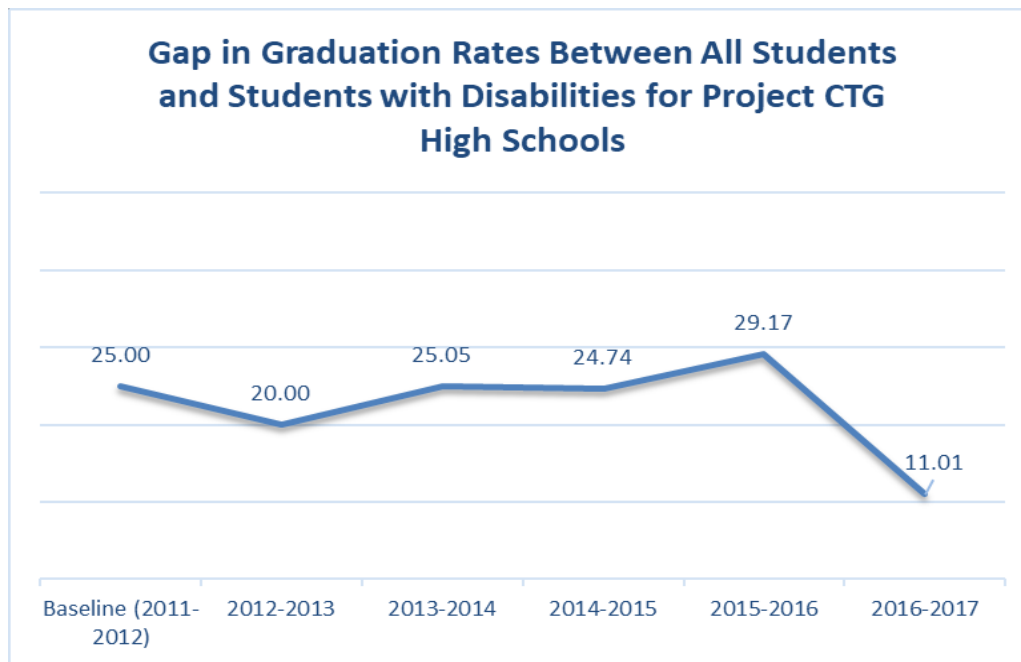
Data collection, evaluation, and analysis: Graduation data were obtained from the ALSDE website for students with disabilities and all students in target schools. When data from students with disabilities did not meet the minimum cell size, the data from other sites were averaged. The data for feeder pattern high schools participating during Year 3 of the project included: Brooks High School (Lauderdale County), Wetumpka and Stanhope Elmore High Schools (Elmore County), Robertsedale (Baldwin County), and Alma Bryant (Mobile County).

The graduation rates for all students were compared with students with disabilities at the high schools. The gaps in graduation rates between SWD and all students were reported for the performance measure 4(b) target.

Progress towards performance measures: The baseline measure, derived from the 2011-2012 graduation gap data, showed a gap of 25% between the percentage of all students and students with disabilities grad-

uation from participating Project CTG feeder pattern high schools. The target is a 5% decrease from baseline, and therefore 20%.

In 2016-2017, the graduation gap decreased to **11.01%** for the same Project CTG high schools. This difference represents 13.99% decrease in the graduation gap compared to baseline. Data from the five included Project CTG high schools for baseline and Years 1-5 are included in the figure below.



Explanation of unmet targets: The target graduation gap between all students and students with disabilities for Year 3 Project CTG feeder pattern high schools was 20.0%. The 2016-2017 results showed an 11.01% gap. Therefore, Project CTG met its five-year goal for Performance Measure 4(b).

As noted in Performance Measure 4(a), the ALSDE reanalyzed its graduation data as required from the findings of the OIG audit (Control Number ED-OIG/A02P0010). While Project CTG met its five-year goal, the graduation data cannot be independently verified. Furthermore, the trend data suggest the FFY 2016-2017 graduation gap may be an anomaly, and the graduation gap may have in fact remained consistent over time. It should be noted that both “All students” and “Students with disabilities” groups showed increased graduation rates compared to baseline.

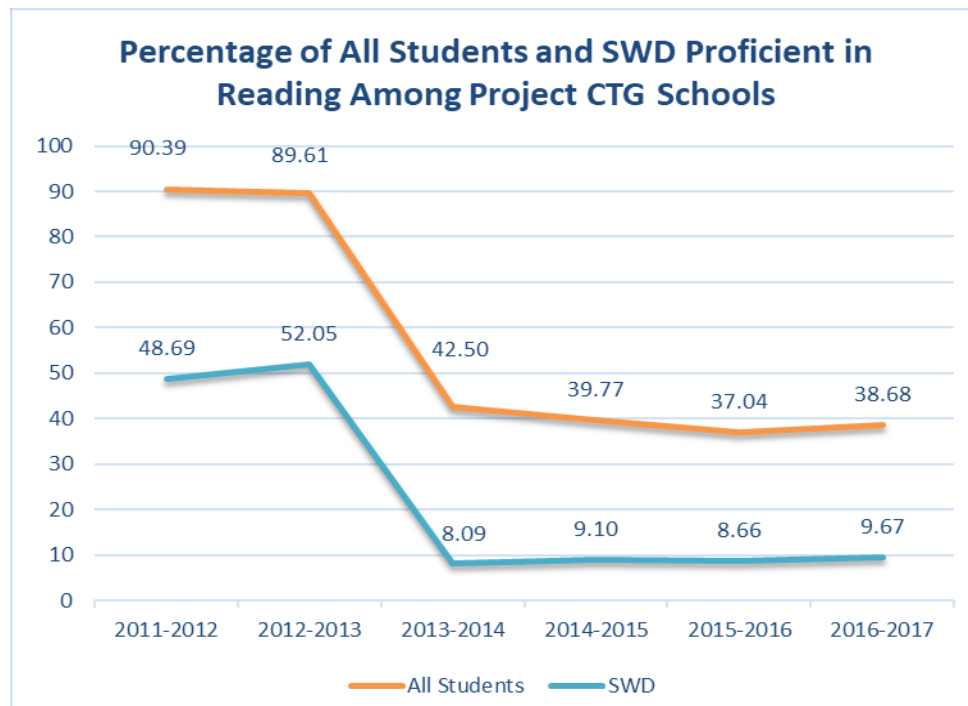
4c. Reading Achievement Data Among Target Schools

Data collection, evaluation, and analysis: In the 2013-2014 school year, Alabama adopted the ASPIRE as its state assessment. Performance Measure 4(c) and 4(d) were based on the previous state assessment—the Alabama Reading and Math Test (ARMT). The ARMT yielded proficiency index scores, a version of a proficiency gap score. The ASPIRE results do not yield proficiency index scores. Therefore, Performance Measure 4(c) and 4(d) were modified to reflect the gap in the proficiency scores between the “All Students” and “Special Education” subgroup for Reading and Math, respectively.

A new target of a 3% decrease was set for Performance Measure 4(c) based on the gap in Reading proficiency during the 2012-2013 school year. The baseline was set at 37.56, and therefore a gap of 34.56 or less was needed to meet the 3.0% decrease as indicated in the performance measure.

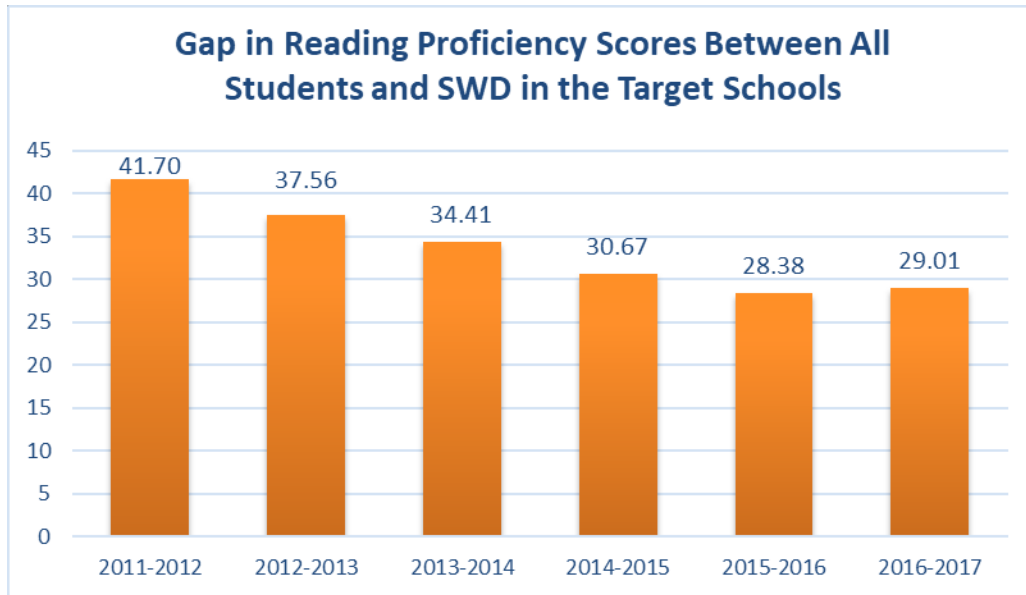
The reading proficiency data for the Project CTG feeder pattern schools in Mobile, Baldwin, and Lauderdale County School Districts were obtained from the ALSDE Web site. The ALSDE reports the percentage of students and students with disabilities who achieved proficiency. The Reading proficiency scores for all students were compared with students with disabilities in Grades 3-8 and 10th at the Project CTG schools. To determine the gap, the “Students with Disabilities” score was subtracted from the “All Students” score.

Progress towards performance measures: Alabama looked at two measures related to Reading proficiency: 1) The percentage of students who were proficient in the students with a disability subgroup; and 2) The gap between the students with disabilities and all students. The graph below shows the Reading proficiency data for Project CTG schools.



As noted in the explanation of the data collection, Alabama adopted the ASPIRE assessment in 2013-2014, accounting for the large decline in proficiency. While these declines are dramatic, they are likely reflective of the more rigorous college and career ready standards. As noted in the figure above, the performance among students with disabilities in the three Project CTG districts increased by approximately 1.58% since the adoption of the ASPIRE.

For Performance Measure 4(c), Project CTG staff also looked at the gap between all students and the students with disabilities subgroup for the Reading proficiency scores. To meet the performance measure of a 3% decrease in the achievement gap, a gap score of 34.56% or less was needed.



The results from the 2016-2017 school year show a gap of 29.01 points, or an **8.55%** decrease from the baseline (SY 2012-2013) results. These data show that Project CTG met its performance measure for the final reporting period. The gap between students without disabilities and students with disabilities decreased for Reading proficiency on the ACT ASPIRE.

Explanation of unmet targets: The target for performance measure 4(c) is a 3% decline in the gap between “All Students” and the “Students with Disabilities” subgroup. The first year of the grant, 2012-2013, there was 37.56-point gap, and in FFY 2016-2017, there was a 29.01-point gap in reading achievement between groups. Therefore, for the final reporting period, the gap decreased by 8.55%, and Project CTG met its target.

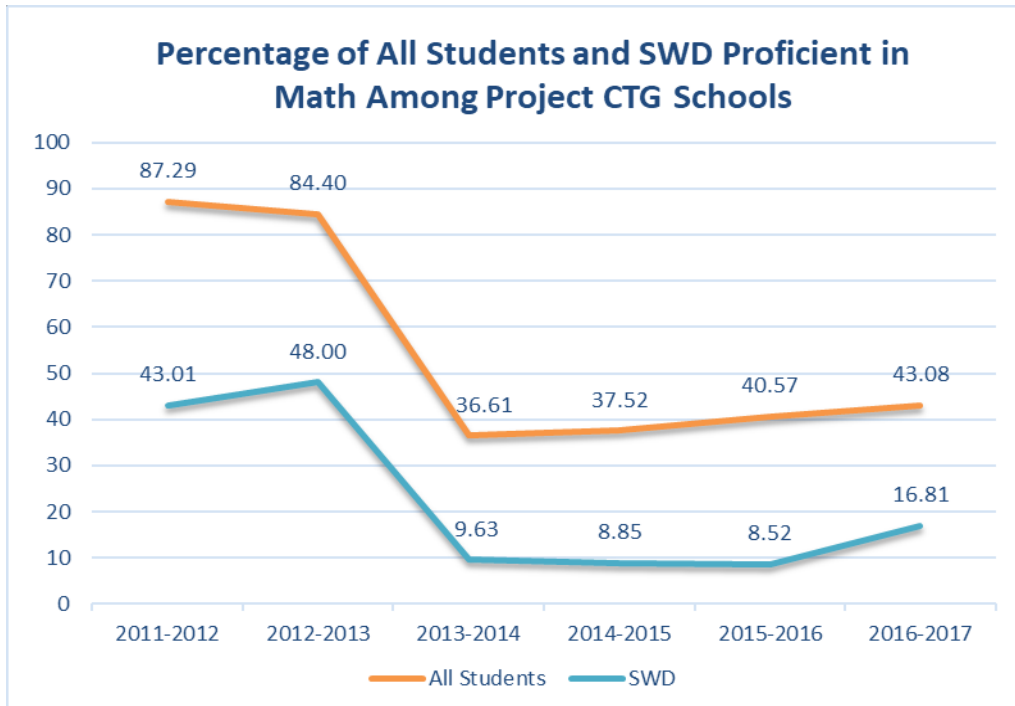
4d. Math Achievement Data Among Target Schools

Data collection, evaluation, and analysis: As noted in 4(c), in the 2013-2014 school year, Alabama adopted the ASPIRE as its state assessment. As a result, Performance Measure 4(d) was modified to reflect the gap in the proficiency scores between the “All Students” and “Special Education” subgroup for Math.

A new target of a 3% decrease was set for Performance Measure 4(d) based on the gap in Math proficiency during the 2012-2013 school year. The baseline was set at 36.4, and therefore a gap of 33.4 or less was needed to meet the 3.0% performance measure.

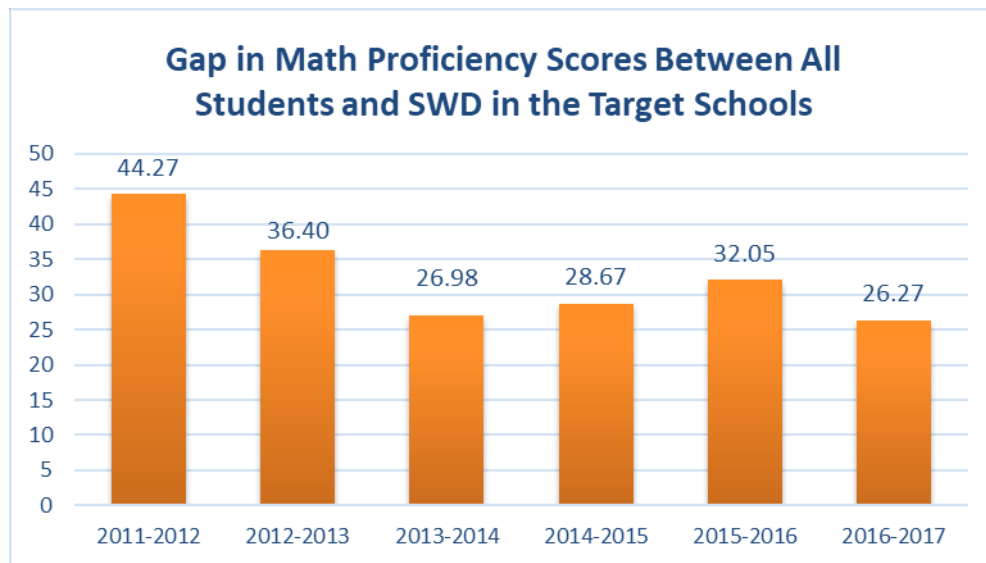
The math proficiency data for the Project CTG feeder pattern schools in Mobile, Baldwin, and Lauderdale County School Districts were obtained from the ALSDE Web site. The ALSDE reports the percentage of students and students with disabilities who achieve proficiency. The Math proficiency scores for all students were compared with students with disabilities in Grades 3-8 and 10th at the Project CTG schools. To determine the gap, the “Students with Disabilities” score was subtracted from the “All Students” score.

Progress towards performance measures: Alabama looked at two measures related to Math proficiency: 1) The percentage of students who were proficient in the students with a disability subgroup; and 2) The gap between the SWD and all students. The graph below shows the Math proficiency data for selected Project CTG schools.



Similar to the Reading proficiency data, the percentage of students proficient on Math section of the ASPIRE assessment showed a dramatic decrease from 2012-2013. The decline is likely the result of the adoption of more rigorous standards as well as the readiness of teachers to prepare students for the assessment. Once the ASPIRE was adopted, the percentage of students with disabilities achieving proficiency in math increased by 7.18% between 2013-2014 and 2016-2017.

For Performance Measure 4(d), Project CTG staff also looked at the gap between all students and the SWD subgroup for the Math proficiency scores. To meet the performance measure of a 3% decrease, a gap score of 33.40 or less was needed.



The results from the 2016-2017 school year show a gap of 26.27 points, or a **10.13%** decrease from the baseline (SY 2012-2013) results. These data show that Project CTG met its performance measure for Year 6. The gap between students without disabilities and students with disabilities decreased for Math proficiency on the ACT ASPIRE.

Explanation of unmet targets: The target for performance measure 4(d) is a 3% decline in the gap between “All Students” and the “Students with Disabilities” subgroup. The first year of the grant, 2012-2013, there was a 36.40-point gap, and in 2016-2017, there was a 26.27-point gap in math achievement between groups. Therefore, for the final reporting period, the gap decreased by 10.13%, and Project CTG met its target.

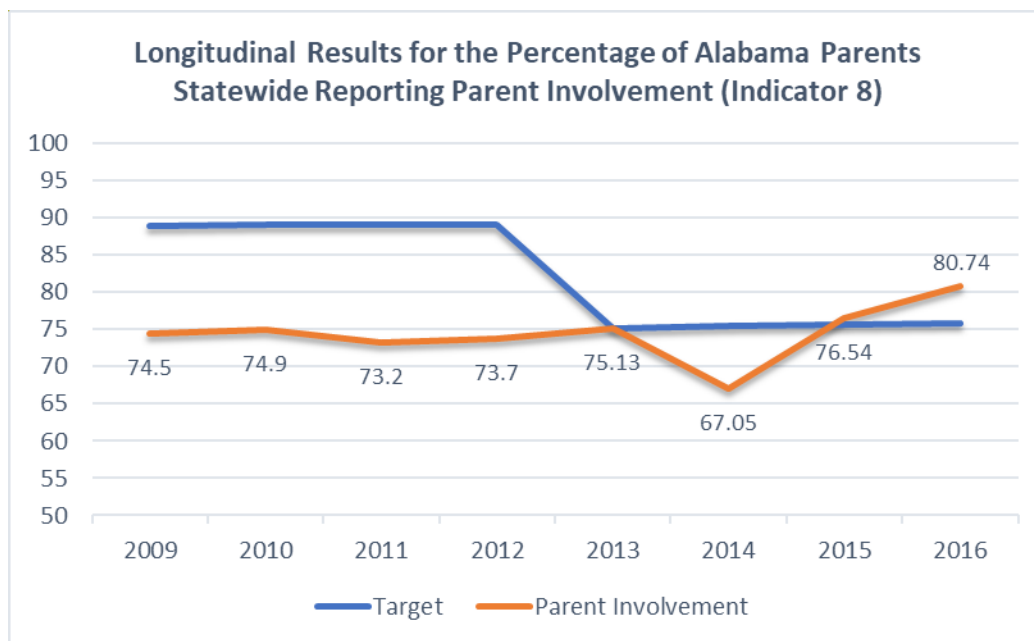
4e. Parent Involvement Outcomes Data

Data collection, evaluation, and analysis: The Alabama SPP/APR data for Indicator 8 were obtained for performance measure 4(e). These data reflect statewide percentages for parents of students with disabilities satisfied with their involvement in their children’s schools. The ALSDE had previously set a target for parent involvement at 89%. In 2013-2014, however, the state target was lowered to 75.13%.

The Project CTG target reflects 3% over the baseline rate in 2009-2010. Therefore, to meet Performance Measure 4(e), the percentage of parents reporting involvement must meet or exceed 77.5%.

Progress towards performance measures:

The FFY 2016-2017 data demonstrate the parent involvement rate was 80.74%. The target was 77.5%, and therefore Alabama met its 5-year target. Additionally, the results show an increase of 6.24% over the 2009-2010 baseline measure. The figure below demonstrates the trend in the parent involvement rate for the state.



The FFY 2016 data represent a change in the method of administering the Alabama Parent Survey. In prior years, parents mailed completed hard-copy surveys to a university who compiled the data. In FFY

2016, parents had the option of completing the survey online or submitting the hard-copy results to his/her child's school. The change in the administration more than doubled the response rate.

Explanation of unmet targets: Alabama's parent involvement rate was **80.74%** in 2016-2017, and the target was 77.5%. Therefore, Alabama exceeded its target for Performance Measure 4(e).

4f. Post-Secondary Enrollment Outcome Data

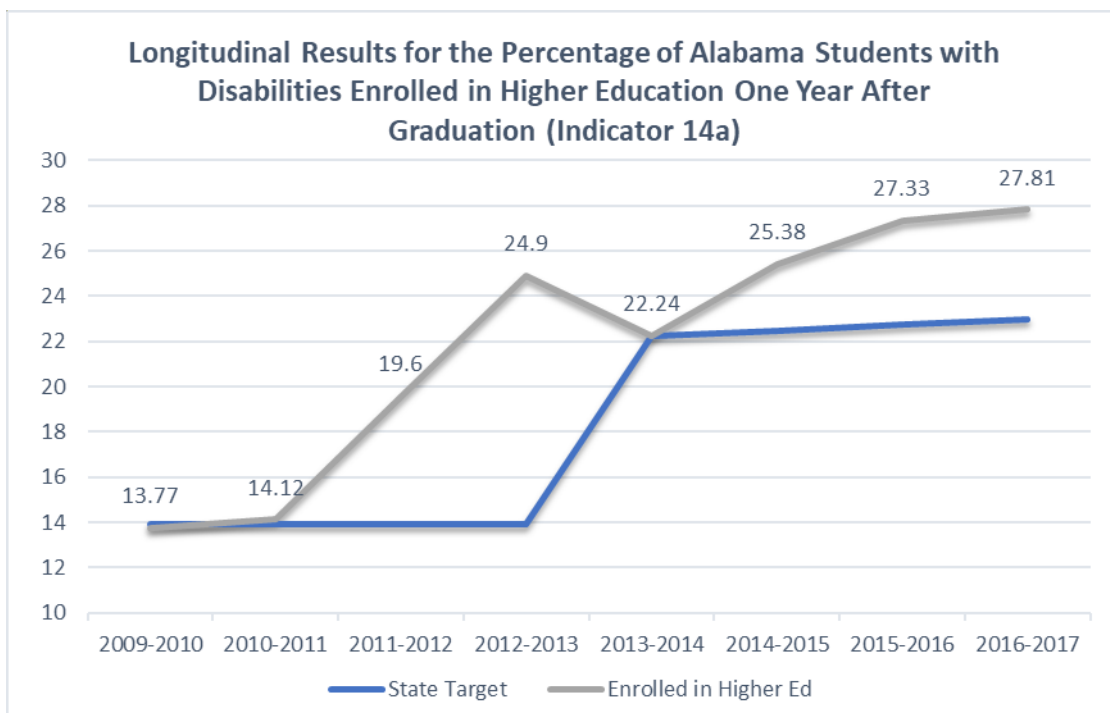
Data collection, evaluation, and analysis: The statewide post-school outcome data were obtained from the Alabama SPP/APR reports. Since Project CTG's Goal 3 focuses on transition and preparing students with disabilities for post-school outcomes, particularly post-school enrollment, Alabama used Indicator 14a data (higher education enrollment). The post-secondary enrollment data for the entire state were reported for performance measure 4(f). The ALSDE had previously set a target for post-school enrollment at 13.9%. In 2013-2014, however, the state target was increased to 22.24%.

The Project CTG target reflects 3% over the baseline rate in 2009-2010. Therefore, to meet Performance Measure 4(f), the percentage of students reporting post-secondary enrollment must meet or exceed 16.9%.

Progress towards performance measures:

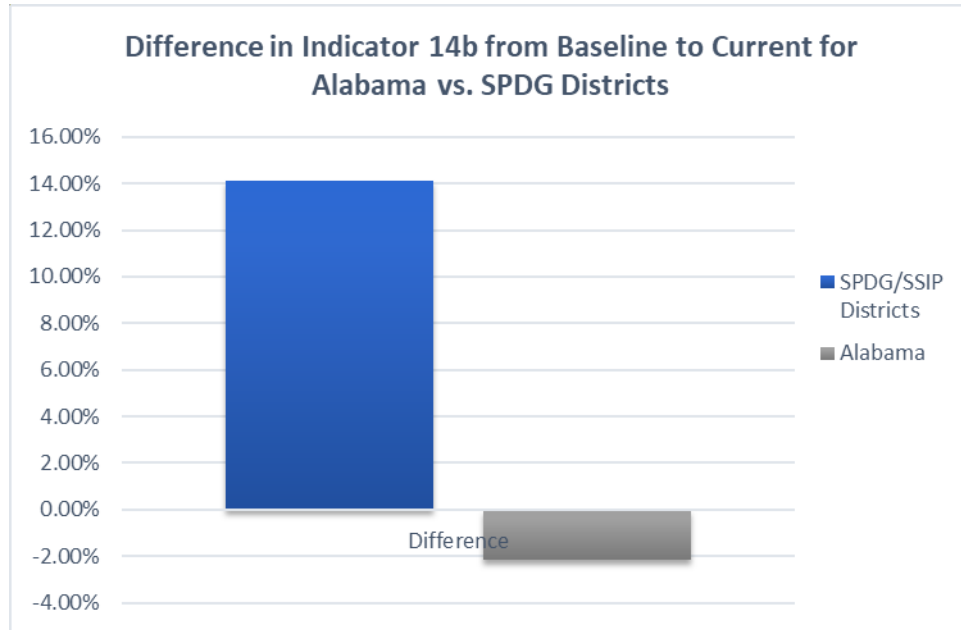
The FFY 2016 data for post-secondary enrollment were 27.81%. These data, reported on the SPP/APR in spring 2018, represent a 0.48% increase over FFY 2015 and a 14.04% increase since 2009-2010. The 2016-2017 results show the state exceeded its SPDG target of 16.9%.

The figure below demonstrates the trend in the post-secondary enrollment rate for the state.



In addition to the enrollment in higher education data (Indicator 14a), Alabama examined the results for SPDG/SSIP feeder pattern high schools compared to all Alabama districts on the FFY 2016 Alabama Post-School Outcomes Survey. The data for the participating SPDG districts were analyzed as a pre/post

comparison (i.e., the prior results in the three-year cohort cycle versus the most recent Post-School Outcomes Survey results for the same districts). The figure below demonstrates the difference in the percentage of students enrolled in either higher education or competitively employed (Indicator 14b) for SPDG/SSIP districts and all Alabama districts in FFY 2013 and FFY 2016.



As the figure shows, districts participating in the SPDG/SSIP initiatives had over a 14% increase for Indicator 14b pre/post, whereas the state had over a 2% decrease pre/post. These results suggest participation in the SPDG/SSIP may have positively impacted students with disabilities after high school.

Explanation of unmet targets: The target for performance measure 4(f) is 16.9% of students with disabilities are enrolled in higher education. The enrollment in higher education rate for SWD was **27.81%** in Year 6. These results represent an increase of 10.91% over the target, and therefore Alabama has exceeded its performance measure target.

Implementation focus for the coming year: Alabama is continuing to implement activities designed to improve Indicator 14 outcomes through its SSIP work.

Project Narrative - Signed Cover Sheet

Title : Signed Cover Sheet

Attachment:

File :

- 1 [GPR_ED524B_2018_CoverSheet_SIGNED.pdf](#)

Performance Measures Status and Certification (See instructions.)

12. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No
- b. If no, when will the data be available and submitted to the Department? ___/___/___ (mm/dd/yyyy)

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

Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Eric G. Mackey

Title: State Superintendent of Education

Name of Authorized Representative:

Eric G. Mackey
Signature:

Date: 12/14/18

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

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

Annual Performance Report **Final Performance Report**

General Information

1. PR/Award #: H323A120023 (Block 5 of the Grant Award Notification - 11 Characters.) 2. Grantee NCES ID#: 01 (See instructions. Up to 12 Characters.)

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

4. Grantee Name: EDUCATION, ALABAMA DEPT OF (Block 1 of the Grant Award Notification.)

5. Grantee Address: (See instructions.)
 Street: 50 N RIPLEY ST STE P 305
 City: MONTGOMERY
 State: AL Zip: 36130 Zip+4: 1001

6. Project Director: (See instructions.)
 First Name: Susan Last Name: Williamson Title: Education Administrator
 Phone #: 3346944782 Fax #: 3346944987 Email Address: swilliamson@alsde.edu

Reporting Period Information (See instructions.)

7. Reporting Period: From: 10/01/2016 To: 09/30/2018 (mm/dd/yyyy)

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

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	5,161,809	0
b. Current Budget Period	915,190	0
c. Entire Project Period (For Final Performance Reports only)	6,077,000	0

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

9. Indirect Costs

a. Are you claiming indirect costs under this grant?
 If yes, please indicate which of the following applies to your grant? Yes No

b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: Yes No
 The period covered by the Indirect Cost Rate Agreement is : From: 10/01/2017 To:09/30/2018 (mm/dd/yyyy)
 The approving Federal agency is : ED Other (Please specify):
 The Indirect Cost Rate is : 11.9 %
 Type of Rate Provisional (Please specify):
 (For Final Performance Reports Only): Final Other

c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) Yes No

d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
 Is included in your approved Indirect Cost Rate Agreement Complies with 34 CFR 76.564(c)(2)?

e. The grantee is funded under a Training Rate Program and:
 Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
 Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b)

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Data Privacy and Security Measures Certification (See instructions.)

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

Performance Measures Status and Certification (See instructions.)

12. Performance Measures Status

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

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

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

Name of Authorized Representative: Eric Mackey	Title: State Superintendent of Education
Signature:	Date:

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

Title : 2018 AL SPDG Executive Summary

File : [2018_AL_524b_Ex_Summary_12_5_18.pdf](#)



**U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary**

OMB No. 1894-0003
Exp. 02/28/2020

PR/Award # (11 characters): H323A120023

The Alabama State Personnel Development Grant (AL SPDG) Project Closing the Gap (Project CTG): *Improving Literacy and Mathematics Outcomes for Students with Disabilities* was initially funded in October 2012. The AL SPDG was developed within the context of building stronger linkages across the professional development (PD) systems of the Alabama State Department of Education (ALSDE) and Alabama's Parent Training and Information Center (AL PTI). These strengthened linkages were developed to maximize the impact of professional development upon teacher practice and family outcomes, specifically in the areas of literacy, mathematics, behavior, and post-school outcomes. Through its efforts, the project would close the achievement gap through creating effective inclusive environments (CEIE) for students with disabilities in grades 3-9 and improve post-secondary outcomes for students with disabilities.

Prior to the project, ALSDE-SES staff had developed several partnerships, including the ALSDE's Alabama Reading Initiative (ARI), the Alabama Math Science and Technology Initiative (AMSTI), Prevention and Support, and Safe and Civil Schools. Through these collaborations, Project CTG would offer co-teaching and co-planning in the core content areas and behavior supports to teachers.

As seen in the graphic to the right, Project CTG blended implementation science with Dr. Jim Knight's Big Four model of behavior/community building, content knowledge, strategic instruction, and formative assessment. Prior to the project, Special Education Services (SES) staff had developed the model and piloted co-teaching training and coaching in several Mobile schools as a mechanism for improving literacy and mathematics outcomes.

For improving post-school outcomes, the project planned to focus on secondary transition and post-secondary enrollment in institutions of higher education (IHEs) through collaborations with the AL PTI and Auburn University. These collaborations would produce transition resources, including online secondary transition modules and parent focus group data.

In addition to the content, instructional approaches, and collaboration with partners, Project CTG was established with sustainability in mind. Coaching was an integral component of the project from its inception, and instructional coaches who could offer support to educators in content and instruction were involved in the project from its initial pilot. Project CTG also focused on technology, including online coaching and online transition modules, as a means to increase efficiency and reduce costs. Lastly, while creation of District and School Leadership Teams was not well-defined in the initial stages of the project, Project CTG staff recognized the need for implementation supports and local leadership for the project. The development of teams became clearer during Year 4 of the project. Through this context, project CTG developed three goals:

ALABAMA STATE PERSONNEL DEVELOPMENT GRANT

*Closing the Gap: Improving Literacy and Mathematics Outcomes
for Adolescent Students with Disabilities*



- **Goal 1 Infrastructure and collaboration:** Create a system for expanding general education programs and initiatives in Alabama to include specific special education content and instructional knowledge for educators and families that will support student learning outcomes.
- **Goal 2 Creating Effective Inclusive Environments through academic and behavior supports:** Implement the coordinated PD system that will increase the capacity of educators and families to understand and utilize a multi-tiered system of support for SWD, which will lead to improved student performance and graduation outcomes.
- **Goal 3 Transition and post-school planning supports:** Offer PD for educators, families, and stakeholders on the needs of students with disabilities and the support and services that are needed for successful adult transition, which will lead to improved student graduation rates and post-school outcomes.

Project CTG staff are proud to report all three goals were implemented, the project met all of its performance measures in the 524b Final Report, and the project was successful at reducing the achievement gap and improving post-secondary outcomes. Furthermore, Project CTG served as a catalyst for developing Alabama's State Systemic Improvement Plan (SSIP), which has demonstrated numerous positive outcomes across the state.

As with most multi-year state projects, however, over the six years of the project and no-cost extension, Project CTG encountered several barriers:

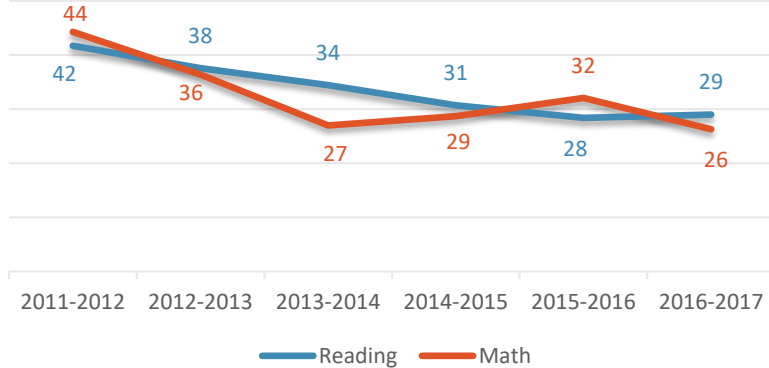
- At the end of the first year of the project, the senior-level coach and developer of the Goal 2 model, passed away. This loss resulted in reduced coaching supports and the loss of a trusted partner among school staff.
- Early in the second year of the project (October 2013), the Project CTG External Evaluator drafted an evaluation report regarding the project logic model and activities. Specifically, concerns were raised about the fidelity of training and coaching. Furthermore, during the Year 2 Annual Performance Reporting period, only 23% of teachers demonstrated fidelity. In light of these data, Project CTG staff opted to reduce its activities during Year 2 and reflect on the direction of the project, examine partnerships and collaborations, and prepare for Year 3.
- During Year 3, ARI, one of the Project CTG partners, had a shift in mission from K-12 reading services to K-3 services and went through a reorganization. Due to its emphasis on middle school and a shift in ARI priorities, Project CTG did not partner with ARI after Year 2. Furthermore, AMSTI, another Project CTG partner, underwent a reorganization during Year 3 of the project, and while Project CTG continued to partner with AMSTI, the collaboration was limited in scope.
- Since early 2016, the state has had five State Superintendents or Interim State Superintendents. As typical seen with changes in administrations, departmental reorganizations and staff changes occurred. Additionally, the changes resulted in hiring freezes, which prevented Project CTG from hiring transition coaches.

Despite these barriers, the project maintained stability and stayed true to its original model. In terms of project personnel, of the 10 staff and consultants identified in the proposal's personnel loading chart, seven continued to work on the project during the no-cost extension and an additional person worked until the final year. The lack of turn-over at the project management level has been critical to the project's vision and ability to follow-through with the work. Additionally, project personnel consistently reviewed data and made mid-course corrections to adapt to barriers and address any lagging performance measures. Furthermore, while Project CTG significantly changed its approach to the implementation of activities due to barriers, partnership changes, and evaluation data, Project CTG staff focused on project goals and implemented all of its project objectives.

Year 3 was a turning point for the project, and by the 2015-2016 school year, the project began to see consistent evidence of success. During that time, the ALSDE-SES staff aligned its State Performance Plan/Annual Performance Report (SPP/APR) Indicator 17 SSIP work with Project CTG. The alignment strengthened both projects, as staffing and resources could be combined to focus on a common vision. While not all of the outcomes of the SPDG/SSIP project have been presented in the SPDG 524b due to the established performance measures, the initiatives have found evidence of effectiveness with co-teaching/co-planning, behavior initiatives (classroom-level CHAMPS and schoolwide Foundations), and the use of a transition curriculum and designated transition class for students with disabilities.

The goal of the project was to close the achievement gap between students with and without disabilities. While the gap did not close, Project CTG could demonstrate consistent decreases among participating schools.

Fig. 1: Percentage Gap in Reading and Math Proficiency State Assessment Scores Between All Students and Students with Disabilities in Project CTG Target Schools



As evident in Figure 1, the gap decreased for both reading and math proficiency between students with disabilities and all students in Project CTG schools. From the year prior to grant (2011-2012) to the final year of the project (FY 2016), the proficiency gap between groups decreased by 12.7% for reading and 18.0% for math.

In addition to the state assessment data, annual gaps in screening data gains in SPDG schools have ranged from -5.67% to 8.49% between students without disabilities and students with disabilities following co-teaching/co-planning implementation. Furthermore, the project has consistently seen classes where more students with disabilities have shown gains on screening assessments than students without disabilities.

While not presented in the SPDG Continuation Reports due to the established SPDG performance measures, data collected through the SSIP evaluation regarding SPDG sites have found significant improvements in measures of attendance and behavior as a result of the Safe and Civil Schools CHAMPS (classroom-level intervention) and Foundations (schoolwide intervention). Decreases in the average daily attendance and the number of student tardies, unexcused absences, and chronic absences have been found in SPDG Cohort 4 and 5 schools [See Figure 2]. In particular, reductions in the number of tardies and chronic absences have been striking. There has also been a 67% decrease in the number of office discipline referrals from baseline (2015) to the 2017 school year.

The project has found improved SPP/APR Indicator 14 data, particularly the percentage of students with disabilities enrolled in higher education after leaving school. As seen in Figure 3, the FFY2010 baseline period (submitted in spring 2012) found 14% of students were enrolled, but by the end of the project, the percentage had doubled. The project has continued to increase its work in transition, including offering evidence-based secondary transition curricula and training to applying schools during the no-cost extension period. Project CTG staff expect the post-school outcomes data to continue to improve as more project participants complete high school.

Fig. 2: Percentage of SSIP/SPDG Sites Showing Improvements in Attendance Measures: Baseline to 2017-2018

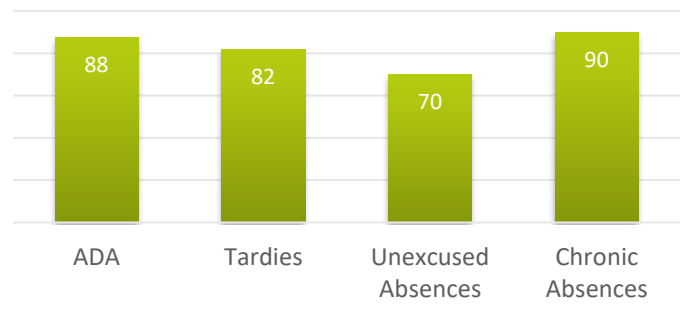
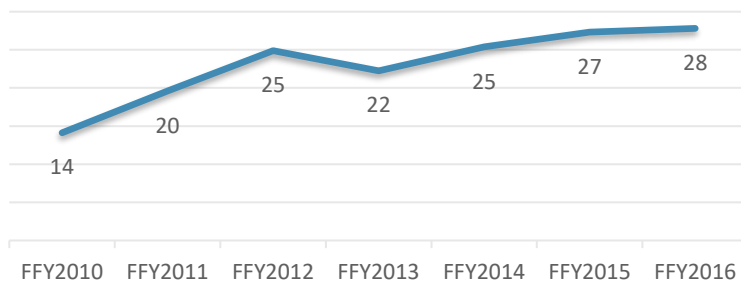


Fig. 3: Longitudinal Results for the Percentage of Alabama Students with Disabilities Enrolled in Higher Education One Year Post-School



In addition to high-quality training and a clear vision for the project, other factors have influenced the project success. Participating project stakeholders and staff have reported the intensive coaching supports have fostered the positive outcomes. Additionally, when interviewed, participating administrators and staff have stated the key to the project was increasing buy-in among teachers, and particularly administrators. Lastly, the integration of implementation science into the project implementation, particularly beginning Year 3, positively impacted the project.

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

PR/Award #: H323A120023

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)
1. **Project Objective** Check if this is a status update for the previous budget period.

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

Performance Measure	Measure Type	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.a. By the end of Year 4 (Spring 2016), 50% of the Rtl and Creating Effective Inclusive Environments professional development activities will score a "3" or "4" on the Evidenced-Based Professional Development rubric.	PROGRAM		8 / 16	50		16 / 16	100
1.b. By the end of Year 3 (Spring 2016), 50% of the transition and post-school outcomes professional development activities will score a "3" or "4" on the Evidenced-Based Professional Development rubric.	PROGRAM		8 / 16	50		16 / 16	100
1.c. By the end of Year 2, Project CTG will provide at least one Rtl/CEIE training or professional development opportunity to 60% of the instructional staff for Grades 3-9 in the participating feeder pattern schools.	PROJECT		553 / 921	60		713 / 921	77
1.d. By the end of Year 2, Project CTG Coaches will provide instructional coaching to at least 70% of the instructional staff that participated in the Rtl/CEIE training or professional development.	PROJECT		499 / 713	70		578 / 713	81
1.e. By the end of Year 2, 50% of the teachers in Grades 3-9 at Project CTG sites that participated in the CEIE instructional coaching will have participated in online coaching and/or online consultation experiences a minimum of two times.	PROJECT		90 / 180	50		92 / 180	51
1.f. By the end of Year 2, up to two additional Project CTG feeder pattern sites will be identified to participate in the project, with two additional LEAs identified in Years 3 and 4.	PROJECT	2	/		0	/	

<p>1.g. By the end of Year 2, the Auburn Transition Leadership Institute (ATLI) in collaboration with the Alabama Parent Training and Information Center (PTI) will develop one post-school outcomes training module with one additional module each added in Years 3 and 5.</p>	PROJECT	0	/		0	/	
<p>1.h. By the end of Year 2, 50 individuals will participate in the Auburn Transition Leadership Institute's (ATLI) post-school outcomes module/training, with an additional 75 individuals in each subsequent year.</p>	PROJECT	75	/		308	/	
<p>1.i. By the end of Year 3, 60% of the participants in the Auburn Transition Leadership Institute's (ATLI) post-school outcomes module/training will receive follow-up coaching and/or technical assistance related to the PD.</p>	PROJECT		52 / 87	60		59 / 87	68
<p>Explanation of Progress (Include Qualitative Data and Data Collection Information)</p> <p>Explanation of Progress exceeds 4000 characters, see SECTION A Project Narrative (Optional Attachment for Additional Section A Text).</p>							

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

PR/Award #: H323A120023

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)
2. Project Objective Check if this is a status update for the previous budget period.

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

Performance Measure	Measure Type	Target				Quantitative Data			
		Raw Number		Ratio	%	Raw Number		Ratio	%
2.a. 70% of RTI/creating effective inclusive environments PD participants will implement 80% of the core components of RTI/CEIE by the end of Year 2, with a 5% increase in Year 3 and Year 4.	PROGRAM		66 / 88	75			74 / 88	84	
2.b. 75% of the secondary transition/post-school outcomes PD participants will implement 80% of the core components within one year following participation in the PD modules and subsequent coaching.	PROGRAM		3 / 4	75			3 / 4	75	
2.c. By the end of Year 2, 50% of students with disabilities in classroom where teachers are implementing RtI/CEIE practices will show an increase in their progress monitoring scores.	PROJECT		202 / 403	50			287 / 403	71	
2.d. 50% of the parents participating in Project CTG training/TA will report a change in their behavior as a result of the modules/TA.	PROJECT		27 / 54	50			41 / 54	76	

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

Explanation of Progress exceeds 4000 characters, see SECTION A Project Narrative (Optional Attachment for Additional Section A Text).

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

PR/Award #: H323A120023

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)
3. Project Objective Check if this is a status update for the previous budget period.

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

Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	Raw Number	%		
3.a. 60% of SPDG RTI/CEIE funds are used for activities designed to sustain the implementation of RTI/CEIE initiatives.	PROGRAM	349724	582873	60	364570	582873	63
3.b. 60% of SPDG secondary transition/post-school outcomes funds are used for activities designed to sustain the use of transition planning initiatives.	PROGRAM	203455	339091	60	260918	339091	77

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

Explanation of Progress exceeds 4000 characters, see SECTION A Project Narrative (Optional Attachment for Additional Section A Text).

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

PR/Award #: H323A120023

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)
4. **Project Objective** Check if this is a status update for the previous budget period.

Objective 4: To improve the academic and post-school outcomes for Alabama students with disabilities.

Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	%	Raw Number	Ratio	%
4.a. In Years 4 and 5 of the grant, graduation rates will increase by 3% for the Project pilot schools implementing the RtI/creating effective inclusive environments or transition programming with fidelity.	PROJECT		77 / 100	77		87 / 100	87
4.b. In Years 4 and 5 of the grant, the gap between graduation rates for stu-dents with disabilities and students without a disability will decrease by at least 5% among the Project pilot schools implementing the RtI/creating effective inclusive environments or transition programming with fidelity.	PROJECT		20 / 100	20		11 / 100	11
4.c. In Years 3-5 of the grant, the gap in Reading proficiency scores will de-crease by 3% between all students and the students with a disability sub-group in Project CTG target schools.	PROJECT		35 / 100	35		29 / 100	29
4.d. In Years 3-5 of the grant, the gap in Math proficiency scores will decrease by 3% between all students and the students with a disability subgroup in Project CTG target schools.	PROJECT		33 / 100	33		26 / 100	26
4.e. In Years 4- 5 of the grant, the percentage of parent involvement among parents of students with disabilities, as measured by the SPP/APR Parent Involvement survey, will increase by 3%.	PROJECT		78 / 100	78		81 / 100	81
4.f. In Years 4- 5 of the grant, the percentage of students with disabilities enrolling in post-secondary education, as measured by the SPP/APR Indicator 14a, will increase by 3%.	PROJECT		17 / 100	17		28 / 100	28

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

Explanation of Progress exceeds 4000 characters, see SECTION A Project Narrative (Optional Attachment for Additional Section A Text).

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

PR/Award #: **H323A120023**

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

Title : Information for Section B - Budget Information

File : [SECT_B_Budget_Information.pdf](#)

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

Title : Project CTG 524B Final Report Appendices

File : [Sect_C_Additional_Info.pdf](#)

Information for Section B – Budget Information

- All funds have been expended for H323A120023 during the No Cost Extension period of 10/01/17 to 09/30/18.
- During the H323A120023 award period, local education agencies (LEAs) receiving award funds did not always submit required invoice details within the appropriate timeframe or expend the full amounts of contracts received for specified grant activities. Therefore, the remaining funds constituted carryover from the previous budget period each year. Furthermore, first-year delays in contracting resulted in a surplus of funds from year one. Additionally, loss of personnel whose salaries were wholly or partially paid with grant funds resulted in fewer grant expenditures than expected during the latter grant years. An Alabama State Department of Education hiring freeze for part-time staff resulted in delayed hiring of transition coaches to replace coaches who had resigned from their appointments.
- During the No-Cost-Extension period, diligent follow-up with the LEAs regarding invoice submission and expenditures improved the submission rate, as well as careful attention to monitoring LEA cohort activities for Goals 2 & 3. Additional transition partnerships with the Alabama Parent Training Institute, as well as the ability to hire two additional transition coaches, resulted in the full expenditures of funds during the No Cost Extension period.

Project CTG 524B Final Report Appendices

Appendix C1: CEIE (Goal 2) Evidence-Based Professional Development Worksheet

Appendix C2: Secondary Transition (Goal 3) Evidence-Based Professional Development Worksheet

Appendix C3: Final Report Questions

Appendix C4: Project CTG List of Goal 2 Schools

Appendix C5: Project CTG List of Goal 3 Schools

Appendix C6: Documents Referred to in the Evidence-Based Professional Development Worksheets

1. Participant's Memo
2. Sample Memorandum of Agreement and Contract (CEIE)
3. Sample Trainer Contract
4. Sample Trainer Request for Application (RFA)
5. 22 Things You Can Do: HQPD Checklist
6. Observation of High Quality Professional Development Checklist
7. Sample Things to Do in Advance of Training
8. Co-Teaching Observation Checklist
9. Co-Planning Form
10. Sample Pre-Event Evaluation (Foundations)
11. Sample Post-Event Evaluation (Foundations)
12. Alabama SPDG/SSIP STOIC Assessment
13. CEIE Fidelity Observation Form
14. Parent Transition Focus Group Letter
15. Sample Memorandum of Agreement and Contract (Transition)
16. Project CTG Transition Observation Form
17. Post-Training Assessment (Transition)
18. Transition Implementation Survey

Appendix C7: Privacy & Security Measures Certification

Worksheet

SPDG Evidence-based Professional Development Components

Worksheet Instructions

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

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

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

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

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project's self-rating
A(1) Selection	<p>Clear expectations are provided for PD participants and for schools, districts, or other agencies.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Description of expectations for PD participants (e.g., attendance in training, data reporting).¹ 2. Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).^{2,3} 3. Description of how schools, districts, or other agencies were informed of their responsibilities.^{2,3} 4. Provide a brief description of the form(s) used for these agreements. 	<p>Project description of related activities (please note if you are attaching documents)</p> <p>Professional development participants were informed about the expectations in two primary ways: 1) through the Memoranda of Agreements and/or contracts, and 2) a Participant's Memo for each training activity.</p> <p>1. Description of expectation for PD participants: Prior to each training event, Project CTG coaches and districts received a Participant's Memo outlining the expectations for the training, the content, the length of the training, and any required follow-up. Coaches forwarded the Participant's Memo to individual training participants. Districts also received a specific agenda for the training. Districts were instructed how to notify training participants and to forward the memo to them. See Appendix for a sample <i>Participant's Memo</i>.</p> <p>While the content of the participant's Memo varied depending on the training content, the general expectations for training participant were as follows:</p> <ul style="list-style-type: none"> • Attend for the entirety of the training (e.g., three, two-day 5.5-hour training sessions); • Participate in individual and group activities and assignments; • Provide data and/or implementation artifacts; • Share training highlights with site staff members; • Bring materials to the training as indicated (e.g., copy of training book); and • Bring resources as indicated (e.g., extension cords, power cords, etc.). <p>In addition to the training participant expectations, there was also information on the Participant's Memo pertinent to the participants, including 1) The source of funding for the project, and therefore how participant fees must be reimbursed; 2) The training content and objectives; and the dates for future training events.</p> <p>Additionally, the MOAs/contracts stated that Project CTG offered professional development in implementation science, co-teaching, co-planning, eCoaching (online coaching), Safe and Civil Schools/CHAMPS, instructional coaching, and APPEC. The role and duties of the Project CTG Coaches were provided, and the expectations for reporting and data sharing were outlined. The necessary resources and supports of the district and schools were listed. A copy of a sample district's <i>Memoranda of Agreement</i> is attached.</p> <p>2. Identification of what districts provide: As per the MOA/contract, participants agreed to the following:</p> <ul style="list-style-type: none"> • Identify employees to fill a coaching role (for two districts). • Appoint a supervisor who will provide administrative support and work closely with Project: CTG Coaches. The AL SPDG requests administrative support including, but not limited to the following: <ul style="list-style-type: none"> ○ Coaching and professional support. ○ Informing Project CTG Coaches of district procedures and/or protocol for participating in out-of-region activities scheduled by AL SPDG.

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

		<ul style="list-style-type: none"> o Conducting personnel evaluations in accordance with district policy. o Communicating roles, functions, and employment of Project CTG Coaches during and after the AL SPDG support period. o Supporting Project CTG performance objectives and performance measures required by OSEP. o Establish Project CTG implementation team to collaborate with AL SPDG staff and AL SPDG consultants to support Project CTG's Rd/CEIE implementation within feeder pattern schools. Select members of the implementation team will participate in 70 percent of the specialized training offered by AL SPDG staff and/or SPDG consultant(s). Specialized PD training and technical assistance activities were available virtually through WebEx and/or other video conferencing clients, webinars, and face-to-face. <ul style="list-style-type: none"> o A listing of the roles for an implementation team. o Provide funding for Project CTG Coaches' in-district travel. o Provide operational space and a laptop computer with current operation systems for Project CTG Coaches. o Provide Contract Reimbursement Claims to the SDE on a monthly basis. o Support opportunities to implement eCoaching for co-teaching, co-planning, and consultation through district technology support. o Attend scheduled AL SPDG Project CTG quarterly meetings and/or assigning a designee to attend meetings. o Monthly Reimbursement Claims for contracts. o Quarterly progress monitoring data reports. 3. Description of how districts were informed: Memoranda of Agreement (MOA) and contracts were created for each district. Project CTG Coordinator (Theresa Farmer) shared the draft of the expectation outlined in the MOA with building principals, district staff, and Project CTG Coaches. Final MOA and contracts were shared with district staff to sign. Additionally, districts were sent an e-mail with a copy of the training memo prior to each training. The e-mail, and the memo, stated that training participants should receive a copy of the memo. 4. A brief description of the form(s) used for these agreements: A copy of a sample MOA and contract are in the Appendix. A description of the MOA can be found in A(1) #1 and 2. Also, a copy of the Participant's Memo is attached. A description of the Participant's Memo can be found in A(1) #1. 	
<p>A(2) Selection</p>	<p>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.¹</p> <p>Required elements: 1. Expectations for trainers' qualifications and how these experience and how these</p>	<p><u>1. Expectations for trainers:</u> The Project CTG trainers for online coaching (eCoaching) and co-teaching/co-planning were selected through a Request for Proposal (RFP) process.</p> <p>As outlined in the RFP, the online coaching trainer was expected to have expertise in online coaching as described in Rock et al., 2009. The consultant was expected to provide virtual and face-to-face training on online coaching and online planning. The consultant needed additional expertise in special education, co-teaching/co-planning, and data and tools for measuring student progress.</p>	<p style="text-align: center;">4</p>

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

<p>qualifications will be ascertained.</p> <p>a. Description of role and responsibilities for trainers (the people who trained PD participants).</p> <p>2. Expectations for coaches'/mentors' qualifications and how these qualifications will be ascertained.</p> <p>a. Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training).</p>	<p>As outlined in the RFP, the co-teaching/co-planning trainer was expected to have expertise in co-teaching/co-planning, online coaching, data and tools for measuring student progress, special education, elements of school culture that affect co-teaching, and scaling-up interventions. For both RFPs, the applicants were required to submit a detailed description of the delivery of training materials and PD offered. Dr. Donna Ploessi was selected as the online coaching trainer and Dr. Pamela Howard was selected as the co-teaching/co-planning trainer.</p> <p>The trainer for Safe and Civil Schools/CHAMPS was selected through a sole-source contract. The trainers were expected to have at least 10 years of experience in the following areas: a current or prior teaching certificate; prior special education experience; extensive experience in training in behavior interventions at the classroom and school-wide levels; experience working with schools and districts on implementing behavior interventions. Safe and Civil Schools received the sole-source contract, and Laura Hamilton was selected as the Safe and Civil Schools/CHAMPS trainer.</p> <p>The trainer for Instructional Coaching was selected through a sole-source contract. The trainer was required to have at least ten years of experience in training instructional coaching. Ann Hoffman, one of the trainers with Dr. Jim Knight from the Kansas Center for Teaching and Learning, was selected as the Instructional Coaching trainer.</p> <p>1a. Description of role and responsibilities for trainers: The contracts for each trainer outlined the responsibilities for delivering PD, data, and consultations. Project CTG Coordinator Theresa Farmer met with each trainer to review the contracts and roles and responsibilities as trainers. A sample RFP and contract are attached.</p> <p>Trainers created a specialized system that connects the key components of capacity and the functional infrastructure supports critical to sustaining and establishing innovation configurations (essential components and the degree of implementation) for Project CTG goals and objectives relevant to creating effective inclusive environments in Alabama general education programs and initiatives:</p> <ul style="list-style-type: none"> • Effective co-planning, co-teaching, classroom organization, and behavior management practices. • eCoaching principles designed to support instructional coaching, co-planning, approaches to co-teaching, classroom organization, and behavior management practices. • Specific special education content and instructional knowledge. • Effective tools and data sources for measuring the impact of co-teaching on student achievement. • Elements of school culture that affect co-teaching, including those related to administrative and community support. • Professional learning opportunities and professional learning community activities that close the research-to-practice gap, promote sustainability, scaling up, serve as a model for state-level implementation, and foster implementation through EBP professional development. <p>2. Expectations for coaches: There were two types of coaches for the final reporting period: 1) SPDG coaches selected by the district in consultation with the ALSDE staff, and 2) SPDG/SSIP coaches selected by the ALSDE through the state's retiree system. The SPDG/SSIP coaches support Foundations work and are not supported with SPDG funds.</p> <p>Project CTG coaches were expected to have at least 10 years of experience in education, including teaching and administrative experience. Coaching preferences included a minimum of five years of administrative experience at a principal-level, district</p>
--	---

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

	<p>office administrative (e.g., special education coordinator, superintendent, etc.), or a former ALSDE specialist. Successful teaching experience and specialized knowledge to support student/adult learning was required as verified by the Alabama Department of Education (SDE) staff.</p> <p>Coaching applicants were expected to exhibit strong interpersonal skills and a commitment to continued professional growth. Qualifications were verified through observational interviews, reference checks, and records of credentials.</p> <p>2b. Description of responsibilities for coaches: Coaches were expected to:</p> <ul style="list-style-type: none"> • Support and implement Project CTG Performance Measures required by OSEP. • Focus on coaching general and special education co-teaching dyads implementing: <ul style="list-style-type: none"> ○ Marilyn Friend's Co-Teaching Approaches. ○ eCoaching for co-planning and co-teaching. • Focus on coaching teachers, administrators, and other staff implementing: <ul style="list-style-type: none"> ○ Safe and Civil Schools Foundations. ○ CHAMPS classroom management. • Participate in professional seminars, conferences, meetings, and trainings as directed and/or funded by the AL SPDG. • Participate in professional activities (seminars, Webinars, conferences/conventions, meetings, and trainings) designed to support Project CTG goals and outcomes. • Implement virtual/online technology for the purposes of eCoaching for co-planning, co-teaching, and consultation services. • Meet at least quarterly (face-to-face and virtually) with other Project CTG coaches. • Provide documentation of activities required by AL SPDG, such as: <ul style="list-style-type: none"> ○ Monthly calendar indicating tentative activities related to Project CTG PD, TA, or meetings. ○ Meetings with administrators, Project CTG coaches, LEA representatives, and/or other personnel relevant to Project CTG goals and activities. ○ Activity Log entries. ○ Sign-in sheets (see template from AL SPDG staff member) for approved PD (e-mail documentation to SPDG staff member T. Farmer). ○ Travel reimbursement in accordance with ALSDE policy/procedures. • Provide a monthly Purchasing and Travel Report. • Collect, report, and submit student outcome data from co-teaching Dyads, as required by AL SPDG according to agreed-upon timelines (Jocelyn Coolidge, AL SPDG external evaluator). • Share and/or participate in data collection regarding Project CTG professional development, technical assistance, co-planning, co-teaching, consultation, and teacher implementation activities. • Schedule web supported meetings using video conferencing client plans to meet or consult with teachers and colleagues. 	
--	---	--

Worksheet

SPDG Evidence-based Professional Development Components

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

B(1) Training	<p>Accountability for the delivery and quality of training.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Identification of the lead person(s) accountable for training. 2. Description of the role and responsibilities of the lead person(s) accountable for training. 	<p>1. Lead person for training: The Project CTG staff responsible for Goal 2 training was the Project CTG Coordinator, Theresa Farmer. Ms. Farmer has been a consultant in the ALSDE Special Education Services for over 10 years. She devotes approximately .79 FTE to SPDG activities, and this time was split between overseeing the training and the coaching activities for the RfA/CEIE initiative.</p> <p>2. Role and responsibilities for lead person: Ms. Farmer's training oversight duties included: 1) Working with training consultants P. Howard, D. Ploessel, and L. Hamilton to develop a scope and sequence of training; 2) Meeting with the district implementation teams to ascertain the readiness for implementation, the requisite knowledge and experience of teachers prior to training; and the resources in place to support the sustainability of the training; 3) Overseeing the RfA process and review of applicants for the training consultants; 4) Overseeing the implementation of the contracts of the training consultants; 5) Attending training activities to ensure all professional development is high-quality and research-based; 6) Coordinating training activities with district staff, building staff, and Project CTG Coaches; 7) Reviewing training evaluation data with the Project CTG Evaluator; 8) Reviewing the training evaluation data with the training consultants.</p> <p>Ms. Farmer met with the co-teaching/co-planning and online coaching consultants through phone, face-to-face, e-mail, or for consultation following training. Ms. Farmer met with the Safe and Civil Schools consultant at least monthly through phone or face-to-face consultations following training. These consultations were to discuss planning for training events, barriers, follow-up from training, participant progress, and evaluation data.</p>	4
B(2) Training	<p>Effective research-based adult learning strategies are used.^{4,5,6}</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Identification of adult learning strategies used, including the source (e.g., citation). 2. Description of how adult learning strategies were used. 3. Description of how data are gathered to assess how well adult learning strategies were implemented. 	<p>1. Identification of adult strategies used: The Project CTG training consultants implemented professional development following Dunst, C.J., & Trivette, C. M. (2012)¹ including preparation, introduction, demonstration, engagement, evaluation, and mastery</p> <p>2. How the adult strategies were used: Consultants Pam Howard and Donna Ploessel collaborated on their training and training curriculum for co-teaching, co-planning, and eCoaching. Consultant Laura Hamilton used the Safe & Civil Schools training curriculum for CHAMPS/DSC and Foundations, modified to meet the individual needs of the districts. The sequence of the training curricula was based on the Dunst & Trivette principles. The following strategies were used:</p> <ul style="list-style-type: none"> • Information and agenda provided by district (Preparation) • Pre-event evaluation sent to participants (Preparation) • Trainer qualifications shared initially in PowerPoint (Preparation) • DVD, role playing, and discussion to relate to own context (Introduce) • Research and data slides to show evidence and impact on students via PowerPoint (Introduce) • Related information to IDEA and SPDG (Introduce) • Inclusion confusion PowerPoint slide for building vocabulary (Demonstration) • Opportunity for modeling (Demonstration) • Case study (Demonstration) • Trainers performed a mock lesson (Engagement) • Break-out session with Know, Want to Know, Learned opportunity (Engagement) • Participants had opportunities for questions individually, in pairs, and in groups (Engagement) 	3

Worksheet

SPDG Evidence-based Professional Development Components

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

		<ul style="list-style-type: none"> • Discussion about follow-up with coaches (Evaluation) • Post-Event Evaluation (Evaluation) • SPDG Coaches established schedules for coaching (Mastery) • Coaches participated in PD and follow-up with participants (Mastery) <p>3. How data are gathered to assess implementation: Data to assess implementation were as follows:</p> <ul style="list-style-type: none"> • The trainers reviewed the “22 Things to Do: HQPD Checklist” in advance of the PD (see attached). • The Project CTG Evaluator reviewed the training materials and resources to determine how they aligned with the Dunst & Trivette PALS model. • Project CTG staff completed the <i>Observation of High-Quality Professional Development Checklist</i>² [See attached]. Scores were reviewed to ensure 80% for each section. Also, the Project CTG Coordinator (T. Farmer) sent the HQPD Checklist to a sample of PD participants following PD. • The Project CTG Evaluator reviewed the results of the HQPD Checklist results to ensure 80% of each category was met. <p>¹Dunst, C.J., & Trivette, C. M. (2012) Moderators of the effectiveness of adult learning method practices. <i>Journal of Social Sciences</i>, 8, 143-148.</p> <p>²Noonan, P., Ganner-Erickson, A.S., Brusow, J.A., & Langham, A. (2015). <i>Observation checklist for high quality professional development in education. (Updated version)</i>. Lawrence, KS: University of Kansas, Center for Research on Learning.</p>	
<p>B(3) Training</p>	<p>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).^{3,5}</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Description of skills that participants were expected to acquire as a result of the training. 2. Description of activities conducted to build skills. 3. Description of how participants’ use of new skills was measured. 	<ol style="list-style-type: none"> 1. Description of skills expected to acquire: Participant skills were established through the Safe and Civil Schools training curriculum and outlined on the Participant’s Memo, agenda, and handout materials. For example, the <i>DSC Participant’s Memo and Agenda and Things to Do</i> (see Appendix) showed the skills that were scheduled to be covered and a chart of skills and activities the participant was expected to complete over the course of the three-part training. Likewise, the Foundations program had six modules completed over three years. For each module, there was a checklist for skills to be implemented prior to the next training. The checklists were shared prior to the training, which allowed participants to see the expectations prior to training. <p>In addition, at the beginning of the PD, participants role-played during the Introduction. This activity demonstrated participant skills at the onset of the PD. With Project CTG Coaches observing, participants demonstrated their co-teaching and CHAMPS/DSC skills in the classroom following the training (typically within 1-2 weeks).</p> <ol style="list-style-type: none"> 2. Description of activities conducted to build skills: The specific activities varied depending on the topic (e.g., co-teaching, co-planning, Safe and Civil Schools Foundations, etc.), although the skills were built through: <ul style="list-style-type: none"> • Sharing research and data on effectiveness • Observing co-teaching or redirecting behaviors (both videos and live demonstrations) • Role-playing teacher-teacher or teacher-student 	<p>3</p>

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

		<ul style="list-style-type: none"> • Engaging participants in a mock lesson • Participating in break-out sessions to discuss personal experiences, concerns, and questions • Receiving follow-up coaching after the PD <p>3. Measuring new skills: The participants were assessed on the following skills:</p> <ul style="list-style-type: none"> • Implementing the Six Models of Co-Teaching [as per Marilyn Friend (2012)]; • Demonstrating parity among the specialist and general educator; • Creating a classroom culture to support co-teaching (as per Friend, 2012) • Demonstrating the specific instructional roles of the specialist (i.e., documentation of students with disabilities, mastery, individual instruction, assessment); • Using tools for co-planning; • Using technology required for online coaching; • Communication between the teacher dyads; • Opportunities for responding; • General and specific praises by the teacher(s); • Number of student redirections; and • Negative student-teacher interactions. <p>The new skills were assessed:</p> <ol style="list-style-type: none"> 1) During the training through a K-W-L; 2) Through a <i>Pre-Event/Post-Event Evaluation</i> that measures knowledge and skills (see Appendix for sample <i>Pre/Post-Event Evaluation</i>); 3) Observations by the coach using Look-Fors assessments, such as the <i>Co-Teaching Observation Checklist</i> and the <i>Co-Planning Form</i>; and 4) External fidelity checks by external consultants (P. Howard, D. Ploessl, J. Cooledge) and Goal 2 Coordinator (T. Farmer). 	
<p>B(4) Training</p>	<p>Training outcome data are collected and analyzed to assess participant knowledge and skills.⁵</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Identification of training outcome measure(s). 2. Description of procedures to collect pre- and post-training data or another kind of assessment of 	<p>1. Identification of training outcome measure: The initial outcome of the training was to increase knowledge and skills. The change in participant learning was assessed using the <i>Pre-Event Evaluation</i> and <i>Post-Event Evaluation</i> assessment forms. The assessments ask specific closed- and open-ended questions to gauge participant knowledge about co-teaching/co-planning or behavior (CHAMPS/Foundations). A sample <i>Pre-Post-Event Evaluation</i> for Foundations is attached.</p> <p>Second, as a result of the training, participants are expected to demonstrate changes in skills. The co-teaching, co-planning, and CHAMPS skills were measured using observation sheets (<i>Co-Teaching Observation Checklist</i>, the <i>Co-Planning Form</i>, and the <i>STOIC</i>). These forms are in the Appendix.</p> <p>Third, to determine whether participants were able to further apply the knowledge and skills learned from the training, SPDG staff measured fidelity of implementation among participating teachers and administrators. Fidelity data were collected using the <i>CEIE Fidelity Observation Form</i> (see Appendix).</p>	<p>3</p>

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

<p>knowledge and skills gained from training.</p> <p>3. Description of how training outcome data were reported.</p> <p>4. Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.</p>	<p>2. Description of the data collection procedures: The <i>Pre-/Post-Event Evaluations</i> were online through SurveyGizmo. Prior to an event, the Evaluator sent an e-mail link to the online <i>Pre-Event Evaluation</i>. The specific measures varied depending on the topic (e.g., co-teaching, co-planning, Safe and Civil Schools CHAMPS/DSC, etc.). Following the training, participants were asked the same questions, and their results were scored to measure learning. If participants had not completed the assessment prior to the training, they were required to complete it during the training registration.</p> <p>For some training events, typically the later Foundations training events that were difficult to gauge more subtle gains in knowledge, a retrospective-post evaluation was used. Participants were asked to rate their level of knowledge of a particular content area or skills before and after the event.</p> <p>The co-teaching and CHAMPS tools were collected and scored by the Project CTG Coaches. Coaches met with the teachers during planning to review the results, and goals were developed. These tools were used for improving skills, and therefore the frequency of use varied depending on teacher needs.</p> <p>The <i>CEIE Fidelity Observation Form</i> was used by the Project CTG Coordinator (T. Farmer), Co-Teaching consultants (P. Howard and D. Ploessl), and the External Evaluator (J. Coolidge) in the Fall and Spring semesters. The coaches set a schedule for observing the co-planning and classrooms for as many of the teachers as possible. Classes were observed by 1-2 of the Project CTG staff in order to determine interrater agreement.</p> <p>3. <u>Description of reporting:</u> The results of the <i>Pre-Event Evaluation</i> were sent to the trainer and the Project CTG Coordinator the day before the training. Sharing the pre-test results allowed the trainer to see areas that needed to be addressed in more depth.</p> <p>The results of the <i>Pre-/Post-Event Evaluations</i> were scored by the Evaluator, and a summary was sent to the training consultants. All <i>Post-Event Evaluations</i> and learning measures tables were housed on a shared drive with Project CTG staff. The shared drive allowed staff to see the results at any time. The Project CTG Coordinator was notified if there were responses below 80% for either the skills or the satisfaction.</p> <p>The results of the coaching forms were shared internally between the coach and the individual teacher/dyad. The Co-Teaching Consultants, P. Howard and D. Ploessl, did elbow-to-elbow coaching, and therefore the consultants also saw the results of the forms.</p> <p>For the fidelity observations, the coach and district Special Education Coordinator received verbal and informal written results immediately following the observations. The Project CTG consultants (P. Howard and D. Ploessl) provided written feedback on observations to the coaches and principals, including suggestions for areas of improvement.</p> <p>4. <u>Description of how training data were used:</u> The questions on the Post-Event Evaluations showed consistently lower results for the co-planning questions. The Project CTG consultant (P. Howard) and Evaluator (J. Coolidge) discussed the results and</p>	
--	--	--

Worksheet

SPDG Evidence-based Professional Development Components

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

	<p>the comparatively smaller gains in learning. Dr. Howard adjusted the training curriculum to focus on the co-planning areas identified in the <i>Post-Event Evaluation</i> scores.</p> <p>In addition, the co-teaching/co-planning consultants went on-site and provided elbow-to-elbow coaching with the Project CTG Coaches. The consultant sat with the Project CTG Coach, who was using online coaching with co-teaching dyads during planning. The consultant was able to provide immediate feedback. The coaches reported better co-planning, and the external fidelity checks showed a large increase in fidelity ratings.</p> <p>Also, the Project CTG Evaluator sent a bimonthly update of the performance measures to the Project CTG staff. It was noted the CHAMPS/DSC fidelity scores were below the target and the percentage of time spent on CHAMPS/DSC coaching were also low compared to the other initiatives. Concerns were also addressed during the next Coaches' Meeting, and the results were discussed.</p>	
<p>B(5) Training</p> <p>Trainers (the people who trained PD participants) are trained, coached, and observed.^{5,7}</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Description of training provided to trainers. 2. Description of coaching provided to trainers. 3. Description of procedures for observing trainers. 4. Identification of training fidelity instrument used (measures the extent to which the training is implemented as intended). 5. Description of procedures to obtain participant feedback. 6. Description of how observation and training fidelity data were used (e.g., to determine if changes should be made to the content or structure 	<p>1. Description of training: The ALSIDE entered into contracts with the three trainers based on their prior expertise. As noted in A(1), the selection of the trainers was through an RFA process, which included a review of the trainers' credentials.</p> <p>Dr. Ploessl had over 10 years of co-teaching experience, trained and supervised pre-service and graduate students, and had been published numerous times on the topic of online coaching and co-planning. Dr. Howard had over 20 years of co-teaching experience, was the Director of a GA Regional Education Lab, and had extensive training and research experience on co-teaching. Ms. Hamilton had been a Safe and Civil Schools trainer for over 12 years and worked as a Behavior Consultant for the Kentucky Department of Education prior to her role as a trainer.</p> <p>The description of the qualifications of the trainers was listed on each Participant's Memo (see Appendix for sample).</p> <p>In addition to their experience, Project CTG trainers received cross-training on the following topics:</p> <ul style="list-style-type: none"> • Implementation science (through a Community of Learning conducted during the 2017-2018 school year and the beginning of the 2018-2019 school year); • Instructional Coaching training by Ann Hoffman at KU-CRL; • Evaluation and data entry systems from the Project CTG Evaluator; & • Mapping the schedule, Safe and Civil Schools/CHAMPS, and Foundations (for D. Ploessl and P. Howard). <p>2. <u>Description of coaching:</u> The Project CTG CEIE Coordinator (T. Farmer) observed at least one training per year for co-teaching/co-planning trainers. One of the Coordinators (Farmer or Gage) observed all state-level Safe and Civil Schools training events. The observers used the <i>Observation of High-Quality Professional Development Checklist</i> at least once a year for continuing trainers. Following the observation, Ms. Farmer provided feedback on the event with the trainers.</p> <p>Ms. Farmer was responsible for providing on-going training and coaching to trainers for the CEIE initiative. On-going coaching includes conference calls, meetings, follow-up training [see B(5) 1], and additional observations. The training</p>	<p>3</p>

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

<p>of trainings, such as schedule, processes; to ensure that trainers are qualified).</p>	<p>evaluation data provided by the Project CTG Evaluator provided additional discussion points for adapting future training events.</p> <p>3. Procedures for observing trainers: There have been no new trainers in the last several years. Therefore, the Project CTG Coordinator observed all trainers at least once per year. The CEIE Coordinator used the <i>Observation of High-Quality Professional Development Checklist</i> at least once a year for trainers. The Project CTG Coordinator, Theresa Farmer, observed over 80% of the training events to ensure quality of the training and adherence to evidenced-based practices.</p> <p>4. Fidelity instrument used: Training fidelity was assessed in two ways:</p> <ol style="list-style-type: none"> 1. The Project CTG Coordinator observed all trainers to measure training quality. The Coordinator(s) scored the training delivery using the <i>Observation Checklist of High-Quality Professional Development</i>. 2. Participants completed the <i>Post-Event Evaluation Form</i>. Participants respond to the material expected to be covered during the training. It was expected all trainers score 80% or higher on the questions, and when an item averaged below 80%, the Project CTG Evaluator contacted the Project CTG CEIE Coordinator. <p>5. <u>Obtaining participant feedback:</u> Training participants completed a <i>Post-Event Evaluation</i> following the training. The Project CTG Evaluator e-mailed the same participants who received a <i>Pre-Event Evaluation</i> a link to the <i>Post-Event Evaluation</i>. Participants completed the evaluation online and typically received one prompt.</p> <p>The assessment included learning-based questions as well as an evaluation of the quality, usefulness, and relevance of the training. Participants could also provide open-ended comments. The quality indicators were tracked for all evaluations, as well as the overall participant satisfaction.</p> <p>The results were shared with the trainers in a summary report, which was placed on a shared drive for Project CTG staff. If any of the results were below 80%, the Project CTG Evaluator discusses the results with the trainer and T. Farmer.</p> <p>6. <u>Using the fidelity data:</u> Alabama used a model of a very small number of trainers, but the contracted trainers were professional trainers for their specific content. Therefore, the quality of training has not been an issue, and no HQPD scores have been below 80%.</p> <p>As noted in B(4), The questions on the Post-Event Evaluations showed consistently lower results for the co-planning questions. The Project CTG consultant (P. Howard) and Evaluator (J. Coolidge) discussed the results and the comparatively smaller gains in learning. Dr. Howard adjusted the training curriculum to focus on the co-planning areas identified in the <i>Post-Event Evaluation</i> scores.</p> <p>Small adjustments were made to the Safe and Civil Schools training, such as reviewing participant roles for Foundations Teams and clarification of who should attend the CHAMPS/DSC training events, as a result of the observational results.</p>	
---	---	--

Worksheet

SPDG Evidence-based Professional Development Components

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

C(1) Coaching	<p>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.⁸</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Identification of the lead person(s) responsible for coaching services. 2. Description of the role and responsibilities of the lead person(s) accountable for coaching services. 3. Description of how data were used to provide feedback to coaches and improve coaching strategies. 	<ol style="list-style-type: none"> 1. Identification of coaching lead: The Project CTG staff responsible for Goal 2 coaching was the Project CTG Coordinator, Theresa Farmer. Ms. Farmer has been a consultant in the ALSDE Special Education Services for over 10 years. She devoted approximately .79 FTE to SPDG activities, and this time was split between overseeing the training and the coaching activities for the RII/CEIE initiative. 2. Description of roles and responsibilities: Ms. Farmer worked closely with the Project CTG trainers, who provided follow-up support to the Project CTG coaches (coach-the-coaches model). Ms. Farmer's coaching oversight duties included: 1) Working with training consultants P. Howard, D. Ploessl, and L. Hamilton to develop a scope and sequence of coaching activities in schools; 2) Meeting with the district implementation teams to coordinate substitutes for planning time, scheduling for co-teaching/co-planning, performance of Project CTG Coaches, and the resources in place to support the sustainability of the professional development; 3) Overseeing the implementation of the contracts of the Project CTG Coaches; 4) Meeting with Project CTG Coaches to discuss barriers to implementation; 5) Overseeing the training program for Project CTG Coaches; 6) Observing coaching and co-planning activities quarterly to ensure the coaches follow the Jim Knight Instructional Coaching model; 7) Overseeing the technology of online coaching; 8) Reviewing coaching evaluation data with the Project CTG Evaluator and trainers; 9) Creating action plans for improving coaching performance, contingent on the coaching evaluation data. 3. How data were used to provide feedback: Ms. Farmer met with the co-teaching/co-planning and online coaching consultants through phone, face-to-face, or for consultation following training over a dozen times this year. These contacts do not include additional e-mail correspondence. Ms. Farmer met with the Safe and Civil Schools/CHAMPS consultant at least monthly through phone or face-to-face consultations following training. In addition to discussing the training activities, Ms. Farmer and the consultants discuss the progress of the Project CTG Coaches and problem solving for teachers and schools. The consultants met with the Project CTG Coaches, via e-mail/phone check-ins or face-to-face at least monthly, including Coaches' Meetings. Ms. Farmer met also with the Project CTG Coaches directly Coaches' Meetings (at the ALSDE or following PD), and also communicated through e-mail. 	4
C(2) Coaching	<p>SPDG coaches use multiple sources of information in</p>	<p>Annually, the Project CTG Evaluator conducted a <i>Coaching Evaluation Survey</i> as part of the 2018 <i>Alabama Stakeholder Survey</i>. Individuals who received coaching were asked to complete the evaluation, which addressed each of the Instructional Coaching components. These data were shared with the Project CTG Coordinator, Director, and coaches to determine how to improve the coaching. Each coach received her individual results, and the aggregate results were shared during a monthly Coaches' Meeting.</p> <p>The results from the Coaching Evaluation Survey were very positive, and significant gains were seen in the coaching ratings from 2017 to 2018. The Project CTG Evaluator discussed the results first with the Project CTG Team and then with the coaches at a Coaches' Meeting. The Project CTG Team had Ann Hoffman from Dr. Jim Knight's Instructional Coaching Group return in August and December 2018 to provide training to the coaches on better conversations.</p>	4
	<p>SPDG coaches use multiple sources of information in</p>	<p>1. Coaching strategy used: The Project CTG Coaches used Jim Knight's model of Instructional Coaching. Project CTG Coaches have received six days of training from Ann Hoffman, consultant for Jim Knight's Instructional Coaching approach to</p>	4

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

<p>D(1) Performance Assessment (Data-based)</p>	<p>order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.</p> <p>Required elements:</p> <ol style="list-style-type: none"> 1. Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).⁶ 2. Describe how SPDG coaches monitored implementation progress. 3. Describe how the data from the monitoring is used to provide feedback to implementers. 	<p>coaching (e.g., Knight, 2007; Knight, 2008). The trainers and Project CTG Coordinator observed the coaches' adherence to the Instructional Coaching model for working with teachers through observing co-planning sessions.</p> <p>During coaching sessions, the Project CTG Coaches used the following strategies:</p> <ul style="list-style-type: none"> • Establishing a partnership with the teachers; • Guiding the teachers to set his/her own goals for the coaching and instruction; • Explaining how the strategies are implemented; • Providing specific feedback on the teacher's classroom/students/subject; • Modeling the strategies so teachers know how the strategies look when they are implemented with fidelity; • Observing teachers implementing the co-teaching/co-planning/CHAMPS strategies; • Working with the teachers to reflect on what strategies worked well and why; and • Refining implementation of strategies for those teachers who have met the fidelity target but would like to improve their co-teaching, co-planning, or CHAMPS implementation. <p>2. Monitoring implementation progress: The amount of coaching depended on the needs of the teachers, however the Project CTG Coaches conducted on-site visits at least once per month with each co-teacher, ranging from once per week to once per month. During the on-site or online coaching sessions, the teachers were asked about the barriers to implementation, the ability to implement the co-teaching or behavior practices, and student outcomes. The teachers planned for the lesson, and the Coach provided guidance using lesson planning tools, including the Co-Planning Form. These tools assisted the teachers with developing the instructional roles for each teacher as well as using a variety of instructional strategies to meet the standards addressed in the lesson.</p> <p>In addition, consultants provided feedback on the fidelity of implementation to the coaches. For co-teaching/co-planning and externally-observed CHAMPS/DSC, the consultants debrief with the coach immediately following the observation. Coaches also received the aggregate, self-assessed STOC data for CHAMPS implementation. Lastly, Safe and Civil Schools conducted on-site observations and provided reports on the Foundations implementation to coaches and school staff.</p> <p>3. How the data was used to provide feedback: The Project CTG Coaches provided feedback from the prior lesson observed (either remotely through online coaching or face-to-face). Using the principles of Instructional Coaching, the Coach did not direct the goals or areas of improvement but allowed the teachers to direct the areas they want to improve. Since the practices have been established for over three years, the Project CTG Coaches reflected with the teachers following a class, or worked on refining the skills, often through modeling.</p>	<p>4</p>
<p>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated).¹⁰</p>	<p>1. <u>Description of the lead person for fidelity:</u> The Project CTG Evaluator, Dr. Jocelyn Coolidge, with Center Street Consulting, oversaw the fidelity and reporting for the project.</p> <p>The Project CTG Evaluator was responsible for the following:</p>	<p>4</p>	

Worksheet

SPDG Evidence-based Professional Development Components

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

<p>Decision Making)</p>	<p>Required elements: 1. Provide a description of the role/responsibilities of the lead person and who this person is.</p>	<p>1) The Project CTG Evaluator, Co-Teaching/Co-Planning Consultants (P. Howard and D. Ploessl), and Project Coordinator (T. Farmer) collected external, on-site fidelity data in the classrooms using the Project CTG RtI/CEIE Fidelity form. 2) The Evaluator met with the Coordinator, Director, trainers, and coaches to review the fidelity data and progress toward the goals. 3) The Evaluator also measured ongoing activities using the Project CTG Activity Log and reported on these activities to the Coordinator. These reports were used for tracking performance toward the target outcomes. 4) The Evaluator communicated with the Project CTG Coaches regarding the Activity Log, progress monitoring, barriers to coaching and implementation, and concerns. 5) The Evaluator conducted <i>Pre-/Post-Event Training Evaluations</i>, the <i>Stakeholder Survey</i>, <i>Coaching Evaluation Survey</i>, interviews with teachers and administrators, analyzing progress monitoring data, and other evaluation tasks. The Evaluator communicated with the Coordinator, Director, and/or trainers approximately weekly. 6) The Evaluator reported to the SPDG Team regarding the progress toward the performance measures.</p> <p>In addition, the Project CTG Coaches conducted informal observations [See B(4)]. These data were collected at least monthly for each dyad and used during the coaching session to guide the areas for coaching. Alabama followed a model that coaches do not evaluate, though, and therefore the fidelity data reported to OSEP were the responsibility of external staff.</p>	<p>3</p>
<p>D(2) Performance Assessment</p>	<p>Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school). Required elements: 1. Describe data systems that are in place for various education levels. 2. Describe how alignment or coherence is achieved between various data systems or sources of data. 3. Describe how multiple sources of information are used to guide improvement and demonstrate impact.¹⁰</p>	<p>1. Data systems in place: The AISIDE has data systems in place to meet federal and state reporting requirements. Alabama utilized a comprehensive data system through Chalkable SETS to collect and maintain district special education data, including IEPs. This data system was also used for the submission of District-Approved data for multiple SPP/APR indicators, including Indicators 1.1, 1.2, 1.3, and 1.4, as well as reports required through 618 data reporting regulations. Chalkable SETS aligns with the InformationNow system for general education data collection, such as graduation and assessment data, where the data owners reside outside the purview of special education.</p> <p>As required in the district MOAs, each district was required to create a District Implementation Team. This team was responsible for ensuring the resources were in place, including data collection system for the project.</p> <p>Each district was required in the MOA to select a screening assessment system, and schools collected at least three data collection points per school year. The screening assessment data were entered into respective data system, and the Project CTG Coaches access these data. Student-level data were entered into the Project CTG Data Sheet and student names were removed. The data were sent to the Evaluator for analyses (student, classroom, school, and project-level). Gain scores were calculated for each student to determine progress, although student-level data were not reported except in aggregate form. The Project CTG Coaches used the class data when meeting with teachers.</p> <p>Additionally, Project CTG Coaches entered students' results from the ACT ASPIRE annually. The Project CT Coaches accessed the ASPIRE scores for each student in the Project CTG classrooms.</p> <p>For the behavior initiatives, schools inputted the attendance, office discipline referral, and suspension data each semester into the SPDG/SSIP behavior databases. These data were aggregated to a project-level.</p>	<p>3</p>

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

<p>D(3) Performance Assessment</p>	<p>Implementation fidelity and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies),¹⁰</p> <p>Required elements: 1. Describe the feedback loop for each level of the system the SPDG works with</p>	<p>2. Alignment for various sources of data: The districts had access to the screening assessment, ACT Aspire, and behavior data, and the results were shared with both the state and the districts. Following the fidelity checks, a report was submitted to the AISDE, individual district, and the coach showing the progress of the Project CTG sites within the district. Other progress reports were shared throughout the year, such as progress toward performance measures, <i>Stakeholder Survey</i> results, interview data results, STIOC results, and Activity Log Summaries. Additionally, the Project CTG Evaluator sent progress updates for implementation data to the SPDG Team.</p> <p>End-of-year results were also shared annually. Each summer, the year-end data were shared, and the Project CTG staff and consultants reviewed and discussed the data. The same group met again to develop a 30-60-90 day plan for addressing particular areas.</p> <p>3. Multiple sources of data: Project CTG used the following data for guiding improvement:</p> <ul style="list-style-type: none"> • Student-level screening assessment data for SWD and SWOD in participating classes • State assessment data (for individual students, yoked to the screening data) • Teacher fidelity data for co-planning, co-teaching, and CHAMPS • Teacher Pre-/Post-Event Evaluation data • Classroom observations • Project CTG Activity Log data (e.g., coaching and meeting frequency, type, location, and coaching recipients). • Foundations Implementation Tool (Foundations fidelity) • STIOC (CHAMPS/DSC fidelity) self-assessment data • Coaching Evaluation • Stakeholder Survey • Interview data with teachers, coaches, principals, and other administrators <p>1. Feedback loop: Project CTG Coaches collected informal fidelity data using an observation checklist (see attached). These observations were conducted in one class period and provided an ongoing measure of progress for the teachers. The results were reviewed with the teachers during the next coaching session. The tools and checklists assisted the teachers with developing goals and areas to work on with the Project CTG Coach.</p> <p>The Project CTG Evaluator and CEIE Consultant used the <i>Project CTG Rtl/CEIE Fidelity Observation Form</i> to collect formal fidelity data, and the Safe and Civil Schools consultants collected Foundations fidelity with the <i>Foundations Implementation Tool</i>. The results were shared with the Project CTG Coaches and principals. In addition, the Project CTG coaches were debriefed with verbal feedback immediately following the fidelity observations. The evaluator or consultant also shared verbal feedback with most teachers the same day as the observation, although due to schedules, the immediate feedback was not always possible. In addition, the Special Education Directors and/or Principals also received informal feedback the day of the observations in order to make rapid changes as needed. Following the observations, the CEIE consultant provided written</p>	<p>3</p>
--	--	--	----------

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

<p>○ Describe how these data are used for decision-making to ensure improvements are made in the targeted outcome areas.</p> <p>2. Describe how fidelity data inform modifications to implementation drivers (e.g., how can Selection, Training, and Coaching better support high fidelity).¹⁰</p>	<p>Feedback regarding individual teachers and shared the information with the Project CTG Coaches, in order to help them support the teachers.</p> <p>For student-level data, the coaches retrieved the screening assessment and ACT Aspire data. The Project CTG Coaches looked at student-level data with the teachers, and the coaches examined the specific standards that received low scores, in order to make plans for each student. The results were shared with the district in late-spring and early-fall to show performance.</p> <p>Lastly, the Project CTG Coordinator and/or coach met with the District/Foundations Implementation Teams each year to review the performance data.</p> <p>Meetings were held at all levels (School Implementation Teams, District Implementation Teams, and the Project CTG Team). During the final project year, 88.46% of Implementation Teams met at least three times per school year, and 84.62% of Implementation Teams reported reviewing their project data to make plans at least annually. Moreover, the SPDG Team met formally five times during the final project year.</p> <p><u>2. Fidelity data informs modifications:</u> Project CTG made several changes based on its fidelity data. One of the project's greatest strengths was its frequent, on-going review of progress and acting to address the data in a timely manner.</p> <p>Project data were shared with coaches at Coaches' Meetings. The results were used to make adjustments in coaching. For example, it was noted the CHAMPS/DSC fidelity were below the project's target. The project offered additional CHAMPS and DSC training in January, April, and June 2018. Additionally, since the amount of coaching was proportionately less for CHAMPS, the project staff and coaches discussed more coaching supports for CHAMPS/DSC.</p> <p>Some other changes made based on consistent data and discussion by the Project CTG staff and consultants included:</p> <ul style="list-style-type: none"> ● Transferring a special education teacher to another school and hiring a new special education teacher ● Eliminating one Project CTG coaching position in Lauderdale County (the former coach was now a co-teacher in three middle school classes) ● Adding a second coach for the Foundations initiatives in two sites ● Revising the Co-Teaching/Co-Planning training curriculum to focus more on modeling and less on the research ● Doing elbow-to-elbow coaching with the Project CTG Coaches in order to improve fidelity of coaching ● Setting a more intensive coaching schedule and increase coaching time ● Creating a 30-60-90 day plan for addressing areas of Selection and Coaching ● Meeting with the participating teachers to communicate their roles in the grant, explaining the rationale behind the project, and ensuring buy-in ● Developing a more streamlined method of communicating PD events ● Providing more intensive information and training to the District Implementation Teams on implementation science ● Creating more coaching opportunities for teachers implementing reading or math interventions ● Adding and changing members of the Foundations Teams ● Offering examples of co-teaching in different content areas 	
---	--	--

Worksheet

SPDG Evidence-based Professional Development Components

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

<p>D(4) Performance Assessment</p>	<p>Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.¹⁰</p> <p>Required elements: 1. Describe how benchmarks are created and shared. 2. Describe positive recognition processes for achievements. 3. Describe how data are used to “market” the initiative.</p>	<p>1. Benchmarks were created and shared: Project CTG based the district benchmarks on its performance measures as reported to OSEP. The CEIE model of creating effective inclusive environments assumed breadth in its approach. Therefore, the project set a benchmark of 60% of instructional staff in grades 3-9 (core content educators, administrators, and special education teachers) would participate in training. Because of the Joyce and Showers (2002) work demonstrating the need for follow-up to training, Project CTG established a benchmark of 70% of training participants would receive follow-up coaching. For sites using the e-coaching technology, 50% of the coaching participants would be e-coached two or more times.</p> <p>One of the components of the CEIE model was co-teaching. By having a special education teacher in the inclusive classroom, all students would have the expertise of the special education teacher. To measure the progress, student screening assessment data were examined. A target was set at 50% of students would show gains on their screening assessment scores. The target was also shared with the district implementation team and administrators.</p> <p>Benchmarks were shared in six ways: 1) The Project CTG Evaluator developed a training PowerPoint for coaches that explains these performance measures and how to report on them; 2) The Project CTG Evaluator and/or the Project CTG Coordinator met with the district implementation teams to explain the performance measures; 3) The Project CTG Evaluator created a Data Manual for districts and schools (and updated for the 2017-2018 school year), which included the key performance measures for the project; 4) The Data Manual was presented to site teams in Year 5 (June 2016), and teams were given time to develop individual protocols to collect the data and review progress toward the targets; 5) Project CTG coaches met with implementation teams and teachers to share and explain the performance measures; and 6) The CEIE Consultant (P. Howard) restated the targets when meeting with teachers and administrators during her on-site observations.</p> <p>2. Recognition process for achievements: In Year 5, the project began using Basecamp.com, an online project management software. Implementation Team administrators and teachers, project staff, coaches, and consultants have access to the site. Through this site, participants shared successes, such as achieving fidelity, teacher growth, outcomes, etc.</p> <p>Sites were also highlighted in other forums, including:</p> <ol style="list-style-type: none"> At least 8 presentations by demonstration sites during 2017-2018. Presentations occurred at the SEAP meeting, Alabama CASE, the Alabama Education Association conference, the MEGA conference, at SSP Cohort 2 Foundations training, and the Transition Parent Focus Groups (3 meetings); A highlight in the “News You Can Use” for special educators around the state; A highlight in the ALSDE Telegram for State Department of Education staff; and Coaches’ Meetings. <p>In addition, the results of the student-level data were particularly noteworthy to teachers, administrators, and Project CTG staff. When the screening assessment and ACT Aspire data were analyzed, the results were shared first with the coaches and Project CTG staff.</p>	<p>4</p>
--	---	---	----------

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

<p>D(5) Performance Assessment</p>	<p>Participants are instructed in how to provide data to the SPDG Project.</p> <p>Required elements: 1. Procedures described for data submission. 2. Guidance provided to schools/districts.</p>	<p>3. <u>Marketing the initiative</u>: The project has demonstrated student-level success, and these results have been shared across the state. In addition to the district-level reports and the on-going review of the student-level data as noted above, the results were shared in the following forums:</p> <ul style="list-style-type: none"> • The Alabama Special Education Advisory Panel meeting • The ALSIDE-SES "News You Can Use" newsletter • The ALSIDE "Telegram" newsletter • The SSP Stakeholder meeting • The MEGA Conference • The Alabama CASE Conference • The Council of Exceptional Children conference • At the monthly coaching meetings • With districts interested in the project <p>1. Procedures described for data submission: Project CTG used the following strategies for informing coaches, consultants, and staff about the data collection and submission:</p> <ul style="list-style-type: none"> o When a coach was hired, she/he received consultations on submitting data. o The Project CTG Evaluator held two webinars prior to the school year on completing Activity Log. Also, written guidance was offered. o The Project CTG Evaluator created a Data Manual, which includes a list of the forms by type (implementation, training, outcome, project management); dates for submission; how and where to submit the data; a calendar by month; and key performance measures. o The Evaluator met with site staff, coaches, consultants, and ALSIDE staff to share the Data Manual and to give the site teams the opportunity to discuss site-specific protocols for data collection and submission. o The project had a Basecamp (http://www.basecamp.com/) project management software for data collection, site sharing, and evaluation. A calendar of submission due dates was included on the site. This forum allowed sites and coaches to ask questions and seek clarification about the data processes. o All forms and written directions for forms were included on Basecamp for all project staff, sites, and coaches to access. o The Project Evaluator presented at most Coaches' Meetings, and these meetings allow coaches and staff to ask questions about the data protocols. o When the coaches had questions about the data or coding, they contacted the Evaluator by Basecamp, e-mail, or phone. <p>Teachers completing the screening assessment and ASPIRE assessments received professional development from the school district on administration and submission of the ASPIRE and screening assessments.</p> <p>2. <u>Guidance to schools/districts</u>: Project CTG guidance to schools on data submission and protocols included the following strategies:</p> <ul style="list-style-type: none"> o District implementation team members (which includes the participating principals), met with the Project CTG Coordinator annually to discuss the data requirements outlined in the MOA. 	<p>4</p>
------------------------------------	--	---	----------

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

<p>E(1) Facilitative Administrative Support/ Systems Intervention</p>	<p>Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation.</p>	<ul style="list-style-type: none"> o As outlined above, schools and district staff received a Data Manual outlining submission requirements. o Implementation Team members, Special Education Coordinators, and principals attended an evaluation training in Year 5. o The PD included the data requirements, submission requirements, and planning time for sites with their coaches. o The same key administrators and teachers were included on the project's Basecamp. o All submission deadlines, forms, and instructions for data submission were included on Basecamp. <p>1. Role/job descriptions of administrators: As outlined in the district MOAs (see attached), the district implementation teams, which includes principals, were required to attend at least 70% of the professional development offered by the project. If the team member could not attend a training session, s/he was required to send an equal designate and share the information with the team member. This requirement was added in Year 2 to ensure administrators were aware of the content and can support the participating teachers.</p> <p>Within the MOA, the following was specified as the role of the administrators:</p> <ul style="list-style-type: none"> • "Appoint a supervisor who will provide administrative support and work closely with Project CTG Coaches. The AL SPDG requests administrative support including, but not limited to the following: <ul style="list-style-type: none"> o Coaching and professional support. o Informing training participants of district procedures and/or protocol for participating in out-of-region activities scheduled by AL SPDG. o Conducting personnel evaluations in accordance with district policy (for internal coaches). o Communicating roles, functions, and employment of Project CTG Coaches during and after the AL SPDG support period. o Supporting Project CTG performance objectives and performance measures required by OSEP." <p>In addition, the Project CTG Coordinator met with the District Implementation Teams (including all participating principals) to discuss the roles of the Team. This follow-up was added to ensure each member of the team was cognizant of his/her role outlined in the MOA.</p> <p>2. SPDG supports administrators: Participating Principals/Assistant Principals attended an average of 3.35 Project CTG training events, with a range of 1-14 events. Principals regularly met with participating teachers and the Project CTG Coaches to discuss progress and data.</p> <p>In addition to the training, the Project CTG Coordinator (Theresa Farmer) worked with school and district administrators to: 1) review implementation science, 2) examine the project data, and 3) discuss barriers to implementation. Coaches have worked with Implementation Teams to ensure protocols were established and there were communication plans for each site.</p> <p>When possible, the Coordinator and teams addressed barriers. For example, when teachers were having difficulty finding a common co-planning time, the project offered substitute reimbursement to give participating teachers time to co-plan and review data. In addition, the project contracted with Dr. Michael Remus in March 2016 to conduct training for administrators on mapping the schedule.</p>	<p style="text-align: center;">3</p>
---	---	--	--------------------------------------

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

<p>E(2) Facilitative Administrative Support/ Systems Intervention</p>	<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: <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. </p>	<p>1. Using data to recognize barriers: Data addressing barriers were collected and analyzed as follows:</p> <ul style="list-style-type: none"> The Project CTG Evaluator and CEIE Consultant conducted on-site observations. During these observations, the two consultants collected feedback from teachers to determine their satisfaction, barriers, ideas for improving the project, etc. Teacher completed the Project CTG Coaching Evaluation, which evaluated both the coaches and project PD participants (teachers, coaches, and other staff) completed the Project CTG Stakeholder Survey Project CTG Coaches were interviewed Principals and other administrators were interviewed 1-2 times annually An on-site Foundations observation was completed at least once a year Fidelity data were collected 1-2 times/year <p>As noted in D(3), the results were utilized to make the following changes:</p> <ul style="list-style-type: none"> Transferring a special education teacher to another school and hiring a new special education teacher Eliminating one Project CTG coaching position in Lauderdale County (the former coach was now a co-teacher in three middle school classes) Adding a second coach for the Foundations initiatives in two sites Revising the Co-Teaching/Co-Planning training curriculum to focus more on modeling and less on the research Doing elbow-to-elbow coaching with the Project CTG Coaches in order to improve fidelity of coaching Setting a more intensive coaching schedule and increase coaching time Creating a 30-60-90 day plan for addressing areas of Selection and Coaching Meeting with the participating teachers to communicate their roles in the grant, explaining the rationale behind the project, and ensuring buy-in Developing a more streamlined method of communicating PD events Providing more intensive information and training to the District Implementation Teams on implementation science Creating more coaching opportunities for teachers implementing reading or math interventions Adding and changing members of the Foundations Teams Offering examples of co-teaching in different content areas <p>2. Processes for revising policies and procedures: The Project CTG staff met formally at least once a year to review the annual evaluation data. The team met in July 2018, and after reviewing the results, the staff created a 30-60-90 day plan for addressing needed changes.</p> <p>Policy changes, such as selection of training attendees and fiscal rules have been made as a result of the data review. All of the roles were revisited for initiatives, and clarification was provided to ensure each initiative had an identified oversight person, trainer, coach, and data collector.</p>	<p style="text-align: center;">3</p>
---	---	--	--------------------------------------

Worksheet**SPDG Evidence-based Professional Development Components**

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

- ¹ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 36-39).
- ² http://learningforward.org/standards/resources#_U1ES3rHD888.
- ³ Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.
- ⁴ Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences*, 8, 143-148.
- ⁵ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 39-43).
- ⁶ http://learningforward.org/standards/learning-designs#_U1GVhbHD888.
- ⁷ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 47-55).
- ⁸ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 44-47).
- ⁹ http://learningforward.org/standards/data#_U2FEGp_ldlwYk.
- ²⁰ <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-ImplementationDriversAssessingBestPractices.pdf> (pp. 15-16).

Worksheet

SPDG Evidence-based Professional Development Components

Worksheet Instructions

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

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

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

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

Worksheet

SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
A(1) Selection	<p>Clear expectations are provided for PD participants and for schools, districts, or other agencies.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Description of expectations for PD participants (e.g., attendance in training, data reporting).¹ • Identification of what schools, districts, or other agencies agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).^{2,3} • Description of how schools, districts, or other agencies were informed of their responsibilities.^{2,3} <p>Provide a brief description of the form(s) used for these agreements.</p>	<p>There were three types of training offered: IRIS Center modules, training during the Transition Parent Focus Groups, and other transition training offered at statewide meetings.</p> <p>Special Education Coordinators in Elmore County, Gadsden City, and Andalusia City shared the expectation to complete the module with the special education teachers and their administrators. An e-mail was sent to participants stating information about the modules, when the modules needed to be completed, and why participants were completing the modules. Additionally, the IRIS Center Secondary Transition Module informed participants about the expectations of the module through its module outline: http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/tran.pdf#content.</p> <p>For the parent training and three Parent Focus Groups held each year, the Alabama Parent Education Center (APEC) sent a letter to participants. The participants committed to four years of participation as focus group participants and training recipients. For the final year's Parent Focus Groups, participants received a letter stating the expectation to complete the IRIS Center's Secondary Transition: Student-Centered module prior to the meeting. A copy of the letter is attached. Also, parents attending the Parent Focus Groups received training on the <i>Transition Series: Parent Engagement Handbook</i> during the focus group time. The Alabama Parent Education Center Director, Jeana Winter, led the parent training at the parent focus groups.</p> <p>Further support by schools and districts were outlined in a Memoranda of Agreement (MOA). MOAs were created for Elmore County Public Schools, Andalusia City Schools, and Gadsden City Schools to identify what the district and schools agree to provide. The MOAs stated that Project CTG offered professional development and materials for the Stanfield Transitions Curriculum, 3rd edition. The MOAs also indicated that substitute reimbursements were available for professional development and to attend the Alabama Transition Conference. A copy of the MOA is attached.</p> <p>Project CTG Director (Susan Williamson) and Coordinator (Curtis Gage) informed the district about their responsibilities through the MOA and a follow-up meeting. The draft of the expectation outlined in the MOA with building principals, district staff, and Project CTG Coaches (Sharon Lovelady and Becci Hauser). After time for review, a second meeting was held for the district implementation teams to sign the MOA.</p>	3
A(2) Selection	<p>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.¹</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Expectations for trainers' qualifications and experience and 	<p>The Project CTG trainers for transition module and parent training were selected through a sole-source process. The qualifications for each of the trainers or training centers was determined through a panel review of Project CTG staff. The Project CTG Director (Susan Williamson) and Coordinator (Curtis Gage) met with each trainer to review the contracts and roles and responsibilities as trainers.</p> <p>The Secondary Transition modules were created by the IRIS Center at Vanderbilt University. The IRIS Center is an OSER-funded Technical Assistance Center. The IRIS Center has provided modules and special education resources for over 10 years, and currently has over 65 special education training modules. The roles of the IRIS Center were to: 1)</p>	3

Worksheet

SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
	<p>how these qualifications will be ascertained.</p> <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>Maintain the Secondary Transition; Secondary Transition: Interagency Collaboration; and Secondary Transition: Student-Centered Planning modules; 2) Collect data on participants, including pre/post data; 3) Share participation data with the Project CTG Coordinator and district transition coordinator; and 4) Provide a printable certificate for the participant to use for continuing education credits.</p> <p>The development and delivery of the parent training was led by Jeana Winter, the Director of the Alabama Parent Education Center (the PTE). As Director of APEC, Ms. Winter brought over 10 years of experience in parent training and education. She had demonstrated experience leading training for thousands of parents and educators throughout the state. The role of Ms. Winter, as per the APEC contract, stated she would coordinate three Parent Focus Groups and lead the training following the focus groups.</p> <p>Project CTG Transition Coaches were expected to have at least 10 years of experience working with students with disabilities at the high school level, and at least five years in an administrative role related to transition. Prior coaching experience was preferred. Successful teaching experience and specialized knowledge to support student/adult learning was required as verified by the Alabama Department of Education (SDE) staff. Applicants were expected to exhibit strong interpersonal skills and a commitment to continued professional growth. Qualifications were verified through observational interviews, reference checks, and records of credentials.</p> <p>The Project CTG Transition Coaches were selected by the ALSDE through the retired state educator process. Individuals who have retired from the state system were eligible to work up to 20 hours of week for the ALSDE. There were three Project CTG Transition for the first two years of implementation, and two during the final reporting period. All coaches met the coaching requirements.</p> <p>Following hiring, coaches received training on Instructional Coaching from a KUI-CRL consultant (Ann Hoffman) and implementation science through the SPDG Community of Learning. The Project CTG Coordinator met with the coaches to review the expectations and roles and responsibilities for coaching. Coaches were expected to:</p> <ul style="list-style-type: none"> ● Support and implement Project CTG Performance Measures required by OSEP. <ul style="list-style-type: none"> ● Focus on coaching on secondary transition and post-school outcomes: <ul style="list-style-type: none"> ○ Transition program development; ○ Teaching an evidence-based curriculum in Transition classes; ○ Developing a Transition Team to implement transition programming; ○ Providing supports to students of transition age. ● Participate in professional seminars, conferences, meetings, and trainings as directed and/or funded by the AL SPDG. ● Participate in professional activities (seminars, Webinars, conferences/conventions, meetings, and trainings) designed to support Project CTG goals and outcomes. 	

Worksheet

SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
B(1) Training	<p>Accountability for the delivery and quality of training.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Identification of the lead person(s) accountable for training. • Description of the role and responsibilities of the lead person(s) accountable for training. 	<ul style="list-style-type: none"> • Meet at least quarterly (face-to-face and virtually) with other Project CTG coaches. • Provide documentation of activities required by AL SPDG, such as: <ul style="list-style-type: none"> ○ Monthly calendar indicating tentative activities related to Project CTG PD, TA, or meetings. ○ Meetings with administrators, Project CTG coaches, LEA representatives, and/or other personnel relevant to Project CTG goals and activities. ○ Activity Log entries. ○ Sign-in sheets (see template from AL SPDG staff member) for approved PD (e-mail documentation to SPDG staff member C. Gage). ○ Travel reimbursement in accordance with ALSDE policy/procedures. • Provide a monthly <i>Purchasing and Travel Expense Report</i>. • Collect, report, and submit student outcome data from transition sites, as required by AL SPDG according to agreed-upon timelines (Jocelyn Coolidge, AL SPDG external evaluator). • Share and/or participate in data collection regarding Project CTG. 	
B(2) Training	<p>Effective research-based adult learning strategies are used.^{4,5,6}</p>	<p>The Project CTG staff responsible for Goal 3 training was the Project CTG Coordinator, Curtis Gage. Mr. Gage has been an Education Specialist in the ALSDE Special Education Services for over 8 years. He devoted approximately .50 FTE to SPDG activities, and this time was split between overseeing the training and the coaching activities for the transition initiative.</p> <p>Mr. Gage's roles and responsibilities related to transition training included: 1) Working with APEC (Jeana Winter and Katrina Williams) to develop a scope and sequence of training; 2) Working with the IRIS Center to ensure participants receive continuing education credits, as needed; 3) Serving as a point of contact for parents, teachers, and special education coordinators that contact the ALSDE; 4) Meeting with the Transition Teams to ascertain the readiness for implementation and the resources in place to support the sustainability of the training; 5) Overseeing the RFA process and review of applicants for the training consultants; 6) Overseeing the implementation of the contracts and budgets for transition training; 7) Attending training activities to ensure all professional development is high-quality and research-based; 8) Coordinating training activities with district staff, building staff, and the Project CTG Coach; 9) Responding to technical assistance requests regarding federal and state laws, policies, and procedures; 10) Reviewing training evaluation data with the Project CTG Evaluator; 11) Reviewing the training evaluation data with the training consultants</p> <p>Mr. Gage consulted with the transition trainers monthly through phone, face-to-face, or e-mail. These consultations were to discuss planning for training events, barriers, follow-up from training, participant progress, and evaluation data.</p> <p>The Project CTG training consultants implemented professional development based on the <i>How People Learn</i> theory (Bransford, Brown, & Cocking, 1999) and the Dunst & Trivette (2012)² principles of adult learning. The following</p>	4

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
	<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. 	<p>training events were reviewed for this initiative: The IRIS Center's Secondary Transition modules and three Parent Focus Group training sessions (same curriculum).</p> <p>The IRIS Center module followed the How People Learn (HPL) theory of adult learning. Adult learning strategies used included in the following ways:</p> <ul style="list-style-type: none"> • Learning centeredness: Instruction within the modules considered the participants' prior knowledge and experiences; • Knowledge centeredness: The sequence and content were designed to create understanding and learning rather than memorization; • Assessment centeredness: Opportunities for feedback through questions and an assessment; and • Community centered: Participants were members of multiple communities, and the content takes into consideration the various roles of the participants. <p>Data to assess implementation were as follows:</p> <ul style="list-style-type: none"> • The Project CTG Evaluator reviewed the training materials and resources to determine how they aligned with the Dunst & Trivette PALS model. • Project CTG staff completed the <i>Observation of High-Quality Professional Development Checklists</i>² [See attached]. Scores were reviewed to ensure 80% for each section. • The Project CTG Evaluator reviewed the results of the HOPD Checklist results to ensure 80% of each category was met. Data were collected for the parent training during the Parent Transition Focus Groups. <p>The Family Training in Transition module was reviewed by the Project CTG Evaluator to determine how the adult learning principles (Dunst & Trivette, 2012) were used:</p> <ul style="list-style-type: none"> • Information about expectations and sequence provided (Preparation) • Pre-training assessment (Preparation) • Video clips and discussion to relate to own context (Introduce) • Research and data slides to show best practices (Introduce) • Related information to IDEA and SPDG (Introduce) • Slide notes for building vocabulary (Demonstration) • "What is Transition" section (Demonstration) • Recommended Actions section (Demonstration) • Theory to Practice role playing (Engagement) • Participants have opportunities for questions individually (Engagement) • Discussion about follow-up with coaches (Evaluation) • Post-training assessment (Evaluation) 	

Worksheet

SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
B(3) Training	<p>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).^{3,5}</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. 	<ul style="list-style-type: none"> • Parent focus group discussion following completion of module (Mastery) <p>¹Bransford, J.D., Brown, A.L., & Cocking, R.R. (1999). <i>How people learn: Brain, mind, experience, and school</i>. Washington, D.C.: National Academy Press.</p> <p>²Dunst, C.J., & Trivette, C. M. (2012). Moderators of the effectiveness of adult learning method practices. <i>Journal of Social Sciences</i>, 8, 143-148.</p> <p>³Noonan, P., Gaumer-Erickson, A.S., Brussow, J.A., & Langham, A. (2015). <i>Observation checklist for high quality professional development in education. (Updated version)</i>. Lawrence, KS. University of Kansas, Center for Research on Learning.</p> <p>The specific skills varied depending on the topic (e.g., transition module vs. statewide transition training at the Alabama MEGA Conference vs. parent training, etc.). All training events emphasized some common core skills. Participants were assessed on the following skills:</p> <ul style="list-style-type: none"> • Defining secondary transition; • Demonstrating knowledge of the different transition services, including the legislative mandates for districts related to transition; • Navigating the transition process for a student; • Knowledge of the myths and facts related to transition; • Communication between teachers and parents and involving parents in transition planning; and • Using assessments for transition planning. <p>Other skills that were dependent on the specific training included:</p> <ul style="list-style-type: none"> • Identifying the components of secondary transition planning; • Developing strategies to include students in their transition planning; • Helping students to increase a leadership role in their IEP meetings; • Identifying ways to help students collect assessment data and develop their own goals; • Actively engaging students in evaluating progress toward their goals; • Identifying the stages of interagency collaboration; • Explaining how interagency collaboration benefits students; • Using the <i>Secondary Transition: Parent Engagement Handbook</i> as a resource for student life planning; and • Knowing where to find Alabama resources by topic for transition-age students with disabilities. <p>The specific activities varied depending on the topic, although the skills were built through:</p>	3

Worksheet

SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
B(4) Training	<p>Training outcome data are collected and analyzed to assess participant knowledge and skills.⁵</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 	<ul style="list-style-type: none"> • Sharing research and data on effectiveness • Viewing videos of modeling of skills by students, teachers, and content experts • Working as teams to develop interagency collaborations in the state, region, and local levels • Developing elements for student portfolios • Role-playing teacher-teacher or teacher-student • Completing case study challenges • Participating in break-out sessions to discuss personal experiences, concerns, and questions • Receiving follow-up coaching after the PD <p>For all transition training, participants were required to complete a Pre-Event Evaluation or Challenge assessment form that asked about participants' knowledge of specific topics. The Challenge items were included on the IRIS Center Modules. A Post-Training Assessment included more in-depth questions related to the training content. The results of the post-assessment were scored to measure learning.</p> <p>In addition to the pre-/post-assessment following the training, the Project CTG Coach, Coordinator, and Evaluator observed the implementation of the transition training in the classroom. Teachers implemented the Stanfield Transitions Curriculum in the classes, and the observations were scored. Immediately following the observations, feedback was given to the teachers.</p> <p>The initial outcome of the training was to increase knowledge and skills. Participant learning was assessed using the <i>Post-Training Assessment</i> forms. The assessments asked specific closed- and open-ended questions to gauge participant knowledge about the training content. A sample <i>Post-Training Assessment for Student-Centered Transition Planning</i> is attached. Completion of the modules required the completion of the assessments.</p> <p>Second, fidelity data were collected by the External Evaluator. The Evaluator used the <i>Project CTG Transition Observation Form</i>, which consisted of the elements from the Stanfield Transitions Curriculum, 3rd edition, and the Student Development Checklist. The results were shared in aggregate form with the Transition Teams, trainers, teachers, and Project CTG Coach. A copy of the <i>Project CTG Transition Observation Form</i> is in the Appendix.</p> <p>Participants completed a pre-training evaluation (a Challenge) at the beginning of the training. At the end of the training, participants completed the Post-Training Assessment online. A sample Post-Training Assessment is in the Appendix. While participants completed the modules as a facilitated training session, each person completed the assessment individually. Results were shared with the Special Education Coordinator and the Project CTG Coach.</p>	3

Worksheet

SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
B(5) Training	<p>Trainers (the people who trained PD participants) are trained, coached, and observed.^{5,7}</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 	<p>The <i>Project CTG Transition Observation Form</i> was used by the Project CTG Coordinator (C. Gage) and the External Evaluator (J. Coolidge) during the school year. Each school set a schedule for the observers to view all transition classes. The Evaluator observed the entire lesson and debriefed with the teacher following the lesson to provide immediate feedback regarding the observation.</p> <p>The training outcome data were used to make changes in coaching. For example, the first fidelity scores for the 2015-2016 school year were measured in early December 2015. All of the classes showed lower fidelity in the "Closing" as well as "Pacing" items. The Project CTG Evaluator shared the results in the fidelity report for Elmore County. While additional training was not needed, modifications were needed to complete the curriculum as intended. The results were discussed among the local transition staff, and it was determined more coaching was needed. As a follow-up, the Project CTG Coordinator, Evaluator, and the Transition Coach debriefed on the results, and the Transition Coach developed a follow-up plan. The coach developed a pacing guide for the teachers, modeled lessons, and created a checklist for each of the curriculum components. The Project CTG Coach continued to work with the teachers on pacing at the end of Year 4 and into Year 5. The Year 6 fidelity observation results showed significant improvement in the areas of Closing and pacing.</p> <p>The ALSIDE entered into contracts with two trainers based on their prior expertise. As noted in A(2), the selection of the trainers was through sole-source process. Project CTG staff and ALSIDE fiscal services reviewed the trainers' credentials to ensure they had the qualifications and expertise to provide training.</p> <p>The Secondary Transition module was created by the IRIS Center at Vanderbilt University. The IRIS Center was an OSEP-funded Technical Assistance Center. The IRIS Center has provided modules and special education resources for over 10 years, and currently has 65 special education training modules.</p> <p>As the training consisted of modules developed by an OSEP-funded TA Center and a nationally-recognized transition institute, Project CTG did not provide formal training or coaching to the IRIS Center. The Project CTG Coordinator did, however, meet with the Director of the IRIS Center on several occasions to discuss the needs of Alabama, the specific concerns about parents and transition, and the type of training and information needed for the project.</p> <p>For the parent training conducted by APEC, Project CTG training and coaching was provided through:</p> <ul style="list-style-type: none"> • ALSIDE-SES and APEC co-development of the <i>Secondary Transition: Parent Engagement Series Handbook</i>, which was used as the training curriculum; • Guidance on the topics to be covered within the training; and • Observation of the three training events by the SPDG staff and External Evaluator, and feedback provided. 	3

Worksheet

SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
C(1) Coaching	<p>(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> <p>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.⁸</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>The Project CTG Evaluator reviewed the IRIS Center training modules using the <i>Observation of High-Quality Professional Development Checklist</i>, although there was no "trainer" to observe. For the Parent Transition Focus Group training sessions, the Project CTG Evaluator observed all three training sessions. Two of the sessions were scored using the <i>Observation of High-Quality Professional Development Checklist</i>. Scores were reviewed to ensure 80% for each section. Oral feedback was provided following the observations.</p> <p>To assess the participant feedback, training participants completed a Post-Event Evaluation. First, parents at the Parent Transition Focus Groups shared a rating at the end of the training. A follow-up survey was conducted 2-5 months following the focus groups to determine satisfaction and usage of the information. Second, module participants completed a follow-up survey 1-2 months following completion of the IRIS Center modules to determine a retrospective view on the quality of the training and how participants used the information. For both surveys, the quality indicators were tracked for all evaluations. If any of the results were below 80%, the Project CTG Evaluator discusses the results with the trainer, Project CTG Coaches, and Coordinator (C. Gage).</p> <p>The observation and training data were used for planning for the final reporting period. While the ratings were high, the SPDG Team determined a clearer scope and sequence for training was needed to ensure participants could complete a more comprehensive training sequence on a particular timeframe. New training topics had been identified for future activities, and guidance was developed to ensure coaching followed the training.</p> <p>The Project CTG staff responsible for Goal 3 coaching was the Project CTG Coordinator, Curtis Gage. Mr. Gage has been an Education Specialist in the ALSDE Special Education Services for over 8 years. He devoted approximately .50 FTE to SPDG activities, and this time was split between overseeing the training and the coaching activities for the transition initiative.</p> <p>Mr. Gage's roles and responsibilities related to coaching included: 1) Supervising three state-level Transition Coaches 2) Working with APEC (Jeana Winters and Katrina Williams) regarding transition training, follow-up, and the parent focus groups; 3) Meeting with the district implementation teams to coordinate substitutes for planning time, scheduling for the transition curriculum, performance of the Project CTG Coach, and ensuring the resources in place to support the sustainability of the professional development; 4) Overseeing the Goal 3 budget and contracts; 5) Meeting with Project CTG Coached to discuss barriers to implementation; 6) Providing coaching consultation to the district implementation team, as needed; 7) With coaching consultant, Pam Howard, overseeing the professional development/orientation program for Project CTG Coaches; 8) Reviewing coaching evaluation data with the Project CTG Evaluator and trainers; 9) Creating action plans for improving coaching performance, contingent on the coaching evaluation data.</p> <p>The first Project CTG Transition Coach was hired for the 2014-2015 school year, two coaches were hired in Summer 2016, and two additional coaches were hired in spring 2018. Since that time, Mr. Gage consulted with the Project CTG</p>	4

Worksheet

SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
C(2) Coaching	<p>SPDG coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.</p> <p>Required elements:</p> <ul style="list-style-type: none"> • Should describe the coaching strategy used and the appropriateness for use with adults (i.e., evidence provided for coaching strategies).⁶ • Describe how SPDG coaches monitored implementation progress. • Describe how the data from the monitoring is used to provide feedback to implementers. 	<p>Coaches two times per month through phone, face-to-face, or e-mail. These consultations were to discuss professional development for the coach, working with the district implementation teams, planning for training events, barriers, participant progress, and evaluation data.</p> <p>Transition Coaches also met with the Goal 2 coaches during the Coaches' Meetings. These half-day meetings, held approximately bi-monthly, included a review of the events in each district; updates from the ALSDE; review of evaluation data and data submission questions; coaching skill-building; planning; and topical discussions.</p> <p>Annually, the Project CTG Evaluator conducted a <i>Transition Stakeholder Survey</i>. Individuals who received training and/or coaching were asked to complete the evaluation, which included coaching quality and satisfaction rating items for those who had received coaching. These data were shared with the Project CTG Coordinator, Director, and coaches to determine how to improve the coaching. Each coach received her individual results, and the aggregate results were shared during a monthly Coaches' Meeting.</p> <p>The Project CTG Coaches used Jim Knight's model of Instructional Coaching. Project CTG Coaches received four days of training from Ann Hoffman, consultant for Jim Knight's Instructional Coaching approach to coaching (e.g., Knight, 2007; Knight, 2008). The Project CTG Coordinator (Gage) observed the coach's adherence to the Instructional Coaching model for working with teachers. Additionally, the transition coordinators at the districts met with the Transition Coaches to provide site-specific information and feedback.</p> <p>During coaching sessions, the Project CTG Coaches used the following strategies:</p> <ul style="list-style-type: none"> • Establishing a partnership with the teachers; • Guiding the teachers to set his/her own goals for the coaching and instruction; • Explaining how the strategies were implemented; • Providing specific feedback on the teacher's classroom/students/subject; • Modeling the strategies so teachers know how the strategies look when they were implemented with fidelity; • Observing teachers implementing the transition strategies and Stanfield Transitions curriculum; • Working with the teachers to reflect on what strategies worked well and why; and • Refining implementation of strategies for those teachers who have met the fidelity target but would like to improve their implementation of the Transitions curriculum. <p>The amount of coaching depended on the needs of the teachers; however, the Project CTG Coach conducted on-site visits at least monthly with each teacher. During the on-site coaching sessions, the teachers were asked about the barriers to implementation, the ability to implement the transition curriculum, the ability to implement other transition assessments and practices, and student outcomes. Through these coaching sessions, the Project CTG Coaches found more resource materials and transition assessments were needed by the teachers for IEP development.</p>	3

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

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
D(1) Performance Assessment (Data-based Decision Making)	<p>Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated), to</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. 	<p>The observation data have been used to guide the coaching. For example, in one class, the post-training observation showed a need for more "Illustration," or demonstration, by the teachers. The Project CTG Coach used field-based training to model ways of engaging the learners.</p> <p>The Project CTG Evaluator, Dr. Jocelyn Coolidge, with Center Street Consulting, oversaw the fidelity and reporting for the project.</p> <p>The Project CTG Evaluator was responsible for the following:</p> <ol style="list-style-type: none"> At least once a year, the Project CTG Evaluator and Project Coordinator (C. Gage) collected external, on-site fidelity data in the classrooms using the Project CTG Transition Observation Form. Each year, the Evaluator and Coordinator collected external fidelity data in at least 75% of the classrooms. The Evaluator met with the Coordinator, Director, district staff, and coach to review the fidelity data and progress toward the goals. The Evaluator also measured ongoing activities using the Project CTG Activity Log and reported on these activities to the Coordinator. These reports were used for tracking performance toward the target outcomes. The Evaluator communicated with the Project CTG Coaches regarding the Activity Log, progress monitoring, barriers to coaching and implementation, and concerns. The Evaluator conducted <i>Pre-/Post-Event Training Evaluations</i>, the <i>Stakeholder Survey</i>, <i>Coaching Evaluation Survey</i>, interviews with teachers and administrators, analyzing student outcome data, and other evaluation tasks. The Evaluator communicated with the Coordinator, Director, and/or trainers approximately weekly. The Evaluator reported to the SPDG Team regarding the progress toward the performance measures. 	4
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>	<p>The AISDE had data systems in place to meet federal and state reporting requirements. Alabama utilized a comprehensive data system through Chalkable SETS to collect and maintain district special education data, including IEPs. This data system was also used for the submission of District-Approved data for multiple SPP/APR indicators, including Indicators 11, 12, 13, and 14, as well as reports required through 618 data reporting regulations.</p>	3

Worksheet

SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project description of related activities <i>(please note if you are attaching documents)</i>	Project's self-rating
	<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.¹⁰ 	<p>As required of all Project CTG/SSIP sites, district MOAs stated participating districts were required to create a Transition Team. This team was ultimately responsible for ensuring the resources were in place, including a data collection system.</p> <p>The Project CTG districts reported on the students enrolled in the Transition classes in order to track their data longitudinally. Data tracked included graduation status (Indicator 1), IEP participation, and post-school outcomes (Indicator 14). These data were reported individually on the Project CTG Data Sheet. Data were analyzed longitudinally to determine impact of the transition activities.</p> <p>Regarding the alignment of the various data sources, Chalkable SETS aligns with the InformationNow system for general education data collection, such as graduation and assessment data, where the data owners resided outside the purview of special education.</p> <p>Districts had access to the fidelity data, student grades, student IEP records, student graduation data, and ACT Aspire data. Results were shared with both the state and the district. Following fidelity checks, results were shared with the SPDG staff, the district, and the coach. Additionally, the Project CTG Evaluator and Project Coordinator debriefed with the district staff following a site visit to discuss observations and suggestions for future activities. The overall results were also shared annually each summer with Project CTG staff. When the data were shared in July 2018, the staff created a 30-60-90 day plan for addressing particular areas.</p> <p>The data were reviewed as they become available, and the Transition Coaches worked with the Project CTG Coordinator and Evaluator continuously. At least twice a year, the Project CTG Coordinator, Director, Transition Coach, and Evaluator reviewed the data, and informal reviews were conducted in an on-going basis. The Project CTG Coach discussed the results with the district implementation team. For example, the data from the Transition Implementation Evaluation showed teachers wanted more training on the curriculum prior to its implementation. The teachers in Project CTG districts teaching the Transition class received additional training and subsequent coaching prior to the school year on alignment of IEPs and transition courses.</p> <p>Project CTG used five approaches to measuring transition data:</p> <ol style="list-style-type: none"> 1) The Transition Implementation Evaluation was completed by teachers implementing the Stanfield Transitions curriculum. This evaluation showed satisfaction with the curriculum, utility, and barriers and resources for implementation. 2) There were assessment questions in each lesson of the Stanfield Transitions Curriculum and each unit of the curriculum. Students respond to these questions for each lesson, although the questions were an informal assessment to guide the teacher on whether to re-teach or revisit aspects of the lesson. 3) The Transition classes were credit-bearing classes, and students receive grades for the course. 	

Worksheet

SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
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).¹⁰</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).¹⁰ 	<p>The Project CTG Transition Coaches collected informal fidelity data using the <i>Project CTG Transition Observation Form</i>. These observations were conducted in one class period and provided an ongoing measure of progress for the teachers. The results were reviewed with the teachers during the next coaching session. The tools and checklists assist the teachers with developing goals and areas to work on with the Project CTG Coach.</p> <p>The Project CTG Evaluator and Project CTG Coordinator used the <i>Project CTG Transition Observation Form</i> to collect formal fidelity data. The results were shared in aggregate form with the district transition staff, Project CTG staff, participating teachers, and Project CTG Coach. In addition, the Project CTG coaches were debriefed with informal written and verbal feedback immediately following the fidelity observations. In Elmore County, Andalusia City, and Gadsden City, the Special Education Coordinators for the district attended these informal feedback sessions in order to make rapid changes as needed. The individual teacher data were shared with the Project CTG Transition Coaches, in order to help them support the teachers.</p> <p>Project CTG made several changes based on its fidelity data. One of the project's greatest strengths was its frequent, ongoing review of progress and acting to address the data in a timely manner. The decisions below were based on consistent data and discussion by the Project CTG staff and consultants:</p> <ul style="list-style-type: none"> • Provided coaching to the district on the elements of a Transition Demonstration Site • Offered coaching on how to align the curriculum with student IEP goals • Determined how to map the alignment between the Stanfield Transitions curriculum and the Alabama Transition Standards (completed Summer 2016) • Collected data on the <i>Transition Implementation Survey</i> to determine strengths and barriers for implementation (see Appendix for survey) • Conduct elbow-to-elbow coaching with the Project CTG Transition Coach in order to improve fidelity of coaching 	3

Worksheet

SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
D(4) Performance Assessment	<p>Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.¹⁰</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. 	<ul style="list-style-type: none"> Set a more intensive coaching schedule and increased coaching time Created a 30-60-90 day plan for addressing areas of Selection and Coaching Met with the participating teachers to communicate their roles in the grant, explain the rationale behind the project, and ensure buy-in Developed a more streamlined method of communicating PD events <p>Project CTG based the district benchmarks on its performance measures as reported to OSEP. While the transition training performance measure was for both parents and educators (75 individuals would participate in training), Project CTG staff asked Elmore County, Andalusia City, and Gadsden City administrators for teachers to complete the Secondary Transition modules (Secondary Transition, Secondary Transition: Interagency Collaboration, and Secondary Transition: Student-Centered Transition Planning). Elmore County offered a facilitated PD on the Secondary Transition module to middle school and high school special education teachers. Additionally, because of the Joyce and Showers work demonstrating the need for follow-up to PD, Project CTG established a benchmark of 60% of PD participants would receive follow-up coaching.</p> <p>These benchmarks were shared in five ways: 1) The Project CTG Evaluator developed a training PowerPoint for coaches that explains these performance measures and how to report on them; 2) The Project CTG Evaluator and/or the Project CTG Coordinator met with the district implementation teams to explain the performance measures; 3) The Project CTG Evaluator created a Data Manual for districts and schools, which included the key performance measures for the project; 4) The Data Manual was presented to site teams in June 2016, and teams were given time to develop individual protocols to collect the data and review progress toward the targets; and 5) Project CTG coaches met with implementation teams and teachers to share and explain the performance measures.</p> <p>The project used http://basecamp.com, an online project management software. Implementation Team administrators and teachers, project staff, coaches, and consultants had access to the site. Through this site, participants shared successes, such as achieving fidelity, transition fairs, outcomes, etc.</p> <p>Also, to recognize achievements, the Project CTG Evaluator shared a report with the district, the Project CTG staff, and the Transition Coaches about the implementation data and success. The reports highlighted what the district was doing well and particularly noteworthy findings (e.g., 95% average fidelity score).</p> <p>Sites were also highlighted in other forums, including:</p> <ol style="list-style-type: none"> At least 7 presentations by demonstration sites during 2017-2018. Presentations occurred at the SEAP meeting, Alabama CASE, the Alabama Education Association conference, the MEGA conference, and the Transition Parent Focus Groups (3 meetings); 	3

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
<p>(5) Performance Assessment</p>	<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. 	<p>The concept of a transition demonstration site was new for the state, and since post-school outcomes was the state's SIMR, there was an increased focus on secondary transition strategies. The modules, information on the demonstration sites, and the information about the parent training have been shared across the state. In addition to the district-level reports, the results have been shared in the following forums:</p> <ul style="list-style-type: none"> • The Alabama Special Education Advisory Panel meeting • The ALSDSE-SES "News You Can Use" newsletter • The ALSDSE "Telegram" newsletter • The SSIP Stakeholder meeting • The MEGA Conference • The Alabama CASE Conference • The Council of Exceptional Children conference • At the monthly coaching meetings • With districts interested in the project <p>The Project CTG used the following strategies for informing coaches, consultants, and staff about the data collection and submission:</p> <ul style="list-style-type: none"> ○ When a coach was hired, she/he received consultations on submitting data. ○ The Project CTG Evaluator held two webinars prior to the school year on completing Activity Log. Also, written guidance was offered. ○ The Project CTG Evaluator created a Data Manual, which included a list of the forms by type (implementation, training, outcome, project management); dates for submission; how and where to submit the data; a calendar by month; and key performance measures. ○ The Evaluator met with site staff, coaches, consultants, and ALSIDE staff to share the Data Manual and to give the site teams the opportunity to discuss site-specific protocols for data collection and submission. ○ The project began a Basecamp (http://www.basecamp.com/) project management software for data collection, site sharing, and evaluation. A calendar of submission due dates was included on the site. This forum allows sites and coaches to ask questions and seek clarification about the data processes. ○ All forms and written directions for forms were included on Basecamp for all project staff, sites, and coaches to access. ○ The Project Evaluator presented at most Coaches' Meetings, and these meetings allowed coaches and staff to ask questions about the data protocols. 	<p style="text-align: center;">4</p>

Worksheet

SPDG Evidence-based Professional Development Components

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
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. 	<p>As outlined in the district MOA, the district implementation team members were required to attend at least 70% of the applicable professional development offered by the project. If the team member could not attend a training session, s/he was required to send an equal designate and share the information with the team member. This requirement was added in Year 2 to ensure administrators were aware of the content and could support the participating teachers.</p> <p>The Project CTG Coordinator met with the district Special Education Coordinator, transition lead, and principals to discuss the project PD and the scope of work for demonstration sites. This follow-up was added to ensure each member of the team was cognizant of his/her role outlined in the MOA. Additionally, the Project CTG Coordinator (C. Gage) and Director (S. Williamson) worked with the Transition Teams to: 1) reviewed the transition curriculum, 2) examine the project data, and 3) discuss barriers to implementation.</p> <p>When possible, the Coordinator, principals, and Transition Teams addressed barriers. For example, students who needed to participate in the Stanfield <i>Transitions</i> curriculum did not have a common time to take the class. The group worked out a solution to hold the class during resource time, and at Wetumpka High School, split the class into 9th/10th and 11th/12th. During the 2015-2016 school year, to remedy this concern, the schools offered a Transition class for students with disabilities needing the curriculum (typically those on the Essential/Life-Skills pathway). This practice continued for the remainder of the project. Also, the Elmore County staff attended a training in the beginning of Year 5 on mapping the schedule for students with disabilities. These practices ensured students needing the Transition class were enrolled.</p>	3
E(2) Facilitative Administrative	<p>Leadership at various education levels (SEA, regional, LEA, school, as appropriate) analyzes feedback regarding barriers and successes</p>	<p>Data addressing barriers were collected and analyzed as follows:</p>	3

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

Professional development (PD) domains	PD components (with required elements the description should contain)	Project description of related activities (please note if you are attaching documents)	Project's self-rating
Support/ Systems Intervention	<p>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. 	<ul style="list-style-type: none"> At least once per year, the Project CTG Evaluator conducted on-site observations. During these observations, the Evaluator collected feedback from teachers to determine their satisfaction, barriers, ideas for improving the project, etc. Project participants completed the <i>Project CTG Transition Stakeholder Survey</i>, which evaluated both the coaches and project. Teachers completed the <i>Transition Implementation Evaluation</i>, a measure of implementation, satisfaction, and strengths and barriers to implementation Project CTG Coaches were interviewed Students completed the <i>Student Transition Concepts Survey</i> during the final reporting period Principals and other administrators were interviewed 1-2 times annually Fidelity data were collected once to twice a year <p>As noted in D(3), the results were utilized to make the following changes:</p> <ul style="list-style-type: none"> Provided coaching to the district on the elements of a Transition Demonstration Site Offered coaching on how to align the curriculum with student IEP goals Determined how to map the alignment between the Stanfield Transitions curriculum and the Alabama Transition Standards Collected data on the Transition Implementation Survey to determine strengths and barriers for implementation Conducted elbow-to-elbow coaching with the Project CTG Transition Coach in order to improve fidelity of coaching Set a more intensive coaching schedule and increase coaching time Created a 30-60-90 day plan for addressing areas of Selection and Coaching Met with the participating teachers to communicate their roles in the grant, explain the rationale behind the project, and ensure buy-in Developed a more streamlined method of communicating PD events <p>Project CTG had an annual process for revising policies and procedures. The Project CTG staff met formally at least once a year to review the annual evaluation data. The team met each summer, and after reviewing the results, created a 30-60-90 day schedule for addressing needed changes. The Project CTG Evaluator compiled the activity updates and shared the results with the Project CTG Director. The team met after each of these activity updates to review and revised any of the activities. While some of the activities took time to revised, the staff made significant progress on the activities outlined in the plan.</p>	

Worksheet**SPDG Evidence-based Professional Development Components**

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

- ¹ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 36-39).
- ² http://learningforward.org/standards/resources#_U1ES3rHD888.
- ³ Guskey, T.R. (2000). *Evaluating professional development* (pp. 79-81). Thousand Oaks, CA: Corwin Press.
- ⁴ Dunst, C.J., & Trivette, C.M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences*, 8, 143-148.
- ⁵ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 39-43).
- ⁶ http://learningforward.org/standards/learning-designs#_U1GVhbHD888.
- ⁷ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 47-55).
- ⁸ <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf> (pp. 44-47).
- ⁹ http://learningforward.org/standards/data#_U2F5Gp_l4WYk.
- ¹⁰ <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-ImplementationDriversAssessingBestPractices.pdf> (pp. 15-16).



**U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary**

OMB No. 1894-0003

PR/Award # (11 characters): H323A120023

Final Report Questions

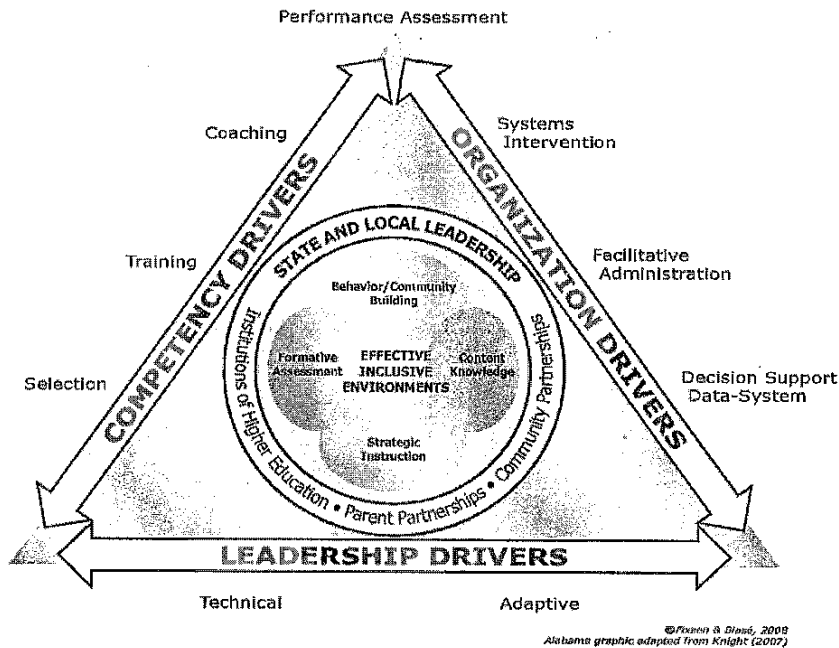
1. Utilizing your evaluation results, draw conclusions about the success of the project and its impact. Describe any unanticipated outcomes or benefits from your project and any barriers that you may have encountered.

OVERVIEW

The Alabama State Personnel Development Grant (AL SPDG) Project Closing the Gap (Project CTG): *Improving Literacy and Mathematics Outcomes for Students with Disabilities* was funded in October 2012 and continued through a no-cost extension until September 2018. The AL SPDG was developed within the context of building stronger linkages across the professional development systems of the Alabama State Department of Education (ALSDE) and Alabama’s Parent Training and Information Center (AL PTI). These strengthened linkages were developed to maximize the impact of professional development upon teacher practice and family outcomes, specifically in the areas of literacy, mathematics, behavior, and post-school outcomes. Through its efforts, the project would close the achievement gap through creating effective inclusive environments (CEIE) for students with disabilities in grades 3-9 and improve post-secondary outcomes for students with disabilities.

ALABAMA STATE PERSONNEL DEVELOPMENT GRANT

*Closing the Gap: Improving Literacy and Mathematics Outcomes
for Adolescent Students with Disabilities*



Project CTG included three goals:

- **Goal 1 Infrastructure and collaboration:** Create a system for expanding general education programs and initiatives in Alabama to include specific special education content and instructional knowledge for educators and families that will support student learning outcomes.
- **Goal 2 Creating effective inclusive environments through academic and behavior supports:** Implement the coordinated PD system that will increase the capacity of educators and families to understand and utilize a multi-tiered system of support for SWD, which will lead to improved student performance and graduation outcomes.
- **Goal 3 Transition and post-school planning supports:** Offer PD for educators, families, and stakeholders on the needs of students with disabilities and the support and services that are needed for successful adult transition, which will lead to improved student graduation rates and post-school outcomes.

TRAINING AND COACHING

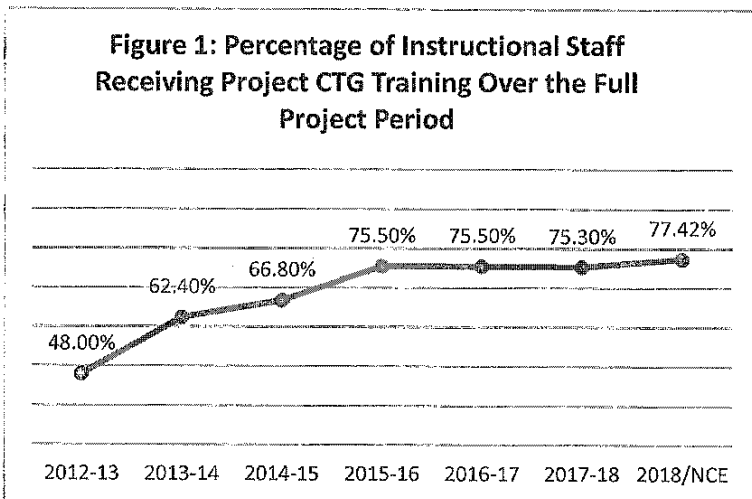
Project CTG staff are proud to report all three goals were implemented, the project met its performance measures in the 524B Final Report, and the project was successful at reducing the achievement gap and improving post-secondary outcomes. Furthermore, Project CTG served as a catalyst for developing Alabama’s State Systemic Improvement Plan (SSIP), which has demonstrated numerous positive outcomes across the state.

Overall, Project CTG trained over 1,900 teachers, administrators, state-level staff, service providers, parents and families, students, and others.

- Of this group, 1,503 participated in Goal 2 (CEIE) training. The average number of training sessions attended was 2.43 per person, and over 15% attended five or more training events.
- Among Goal 3 (transition), 405 individuals attended Project CTG training, and the average number of training sessions attended was 2.95 per person.



Figure 1 demonstrates the percentage of Goal 2 training recipients throughout the project. The percentage of the



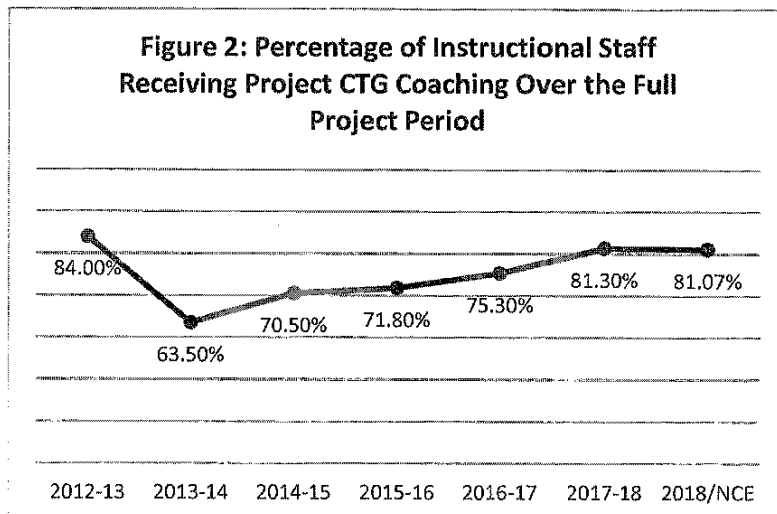
Project CTG Goal 2 target audience (teachers in third through eighth grade in the core content area, special education teachers, and principals/assistant principals) increased, particularly after Year 1.

By Year 4, the percentage maintained around 75%. The sample size was significantly smaller in the first three years of the project, and therefore the impact was larger in later project years. With the braiding of activities with the Alabama State Systemic Improvement Plan (SSIP) beginning in Year 4, the number of sites and teachers impacted increased.

Throughout the grant, project leaders have emphasized the importance of instructional coaching. Moreover, project stakeholders and staff reported intensive coaching supports have fostered the positive outcomes.

As Figure 2 demonstrates, the percentage of Project CTG training recipients who received subsequent coaching remained above 60% for the entire project. During the final year and no-cost extension period, the percentage of training recipients receiving Project CTG coaching was over 80%.

There were two shifts in coaching that occurred during the project. First, during Year 2 (the beginning of the 2013 school year), fidelity data showed even after significant coaching, less than 25% of teachers were implementing co-teaching with fidelity. Project activities were curtailed to allow project staff time to assess the causes, barriers, and further course of action. Beginning in Year 3, a clearer course of action for coaching began in a new district.



The second shift in coaching occurred with the alignment of SSIP activities in Year 4. Rather than focusing on instructional coaching, Project CTG expanded its coaching to include a systems coaching approach. Through its work with the SSIP, the SPDG/SSIP Coaches were experienced school and district administrators who were part of the Alabama Retirement System. Their experience and district- and school-level approach to coaching resulted in greater buy-in among the coaching recipients and broader school impacts.

OUTPUTS, OUTCOMES, AND UNANTICIPATED RESULTS

Goal 1: Infrastructure and Collaboration

While collaboration activities occurred throughout the project, Project CTG's initial implementation focused primarily on Goals 2 (co-teaching and behavior) and 3 (secondary transition). Goal 1 infrastructure activities were emphasized more midway through the project, which improved implementation of the co-teaching, behavior, and transition initiatives.

Year 3 was a turning point for the project, and project staff focused on using the NIRN model of implementation science and developing clearer processes for implementation. By Year 4 (the 2015-2016 school year), the project began to see consistent evidence of success. During that time, the ALSDE-SES staff aligned its State Performance Plan/Annual Performance Report (SPP/APR) Indicator 17 SSIP work with Project CTG. The alignment strengthened both projects, as staffing and resources could be combined to focus on a common vision.

As a result of Project CTG, policy, resources, and infrastructure at the state level were impacted. A greater emphasis on evidence-based practices occurred as a result of the project. Prior to Project CTG, co-teaching was typically two educators in a classroom, behavior management strategies were often developed locally, and secondary transition typically consisted of teacher-made resources. As a result of Project CTG, sites are:

- Teaching using the Friend & Cook model of co-teaching and co-planning for students in the general education setting;
- Implementing the Safe and Civil Schools' CHAMPS (classroom-level) and Foundations (schoolwide) behavior frameworks; and
- Incorporating the James Stanfield *Transitions* curriculum (or another selected evidence-based program) into secondary transition classes.

The project also changed the SES approach to coaching for programs. At the beginning of the grant, Project CTG had local, internal staff serve as coaches. Project staff viewed the internal coaches as increasing the likelihood of sustainability, however there were concerns about the perceived expertise, objectivity, and balancing roles when internal staff were assigned to be instructional coaches.

By Year 4, project staff recognized the need for systems coaching to improve implementation at the district and school levels. Former school or district administrators from the Alabama Retirement System were hired part-time

to serve as external, systems and instructional coaches in districts and schools. While the coaches worked one-on-one with teachers for co-teaching and CHAMPS, there was a greater emphasis on coaching administrators and implementation teams to affect sustainable change. Project CTG found after three years of systems coaching, an internal staff who had experience with the project could serve as the coach and help to sustain practices.

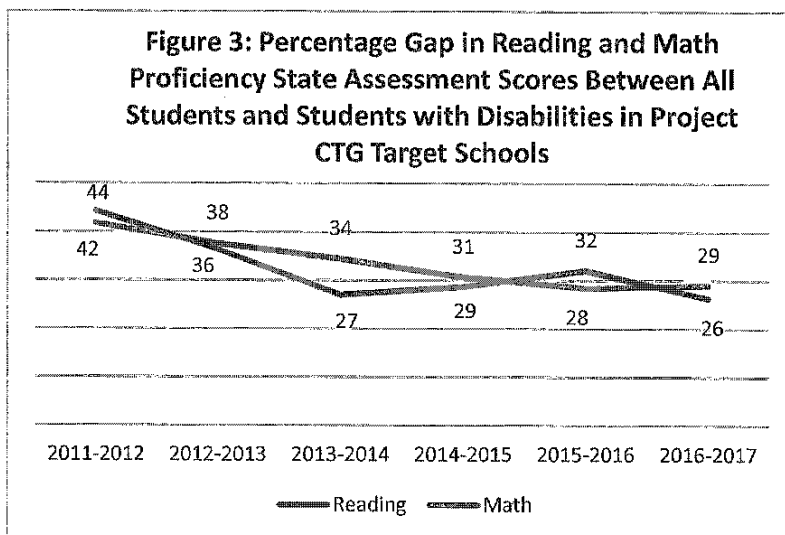
In addition to the type of coach and their roles, the professional development of coaches changed. Project CTG had on-going training from Dr. Jim Knight's Instructional Coaching Group, as well as a professional learning community for the NIRN Implementation Science modules. Furthermore, the SPDG/SSIP coaches had at least six coaches' meetings per year to receive updates, share ideas, discuss concerns, review evaluation results, and receive professional learning. The coaches formed their own network of sharing of resources and ideas. Project CTG staff agreed the informal coaches' network was a powerful, unanticipated outcome of the project that propelled the work and likely increased the retention of coaches.

What was less successful regarding Goal 1 was the intradepartmental collaboration among Special Education Services (SES), the Alabama Reading Initiative (ARI), and the Alabama Math, Science, and Technology Initiative (AMSTI). While collaboration occurred during the first 1.5 years of the project, later reorganization and a change in mission of ARI and AMSTI hindered further collaboration. When interviewed, Project CTG and other SES staff commented that while the grant was able to achieve its goals, the isolation among state programs continued.

Goal 2: Creating Effective Inclusive Environments (CEIE)

The goal of the project was to close the achievement gap between students with and without disabilities. While the gap did not close, Project CTG could demonstrate consistent improvements among participating schools.

As demonstrated in Figure 3, the achievement gap decreased for both reading and math proficiency between students with disabilities and all students in Project CTG schools. From the year prior to grant (2011-2012) to the final year of the project (FY 2016), the proficiency gap between groups decreased by 12.7% for reading and 18.0% for math.



In addition to the state assessment data, annual gaps in screening data gains in SPDG schools have ranged from -5.67% to 8.49% between students without disabilities and students with disabilities following co-teaching/co-planning implementation. Furthermore, the project has consistently seen classes where more students with disabilities have shown gains on screening assessments than students without disabilities.

The most recent comparison of screening assessment data showed a

5% gap between the percentage of students with and without disabilities demonstrating gains on the assessment [See Figure 4]. Students in Project CTG co-taught classes were included in the analyses. A significant number of both students with disabilities and students without disabilities showed gains on the screening assessment when comparing fall administration to spring administration.

Figure 4: Percentage of Project CTG Students Demonstrating Positive Gains on Progress Monitoring During 2017-2018

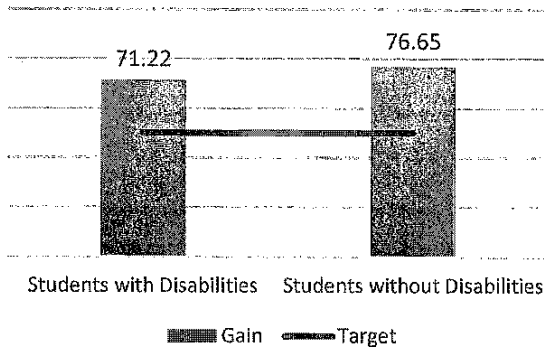


Figure 5: Percentage of Project CTG Students with Disabilities Demonstrating Assessment Gains by Primary Disability: 2017-2018

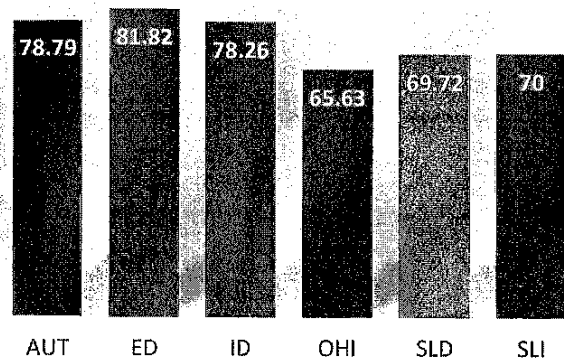
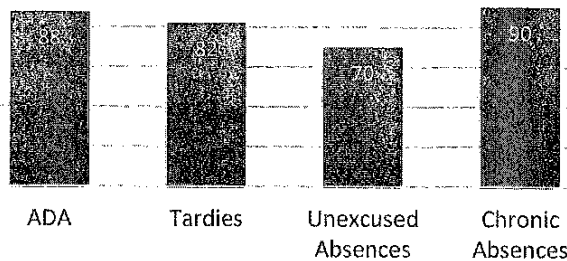


Figure 5 demonstrates the gains in progress monitoring assessment among students in co-taught classrooms. As the figure depicts, all of the disability subgroups with a large enough sample size showed gains from the beginning of the school year to the end of the school year.

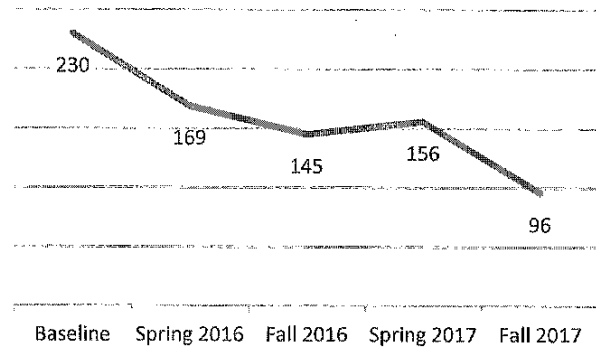
In addition to academic growth, data collected through the SSIP evaluation in SPDG sites have found significant improvements in measures of attendance and behavior as a result of the Safe and Civil Schools CHAMPS (classroom-level behavior initiative) and Foundations (schoolwide behavior initiative). Decreases in the average daily attendance and the number of student tardies, unexcused absences, and chronic absences have been found in SPDG Cohort 4 and 5 schools [See Figure 6].

Figure 6: Percentage of SSIP/SPDG Sites Showing Improvements in Attendance Measures: Baseline to 2017-2018



While the impacts on attendance were evident in SPDG/SSIP sites implementing Foundations, the most consistent outcomes were seen for tardies and chronic absences. There was a 52% decrease in the median number of tardies per site after 2.5 years of implementation. The average number of tardies *per site* decreased by 133.

Figure 7: Median Number of Tardies per Month by Semester for SSIP/SPDG Sites: Spring 2015 to Fall 2017



The impact on chronic absences, or students missing 10% or more of a semester, was also dramatic. The difference in the number of students chronically absent from baseline to Fall 2017 was 39 students per middle school. That number corresponds to **over 350 fewer absences per semester for each school.**

In addition to the attendance outcomes, Project CTG saw a large impact on the number of office referrals. As Figure 8 shows, there was a 67% decrease in the median number of office referrals decreased for both students with disabilities and students without disabilities since baseline.

The proportion of students with disabilities receiving office referrals decreased from over 17% in baseline to 13.5%. Therefore, students with disabilities were receiving office discipline referrals at a more proportionate rate of the population among schools implementing Foundations.

Goal 3: Secondary Transition

For Goal 3 (transition), the primary goals were to close the graduation gap between students with and without disabilities and improve post-school outcomes for students with disabilities.

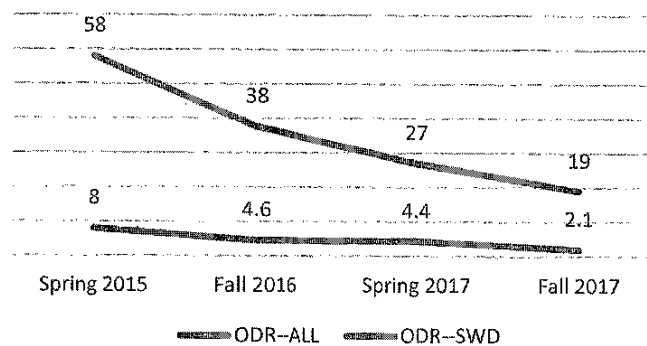
To achieve these goals, Project CTG provided evidence-based secondary transition curricula; created demonstration sites that included a transition class to teach the transition curriculum and transition programming for students and their families; supported community-based training and job skills development in demonstration sites; offered transition training and modules; collected feedback from families of transition-aged students through longitudinal focus groups; and developed resources for transition. Outputs related to this work included:

- 32 middle and high schools now have an evidence-based secondary transition curriculum and are implementing the curricula
- 4 high schools are demonstration sites for secondary transition
- 405 families, teachers, administrators, service providers, and students received Project CTG training on secondary transition
- 2 Job Coaches were funded to develop work-based opportunities for students at a local level
- 15 resources were developed related to transition:
 - A Transition Landing Page on the ALSDE website: <http://www.alsde.edu/sec/ses/ts/Pages/tshome.aspx>
 - 10 Transition Tidbit series briefs for professionals
 - 3 Transition Engagement Series (one for educators, one for families, and one for students)
 - A transition app for student planning for their IEP meetings

Each year, Project CTG and the Alabama Parent Education Center (APEC), conducted three transition parent focus groups to provide longitudinal data on families' perspectives regarding secondary transition. Some participants changed, although the majority of participants continued each year. The parent focus group data showed four major themes, as seen at left.

- Students with disabilities (SWD) need more access to improving life skills.
- Schools and districts need to improve communication with parents.
- Parents want to be connected with other agencies that offer resources.
- Parent-to-parent learning is an effective tool that should be fostered.

Figure 8: Median Number of Office Discipline Referrals for SPDG/SSIP Sites: Baseline to Fall 2017



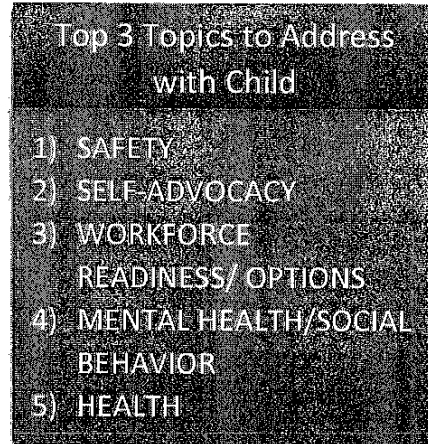
The second theme was the need for improved school and district communication with parents, which often was the overarching theme of the twelve total focus groups. The third theme addressed the desire of parents to be



connected with other agencies that offer resources for parents and students with disabilities. Parents often cited the lack of resources and information as communication barriers within districts and schools. Finally, the fourth parent focus group theme was fostering parent-to-parent learning as an effective means for parent learning.

Parents who participated in the focus groups and training reported confidence in their skills to support their children with transition (76%). In addition, 73% felt knowledgeable regarding transition, and 84% felt more knowledgeable after the parent focus groups and training.

Parents were also asked to rate their top three topics they wanted to address with their transition-aged children on the *Planning for Life After School* instrument. "Safety" was the top-rated item, followed by "Self-Advocacy." Other responses can be seen at right.



In addition to the transition parent focus groups, Project CTG was able to promote community-based work. In Gadsden City, Project CTG helped to provide funding for a garden-to-table program for students

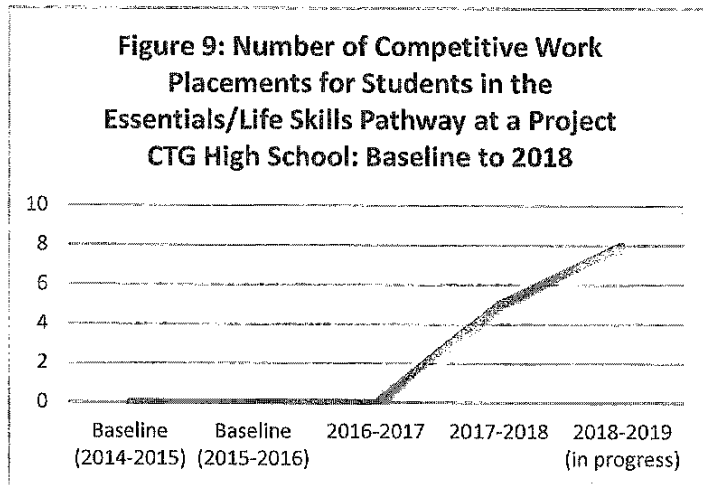


in the Life Skills/Essentials pathway. This program started in a self-contained

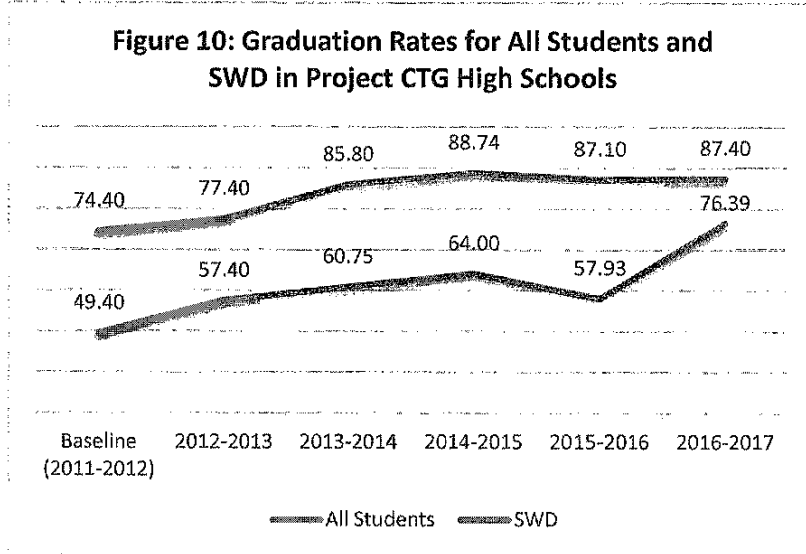
classroom as gardening and production activities to promote job-based skills. As students began learning gardening techniques, the program expanded to cooking skills. With SPDG support, the Beautiful Rainbow Café, a vegetarian restaurant operated by students with more significant disabilities, opened in the Gadsden City Public Library in February 2017.

The Beautiful Rainbow Café has seen success, and it not only is able to self-sustain, the revenue has provided a paycheck to students. Furthermore, while the numbers are small, Figure 9 demonstrates the effect of the restaurant-based training on job outlook. Prior to the Café, the district had not had success placing students in the Life Skills/Essentials pathway in competitive employment after high school. Since the Café opened, employers in area restaurants, including fine-dining establishments, have sought out the students because of their experience and consistency.

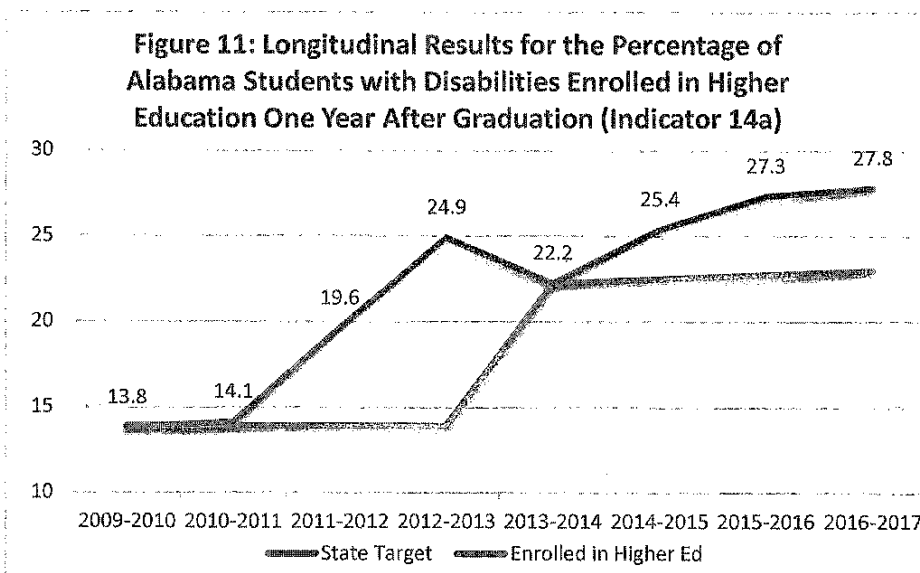
This community-based program has been a success, and with further funding through the 2017 SPDG, the district is expanding the gardening experiences to the middle and even upper-elementary school levels.



To review progress toward its goals, Project CTG staff examined graduation and the gap in graduation rates between students with and without disabilities. While the graduation rates improved significantly for students with disabilities and the gap closed [see Figure 10], due to inconsistencies in the internal control processes for the graduation data, these data should be interpreted cautiously. The data in Figure 10 reflect schools participating in Project CTG during the first three years of the project to allow for time for the initiatives to have an impact.



The final key outcome of the project was the impact of Project CTG on post-school outcomes. Figure 11 shows the percentage of students at least one-year post-high school who have been enrolled in higher education (SPP/APR Indicator 14a).



The data include percentages for each fiscal year (FY), beginning with FY 2009, reported in February 2011 (baseline). The higher education enrollment has continued to increase with each year of the project.

Additionally, Indicator 14b results (the percentage of students competitively employed or enrolled in higher

education) have increased by almost 15% from FY 2009 to FY 2016. Analyses were conducted to compare the results for participating SPDG/SSIP districts with the overall state gains [See Figure 12]. While the comparison has internal validity concerns (e.g., participating schools may only include one school within a larger district; districts participate in the Post-School Outcomes Survey on different cycles; the results do not assume levels of implementation or fidelity of implementation; the overall analyses include the SPDG districts; etc.), the results showed SPDG/SSIP districts had greater gains than the state overall for Indicator 14b.

Figure 12 demonstrates the participating SPDG/SSIP districts increased by over 14% on Indicator 14b from their prior Post-School Outcomes Survey administration to the most recent administration. For all Alabama districts, however, Indicator 14b decreased by 2.15% during the same time period. Another cycle of Project CTG districts' participation in Indicator 14 will help to draw stronger conclusions about the impact of the project on post-school outcomes.

BARRIERS

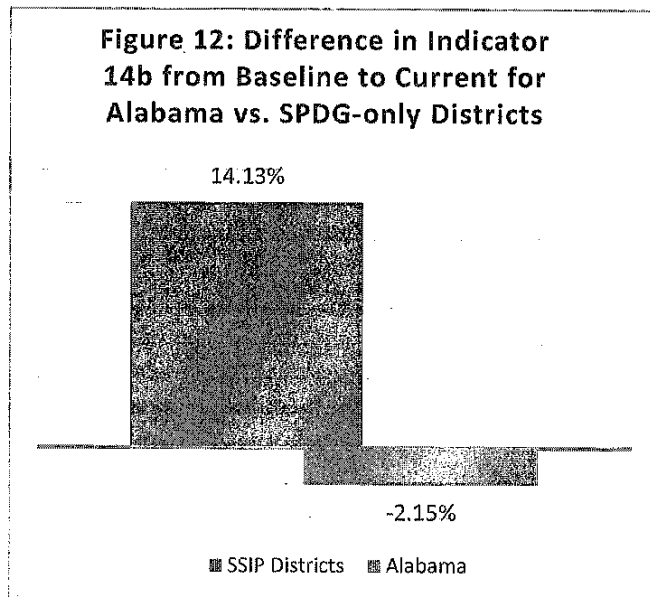
Over the six years of the project and no-cost extension, Project CTG faced barriers typical of large-scale projects, such as sharing of information; clarity of roles and responsibilities; a lack of buy-in among school-level staff; consistency in implementation; issues with fiscal timing; a lack of special education teachers; and district- and school-level attrition. The Project CTG *Alabama Stakeholder Survey* elucidated concerns in project implementation from the perspective of a variety of stakeholders. Project staff used the data to reflect on practices and make changes.

Additionally, Project CTG encountered several systemic barriers:

- At the end of the first year of the project, the senior-level coach and developer of the Goal 2 model, passed away. This loss resulted in reduced coaching supports and the loss of a trusted partner among school staff.
- Early in the second year of the project (October 2013), the Project CTG External Evaluator drafted an evaluation report regarding the project logic model and activities. Specifically, concerns were raised about the fidelity of training and coaching. Furthermore, during the Year 2 Annual Performance Reporting period, only 23% of teachers demonstrated fidelity. In light of these data, Project CTG staff opted to reduce its activities during Year 2 and reflect on the direction of the project, examine partnerships and collaborations, and prepare for Year 3.
- During Year 3, ARI, one of the Project CTG partners, had a shift in mission from K-12 reading services to K-3 services and went through a reorganization. Due to its emphasis on middle school and a shift in ARI priorities, Project CTG did not partner with ARI after Year 2. Furthermore, AMSTI, another Project CTG partner, underwent a reorganization during Year 3 of the project, and while Project CTG continued to partner with AMSTI, the collaboration was limited in scope.
- In Year 5, the United States Office of Inspector General (OIG) conducted an audit to determine whether the ALSDE implemented a system of internal control over calculating and reporting graduation rates sufficient to provide reasonable assurance that reported graduation rates were accurate and complete (Control Number ED-OIG/A02P0010). The OIG findings required the ALSDE submit a corrective action plan to address its reported graduation rates. As a result, there were different processes for the state's calculation of the longitudinal graduation data, one of the SPDG's project outcomes.
- Since early 2016, the state has had five State Superintendents or Interim State Superintendents. As typically seen with changes in administrations, departmental reorganizations and staff changes occurred. Additionally, the changes resulted in hiring freezes, which prevented Project CTG from hiring transition coaches.

Despite these barriers, the project maintained stability and stayed true to its original model. In terms of project personnel, of the 10 staff and consultants identified in the proposal's personnel loading chart, seven continued to work on the project during the no-cost extension and an additional person worked until the final year. The lack of turn-over at the project management level has been critical to the project's vision and ability to follow-through with the work. Furthermore, project personnel consistently reviewed data and made mid-course corrections to adapt to barriers and address any lagging performance measures.

While Project CTG significantly changed its approach to the implementation of activities due to barriers, partnership changes, and evaluation data, Project CTG staff focused on project goals and implemented all of its project objectives.



2. What would you recommend as advice to other educators that are interested in your project? How did your original ideas change as a result of conducting the project?

Project CTG staff would recommend reviewing the responses to question #1 in the Final Report for a summary of how the project evolved as a result of barriers and opportunities throughout the grant. In addition, project staff reported they originally believed they would be able to provide a shorter professional learning process and scale-up faster, especially in transition demonstration sites. Instead, the training and coaching cycle occurred over years to ensure fidelity of implementation. While positive outcomes were achieved, scaling-up, particularly in secondary transition, proved to be more challenging.

In terms of the recommendations, Project CTG had four key “lessons learned” from implementing the project.

Lesson Learned 1: Ensure there is buy-in to the project at all levels of implementation before beginning.

First, when asked about the lessons learned, Project CTG staff collectively responded that buy-in was an essential component to success. Consistently, the project encountered problems with individuals resisting participation in the project, either a district or building administrator, a teacher, or at times, several individuals within a school. When building and district administrators were

interviewed, the number one piece of advice for new sites was to ensure buy-in among staff. Furthermore, on the *Alabama Stakeholder Survey*, participants stated accountability for implementation was an area of concern.

As one assistant principal stated, *“If not everyone is willing to put these policies in place, it’s not going to work. Everybody has got to be motivated to make [the project] work, and work together as well.”*

To address problems with buy-in, Project CTG staff ensured district and building administrators were aware of the project expectations during the initial selection process. Additionally, sites needed to identify an implementation team to be accountable for the project activities. Lastly, having systems coaches helped to identify problems with accountability early on during the implementation cycle.

Lesson Learned 2: Use the principle of the NIRN model of implementation science.

The second lesson was to use the NIRN model of implementation science and train all coaches and project staff on the principles of implementation science. Initially, Project CTG loosely followed the drivers and stages of implementation, but beginning in mid-Year 3, the project began to fully embrace the principles. During Year

4, project staff and coaches received professional learning on the NIRN modules through a community of learning. By using the principles of implementation science, the project saw improved fidelity of implementation, more satisfied project participants, and better outcomes.

Lesson Learned 3: Communication, at all levels, should be planned and transparent.

The third lesson was to focus consistently and purposefully on communication at all levels of the project. In most evaluation findings, including the *Alabama Stakeholder Survey*, *Coaching Evaluation* surveys, administrator interviews, transition parent focus groups, coach interviews, teacher interviews and focus

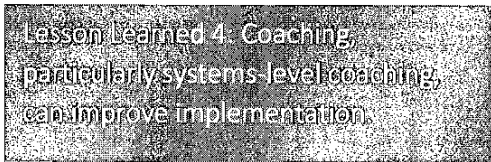
groups, and even project staff discussions, *communication* was identified as the largest area of concern.

The concerns about communication varied depending on the project year, audience, and non-project influences. For example, parents repeatedly expressed concerns regarding a lack of communication from school and district staff; there were concerns about internal communication within the ALSDE projects; and teachers at times expressed concerns about not knowing enough about the project.

To address concerns regarding communication, project staff used numerous strategies, including:

- o The Memoranda of Understanding and meetings with district and building staff;
- o Project CTG staff also developed Participant Memos to identify the expectations, requirements, and follow-up for training;
- o The project evaluator developed a Data Manual and updated the manual annually;
- o Staff, coaches, and local administrators used Basecamp to communicate project requirements and dates;
- o Project staff worked to develop transition resources and training regarding communicating with parents and educators about secondary transition;
- o The ALSDE-SES created a transition landing page to assist parents and educators about Alabama transition resources;
- o Implementing Foundations helped to communicate common expectations within schools.

Looking back, Project CTG staff would have implemented more streamlined channels of communication, such as a project implementation guide, early in the project and meetings with school-based teams at the onset of participation.



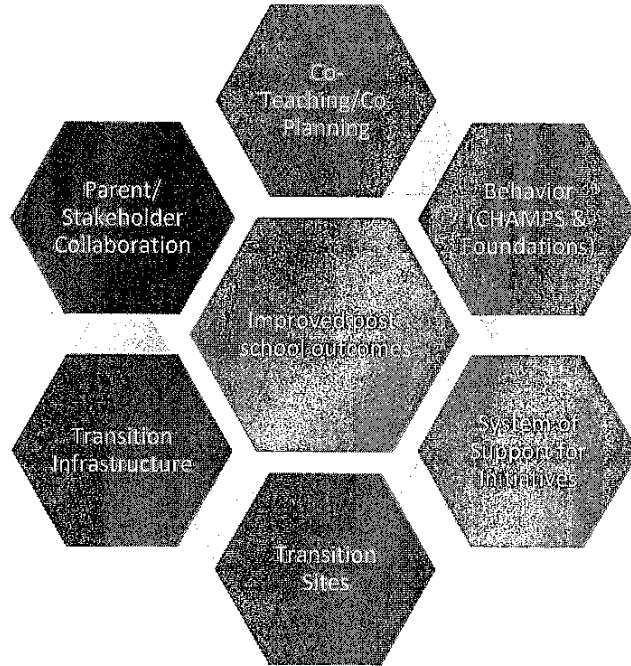
The final lesson learned was to include coaching and have flexibility in the type of coaching depending on the project. Project CTG began with local, school-based instructional coaches. By the middle of the project, it was determined that more experienced, external systems coaches would work better to affect change

across a school and within a district. The retired SSIP/SPDG coaches had the administrative experience to be able to work effectively with district and school administrators, which fostered buy-in and communication.

3. If applicable, describe your plans for continuing the project (sustainability; capacity building) and/or disseminating the project results.

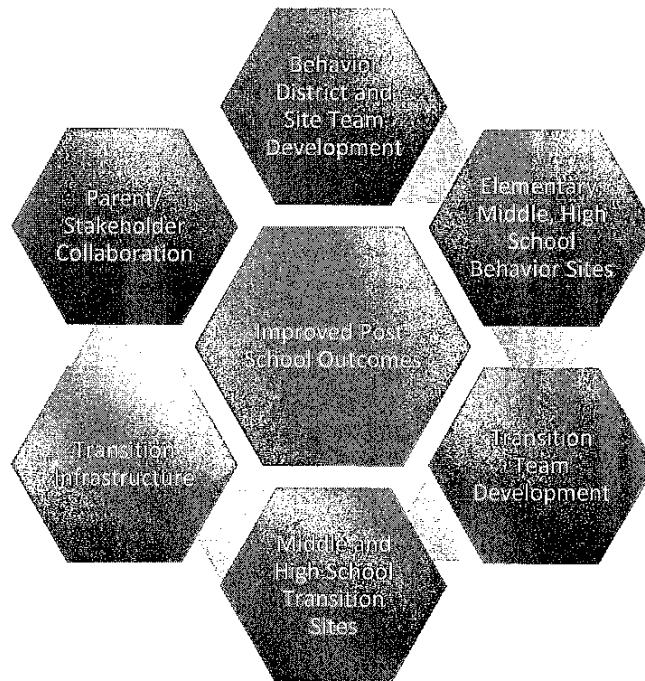
Alabama has been successful at continuing the activities of Project CTG. During Year 4 of Project CTG, the ALSDE-SES aligned the grant with the Alabama SSIP. The key efforts of co-teaching/co-planning, CHAMPS, Foundations, implementation science, secondary transition, and parent collaboration are included in the SSIP [See Figure 13].

Figure 13: Alabama SSIP Initiatives (2015-2020)



In October 2017, Alabama was awarded a new SPDG for Project CESCC (Creating Effective School Climates and Cultures). While the outcomes for Project CTG were very positive, project staff decided to narrow the focus to the behavior and secondary transition components of Project CTG. Figure 14 depicts the new SPDG and its braiding with the Alabama SSIP.

Figure 14: Alabama SPDG: Project CESCC Initiatives (2017-2022)



Together, the Alabama SSIP and Project CESCC will continue to build upon the successes and learnings of Project CTG.

The results from Project CTG have been shared through various outlets, and recent presentations of the final year's data have occurred through:

- An SSIP/SPDG Stakeholder Meeting in September 2018;
- Progress updates with the Alabama Special Education Advisory Panel (SEAP);
- Alabama Council for Administrators in Special Education (CASE);
- National Council for Exceptional Children (CEC);
- The Alabama Education Association conference;
- The Alabama Professional Learning/MEGA conference;
- Transition Parent Focus Groups (three meetings);
- A highlight in the "News You Can Use" for special educators around the state; and
- A highlight in the ALSDE Telegram for State Department of Education staff.

The final results will continue to be shared when appropriate, including on the ALSDE-SES website.

Project CTG Participating Goal 2 Schools and Their Levels of Implementation for Final Reporting Period

District	School	Cohort	Year(s) in Project	Implementation Phases					Active During No-Cost Exten.
				Exploration	Installation	Initial Implementation	Full Implementation	Sustaining Schools	
Andalusia City Schools	Andalusia Elementary School	4	4				X	X	
Andalusia City Schools	Andalusia Junior/Senior High School	4	4				X	X	
Athens City School	Athens Middle School	5	3				X	X	
Baldwin County Schools	Bay Minette Elementary School	3	1.5					X	
Baldwin County Schools	Bay Minette Intermediate School	3	1.5					X	
Baldwin County Schools	Central Baldwin Middle School	2	3				X	X	
Baldwin County Schools	Elsanor Elementary School	5	1				X	X	
Baldwin County Schools	Pine Grove Elementary School	3	1.5					X	
Baldwin County Schools	Robertsdale Elementary School	2	4					X	
Baldwin County Schools	Rosinton Elementary School	2	3					X	
Baldwin County Schools	Silverhill Elementary School	3	2					X	
Calhoun County School	Saks Elementary School	5	3				X	X	
Calhoun County School	Saks Middle School	5	3				X	X	
Calhoun County School	Saks High School	5	3			X		X	
Calhoun County Schools	White Plains Middle School	4	4				X	X	
Elmore County Schools	Wetumpka Elementary School	4	4			X		X	
Elmore County Schools	Wetumpka Middle School	4	4				X	X	
Elmore County Schools	Wetumpka High School	5	3			X		X	
Enterprise City Schools	Coppinville Junior High School	5	3				X	X	
Hale County Schools	Greensboro Elementary School	4	4				X	X	
Hale County Schools	Greensboro Middle School	4	4				X	X	
Hale County Schools	Greensboro High School	4	4				X	X	
Lauderdale County Schools	Brooks Elementary School	3	5				X	X	

Lauderdale County Schools	Brooks High School	3	5						X		X
Midfield City Schools	Rutledge Middle School	5	3						X		X
Mobile County Schools	Alba Middle School	1	2							X	
Mobile County Schools	Alma Bryant High School	1	2							X	
Mobile County Schools	Booth Elementary School	1	2							X	
Mobile County Schools	Bretling Elementary School	1	2							X	
Mobile County Schools	Castlen Elementary School	1	4							X	
Mobile County Schools	Dauphin Island Elementary School	1	2							X	
Mobile County Schools	Dixon Elementary School	1	5							X	
Mobile County Schools	Grand Bay Middle School	1	2							X	
Mobile County Schools	St. Elmo Elementary School	2	4							X	
Monroe County Schools	Monroeville Middle School	4	4						X		X
Sylacauga City Schools	Nichols-Lawson Middle School	4	4						X		X

Project CTG Participating Goal 3 Schools for Final Reporting Period

District	School	Cohort	Year(s) in Project	Transition Demonstration Site	Transition Curriculum Site
Albertville City Schools	Albertville High School	3	0.5		X
Albertville City Schools	Albertville Middle School	3	0.5		X
Andalusia City Schools	Andalusia Junior/Senior High School	2	2	X	
Anniston City Schools	Anniston High School	3	0.5		X
Blount County Schools	Blount County Learning Center	3	0.5		X
Blount County Schools	Hayden High School	3	0.5		X
Blount County Schools	Hayden Middle School	3	0.5		X
Clay County Schools	Central High School	3	0.5		X
Clay County Schools	Central Junior High School	3	0.5		X
Elmore County Schools	Stanhope-Elmore High School	1	4	X	
Elmore County Schools	Wetumpka High School	1	4	X	
Escambia County Schools	Escambia County High School	3	0.5		X
Escambia County Schools	Flomaton High School	3	0.5		X
Escambia County Schools	W.S. Neal High School	3	0.5		X
Fort Payne City Schools	Fort Payne High School	3	0.5		X
Gadsden City Schools	Gadsden City High School	2	2.5	X	
Gadsden City Schools	Litchfield Middle School	3	0.5	X	
Haleyville City Schools	Haleyville High School	3	0.5		X
Marengo County Schools	Sweet Water High School	3	0.5		X
Marshall County Schools	Asbury High School	3	0.5		X
Marshall County Schools	Brindlee High School	3	0.5		X
Marshall County Schools	DAR High School	3	0.5		X
Marshall County Schools	Douglas High School	3	0.5		X
Russell County Schools	Russell County High School	3	0.5		X
Saraland City Schools	Saraland High School	3	0.5		X
Selma City Schools	R.B. Hudson Middle School	3	0.5		X
Selma City Schools	Selma High School	3	0.5		X
St. Clair County Schools	Ashville High School	3	0.5		X
St. Clair County Schools	Moody High School	3	0.5		X
St. Clair County Schools	Ragland High School	3	0.5		X
St. Clair County Schools	Ruben Yancy Alternative School	3	0.5		X
St. Clair County Schools	Springville High School	3	0.5		X
St. Clair County Schools	St. Clair High School	3	0.5		X

Appendix C7: Documents Referred to in the Evidence-Based Professional Development Worksheets

1. Participant's Memo
2. Sample Memorandum of Agreement and Contract (CEIE)
3. Sample Trainer Contract
4. Sample Trainer Request for Application (RFA)
5. 22 Things You Can Do: HQPD Checklist
6. Observation of High Quality Professional Development Checklist
7. Sample Things to Do in Advance of Training
8. Co-Teaching Observation Checklist
9. Co-Planning Form
10. Sample Pre-Event Evaluation (Foundations)
11. Sample Post-Event Evaluation (Foundations)
12. Alabama SPDG/SSIP STOIC Assessment
13. CEIE Fidelity Observation Form
14. Parent Transition Focus Group Letter
15. Sample Memorandum of Agreement and Contract (Transition)
16. Project CTG Transition Observation Form
17. Post-Training Assessment (Transition)
18. Transition Implementation Survey



**ALABAMA STATE PERSONNEL DEVELOPMENT GRANT (SPDG) EVENT
ALABAMA COHORT I FOUNDATIONS PROJECT
YEAR 3 - TRAINING SESSION #1**

Laura Hamilton Burdette

November 14-15, 2017

Location: Pelham Civic Complex
500 Amphitheater Road
Pelham, AL 35124

Time:

8:30 a.m. - 3:00 p.m.

(Training Per Day: 5 ½ Hours & Lunch: 1Hr.)

Alabama State Systemic Improvement Plan (SSIP) Demonstration Site Partners and AL SPDG Project: Closing the Gap (CTG) Partners are cordially invited to send approved staff members to participate in this event. **Please provide designated attendees a copy of this memo prior to training. Submit Team Members & Staff Representative Tables to Theresa Farmer by Nov. 9, 2017**

What is the funding source for this training? Alabama SPDG support contracts with selected LEAs and Alabama SSIP support contracts with selected LEAs will provide payment for professional development, travel, per diem, participants' fees, and substitute reimbursement according to SDE Approved Budgets and LEA BOARD travel policies and established practices, for approved personnel attending the training.

What are the expectations for participation in this training? Participants are required to attend the two training sessions, each lasting 5 ½ hours **(As a LEADERSHIP TEAM, all team members should plan to stay the entire 5 ½ hours, unless you are preapproved by Theresa Farmer to leave early)**. Leadership Team members will assist with follow-up meetings, analyzing survey data, presenting data to site personnel, coaching site personnel, and supporting school-wide implementation.

What content is included in this training?

- Brief Introduction to Orient new team members.
- Brief Summary of Years 1 and 2.
- Happenings & Hurdles Activity: **To prepare for this small group activity, bring items (artifacts, videos, photos, policies, data, infographics, etc.) to display and/or share. If possible, bring enough copies to share with several group members, because attendees will interact with members from other districts and teams.**
- The new content will be **BOOK D: RESPONDING TO MISBEHAVIOR: AN INSTRUCTIONAL APPROACH: Please bring FOUNDATION BOOKS A, B, C, & D.**
- Bring Books A, B, and C, for potential references during team meeting times.
- In order to have full participation and engagement during training activities, **EACH MEMBER OF THE TRAVELING TEAM MUST HAVE A COPY OF EACH BOOK.**

What materials will participants bring to the training sessions?

- **A FULL TRAVELING TEAM, at least 4-5 team members.** FOUNDATIONS is a team-lead improvement process at your school. One to two people cannot adequately do this process—it is very important for a full team to attend so that implementation continues with fidelity.
- **FOUNDATION books A, B, C, and D** for each team member.
- **Ten to fifteen Completed Office Referrals.** ADMINISTRATORS—please bring a few referrals that are TRUE APPROPRIATE OFFICE REFERRALS IN YOUR OPINION, SOME THAT **ARE NOT** APPROPRIATE OFFICE REFERRALS AND SHOULD HAVE BEEN HANDLED BY THE TEACHER, AND SOME THAT ARE KIND OF IN THE "GRAY AREA"—MAYBE YES, MAYBE NO.
- Data on the following (if you have it, in addition to the office referral data): Up to the year data on the following: OSS data, ISS data, Attendance data, Types of Offenses, Location and Times of the Offenses, Grade Level of Offenses, etc.
- **STAFF & STUDENT SURVEY RESULTS FOR SCHOOL YEARS 2015-2016 and 2016-2017. Please bring your computers (or print out for each person) so you can access your YEAR TO YEAR COMPARISON DATA.** Contact Laura or your coach if you have questions or problems assessing this data.

Teams need to bring the following materials and resources for the training sessions:

- Computers with disc drives, power cords, long extension cords, and power strips.

If you have a question or a concern about the required materials, contact Laura Hamilton at 502-529-1172 or by email at lhamilton@safeandcivilschools.com.

If you have a question or a concern about your contract or budget restrictions, please contact Theresa Farmer at 334-546-7031 or by email at tfarmer@alsde.edu. **We are unable to pay reimbursement claims that exceed approved contract budgets.**

Alabama Cohort I Foundations Project Training Session # 2 February 6-7, 2018
Alabama Cohort I Foundations Project Training Session # 3 June 19-20, 2018

**Trainer
Laura Hamilton Burdette**

Laura Hamilton Burdette began teaching students with learning and behavior disorders in Buckner, Kentucky. For the next 17 years, she worked both in the classroom and with individual students in many educational settings across Kentucky and Indiana. These settings included a juvenile detention center, various public school settings, and a psychiatric day treatment facility.

While continuing to teach, she took a position with the Kentucky Department of Education (KDE) as a behavioral consultant. In this capacity, she helped school district leadership in developing Special Education programming and training modules in the areas of traumatic brain injury and emotional and behavioral disability. Over the next ten years, she worked on a number of programs for KDE, culminating with the Kentucky Instructional Discipline and Support (K.I.D.S) project, a statewide initiative to help schools and districts develop positive, proactive, and instructional discipline policies.

As a long-time Safe & Civil Schools' consultant, and now employee, Laura has conducted trainings on Foundations, CHAMPS, Interventions, Administrator's Desk Reference, Teachers Encyclopedia of Behavior Management, ParaPro, START on Time, and De-Escalation Strategies For ALL STAFF MEMBERS.



ALABAMA STATE DEPARTMENT OF EDUCATION
Teaching and Learning
Special Education Services Section

CONTRACT NO. X800166

MEMORANDUM OF AGREEMENT

THIS AGREEMENT, entered into on this 1st day of October, 2017, by and between the ALABAMA STATE DEPARTMENT OF EDUCATION (ALSDE) and the CALHOUN COUNTY BOARD OF EDUCATION (BOARD), Post Office Box 2084, Anniston, Alabama 36202-2084, is in accordance with the resolution passed by the Alabama State Board of Education on September 19, 1967, authorizing the State Superintendent of Education to enter into various contracts and has the following stipulations:

1. The ALSDE agrees to provide a grant of \$162,394.81 for continued support of the AL Region 6 State Systemic Improvement Plan (SSIP) Demonstration Site at White Plains Middle School and associated feeder schools in the local education agency (LEA), and for support of the Alabama State Personnel Development Grant (AL SPDG) Project CESSC: Creating Effective School Climates and Cultures for Saks High School Feeder Schools which includes: Saks Elementary, Saks Middle, and Saks High Schools. Funds may be used to purchase implementation materials, provide support for approved professional learning activities, provide substitute reimbursement, and provide payment, including benefits, for BOARD personnel who provide services that support Project CESSC Implementation. Alabama State Personnel Development Grant (SPDG) funds may be used to support school-wide behavior management policies and practices, classroom management structures and individual student intervention support, for the SSIP Demonstration Site at White Plains Middle School and associated feeder schools, and for Project CESSC for Saks High School Feeder Schools. Funds may be used to provide payment, including registration for professional development, travel, per diem, and substitute reimbursement according to BOARD Policy, for agreed upon personnel serving on the SSIP Implementation Team from White Plains Middle School and the SPDG Implementation Teams from the Saks High School Feeder Schools.
2. The BOARD agrees to provide personnel from White Plains Middle School and associated feeder schools and Saks High School Feeder Schools to function as district and site implementation team members. The BOARD agrees to provide the services of one current employee to serve as the Project CESSC coach for the Saks High School Feeder Schools. The ALSDE will pay salary and benefits for one Project CESSC coach at .75 percent FTE. The Project CESSC coach will: (a) work in collaboration with the SPDG/Project CESSC staff and consultants to support co-teaching Dyads comprised of select special education and general education teachers working with students receiving special education services, (b) provide coaching support and technical assistance for teachers in selected elementary and secondary schools (Grades 3-9) designated by SPDG/Project CESSC, (c) participate in related training sessions as directed by SPDG/Project CESSC and the BOARD, (d) support specific training sessions as directed by SPDG/Project CESSC and the BOARD, (e) collect, analyze, and report specific data as required by AL SPDG according to agreed-upon timelines, and (f) submit monthly Project CESSC *Activities' and Expenditures' Reports* as required by the SPDG. District and site implementation team members will: (a) work in collaboration with the Alabama State Department of Education (ALSDE) Special Education Services (SES) staff and the SSIP site assigned instructional coaches to support special and general education teachers working with students receiving special education services, (b) continue to support White Plains Middle School (SSIP Demonstration Site for Region 6) by safeguarding implementation, engaging the community, and creating hospitable environments, and (c) participate in related training sessions as directed by ALSDE and the BOARD. Out-of-district travel for the Project CESSC Coach will be reimbursed by the ALSDE in accordance with BOARD'S travel policies and procedures.

ALABAMA STATE DEPARTMENT OF EDUCATION
Teaching and Learning
Special Education Services Section
Page 2 of 4 Pages

CONTRACT NO.

X800166

3. The ALSDE agrees to reimburse the BOARD based on the following budget:

A. SPDG Project CESSC Coach

Lisa J. Bragg will work 100% of the time for Project CESSC activities.
AL SPDG .75 FTE

Salary based on a 9 Month Contract Paid Over 12 Months (.75 FTE, Gross Pay for October 2017 – September 2018) \$ 41,988.58

Benefits for 9 Month Contract (.75 FTE, Medicare @ \$594.55, Social Security @ \$2,542.22, Retirement @ \$5,139.40, SUI @ \$25.19, & Health Ins., PEEHIP Family Medical @ \$7,200) \$ 15,501.36

Total Salary and Benefits \$ 57,489.94

B. Materials, operational supplies, Webinar conferencing plans, eCoaching equipment, Professional Development resources (Including, but not limited to consultant services, registration, and travel when appropriate), for the Project CESSC Coach and implementation resources for Project CESSC activities (Including, but not limited to Implementation Science, evidence-based practices, Co-teaching/planning, school-wide and classroom behavior management, MAPPING, scheduling for students with disabilities, and behavior and instructional coaching) as approved by the AL SPDG Director.

\$ 8,000.00

C. SSIP and AL SPDG Project CESSC support for Professional Development (PD) activities and implementation resources for select personnel from CCBOE central office, support coaches, White Plains Middle School, and Saks High School Feeder Schools. Travel paid according to CCSBOE Policy. Foundations Cohort Training: November 14-15, 2017, February 20-21, & June 12-13, 2018, at the Pelham Civic Complex, Pelham, AL.

Mileage: \$.535 per mile x 200 miles Round Trip (\$107) x 3 Trips x 32 Participants \$10,272 (Carpooling is encouraged).

Lodging: \$130 per night x 6 nights (\$780) x 32 Participants \$24,960

Food: \$59 per day x 6 days (\$354) x 32 Participants \$11,328

Foundations implementation resources @\$2,500 per site x 4 sites \$10,000 \$ 56,560.00

D. Safe & Civil Schools Foundations Cohort Specialized Support Consultant Services (2 Site Visits X 4 Sites, Oct. to August, TBA)

\$ 18,000.00

Climate & Safety Survey (\$1.00 per student x 3,000 students)

\$ 3,000.00

Foundations Training Materials Per Site/School (\$1,500 per site/school x 4)

\$ 6,000.00

E. Substitute Reimbursement & Benefits @ \$110 per day x 40 days

\$ 4,400.00

F. Participants' fees and benefits for SSIP/SPDG Project CESSC trainings and planning preparations @ \$130 per day x 60 days

\$ 7,800.00

G. Total Direct

\$ 161,249.94

H. Administrative Cost @ 0.71%

\$ 1,144.87

I. TOTAL CONTRACT NOT TO EXCEED

\$ 162,394.81

ALABAMA STATE DEPARTMENT OF EDUCATION
Teaching and Learning
Special Education Services Section
Page 3 of 4 Pages

CONTRACT NO. X800166

4. Payment will be made upon receipt of a signed Itemized claim with supporting documentation, such as copies of registration forms, workshop dates and daily sign in sheets, copies of payrolls, substitute reimbursement forms, travel claims, and copy of Board's travel policy, along with paid invoices including check numbers and dates paid. Final claim must be marked **FINAL** and received no later than October 31, 2018.
5. All services will be provided in accordance with IDEA, Part B as amended, and in conformance with the approved application for the SPDG. The State Superintendent, through his designated representatives, will sponsor and approve the purposes, administration and supervision of the services to be provided.
6. This agreement is for the period of October 1, 2017, through September 30, 2018.
7. Funds are available from the State Personnel Development Grant, CFDA 84.323A, P.L. 108-446, Major Program, 490618, Program No. 16-2070068, 100% federal funds. This agreement is subject to termination in the event of proration of the fund from which payment under this agreement is to be made.
8. The BOARD agrees to retain and make accessible for audit original and supporting documents that substantiate direct (and indirect, if applicable) costs charged to this program for five years after the final claim to the State Department of Education and, if applicable, until any audit exceptions are resolved. The resolution of any audit exceptions will be the responsibility of the BOARD.
9. This agreement shall not be subject to modification or amendment except by written agreement with the appropriate authorized signatures. This agreement may be terminated by either party upon receipt of a 30-day written notification. Neither party shall have the right to assign or transfer its rights or obligations under this contract without the consent of the other party.
10. It is agreed that the terms and commitments contained herein shall not be constituted as a debt of the State of Alabama in violation of Article 11, Section 213 of the Constitution of Alabama, 1901, as amended by Amendment 26. It is further agreed that if any provision of this contract shall contravene any statute or constitutional provision or amendment, either now in effect or which may, during the course of this contract, be enacted, then that conflicting provision in the contract shall be deemed null and void. The contractor's sole remedy for the settlement of any and all disputes arising under the terms of this agreement shall be limited to the filing of a claim with Board of Adjustments for the State of Alabama.

For any and all disputes arising under the terms of this contract, the parties hereto agree, in compliance with the recommendation of the Governor and Attorney General, when considering settlement of such disputes, to utilize appropriate forms of non-binding alternative dispute resolution including, but not limited to, mediation by and through the Attorney General's Office of Administrative Hearings or where appropriate, private mediators.

11. It is understood that there is no entitlement to any state merit system benefits to anyone working under this agreement.


ALABAMA STATE DEPARTMENT OF EDUCATION
Teaching and Learning
Special Education Services Section
Page 4 of 4 Pages

CONTRACT NO. X800166

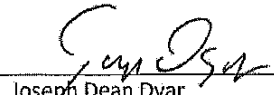
- 12. The BOARD acknowledges and understands that this contract is not effective until it has received all requisite state government approvals and the BOARD shall not begin performing work under this contract until notified to do so by the contracting state department. The BOARD is entitled to no compensation for work performed prior to the effect date of this contract.
- 13. By signing this contract, the contracting parties affirm, for the duration of the agreement, that they will not violate federal immigration law or knowingly employ, hire for employment, or continue to employ an unauthorized alien within the State of Alabama. Furthermore, a contracting party found to be in violation of this provision shall be deemed in breach of the agreement and shall be responsible for all damages resulting therefrom.
- 14. In compliance with Act 2016-312, the contractor hereby certifies that it is not currently engaged in, and will not engage in, the boycott of a person or an entity based in or doing business with a jurisdiction with which this state can enjoy open trade.

ALABAMA STATE DEPARTMENT OF EDUCATION

CALHOUN COUNTY BOARD OF EDUCATION




 Barbara J. Cooper
 Deputy State Superintendent of Education
 Chief Academic Officer




 Joseph Dean Dyar
 Superintendent

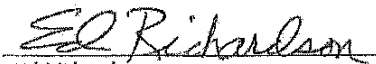
This contract has been reviewed and is approved as to content.



 Andy Craig
 Deputy State Superintendent
 Administrative and Financial Service

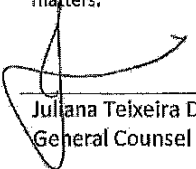


 Tina Parris
 Chief School Financial Officer



 Ed Richardson
 Interim State Superintendent of Education

This contract has been reviewed for legal form and appears to comply with all applicable laws, rules, and regulations of the State of Alabama governing these matters.



 Juliana Teixeira Dean
 General Counsel

ALABAMA STATE DEPARTMENT OF EDUCATION
 Division of Teaching and Learning
 Special Education Services Section

CONTRACT NO. _____

MEMORANDUM OF AGREEMENT

THIS AGREEMENT, entered into on this the 7th day of October, 2014, by and between the ALABAMA STATE DEPARTMENT OF EDUCATION (ALSDE) and PAMELA W. HOWARD, LLC (CONSULTANT), 3636 Brook Highland Drive, Tuscaloosa, Alabama 35406, is in accordance with the resolution passed by the Alabama State Board of Education on September 19, 1967, authorizing the State Superintendent of Education to enter into various contracts and has the following stipulations:

1. The CONSULTANT will create a specialized system that connects the key components of capacity and the functional infrastructure supports critical to sustaining and establishing innovation configurations (essential components and the degree of implementation) for the Alabama State Personnel Development Grant (SPDG) Project: *Closing The Gap* (CTG) goals and objectives relevant to creating effective inclusive environments in Alabama general education programs and initiatives. Work scope includes: (a) working with the Alabama SPDG staff, (b) providing implementation support that incorporates implementation drivers (Competency, Leadership, and Organization), (c) preparing Project CTG partners for stages of implementation, (d) preparing Project CTG partners for application to response to intervention, (e) implementing eCoaching principles designed to support instructional coaching, co-planning, approaches to co-teaching, classroom organization, and behavior management for Project CTG co-teaching dyads (certified general and special education teachers), and other school personnel, (f) incorporating special education content and instructional knowledge that will increase the capacity of educators and families to understand and utilize a multi-tiered system of support for students with disabilities designed to lead to improved student performance and graduation outcomes, (g) designing effective tools and data sources for measuring the impact of co-teaching and co-planning on student achievement, and (h) conducting professional learning opportunities and professional learning community activities that close the research-to-practice gap, provide technical assistance in local educational agencies to serve as models for state-level implementation and scaling-up of Project CTG sites, and design activities to solicit and increase community involvement related to creating effective inclusive environments.

2. The ALSDE agrees to pay for Consultant services in accordance with the following budget:

Consultant Fees will include travel and Per Diem:

\$100.00 per hour X 560 hours	<u>\$ 56,000.00</u>
-------------------------------	---------------------

TOTAL contract not to exceed	<u>\$ 56,000.00</u>
------------------------------	---------------------

3. Payment will be made upon receipt of a signed Consultant Statement and a Consultant Activity Report detailing dates and hours worked, location, and description of the services provided, such as, name(s) of person(s) receiving coaching and/or provided professional development, and webinar development, as appropriate. The ALSDE will provide forms. Final claim must be submitted, marked as FINAL, by October 30, 2015.
4. It is understood that there is no entitlement to any state merit system benefits to anyone working on this agreement.

ALABAMA STATE DEPARTMENT OF EDUCATION
Division of Teaching and Learning
Special Education Services Section
Page 2 of 3 pages

CONTRACT NO. _____

5. This agreement may be terminated by either party upon receipt of 30-day written notification. This agreement shall not be subject to modification or amendment except by written agreement with the appropriate authorized signatures. Neither party shall have the right to assign or transfer its rights or obligations under this contract without the written consent of the other party.
6. Services shall be provided in accordance with the *Individuals with Disabilities Education Act*, (IDEA). The State Superintendent, through his designated representatives, will sponsor and approve the purposes, administration, and supervision of all phases of the services to be provided.
7. This agreement is for the period of October 7, 2014, through September 30, 2015.
8. Funds are available from State Personnel Development Grant, P. L. 105-17, as amended, IDEA, Part B, CFDA 84.323A, Fund No. 361184-005220-180710, 100% federal funds.
9. It is agreed that the terms and commitments contained herein shall not be constituted as a debt of the State of Alabama in violation of Article XI, Section 213 of the Constitution of Alabama, 1901, as amended by Amendment Number 26. It is further agreed that if any provision of this contract shall contravene any statute or constitutional provision or amendment, either now in effect or which may, during the course of this contract, be enacted, then that conflicting provision in the contract shall be deemed null and void. The contractor's sole remedy for the settlement of any and all disputes arising under the terms of this agreement shall be limited to the filing of a claim with the Board of Adjustment for the State of Alabama.

For any and all disputes arising under the terms of this contract, the parties hereto agree, in compliance with the recommendations of the Governor and Attorney General, when considering settlement of such disputes, to utilize appropriate forms of non-binding alternative dispute resolution including, but not limited to, mediation by and through the Attorney General's Office of Administrative Hearings or where appropriate, private mediators.

10. This agreement is subject to termination in the event of proration of the fund from which payment under this agreement is to be made.
11. The CONSULTANT acknowledges and understands that this contract is not effective until it has received all requisite state government approvals and the CONSULTANT shall not begin performing work under this contract until notified to do so by the contracting state department. The CONSULTANT is entitled to no compensation for work performed prior to the effective date of this contract.
12. By signing this contract, the contracting parties affirm, for the duration of the agreement, that they will not violate federal immigration law or knowingly employ, hire for employment, or continue to employ an unauthorized alien within the State of Alabama. Furthermore, a contracting party found to be in violation of this provision shall be deemed in breach of the agreement and shall be responsible for all damages resulting therefrom.

ALABAMA STATE DEPARTMENT OF EDUCATION
Division of Teaching and Learning
Special Education Services Section
Page 2 of 3 pages

CONTRACT NO. _____

ALABAMA STATE DEPARTMENT OF EDUCATION

CONSULTANT

Sherrill W. Parris
Deputy State Superintendent

Pamela W. Howard
257905080

This contract has been reviewed and is approved as to content.

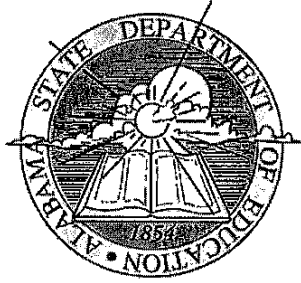
Thomas R. Bice
State Superintendent of Education

Robert J. Bentley
Governor of Alabama

This contract has been reviewed for legal form and appears to comply with all applicable laws, rules, and regulations of the State of Alabama governing these matters.

Larry E. Craven
General Counsel

ALABAMA STATE DEPARTMENT OF EDUCATION



**Request for Proposals (RFP)
RFP # ALSDE 2015-01**

Special Education Services

Note: FAXED OR E-MAILED APPLICATIONS WILL NOT BE ACCEPTED.

Inquiries and response submissions related to this RFP are to be addressed to:

Mr. Jacky P. Todd
Administrator – Office of Operations
Alabama State Department of Education
50 N. Ripley Street, Room P305
Gordon Persons Building
Montgomery, AL 36104
Telephone: 334-242-9760
E-mail: jtodd@alsde.edu

DEADLINE:

Applications must be received no later than 4:30 p.m. on September 17, 2014.

It is required that each vendor clearly mark the envelope RFP# ALSDE 2015-01, preferably in the lower left corner of the envelope. (Response packages that are not mark will be rejected.)

The application package must contain the following:

1. Original application plus four copies with original signatures. (The proposal must be signed by an official authorized to legally bind the vendor to the information provided.)
2. Must be currently registered with the Alabama Department of Finance, Division of Purchasing as a State Vendor and provide vendor number.
3. The vendor must complete the affidavit for business entity/employer/vendor. Verification of enrollment in E-Verify should be presented on the form found in Appendix A.

Proposal Public Opening:

Thursday, September 18, 2014
9:00 a.m.

Gordon Persons Building, Room 3346
50 N. Ripley Street
Montgomery, AL 36104

Request for Proposals (RFP)
RFP # ALSDE 2015-01
Alabama State Department of Education, Special Education Services

Table of Contents

Section 1.00 Administrative Overview

- 1.01 Purpose and Background
- 1.02 Anticipated Timetable
- 1.03 Application Evaluation
- 1.04 Conditions and Terms

Section 2.00 Scope

- 2.01 Scope of Provider's Work and Responsibilities
- 2.02 Scope of ALSDE Work and Responsibilities

Section 3.00 General Requirements

- 3.01 Requirements of Proposal
- 3.02 Procedures for Delivery of Request for Proposals

Section 4.00 General Terms and Conditions

- 4.01 Governance
- 4.02 Immigration
- 4.03 Conflict of Interest
- 4.04 Discrimination

Appendix A

Request for Proposals (RFP)
RFP # ALSDE 2015-01
Alabama State Department of Education, Special Education Services

Section 1.00 Administrative Overview

1.01 Purpose and Background

Purpose:

The purpose of the RFP is to solicit competitive, sealed proposals to establish a contract to create a specialized system that connects the key components of capacity and the functional infrastructure supports critical to sustaining and establishing innovation configurations (essential components and the degree of implementation) of application to response to intervention (RTI), eCoaching principles designed to support instructional coaching, co-planning, approaches to co-teaching, classroom organization, and behavior management practices in general education programs and initiatives in select Alabama schools. This system must include specific special education content and instructional knowledge that will increase the capacity of educators and families to understand and utilize a multi-tiered system of support (MTSS) for students with disabilities designed to lead to improved student performance and graduation outcomes.

The Alabama State Department of Education (ALSDE) seeks to contract with a vendor who incorporates Evidence-Based Practices (EBP) and Implementation Science to improve students with disabilities' access, progress, and achievement in the general curriculum in select Alabama schools using co-teaching approaches for special education service provision in inclusive classrooms, as outlined by the goals and objectives for the Alabama State Personnel Development Grant (SPDG), Project *Closing the Gap* (Project CTG). Project CTG goals and objectives require a specialized system of support utilizing electronic means via the Internet and advanced online technology for implementation focus of co-teaching, co-planning, and eCoaching support and eCoaching co-planning for certified special education and general education service providers.

The ALSDE is not committed to entering into any contract as a result of this RFP. All responses to this RFP become the property of the ALSDE and will not be returned to the vendor once opened. Responses become public documents upon submission. The ALSDE's decision to award a contract will depend upon the appropriateness of vendor responses to the requirements outlined herein, the demonstration of training materials and/or presentations, and economic considerations. The contract will be awarded to the prospective responsible vendor who meets the specifications herein, exhibits an established history of providing this type of training in a satisfactory manner, and proposes to provide the specified services at the lowest reasonable price. The ALSDE staff will oversee all aspects of the review and selection of a winning vendor. ALSDE staff members will review and evaluate all responses received under this RFP, select finalist(s) for "best and final" requests, and make recommendations for the final winning vendor. The ALSDE will assume responsibility for all contractual negotiations upon selection of the winning vendor, and will become the counter-party on the contract with the successful vendor. **Total budget proposal shall not exceed \$56,000. Proposals above \$56,000 will not be considered. The training and support for school year 2014-2015 will be subject to funding availability.**

Applicants can access a copy of the 2012 Alabama SPDG application Project *Closing the Gap* and the 2013 and 2014 Alabama SPDG Project *Closing the Gap* Performance Report by clicking on the following link: <http://www.alspdg.org>.

Request for Proposals (RFP)
RFP # ALSDE 2015-01
Alabama State Department of Education, Special Education Services

Background:

Implementation Drivers are the key components of capacity and the functional infrastructure supports that enable a program's success (Implementation Drivers: Assessing Best Practices, National Implementation Research Network (NIRN) 2013.). The Implementation Drivers are processes that can be leveraged to improve competence and to create a more hospitable organizational and systems environment for an evidence-based program or practice (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). Sound and effective implementation requires change at practice, organization, and state and federal levels.

Implementation supports for Project CTG goals and objectives must be purposeful to create change in knowledge, behavior, and attitudes of all professionals and partners. Project CTG goals and objectives for creating effective inclusive environments implements a multi-tiered system of support to organize delivery methods, including, but not limited to, virtual professional learning opportunities, consultation, and on-site infrastructure supports in the areas of RtI, eCoaching principles designed to support instructional coaching, co-planning, approaches to co-teaching, classroom organization, and behavior management for Project CTG co-teaching dyads (certified general and special education teachers) and other school personnel.

1.02 Anticipated Time Table

September 17, 2014	Proposal Submission Deadline
September 18, 2014	RFP Opening

1.03 Application Evaluation

An Evaluation Team will review the proposals and make selection. The criteria listed below will be used to evaluate the proposals for the purpose of ranking them in relative position based on how fully each proposal meets the requirements of this RFP.

Evaluation Criteria:

Vendor qualifications, experience, and references	35 points
Budget Proposal	30 points
Detailed description and delivery of training materials, presentations, and/or modules	35 points

Request for Proposals (RFP)
RFP # ALSDE 2015-01
Alabama State Department of Education, Special Education Services

Best and Final Offers:

The ALSDE may either accept a vendor's initial proposal by award of a contract or enter into discussions with vendors whose proposals are deemed to be reasonably acceptable consideration for award. After discussions are concluded, a vendor may be allowed to submit a "Best and Final Offer" for consideration.

The ALSDE will make all decisions regarding evaluation of the RFP. The ALSDE reserves the right to judge and determine whether a request is compliant with and has satisfactorily met the requirements of the RFP. The ALSDE reserves the right to waive technical defects if, in its judgment, the interest of the ALSDE so requires. Any further information disclosed about the RFP during this process will be provided to all applicants.

For the purpose of verifying the contents of the applications, the ALSDE may request additional information, vendor interviews, and content presentations or materials. Discussions may be conducted with applicants that submit RFPs determined to be reasonably suitable of being selected for the purpose of clarifying and assuring full cooperation in meeting the required terms. The ALSDE reserves the right to reject at its sole discretion the proposals it deems non-cooperative applications.

Rejection of Proposal:

The ALSDE reserves the right to reject any or all proposals which are deemed to be non-responsive, late in submission, or unsatisfactory in any way. The ALSDE shall have no obligation to award a contract for work, goods, and/or services as a result of this RFP.

Confidentiality:

All information contained in the RFP is considered to be the exclusive property of the ALSDE. Recipients of this RFP are not to disclose any information contained within the RFP unless such information is publicly available. This RFP is provided for the sole purpose of allowing vendors to respond to these specifications.

Selection Process:

Final selection of the successful vendor will not be based solely on cost. The vendor product will be evaluated primarily on the scope of the activities linked to associated costs. RFPs will be reviewed to ascertain that minimum requirements have been met. The ALSDE reserves the right to conduct discussions with potential vendors in order to clarify information contained in their proposals, but the ALSDE has no obligation to do so.

Disclaimer Notice:

The ALSDE will not be liable for any costs associated with the preparation of proposals or negotiations of a contract incurred by any party.

Availability of Funds:

It is expressly understood and agreed upon that the obligations of the ALSDE to proceed is conditioned upon the continued availability of funds that may be expended for these purposes.

Request for Proposals (RFP)
RFP # ALSDE 2015-01
Alabama State Department of Education, Special Education Services

1.04 Conditions and Terms

Contract Terms:

The contract resulting from this RFP is renewable for one additional year pending agreement of the vendor and the ALSDE. The contract will commence pending Legislative Review Committee approval and the Governor's signature.

Responses should reference each element in the RFP by number on the cover of each copy and be arranged in the same sequence. All fees and costs are to be stated in United States currency. Respondents must reply to each element of the RFP.

Section 2.00 Scope

2.01 Scope of Provider's Work and Responsibilities

The successful entity will engage in program evaluation efforts designed to accomplish multiple purposes associated with Project CTG goals and objectives (see Alabama SPDG Project *Closing the Gap* Performance Report by clicking on the following link: <http://www.alspdg.org>).

The successful entity will create a specialized system that connects the key components of capacity and the functional infrastructure supports critical to sustaining and establishing innovation configurations (essential components and the degree of implementation) for Project CTG goals and objectives relevant to creating effective inclusive environments in Alabama general education programs and initiatives:

- Application to response to intervention (RtI).
- eCoaching principles designed to support instructional coaching, co-planning, approaches to co-teaching, classroom organization, and behavior management practices.
- Effective co-planning, co-teaching, classroom organization, and behavior management practices.
- Specific special education content and instructional knowledge.
- Multi-tiered system of support (MTSS) for students with disabilities designed to lead to improved student performance and graduation outcomes.
- Effective tools and data sources for measuring the impact of co-teaching on student achievement.
- Elements of school culture that affect co-teaching, including those related to administrative and community support.
- Professional learning opportunities and professional learning community activities that close the research-to-practice gap, promote sustainability, scaling up, serve as a model for state-level implementation, and foster implementation through EBP professional development.

Request for Proposals (RFP)
RFP # ALSDE 2015-01
Alabama State Department of Education, Special Education Services

2.02 Scope of the Alabama State Department of Education's Work and Responsibilities

The ALSDE's specific responsibilities include, but are not limited to, those listed below. These responsibilities are subject to change based upon needs or circumstances of the project.

- Approve the scope of work proposed as outlined above.
- Provide liaisons from the AL SPDG and Special Education Services to work with awarded applicants to identify and approve all proposed professional learning, schedules, technical assistance, evaluations, and eCoaching activities.
- Provide fiscal and programming support.

Section 3.00 General Requirements

3.01 Requirements of Proposal

The vendor must provide the following mandatory information. **Failure to provide this information may be cause for the proposal to be rejected.** Qualifications, experience, and cost will be evaluated for contract award. The proposal may be submitted under the same cover with Vendor Requirements and Cost Proposal in two distinct sections. E-Verify information is required to be submitted for all employees to include contractors of the vendors if necessary and applicable.

Part I

Signed Cover Letter:

The cover letter shall serve as the first page of the applicant's proposal. The vendor shall complete the cover letter and attach it to the application in response to the RFP. The cover letter must be signed by an official authorized to legally bind the applicant. It will state that the applicant is a legal entity that will meet the specifications. The cover letter must accompany the submitted application. The letter accompanying the application must have original signatures and must include contact telephone numbers and e-mail addresses for the authorized official signing the letters.

Part II

Vendor Qualification and Experience:

Vendor shall provide satisfactory evidence of the vendor's capability to coordinate the types of activities and to provide the services described in the RFP in a timely manner. Special attention should be given to the discussion of qualifications. The discussion shall include a description of the vendor's background and relevant experience as related to the required activities in the RFP.

Part III

Vendor shall provide a detailed plan describing how the services will be performed to meet the requirements of the RFP. The description shall encompass the requirements of this RFP. The application must be prepared and organized in a clear and concise manner that is easily understandable.

Request for Proposals (RFP)
RFP # ALSDE 2015-01
Alabama State Department of Education, Special Education Services

Vendor Organization:

Describe your organizational structure and explain how your organization qualifies to be responsive to the requirements of this RFP.

References:

The vendor shall provide a minimum of three (3) references that can support and validate training and outcomes, including names or persons who may be contacted, position of person, addresses, and telephone numbers where training similar to that described in this RFP have been conducted.

Executive Summary:

An executive summary is required. This summary will condense and highlight the contents of the vendor's application.

Part IV

Cost Proposal:

Vendor shall include the fee structure and pricing for the training sessions/program. The vendor shall submit a cost proposal in addition to other required information.

3.02 Procedures for Delivery of Request for Proposals

Subcontractor Disclosure:

If the execution of work to be performed requires the hiring of Subcontractors, **you must clearly state this in the bid response and provide qualification for such individuals**. Subcontractors must be identified and the services they will provide or work they will perform must be clearly defined. The ALSDE will not refuse a proposal based upon use of a subcontractor; however, the ALSDE retains the right to refuse the subcontractor you have selected. Contractor and associated personnel shall remain solely responsible for the performance of all work, including work that may be subcontracted.

Describe your rationale for utilizing subcontractors, including relevant past experience partnering with stated subcontractor(s). Documents for E-Verification of subcontractors are the sole responsibility of the contractor and must be available upon request to ensure compliance.

Request for Proposals (RFP)
RFP # ALSDE 2015-01
Alabama State Department of Education, Special Education Services

Section 4.00 General Terms and Conditions

4.01 Governance

This RFP and its terms shall be governed and construed according to the laws of the state of Alabama. Any dispute arising out of this RFP shall be brought in the state of Alabama, with venue in Montgomery County, Alabama. Applicants agree to comply with all applicable federal and state laws and regulations.

4.02 Immigration

The proposal must contain a statement that the firm is aware of the requirements of the *Beason-Hammon Alabama Taxpayer and Citizen Protection Act*; a statement that the Proposer is enrolled in the E-Verify as required by Section 31-13-9 (b), *Code of Alabama 1975*, as amended:

BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT

COMPLIANCE

The *Beason-Hammon Alabama Taxpayer and Citizen Protection Act* (31-13-1 et seq, *Code of Alabama 1975* as amended by Act 2012-491) regulates illegal immigration in the state of Alabama. All contracts with the state or political subdivision thereof must comply with that law.

For the purposes of this RFP and any responding Proposal, the following sections of that law impose specific requirements: Section 9 (a) of the Act provides “As a condition for the award of any contract, grant, or incentive by the state, any political subdivision thereof, or a state-funded entity to a business entity or employer that employs one or more employees, the business entity or employer shall not knowingly employ an unauthorized alien within the State of Alabama.”

Section 9(b) of the Act requires “As a condition for the award of any contract, grant, or incentive by the state, any political subdivision thereof, or a state-funded entity to a business entity or employer that employs one or more employees within the state of Alabama, the business entity or employer is enrolled in the E-Verify program.”

As provided in the Act a “**business entity**” is *any person or group of persons performing or engaging in any activity, enterprise, profession, or occupation for gain, benefit, advantage, or livelihood, whether for profit or not for profit* and an “**employer**” is defined as *any person, firm, corporation, partnership, joint stock association, agent, manager, representative, foreman, or other person having control of custody of any employment, place of employment, or of any employee, including any person or entity employing any person for hire within the State of Alabama, including a public employer. This term shall not include the occupant of a household contracting with another person to perform casual domestic labor within the household.*

A proposal must include a statement that the Proposer has knowledge of this law and is in compliance. Before a contract is signed, the Contractor awarded the contract must submit a Certificate of Compliance using the form at Appendix A to this RFP and, unless exempt because it has issued by the United State Department of Homeland Security upon enrollment in the E-Verify Program. E-Verify enrollment can be accomplished at the website of the United States Department of Homeland Security at <http://www.uscis.gov>.

See Section 10 for additional language required by Section 10(k) of the Act to be included in the contract.

Rev.5-24-13

Request for Proposals (RFP)**RFP # ALSDE 2015-01****Alabama State Department of Education, Special Education Services****4.03 Conflict of Interest**

The applicant attests that no employee, officer, or agent of the applicant shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest would be involved. A conflict would arise when the employee, officer, agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in the organization selected for an award. The officers, employees, and agents of the applicant, if selected as the career planning system vendor, shall neither award nor offer gratuities, favors, nor anything of monetary value from vendors or subcontractors.

4.04 Discrimination**Alabama Non-Discrimination Statement:**

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, gender, race, religion, national origin, color, age, genetic information, or any other category protected under the law. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title II of the Genetic Information Nondiscrimination Act of 2008. Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8165.

**Request for Proposals (RFP)
RFP # ALSDE 2015-01
Alabama State Department of Education, Special Education Services**

APPENDIX "A"

State of _____)
County of _____)

CERTIFICATE OF COMPLIANCE WITH THE BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT (ACT 2011-535, as amended by Act 2012-491)

DATE: _____

RE Contract/Grant/Incentive (describe by number or subject):

_____ by and between
_____ (Contractor/Grantee) and
_____ (State Agency, Department or Public Entity)

The undersigned hereby certifies to the State of Alabama as follow:

1. The undersigned holds the position of _____ with the Contractor/Grantee named above, and is authorized to provide representations set out in this Certificate as the official and binding act of that entity, and has knowledge of the provisions of THE BEASON-HAMMON ALABAMA TAZPAYER AND CITIZEN PROTECTION ACT (ACT2011-535 of the Alabama Legislature, as amended by Act 2012-491) which is described herein as "the Act".
2. Using the following definitions from Section 3 of the Act, select and initial either (a) or (b), below, to describe the Contractor/Grantee's business structure.

BUSINESS ENTITY. Any person or group of persons employing one or more persons performing or engaging in any activity, enterprise, profession, or occupation for gain, benefit, advantage, or livelihood, whether for profit of not for profit. "Business entity" shall include, but no be limited to the following:

- a. Self-employed individuals, business entities filing articles of incorporation, partnerships, limited partnerships, limited liability companies, foreign corporations, foreign limited partnerships, foreign limited liability companies authorized to transact business in this state, business trusts, and any business entity that registers with the Secretary of State.
- b. Any business entity that possess a business license, permit, certificate, approval, registration, charter, or similar form of authorization issued by the state, any business entity that is exempt by law from obtaining such a business license, and any business entity that is operating unlawfully without a business license.

EMPLOYER. Any person, firm, corporation, partnership, joint stock association, agent, manager, representative, foreman, or other person having control or custody of any employment, place of employment, or of any employee, including any person or entity employing any person for hire within the State of Alabama, including a public employer. This term shall not include the occupant of a household contracting with another person to perform casual domestic labor within the household.

_____(a)The Contractor/Grantee is a business entity or employer as those terms are defined in Section 3 of the Act.

_____(b)The Contractor/Grantee is not a business entity or employer as those terms are defined in Section 3 of the Act.

3. As of the date of this Certificate, Contractor/Grantee does not knowingly employ an unauthorized alien within the State of Alabama and hereafter it will not knowingly employ, hire for employment, or continue to employ an unauthorized alien within the State of Alabama;
4. Contractor/Grantee is enrolled in E-Verify unless it is not eligible to enroll because of the rules of that program or other factors beyond its control.

Certified this _____ day of _____ 20 _____.

Name of Contractor/Grantee/Recipient
By: _____

Its _____

The above Certification was signed in my presence by the person whose name appears above, on this _____ day of _____ 20 _____.

WITNESS: _____

Printed Name of Witness

22 Things to do: High-Quality Professional Development “To Do” List for Presenters

Dear Presenter(s),

An “Observation Checklist for High-Quality Professional Development Training” was created by Noonan et al. (2015) to be completed by observers to determine the level of quality of professional development (PD) training. It is based on research-identified indicators that should be present in high quality PD. Below is a checklist for your convenience. Thank you for your willingness to provide high quality PD.

Preparation	Introduction	Demonstration	Engagement	Evaluation/Reflection	Mastery
<p>1. Provide description of training and objectives prior to training.</p> <p>2. Provide readings, activities, and/or questions to participants prior to the training.</p> <p>3. Provide agenda (i.e., schedule of topics and times) before the beginning of the training.</p> <p>4. Quickly establish rapport with participants.</p>	<p>5. Connect topic to participant’s context.</p> <p>6. Include empirical research to content.</p> <p>7. Relate content to previous PD.</p> <p>8. Align content to organization’s standards or goals.</p> <p>9. Emphasize impact of content.</p>	<p>10. Build shared vocabulary to implement and sustain practice.</p> <p>11. Provide examples of the content in use.</p> <p>12. Illustrate applicability of the content to participant’s context.</p>	<p>13. Include opportunities for participants to rehearse skills.</p> <p>14. Include opportunities for participants to express personal perspectives.</p> <p>15. Facilitate opportunities for participants to interact about content.</p> <p>16. Adhere to agenda and time constraints.</p>	<p>17. Include opportunities for participants to reflect on learning.</p> <p>18. Include specific indicators to indicate transfer to practice.</p> <p>19. Engage participants in assessment of their new knowledge and skills.</p>	<p>20. Provide follow-up activities that require participants to apply their learning.</p> <p>21. Offer opportunities for continued learning.</p> <p>22. Describe opportunities for coaching to fidelity of practice.</p>

Adapted from: Noonan, P., Gaumer-Erickson, A., Brussow, J., & Langham, A. (2015). *Observation checklist for high-quality professional development in education*. Lawrence, KS: University of Kansas, Center for Research on Learning.

Observation Checklist for High-Quality Professional Development Training

The *Observation Checklist for High Quality Professional Development*¹ was designed to be completed by an observer to determine the level of quality of professional development training. It can also be used to provide ongoing feedback and coaching to peers who provide professional development training. Furthermore, it can be used as a guidance document when designing or revising professional development. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality.

Context Information	
Date: _____	Location: _____
Topic: _____	Presenter: _____
Observer: _____	Role: _____

The professional development provider:	Observed? (Check if Yes)
Preparation	
1. Provides a description of the training with learning objectives prior to training	
Evidence or example:	
2. Provides readings, activities, and/or questions to think about prior to the training	
Evidence or example:	
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training	
Evidence or example:	
4. Quickly establishes or builds on previously established rapport with participants	
Evidence or example:	

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

The professional development provider:	Observed? (Check if Yes)
Introduction	
5. Connects the topic to participants' context (e.g., community, school, district)	
Evidence or example:	
6. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)	
Evidence or example:	
7. Content builds on or relates to participants' previous professional development	
Evidence or example:	
8. Aligns with school/district/state/federal standards or goals	
Evidence or example:	
9. Emphasizes impact of content on student learning outcomes	
Evidence or example:	
Demonstration	
10. Builds shared vocabulary required to implement and sustain the practice	
Evidence or example:	
11. Provides examples of the content/practice in use (e.g., case study, vignette)	
Evidence or example:	
12. Illustrates the applicability of the material, knowledge, or practice to the participants' context	
Evidence or example:	
Engagement	
13. Includes opportunities for participants to practice and/or rehearse new skills	
Evidence or example:	

The professional development provider:	Observed? (Check if Yes)
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)	
Evidence or example:	
15. Includes opportunities for participants to interact with each other related to training content	
Evidence or example:	
16. Adheres to agenda and time constraints	
Evidence or example:	
Evaluation	
17. Includes opportunities for participants to reflect on learning	
Evidence or example:	
18. Includes discussion of specific indicators—related to the knowledge, material, or skills provided by the training—that would indicate a successful transfer to practice	
Evidence or example:	
19. Engages participants in assessment of their acquisition of knowledge and skills	
Evidence or example:	
Mastery	
20. Details follow-up activities that require participants to apply their learning in a new setting or context	
Evidence or example:	
21. Offers opportunities for continued learning through technical assistance and resources	
Evidence or example:	
22. Describes opportunities for coaching to improve fidelity of implementation	
Evidence or example:	

References

- Archibald, S., Coggshall, J. G., Croft, A., & Goe, L. (2011). High-quality professional development for all teachers: Effectively allocating resources (Research and Policy Brief). Retrieved from National Comprehensive Center for Teacher Quality website: <http://www.tqsource.org/publications/HighQualityProfessionalDevelopment.pdf>
- Duda, M. A., Van Dyke, M., Borgmeier, C., Davis, S., & McGlinchey, M. (2011, February). *Evidence-based professional development*. Presented at the 2011 State Personnel Development Grants Regional Meeting, Washington, DC.
- Dunst, C. J., & Trivette, C. M. (2009). Let's be PALS: An evidence-based approach to professional development. *Infants & Young Children, 22*(3), 164-176.
- Hunzicker, J. (2010). Characteristics of effective professional development: A checklist. Unpublished manuscript, Department of Teacher Education, Bradley University, Peoria, Illinois.
- Knoff, H. M. (2011). Arkansas SPDG research-based professional development: Evaluation form. Unpublished instrument.
- National Research Council. *How People Learn: Bridging Research and Practice*. Washington, DC: The National Academies Press, 1999.
- Trivette, C. M., Dunst, C. J., Hamby, D.W., & O'Herin, C. E. (2009). Characteristics and consequences of adult learning methods and strategies (Winterberry Research Synthesis, Vol. 2, No. 2). Asheville, NC: Winterberry Press.

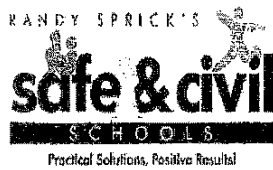
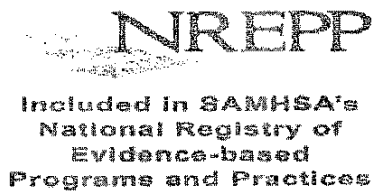
This evaluation instrument was developed under a grant from the US Department of Education, #H323A120018. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Office of Special Education Programs.

FOUNDATIONS TRAINING COHORT 1

TRAINING #1 OF YEAR 3

NOVEMBER 14-15, 2017

Laura Hamilton
lhamilton@safeandcivilschools.com
502-529-1172 (cell)

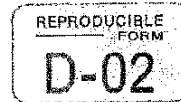


Module D Implementation Checklist (p. 1 of 4)

Implementation Actions	Completed Y/N	Evidence of Implementation	Evidence Y/N
Presentation 1: The Relationship Between Proactive Procedures, Corrective Procedures, and Individual Student Behavior Improvement Plans	✓		✓
1. Data is collected (e.g., from staff surveys) and staff have discussed concepts relating to consistency in correcting student misbehavior.	<input type="checkbox"/>	Foundations Process: Presentations/ Communications With Staff	<input type="checkbox"/>
2. Staff have discussed and identified their perceptions of their roles in correcting misbehavior relative to the principal's (or assistant principal's) role.	<input type="checkbox"/>	Foundations Process: Presentations/ Communications With Staff	<input type="checkbox"/>
3. Staff understand the potential limitations of office referrals. At the elementary level, staff understand the potential inconsistencies of progressive discipline systems (in which students must be removed from class after the third or fourth infraction) and modify the system so it is fair and consistent.	<input type="checkbox"/>	Foundations Process: Presentations/ Communications With Staff	<input type="checkbox"/>
4. Staff are aware of the limited benefits of and potential drawbacks to out-of-school suspension (OSS) as a corrective consequence.	<input type="checkbox"/>	Foundations Process: Presentations/ Communications With Staff	<input type="checkbox"/>
5. Staff are aware of and can have honest discussions about national data on the disparate impact of OSS on minority students and students with disabilities.	<input type="checkbox"/>	Foundations Process: Presentations/ Communications With Staff	<input type="checkbox"/>
6. Staff avoid pressuring administrators to use OSS.	<input type="checkbox"/>	Interview with administrator	<input type="checkbox"/>
Presentation 2: Developing Three Levels of Misbehavior			
1. The Foundations Team has communicated to staff the <i>Foundations</i> concept of three levels of misbehavior: Level 1 (mild), Level 2 (moderate), and Level 3 (severe). Staff understand that the levels are defined more by the staff member's response to the misbehavior than by the misbehavior itself.	<input type="checkbox"/>	Foundations Process: Presentations/ Communications With Staff	<input type="checkbox"/>
2. The Foundations Team has solicited information from the administrator about the types of misbehaviors that currently result in office referrals.	<input type="checkbox"/>	Foundations Process: 3-Level System for Responding to Misbehavior	<input type="checkbox"/>
3. Administrators have defined the specific behaviors that <i>must</i> be considered Level 3 severe (e.g. weapons).	<input type="checkbox"/>	Foundations Archive: 3-Level System for Responding to Misbehavior	<input type="checkbox"/>
<i>(continued)</i>			

Module D Implementation Checklist (p. 2 of 4)

Implementation Actions	Completed Y/N	Evidence of Implementation	Evidence Y/N
Presentation 2 (continued) 4. Staff have reached consensus on the types of behaviors that <i>must</i> be referred to the office as a Level 3 and those that <i>may</i> be referred. 5. Staff understand that Level 2 notifications provide a way to get support for the staff member and to keep administrators and support staff informed about students with severe or chronic behaviors who may need additional support. 6. A referral form or forms and a data system have been developed to facilitate efficient and clear communication and data collection.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Foundations Archive and Staff Handbook: 3-Level System for Responding to Misbehavior Foundations Process: Presentations/ Communications With Staff Foundations Process: Presentations/ Communications With Staff	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Presentation 3: Staff Responsibilities for Responding to Misbehavior 1. Staff have reached consensus on menus of corrective actions for Level 1 mild misbehaviors for both classrooms and common areas. 2. Staff have reached consensus on staff procedures for Level 2 moderate misbehaviors for both classrooms and common areas. 3. Administrators have developed procedures for responding to Level 2 moderate notifications that support the staff member who wrote the notification. 4. Staff have reached consensus on a menu of corrective actions for Level 2 moderate misbehavior that includes all Level 1 corrections and all schoolwide consequences that do not require administrator involvement. 5. Staff have reached consensus on Level 2 notification procedures such as whether to contact parents and whether to have students sign the form. 6. Staff have been given information about writing effective referrals, with an emphasis on correct grammar and spelling as well as objective descriptions rather than labels or emotional language.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Foundations Archive and Staff Handbook: 3-Level System for Responding to Misbehavior Foundations Archive and Staff Handbook: 3-Level System for Responding to Misbehavior Foundations Archive: 3-Level System for Responding to Misbehavior Foundations Archive and Staff Handbook: 3-Level System for Responding to Misbehavior Foundations Archive and Staff Handbook: 3-Level System for Responding to Misbehavior Foundations Process: Presentations/ Communications With Staff	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



Module D Implementation Checklist (p. 3 of 4)

Implementation Actions	Completed Y/N	Evidence of Implementation	Evidence Y/N
Presentation 4: Administrator Responsibilities for Responding to Misbehavior	✓		✓
1. Decisions have been made about who will process Level 2 notifications.	<input type="checkbox"/>	Foundations Archive: 3-Level System for Responding to Misbehavior	<input type="checkbox"/>
2. Staff, administrator, and support-staff procedures have been coordinated to ensure that students who receive notifications get the support they need to be successful.	<input type="checkbox"/>	Foundations Archive: 3-Level System for Responding to Misbehavior	<input type="checkbox"/>
3. Data collection procedures for Level 2 notifications have been developed so trends and patterns of notifications can drive school improvement.	<input type="checkbox"/>	Foundations Archive: 3-Level System for Responding to Misbehavior	<input type="checkbox"/>
4. Administrators have developed detailed procedures for managing Level 3 office referrals, including the following: <ul style="list-style-type: none"> • "Who Is Responsible" list • Game plan for dealing with referred students. • Menu of corrective consequences that includes alternatives to out-of-school suspension • Sequence of steps for returning students to their regular schedules. 	<input type="checkbox"/>	Interview with administrator Foundations Archive: 3-Level System for Responding to Misbehavior	<input type="checkbox"/>
5. Current office procedures have been analyzed and streamlined, if needed, to address the following questions: <ul style="list-style-type: none"> • How will office staff supervise referred students throughout the entire process? • What will office staff do if the administrator is unavailable when referred students arrive at the office? • Where will referred students wait for the administrator? • What should referred students do while waiting for the administrator? • How should office personnel interact with referred students? 	<input type="checkbox"/>	Foundations Archive: Common Area Policies and Procedures Staff Handbook: Staff Roles and Responsibilities	<input type="checkbox"/>
<i>(continued)</i>			

Module D Implementation Checklist (p. 4 of 4)

Implementation Actions	Completed Y/N	Evidences of Implementation	Evidence Y/N
<p>Presentation 4 (continued)</p> <p>6. If the school has an in-school-suspension process, that process has been analyzed and streamlined, if needed, to address the following questions:</p> <ul style="list-style-type: none"> • What conditions are necessary to effectively implement an ISS program? • What skills do staff need? • Who will develop the program and document the program policies and procedures in writing? • How will the program's efficacy be evaluated, and who will evaluate it? 	<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Foundations Archive: 3-Level System for Responding to Misbehavior</p>	<input checked="" type="checkbox"/> <input type="checkbox"/>
<p>Presentation 5: Preventing the Misbehavior That Leads to Referrals and Suspensions</p> <p>1. The Foundations Team has analyzed whether students would benefit from lessons on how to interact appropriately with adults. Would these skills reduce the behaviors that lead to referrals and suspensions (e.g., refusal to follow reasonable directions from staff)?</p> <p>2. The Foundations Team has reviewed the sample lessons in <i>Foundations</i> and has compared them with student skill deficits and social skills or social-emotional curricula currently in use to determine whether the lessons might benefit some or all students.</p> <p>3. If appropriate, a process has been established for finalizing lesson content and a timeline has been set for lesson delivery.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Foundations Process: Meeting Minutes, Presentations/ Communications With Staff</p> <p>Foundations Process: Meeting Minutes</p> <p>Foundations Archive: Lesson Plans for Teaching Expectations for Interacting With Adults</p> <p>Foundations Archive: Lesson Plans for Teaching Expectations for Interacting With Adults</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

C H A M P S

no. 6.7

MISBEHAVIOR RECORDING SHEET (DAILY BY SEATING CHART)

Date:

Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:	Name:

7

C H A M P S

no. 6.8

MISBEHAVIOR RECORDING SHEET (WEEKLY BY SEATING CHART)

Date:

Friday				
Monday				
Tuesday				
Wednesday				
Thursday				
NAMES:				
Friday				
Monday				
Tuesday				
Wednesday				
Thursday				
NAMES:				
Friday				
Monday				
Tuesday				
Wednesday				
Thursday				
NAMES:				
Friday				
Monday				
Tuesday				
Wednesday				
Thursday				
NAMES:				
Friday				
Monday				
Tuesday				
Wednesday				
Thursday				
NAMES:				

8

Taken from *Discipline in the Secondary Classroom, Third Edition*, by Randall S. Sprick, copyright © 2013 by John Wiley & Sons, Inc.

Exhibit 7.4b

Misbehavior Recording Sheet, by Weekly Seating Chart

Date _____ Reminders _____

Class Period _____

Name _____	Name _____	Name _____	Name _____	Name _____
Name _____	Name _____	Name _____	Name _____	Name _____
Name _____	Name _____	Name _____	Name _____	Name _____
Name _____	Name _____	Name _____	Name _____	Name _____
Name _____	Name _____	Name _____	Name _____	Name _____

Codes:

10

Menu for Effectively Responding to Classroom Misbehavior

Mild Misbehaviors	Moderate Misbehaviors	Severe Misbehaviors
<ul style="list-style-type: none"> • Talking out • Off Task • No Materials • No Homework • Delay in following directions • Dress Code Violation • Non-compliance 	<ul style="list-style-type: none"> • Disrespect • Defiance • Verbal Aggression • Mild Physical Aggression • Class Disruption • Repeat Offenses 	<ul style="list-style-type: none"> • Strong and Repetitive Defiance • Physical Aggression • Severe Verbal Aggression • Severe/Repetitive Class Disruption (i.e. Temper Tantrum)
<ul style="list-style-type: none"> • Proximity • Change Seating/Location • Verbal Reprimand • Signal/Gesture/Look • Record Misbehavior • Model/Practice Expectation • TEACHING AND PRACTICE OF EXPECTED BEHAVIOR • Discussion with Student • Planned Feedback • Reference Behavior Monitor/Feedback Sheet • Social Skill Correction Procedure • Pre-correction • Humor • <u>Planned Ignoring</u> • Parental Contact 	<p><u>Previous responses, plus:</u></p> <ul style="list-style-type: none"> • Positive Practice • Conference with Teacher (paired with Behavior Improvement Form) • <u>Timeout</u> • <u>Time Owed</u> • <u>Loss of Privileges, points, etc. (Response Cost)</u> • <u>Restitution</u> • TEACHING AND PRACTICE OF EXPECTED BEHAVIOR • Emotional Reaction (only 2x a year) 	<p><u>Previous responses, plus:</u></p> <ul style="list-style-type: none"> • Reference Level System • Individualized Behavior Intervention Plan • TEACHING AND PRACTICE OF EXPECTED BEHAVIORS • Parental Involvement • De-Escalation • Interagency Support • <u>Detention</u> • Suspension • <u>Office Referral</u>

“VERY COMPLEX”: CASE IN TEXAS

PROACTIVE/INSTRUCTIONAL STRATEGIES

1. Glasses
2. Reading level checked with intervention
3. Point Sheet with targeted behaviors monitored-faxed to PO each day or week
4. Weekly meetings **INITIALLY** with all stake holders to review data and progress with student
5. Follow up with med check-at acceptable level?
6. DRO schedule of reinforcement for non-aggression behaviors
7. Use **HELPING STUDENTS HANDOUT ANGER Curriculum**

REACTIVE/MANAGEMENT STRATEGIES

1. Designate a place to “run to” instead of “bolting” (have automatic pass ready)
2. Provide a space in room, **REINFORCE** if used IN **CLASS PLAN**
3. Set limits with the helping of other students
4. If becomes physically aggressive with students, **remove-DO A ROOM CLEAR**

Questionnaire for staff on knowledge of implementation of Foundations

Staff:

Our school (and district) is implementing an approach to behavior, safety, climate and discipline called (Foundations, Safe & Civil Schools, PRIDE Team, other). Below are questions about your use and satisfaction with the Foundations process.

1. I know which staff member represents me on this team. (circle one) Yes No
If yes, who is your representative? _____
2. Recently, what is, or has been a major priority for school improvement, guided by this team? _____
3. Do you feel that progress is being made (or has been made) to address this priority?
(circle one) Yes No
4. Can you identify one or more other priorities for improving behavior
(circle one) Yes No
If yes, what is that priority? _____
5. Can you identify one or more other priorities for improving school safety?
(circle one) Yes No
If yes, what is that priority? _____
6. Can you identify one or more other priorities for improving climate?
(circle one) Yes No
If yes, what is that priority? _____
7. Can you identify one or more other priorities for improving discipline that has been successfully implemented in recent years?
(circle one) Yes No
If yes, what is that priority? _____

8. Do you feel you can voice concerns about safety, climate or discipline to this team (or your representative)? Can you identify one or more other priorities for improving behavior? (circle one) Yes No

If yes, have you voiced a concern to the team (or your representative on the team)? (circle one) Yes No

If yes, do you feel that your concern is (or was) addressed? (circle one) Yes No

9. Do you have a consistent method of communicating with your team representative so that you are informed of team decisions regarding the Foundations initiatives? (circle one) Yes No

If yes, what is that method? _____

10. Do you see evidence that communication between administrators and staff has improved since the start of the Foundations initiative? (circle one) Yes No

11. Has the team provided information, suggestions, or sought staff input in the last month? (circle one) Yes No

If yes, what was the topic? _____

12. If possible, please provide any suggestions to help the team be more effective in creating continuous improvement related to behavior, safety, climate, and discipline:

Principal's Script

Principals: Your public support of the the work of the Foundations Team members is essential to their success in creating continuous improvement regarding behavior, safety, climate, and discipline. *Note: Wherever it refers to the Foundations Team, substitute the name of the team or approach that is used in your school (e.g., PBIS Team, Safe & Civil Team, PAWS Team, etc.).* This script is designed to help you inform the staff about Foundations implementation. At least once per quarter, introduce a staff-meeting agenda item guided by the Foundations Team using a variation of this script.

Staff:

We are about to hear from the Foundations Team. They will have a maximum of ten minutes. The team wants (to share, your input on, help in deciding) _____ (topic or issue). Please know that I am completely supportive of the work of this team. They are guiding us to reduce behavioral or motivational barriers that can interfere with learning. Also be aware that once any new policy or procedure is adopted, it is my job as the administrator to ensure that all of us, as a staff, are unified in trying to make the new policy or procedure work to help students succeed in the school. Thanks for your attention and support in helping this team guide us all in making our school a better place for all of us.

FOUNDATIONS TRAINING NOVEMBER 13-14, 2017
YEAR 3, FIRST TRAINING OF THREE

POTENTIAL TEAM TASKS TO DO UPON YOUR RETURN TO YOUR CAMPUS

Potential Tasks to Do from Presentation 1, Tasks 1 & 2 Of Book D (Reference Pages 6-30 Of Book D and Action Steps on Pages 21 & 30)

1. **Share trend data & year-to-year survey data** to total faculty. Celebrate! What are other targeted area to address?
2. **Help staff understand WHY** (The Rationale) for using **Instructional Corrections** both in Universal settings such as Common Areas as well as in Individualized Behavior Plans, for Tier 2 and Tier 3 students.
3. **Share "Monitoring-Feedback" forms** from **CHAMPS** or **DISCIPLINE IN THE SECONDARY** as **ONE OF FOUR systems** that need to be in place in classrooms so teachers are on "automaticity" to deal with mild to moderate behavior errors in the classrooms and/or common areas.
4. Implement the plan that you discussed to **help create staff unity and consistency** when responding to behavior errors.
5. **Does staff need to become aware** of the *weaknesses of and drawbacks of Out-of-School Suspension* (helps with building that unity!)?

Potential Tasks to Do from Presentation 2, Tasks 1, 2, & 3 Of Book D (Reference Pages 31-96 Of Book D and Action Steps on Pages 47, 50, and 60)

1. Involve total faculty in **Developing the 3 Levels of Misbehavior**. How does this fit with your current office referral process? Does it fit? What content is relevant for your campus and your office referral process? Does it have an *Instructional slant*?
2. **Involve total faculty in gaining consensus as to what behavior warrants an office referral, a Level 3 Misbehavior?** Code of conduct is fairly black and white (weapons, drugs, fights etc.), the discussion of *clarity comes when you are talking about DEFIANT BEHAVIOR*. When does defiant behavior come to the office and when should the teacher handle the defiant behavior in the classroom?

AWARENESS CHAPTERS:

Presentation 3: *Staff Responsibilities for Responding to Misbehavior. This Presentation Provides a Menu of Responses to Behavior Errors in the Classroom and Common Areas.*

Presentation 4: *Administrator Responsibilities for Responding to Misbehavior*

TRAIN IN DETAIL IN FEBRUARY 2018

Presentation 5: *Preventing the Misbehavior that Leads to Referrals and Suspensions will be trained in February as well as Book E: Improving Safety, Managing Conflict & Reducing Bullying.*

Co-Teaching Observation Checklist

General Education Teacher _____

Grade Level _____

Special Education Teacher _____

Date _____

Subject(s) Observed _____

Time _____

Observer _____

Description of Class and Class Activity:**Rating Scale:** NO= Not Observed SE= Somewhat Evident CE= Clearly Evident

	NO	SE	CE	Comment(s)
Co-teachers have planned together				Co-planning document(s) evident or available. A variety of instructional activities and materials are used. Materials and supplies are readily available. Both know what to do. (Don't have to ask.)
Research-based instructional strategies are utilized in the classroom.				List instructional strategies observed (i.e., graphic organizers, advance organizers, memory strategies,)
Lessons are differentiated in content, process, product, and/or learning environment.				Student accommodations/modifications are evident. Choices for student participation in content, process or product evident in planning and or instruction Use of instructional menus, matrix, contracts, etc.
Teachers use "we" and/or "us" or parity is otherwise evident.				Both teachers' names on board, classroom, etc.
Both teachers are actively involved during instruction and activities.				Both are simultaneously present. Both are involved in the classroom activities. Both have defined roles (6 models)
Students are engaged and participating in learning.				
Both teachers work with all students.				Both adults move around the classroom assisting and monitoring all students learning.

Co-Teaching Observation Checklist
--

Both teachers are observed to share equally in classroom and instructional responsibilities				Both interject ideas for clarification of lesson content. Both teachers provide feedback to students. Both facilitate smooth transitions from activity to activity.
Routines and formal procedures are evidenced and used by teachers and students.				Teachers use nonverbal communication during lesson activities to manage behavior and direct instruction.
Level of collaborative and effective teacher communication/ interaction evidenced				
Co-teaching instructional arrangements are observed. <input type="checkbox"/> One Teach/One Observe <input type="checkbox"/> One Teach/One Drift/Support/Assist <input type="checkbox"/> Parallel Teaching <input type="checkbox"/> Station Teaching <input type="checkbox"/> Team Teaching <input type="checkbox"/> Alternative Teaching <input type="checkbox"/> Other:				
Student Instructional grouping pattern or patterns observed <input type="checkbox"/> Whole group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Flexible grouping <input type="checkbox"/> Collaborative Groups <input type="checkbox"/> Individual seat work <input type="checkbox"/> Other:				

NOTES or COMMENTS:

Sketch a diagram of student seating and track SpEd Teacher and GenEd Teacher movements and instructional activities around and among the students during instruction.

Co-Teaching Lesson Plan Sheet (FLA elem)

Team: _____ Grade: _____

Date: _____ Subject: _____

Lesson Date: _____

Lesson Begin _____ End _____

OUTCOME (S) The purpose of the lesson

What will the students walk away learning?

How will the outcome(s) be presented to the students?

Time for outcomes: _____

What are the CCRS for this lesson?

How will we know if the students understand the outcome(s)? What assessments will we use?

Where in the lesson could we use formative assessments?

How will we identify students needing Tier II instruction?

When will we teach Tier II instruction?

Before Lesson: The hook to engage and motivate students:
Time for hook: _____

Lesson:
Curriculum used for this lesson:

Include stories, chapter(s) and page number(s)
Remembering to use a variety of text of appropriate complexity with scaffolding, when necessary, to help with SWD.

Six Approaches to Co-Teaching	
Station Teaching (ST)	Teachers teach in small groups different content and students rotate
Team Teaching (TT)	Both teachers are teaching at the same time, taking turns.
Parallel Teaching (PT)	Divide students in two groups and each teacher is active teaching the same material at the same time.
Alternative Teaching (AT)	One teacher teaches a small group while the other teaches large group on material that is not new.
One Teach/ One Observe (TO)	One teaches the other observes for data collection or assessment.
One Teach/One Assist (TA)	One teaches the other helps. Low planning time- Good for beginners

Whole Group Time: _____ ST TT PT AT TO TA	Gen Ed. Teacher	Sp. Ed. Teacher
Small Group Time: _____ ST TT PT AT TO TA	Blue	Yellow
Independent Practice Time: _____ ST TT PT AT TO TA	Blue	Yellow
	Green 2	Green 1
	Green 2	Green 1

Types of Reading	Blue (Independent readers)	Yellow (on grade level or slightly below grade level readers)	Green 2 (below grade level readers)	Green 1 (significantly below grade level readers)
IR- Independent Reading				
CR- Choral Reading				
PR- Partner Reading				
WR- Whisper Reading				
Close Reading				
What types of reading will occur? IR, CR, PR, WR, Close R				
Remember: steer away from "popcorn" & "round robin" reading				
Websites				
Blog Question(s)				
Learning Sheet(s)				
Graphic Organizer(s)				
Practice Book				
Manipulatives				
Visual Presentations				
Project (s)				

Other Considerations

Accommodations/Modifications

Behavior Concerns /Strategies

Pullouts for Speech, OT, PT, etc.

Graphic Organizers	Student Websites	Student Engagement Activities	Opportunities To Respond	Scaffolding Strategies	Questioning Techniques
Compare and Contrast	Getraggle.com	Hand Cues	Equity sticks	Five Word Prediction	1. Right There
Main Idea and Details	Freezee.com	Jot Notes	Partner talk	Anticipation Guide	2. Think and Search
Problem and Solution	Bubblus	Quick Write	Say Something	Prereading Plan	3. Author and You
Cause and Effect	Voki	ABC Brainstorm	Think/Pair/Share	Quadrant Cards	4. On My Own
Story Elements	Tikatok	Semantic Map	Think/Pair/Write-Table Talk	KWL	5. Lower Cognitive Fact, Closed, and Direct Questions
Story Comparisons	Exploratorium.com	List-Group-Label Keep-Trash-Cloud	Save the Last Word for Me	Semantic Feature Analysis	6. Lower Cognitive Recall and Knowledge
Story Sequence	Museum box	Coding the Text	Discussion Web	Three-Minute Pause	7. Higher Cognitive Open ended and Interpretive
T Chart	Lifty	3-2-1	Paired Summarizing	Jot Charting	8. Higher Cognitive Evaluative and Inquiry
Timeline	Mindmeister	Insert □+ - ?	Think aloud	Preview and Predict	9. Higher Cognitive Inferential and synthesis
Venn Diagram	Edmodo	Journals entry	Jig Saw	Preview Chart	
Vocabulary Frame	Project Gutenberg	GIST	Cubing		
	Novlet	RAFT	Carousel		
	Collaborative classroom	Exit Slips	SIFT		

Why ask Questions? Actively involve students in the lesson * Increase motivation or interest * Evaluate students' preparation * Check on completion of work * Develop critical thinking skills * Review previous lessons * nurture insights * Assess achievement or mastery of goals and objectives * Stimulate independence

Assessments

Diagnostic – Assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction.	* Student Self-Assessment * Pre Quiz/Test to be compared with a Post Quiz/Test * Conference/Interview * Anticipation Guides	* KWL * Performance Task * Graffiti Wall * Formal Assessments
Benchmark – Evaluates student performance at periodic intervals, frequently at the end of a grading period.	* Projects scored with rubrics * Extended Essays	* Written Assignments- * Chapter test
Summative – Measures a student's achievement at the end of instruction.	* Standardized Testing * Final Exams	* Research Projects * Major cumulative projects and performances
Formative –Assesses a student's performance during instruction, and usually occurs regularly throughout the instruction	* Observation * Exit/Admit Slips * Peer/Self Assessments * Visual Presentations	* Journal Response * Learning/Response Logs * Practice Presentations * Individual Whiteboards * Laundry Day

AL SSIP/SPDG Foundations: 11-14-17 Pre-Event Survey

Evaluating the Event

1. What does the acronym STOIC stand for?

2. Which are potential ROLES of Foundations Team members? [Please check all that apply.]

- Notetaker
- Student liaison
- Data person
- Leader
- On-task person
- I don't know.

3. What are the "kisses of death" to the school improvement process?

[Please check all that apply.]

- Not communicating with all faculty on a consistent basis.
- Not having an administrator be the Leader of the Foundations Team.
- Not having the right team members on the team.
- Not streamlining with a school's largest capital.
- I don't know.

4. True or false: It is important to develop a Common Area Policy and a Common Area Lesson Plan for each common area.

- True
- False
- I don't know.

5. What are the five areas of the school improvement process?

- Identify; Resource; Act; Expect; Data
- Review; Prioritize; Revise; Adopt; Implement
- Decide; Research; Gather; Lead; Scale
- I don't know.

Demographics

6. Please select the response from the list below that most closely describes your role at the meeting. If choosing "other" please specify in the comment box labeled Other.

- ALSDE Staff
- SSIP Coach
- Teacher
- District or School Administrator
- Parent Representative
- Other - Write In

7. Which school do you represent?

AL SSIP/SPDG Foundations: 11-14-17 Post-Event Survey

Evaluating the Event

1. Please read each statement and indicate your level of agreement.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Not Applicable
The information was presented in an easily understood way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information presented is relevant to my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information presented is useful for serving the needs of Alabama students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The event was well planned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gained new knowledge as a result of this event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was satisfied with the professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Do you have any suggestions for improving the training?

3. Do you have any additional comments?

Foundations

4. What does the acronym STOIC stand for?

5. Which are potential ROLES of Foundations Team members? [Please check all that apply.]

- Notetaker
- Student liaison
- Data person
- Leader
- On-task person
- I don't know.

6. What are the "kisses of death" to the school improvement process?

[Please check all that apply.]

- Not communicating with all faculty on a consistent basis.
- Not having an administrator be the Leader of the Foundations Team.
- Not having the right team members on the team.
- Not streamlining with a school's largest capital.
- I don't know.

7. True or false: It is important to develop a Common Area Policy and a Common Area Lesson Plan for each common area.

- True
- False
- I don't know.

8. What are the five areas of the school improvement process?

- Identify; Resource; Act; Expect; Data
- Review; Prioritize; Revise; Adopt; Implement
- Decide; Research; Gather; Lead; Scale
- I don't know.

Demographics

9. Please select the response from the list below that most closely describes your role at the meeting. If choosing "other" please specify in the comment box labeled Other.

- ALSDE Staff
- SSIP Coach
- Teacher
- District or School Administrator
- Parent Representative
- Other - Write In

10. Which school do you represent?

CHAMPS and Foundations Survey

Demographics

1. School name

2. [Optional] If you would like to be entered into the drawing for the \$20 Amazon gift cards, please enter your name:

3. Does your school have a Foundations Team? *

Yes

No

Foundations

4. Are you a member of your school's Foundations Team?

Yes

No

5. Please rate the following Foundations items as "Yes," "No," or "Unsure."

	Yes	No	Unsure
Can you name your school's Guidelines for Success (sometimes referred to as positive traits or rules)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you taught the Guidelines for Success to students this year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you provided praise or positive feedback to a student in the past two days?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are you clear about what types of student behaviors you would refer to the office?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you know the procedure for dealing with a stranger on campus with a weapon?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your school have a team that addresses school-wide discipline and behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your school's Foundations Team use discipline data to make decisions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has your school's Foundations Team taught or reviewed the school-wide behavior plan with staff this year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STOIC Checklist

6. Do you implement CHAMPS in the classroom? *

- Yes
- No

STOIC Checklist

7. Please rate the variable: Structure/Organize the classroom for success.

	2 (Fully implementing)	1 (Partially implementing)	0 (Not implementing)
Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can you and your students access materials and the pencil sharpener without disturbing others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the schedule create consistency, variety, and opportunity for movement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you have effective beginning and ending routines?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you defined clear expectations for instructional activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you defined clear expectations for transitions between activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please rate the variable: Teach students how to behave responsibly in the classroom.

	2 (Fully implementing)	1 (Partially implementing)	0 (Not implementing)
Have you created lessons for teaching classroom expectations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you explicitly taught expectations for classroom activities and transitions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you explicitly taught expectations for classroom routines and policies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please rate the variable: Observe student behavior (supervise).

	2 (Fully implementing)	1 (Partially implementing)	0 (Not implementing)
Do you circulate and scan as a means of observing/monitoring student behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you model friendly, respectful behavior while monitoring the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please rate the variable: Interact positively with students.

	2 (Fully implementing)	1 (Partially implementing)	0 (Not implementing)
Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you provide age-appropriate, non-embarrassing feedback?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please rate the variable: Correct irresponsible behavior fluently--that is, in a manner that does not interrupt the flow of instruction.

	2 (Fully implementing)	1 (Partially implementing)	0 (Not implementing)
Do you correct consistently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you correct fluently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you correct calmly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you correct immediately?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you correct briefly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you correct respectfully?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you have a menu of in-class consequences that can be applied to a variety of infractions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you have a plan for how to respond to different types of misbehavior fluently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please share any comments on your STOIC ratings.

Project CTG Classroom Observation Form

Evergreen Evaluation and Consulting, Inc.

INSTRUCTIONS

- **Arranging the observation session:** The teacher should know the purpose of the observation, understand how the information will be used, know who will conduct it, and help select the time for the visit.
- **Observing the lesson:** Try to sit somewhere that is "out of the way" but where you can still see and hear what is going on in the classroom.
- **Completing the observation instrument:** Some of the observation form may be completed after the actual observation is over. Use the notes from the observation to complete this observation form.

A. BACKGROUND INFORMATION

TEACHERS					
SCHOOL			SUBJECT		
OBSERVER			DATE		
BEGINNING OF OBSERVATION		END OF OBSERVATION		STUDENTS IN CLASS	

B. PHYSICAL ENVIRONMENT & RESOURCES

Rate the adequacy of the physical environment for facilitating co-teaching using the scale below.

1	2	3	4	5
<i>Inhibited interactions among co-teachers</i>				<i>Facilitated interactions among co-teachers</i>

ROOM ARRANGEMENT SCORE (1-5 pt. scale)

DESCRIPTION OF CLASSROOM ARRANGEMENT

C. CO-TEACHING PARITY

Rate the co-teaching dyad's fidelity to the co-teaching models (Friend, 2014) using the scale below.

FIDELITY TO CO-TEACHING MODELS (1-5 pt. scale)

1	3	5
<p>One adult is leading the class; Co-teaching models do not address the needs of all students; Teachers are not assisting students OR only assisting their "own" students; Frequency of model does not follow best practices; Class is primarily teacher-directed and little student engagement; Teach in whole group setting, using only One Teach/One Assist or Teaming; Teachers cannot correctly identify any models; Observer can readily determine general and special educators; Instruction does not require two certified teachers are present.</p>	<p>Co-teaching models address the needs of some students; Teachers help various students, but primarily focus on their "own" students; Frequency of model does not follow best practices; Teachers encourage participation from a variety of students; Group instruction is used at least once (station, alternative, parallel); Teachers state or are observed to be taking turns; Teachers can identify some of the models correctly; Observer can distinguish general and special educators, but an attempt at inclusion of students; Instruction appropriate for two certified teachers to be present.</p>	<p>Two adults in class, and both are engaged in class; Co-teaching models address the needs of all students; Both teachers are assisting students with and without disabilities; Frequency of model adheres to best practice outlined in PD; An attempt is made to engage all students; Teachers use more than one model, including small group instruction at least once; Parity more than taking turns; Teachers can correctly identify model used; Observer would not be able to distinguish between general and special educators; Models used require two certified teachers are present.</p>

1. What models of co-teaching were used?

Please list the proportion of time for each model using the time** or code below.

CO-TEACHING MODEL BOX

Model	Frequency/Timing	Notes
One teaching, one observing		
Station teaching		
Parallel teaching		
Alternative teaching		
Teaming		
One teaching, one assisting		

**Use actual time, if possible.

2. Classroom Culture (adapted from Friend, 2014)

Rate each item using the scale below. List "Not Observed" only for those items you do not have access to, such as assignments. Please provide comments below the item. Indicate the score at the end of the item.

0 1 2 9
 No Yes, but not equal Yes, equal Not Observed

	0 (Not equal)	1 (Yes, but not equal)	2 (Equal)
Classroom Culture—Parity in Physical Space	Only the general teacher's name is posted in (or outside) classroom; The general teacher is scheduled to teach during a particular time and the specialist is in the classroom irregularly; One teacher has a large desk/chair and the other has a	The general's name is posted in (or outside) classroom, and the specialist's name is posted temporarily (e.g., whiteboard, projection, etc.); Both teachers are <i>informally</i> scheduled to teach during a particular time; Both teachers have a desk/chair for	Both teachers' names are posted in (or outside) classroom; Both teachers are formally scheduled to teach during a particular time; The desk/chair used during instruction are about equal; Both teachers have a space in the
Score: _____			

	student chair or no desk/chair; Only the general has a space in the classroom for books, materials, etc.	instruction, but are not equal; Both teachers have a space in the classroom, but the space is not equal (e.g., on a student's desk, a public shelf, etc.).	classroom for books, materials, etc.
Classroom Culture— Parity in Roles Score: _____	The general teacher has the lead role in the classroom; Teacher talk time during instruction is largely unequal; Students ask permission from the general teacher; Students direct questions only to the general teacher; Students refer to the specialist as a "helper" or "assistant;" The specialist only works with SWD.	The general has the lead role, although the specialist may have a brief lead role; Teacher talk time during instruction is not equal; The general teacher primarily gives permission; Students direct questions mostly to the general teacher; Students see both teachers as teachers, although not equal; The specialist works primarily with SWD but answers questions from all students during independent practice.	Both teachers take a lead role in the classroom; Teacher talk time during instruction is about equal; Both teachers give permission without checking with the other; Students see both teachers as teachers; Both teachers work with all students.

NOTES:

3. Co-teaching Instructional Roles (*Friend, 2014*)

List the frequency of each item. List "Not Observed" only for those items that did not occur during the observation period (e.g., addressing behavior issues). Please provide comments for each item.

Practice	General Ed. Teacher	Specialist	Notes
a. Teaching/leading the class			
b. Roaming around class providing assistance as needed			
c. Completing non-instructional responsibilities			
d. Providing individualized support to SWD (<i>note if individual or groups</i>)			
e. Handling papers/materials for students			
f. Addressing behavior issues			
g. Leading assessment			

NOTES:

4. Co-Teaching Instructional Roles—Specialist’s Role (*Friend, 2014*)

Rate each item using the scale below. List “Not Observed” only for those items that did not occur during the observation period (e.g., documentation).

0 1 2 9
 Role not clear Role somewhat clear Clear role Not Observed

	0 (Role not clear)	1 (Role somewhat clear)	2 (Clear role)
Specialist’s Role Score: _____	Does not offer students with disabilities specialized instruction or remediation. Focuses on group instead of individual needs. No evidence of providing expertise on documentation. Focuses on pacing rather than mastery. Specialist solely supports general teacher, such as reviewing concepts taught by the general education teacher or supervising an independent group so the general teacher can directly reteach a group.	May offer students strategies, accommodations, modifications, or other interventions to facilitate learning, but minimally or as a whole group. May provide assistance to some SWD, but not all. May provide expertise on documentation for SWD. Focuses on pacing instead of mastery. The specialist adds some value to the class, but minimally or infrequently.	Offers students strategies, accommodations, modifications, or other interventions to facilitate learning. May offer specialized instruction or remediation. Focuses on each student’s needs and provides assistance to meet those needs. May provide expertise on documentation for SWD. Focuses on ensuring students have a full understanding of the content. The specialist adds value to the class.

NOTES:

5. If students were assessed, which of the following occurred? (Indicate number):

	0 (No parity)	1 (Some parity)	2 (Parity)
Assessment Score: _____	One teacher leads the assessment for all students <u>OR</u> the specialist leads an assessment only for students with disabilities.	There is more than one assessment, and one teacher leads one assessment and both lead a second assessment <u>OR</u> some students are assessed, but not all.	The general education teacher leads the assessment for some students and the specialist leads the assessment for some students <u>OR</u> both teachers lead the assessment together. All students are assessed.

6. Please rate the communication of the co-teachers using the scale below:

	0 (No parity)	1 (Some parity)	2 (Parity)
Communication Score: _____	All planning appears to have been done by one adult <u>OR</u> no co-planning is evident. Teachers use “I” language frequently (e.g., “I want you...” or “In my class...”).	Minimal co-planning and communication is evident; most planning appears to be done by one adult. Teachers attempt to use “we” language and include each other, but it is clear one teacher is used to “ruling” the class.	It is clear both adults had input in the lesson. Teachers communicate regularly as the class progresses. Teachers clearly use “we” language (e.g., “We would like you to...”), showing that both share the responsibility and students know they are equally in charge.

Notes:

D. ENGAGEMENT

STUDENT ENGAGEMENT

Students are considered engaged if they are:	Students are considered not engaged when:
<ul style="list-style-type: none"> ▪ Looking attentively at the teacher and/or other students; ▪ Responding to questions; ▪ Volunteering responses; ▪ Talking to a teacher/peer about assigned material; ▪ Providing responses that build on the teachers or other students' comments; ▪ Showing that they understand ideas and concepts; ▪ Not distracted by outside noise or others behavior; ▪ Sticking to the task; ▪ Highly focused rather than moving around the room; ▪ Making progress on the task; ▪ Asking for help only when necessary; ▪ Talking to others only when necessary. 	<ul style="list-style-type: none"> ▪ Talking about nonacademic material (verbal off-task); ▪ Walking around the room aimlessly (motor off-task); ▪ Calling out (verbal off-task) unless it is considered an appropriate response style for that classroom; ▪ Aimlessly flipping the pages of a book (motor off task); ▪ Aimlessly looking around the classroom; ▪ Looking at unassigned material; ▪ Physically touching another student when not related to an academic task; ▪ Other activity not related to the current activity; ▪ Turning around in seat, oriented away from task; ▪ Staring out the window—zoned out; ▪ Engaging in any other form of off-task behavior.

Instructions: For student engagement, a one minute scan is to be performed by the observer at 15 minute intervals during the instruction. Use the "Student Engagement Box" to record number of students engaged over students present in the class.

Student Engagement Box
(number engaged over total students)

Interval	Number Engaged	Total Students	[Leave blank]
At 15 min.			
At 30 min.			
At 45 min.			
At 60 min.			

NOTES:

E. LESSON DELIVERY

1. Offer a brief description of the lesson (e.g., subject, material covered, assessments conducted).

F. CHAMPS Observation (complete only if the classroom is implementing CHAMPS)

Teacher Opportunities to Respond (OTR) Tally

GE	
SE	

Teacher

General Praises Tally

Specific Praises Tally

GE		
SE		

Teacher Negative Student -Teacher Interactions

(Divide the number of negative interactions by the number of class minutes including transitions)

<i>GE</i>		<u> </u> / <u> </u> =	
<i>SE</i>			

Note: Safe & Civil Schools (CHAMPS) expects 95% respectful interactions

Teacher Reference to CHAMPS (e.g., voice levels, rules)

<i>GE</i>	
<i>SE</i>	

Student Misbehaviors Tally:

Note: Safe & Civil Schools (CHAMPS) expects 95% of behaviors to match posted expectations



Alabama Parent Education Center

10520 U.S. Highway 231 ♦ P.O. Box 118 ♦ Wetumpka, AL 36092
 334-567-2252 ♦ 866-532-7660 ♦ Fax: 334-567-9938
www.alabamaparentcenter.com

Thank you for your commitment to participant in this multi-year Transition Focus Group. Your groups' third annual meeting is scheduled for December 17, 2015 at the Hampton Inn & Suites in Saraland from 8:30am until 2:30pm. If you are unable to attend on this day please contact us to make other arrangements.

During this session we will discuss data from the previous session and you will be asked to share your experiences related to transition. We will also provide training to help you improve your child's successful transition to adult life.

The State Department has received permission to post the following secondary transition training module on their ALSDE/SES Home page: <http://iris.peabody.vanderbilt.edu/module/tran/>
 This module was developed by the IRIS Center and is evidence-based. Although it is intended for teachers and school staff, we believe it would also be helpful for parents. Please work through the module and provide your feedback about whether it would also be a good resource for families.

Please contact me by email (kwellborn@alabamaparentcenter.com) or by phone confirming your attendance to this meeting. We look forward to see you again.

The Transition Focus Group is a collaborative process of the Alabama Parent Education Center and the Alabama State Department of Education, and is designed to improve transition outcomes for Alabama's children with disabilities.

"Helping Parents Help Their Kids"

ALABAMA STATE DEPARTMENT OF EDUCATION
Teaching and Learning
Special Education Services Section

CONTRACT NO.

X 8 0 0 5 3 5

MEMORANDUM OF AGREEMENT

THIS AGREEMENT, entered into on the 1st day of October 2017, by and between the ALABAMA STATE DEPARTMENT OF EDUCATION (ALSDE) and the ELMORE COUNTY BOARD OF EDUCATION (BOARD), Post Office Box 817, Wetumpka, Alabama 36092-0014, is in accordance with the resolution passed by the Alabama State Board of Education on September 19, 1967, authorizing the State Superintendent of Education to enter into various contracts and has the following stipulations:

1. The BOARD agrees to support implementation of the Alabama State Personnel Development Grant (AL SPDG) Project Creating Effective School Climates and Cultures (CESCC) Goal 3 Secondary Transition Implementation for the Elmore County Schools which include: Elmore County, Holtville, Stanhope Elmore and Wetumpka High School. AL SPDG funds may be used to support school-wide secondary transition policies and procedures, purchase secondary transition implementation materials, provide substitute reimbursement in order for teachers to attend specified activities, and provide reimbursement for other designated out-of-district meetings/professional development TBD, and provide payment, including benefits, for BOARD personnel who provide services that support Project CESCC Implementation.
2. The BOARD agrees to provide personnel from Elmore County Central Office and Stanhope Elmore High School to function as district and site implementation team members. District and site implementation team member will: (a) work in collaboration with the Alabama State Department of Education (ALSDE), AL SPDG staff, Special Education Services (SES) staff, and AL SPDG consultants to support special education teachers working with transition age students with disabilities, (b) participate in related training sessions as directed by AL SPDG Project CESCC and the BOARD, (c) support specific training sessions as directed by AL SPDG/Project CESCC and the BOARD, (d) collect, analyze, and report specific data as required by AL SPDG according to agreed-upon timelines, and (e) submit monthly Project CESCC *Activities' and Expenditures'* claims as required by the AL SPDG.
3. The ALSDE agrees to reimburse the BOARD based on the following budget:

A. Materials and Implementation Resources

Career Day (banners, flyers, rental fee, etc.)	\$ 3,500.00
IRIS Center Modules (\$35.00 x 20 including set up fee of \$50)	\$ 750.00

B. Professional Development and Implementation Resources

Summer Professional Learning Conference (up to eleven people)	
Lodging: @ \$200 per night x 4 nights (\$800) x 11 participants \$8,800 (not to exceed \$200 per night)	\$ 8,800.00
Meals: @ \$54 per day x 5 days (\$270) x 11 participants (BOE Policy)	\$ 2,970.00
Mileage (shortest route) @ \$.545 per mile x 628 round trip (\$342.26) x 11 Participants (carpooling is encouraged)	\$ 3,764.86
Site Visits to other schools implementing transition (up to four members)	
Mileage (shortest route) @ .545 per mile x 260 (\$141.70) x 4 (carpooling is encouraged)	\$ 566.80
Lodging: @ \$130 per night x 2 nights (\$260.00) x 4 participants (not to exceed \$130 per night)	\$ 1,040.00
Meals: @ \$34 per day x 2 days (\$68) x 4 participants (BOE Policy)	\$ 272.00

ALABAMA STATE DEPARTMENT OF EDUCATION
Teaching and Learning
Special Education Services Section
Page 2 of 3 Pages

CONTRACT NO.

X 8 0 0 5 3 5

C. Substitute Reimbursement & Benefits @ \$110 per day x 30 days	\$	3,300.00
D. Leadership implementation fees and benefits for personnel serving on Transition Grant Project and sustaining SPDG Demonstration Site Status (\$530 per team member x 3)	\$	1,590.00
E. Total Direct	\$	26,553.66
F. Administrative fee (4%)	\$	1,062.15
G. TOTAL CONTRACT NOT EXCEED:	\$	27,615.81

3. Payment will be made upon receipt of an itemized claim on BOARD letterhead with supporting documentation, such as copies of payrolls, substitute reimbursement forms, training dates and daily sign-in sheets, purchase orders, material receipts, paid invoices including check numbers and dates paid. Final claim must be marked FINAL and received no later than October 31, 2018.
4. All services will be provided in accordance with IDEA, Part B as amended, and in conformance with the approved application for the SPDG. The State Superintendent, through his designated representatives, will sponsor and approve the purposes, administration and supervision of all phases of the services to be provided.
5. This agreement is for the period of October 1, 2017, through September 30, 2018.
6. Funds are available from the State Personnel Development Grant, CFDA 84.323A, P.L. 108-446, Major Program 490618, Program number 16-2070068, 100% federal funds. This agreement is subject to termination in the event of proration of the fund from which payment under this agreement is to be made.
7. The BOARD agrees to retain and make accessible for audit original and supporting documents that substantiate direct (and indirect, if applicable) costs charged to this program for five years after the final claim to the State Department of Education and, if applicable, until any audit exceptions are resolved. The resolution of any audit exceptions will be the responsibility of the BOARD.
8. This agreement shall not be subject to modification or amendment except by written agreement with the appropriate authorized signatures. This agreement may be terminated by either party upon receipt of a 30-day written notification. Neither party shall have the right to assign or transfer its rights or obligations under this contract without the consent of the other party.
9. The BOARD acknowledges and understands that this contract is not effective until it has received all requisite state government approvals and the BOARD shall not begin performing work under this contract until notified to do so by the contracting state department. The BOARD is entitled to no compensation for work performed prior to the effective date of this contract.
10. It is agreed that the terms and commitments contained herein shall not be constituted as a debt of the State of Alabama in violation of Article 11, Section 213 of the Constitution of Alabama, 1901, as amended by Amendment 26. It is further agreed that if any provision of this contract shall contravene any statute or constitutional provision or amendment, either now in effect or which may, during the course of this contract, be enacted, then that conflicting provision in the contract shall be deemed null and void. The contractor's sole remedy for the settlement of any and all disputes arising under the terms of this agreement shall be limited to the filing of a claim with Board of Adjustments for the State of Alabama.

For any and all disputes arising under the terms of this contract, the parties hereto agree, in compliance with the recommendation of the Governor and Attorney General, when considering settlement of such disputes, to utilize appropriate forms of non-binding alternative dispute resolution including, but not limited to, mediation by and through the Attorney General's Office of Administrative Hearings or where appropriate, private mediators.

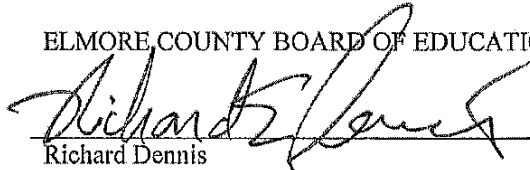
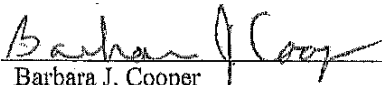
ALABAMA STATE DEPARTMENT OF EDUCATION
Teaching and Learning
Special Education Services Section
Page 3 of 3 Pages

CONTRACT NO. X 8 0 0 5 3 5

- 11. It is understood that there is no entitlement to any state merit system benefits to anyone working under this agreement.
- 12. By signing this contract, the contracting parties affirm, for the duration of the agreement, that they will not violate federal immigration law or knowingly employ, hire for employment, or continue to employ an unauthorized alien within the State of Alabama. Furthermore, a contracting party found to be in violation of this provision shall be deemed in breach of the agreement and shall be responsible for all damages resulting therefrom.
- 13. "In compliance with ACT 2016-312, the contractor hereby certifies that it is not currently engaged in, and will not engage in, the boycott of a person or an entity based in or doing business with a jurisdiction with which this stat can enjoy open trade."

ALABAMA STATE DEPARTMENT OF EDUCATION

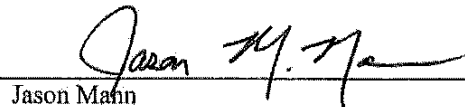
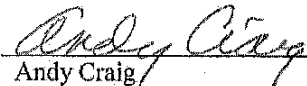
ELMORE COUNTY BOARD OF EDUCATION



Barbara J. Cooper
Deputy State Superintendent of Education
Division of Teaching and Learning

Richard Dennis
Superintendent of Education

This contract has been reviewed and is approved as to content.



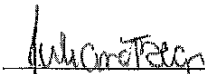
Andy Craig
Deputy State Superintendent of Education
Administrative and Financial Service

Jason Mann
Chief School Financial Officer



Ed Richardson
Interim State Superintendent of Education

This contract has been reviewed for legal form and appears to comply with all applicable laws, rules, and regulations of the State of Alabama governing these matters.



Juliana Teixeira Dean
General Counsel

Project CTG Transition Evaluation Form

Evergreen Evaluation and Consulting, Inc.

STUDENT DEVELOPMENT (Transition Fidelity Form)

Teacher(s):

School:

Date:

Observer:

INSTRUCTIONS FOR OBSERVATIONS

- Arranging the observation session: The teacher should know the purpose of the observation, understand how the information will be used, know who will conduct it, and help select the time for the visit.
- Observing the lesson: Try to sit somewhere that is "out of the way" but where you can still see and hear what is going on in the classroom.
- Completing the observation instrument: Some of the observation form may be completed after the actual observation is over. Use the notes from the observation to complete this observation form.

BACKGROUND INFORMATION FOR OBSERVATION

Beginning/end time of observation:

Beginning:

Ending:

Length of observation (minutes):

Total number of students in class:

ELEMENTS OF THE STANFIELD TRANSITION CURRICULUM

Rate each item using the scale below. List "Not Observed" only for those items that did not occur during the observation period due to external circumstances (e.g., a substitute teacher, a fire drill, etc.). Please provide comments for each item.

Key for Checklist

0=Not properly implemented
 1=Emerging Implementation (Partially In-Place)
 2=Full Implementation (Consistent and Sustaining)
 999=Not observed or not applicable

Elements of the Curriculum	Notes	Scores
Was an Advance Organizer used to start each lesson with an explicit statement of the objectives to prepare students for new information?		
Was Feedback provided throughout each lesson in the "Evaluate Outcomes" section?		
Was Vocabulary building based on systematic vocabulary instruction of the daily "Key Words" section?		
Was Homework given, though the daily assignment of a creative, interesting, and motivating "Connecting Activity?"		
Was Practice built into each lesson to develop student skills through guided and independent practice?		
Was Summarizing included as a section of each lesson called "Evaluate Outcomes" where students have an opportunity to summarize what they have learned while the teacher checks for understanding?		

NOTES:

ELEMENTS OF INSTRUCTION

Rate each item using the scale below. List "Not Observed" only for those items that did not occur during the observation period due to external circumstances (e.g., a substitute teacher, a fire drill, etc.). Please provide comments for each item.

Key for Checklist

0=Not properly implemented
 1=Emerging Implementation (Partially In-Place)
 2=Full Implementation (Consistent and Sustaining)
 999=Not observed or not applicable

Instructional Indicators	Notes	Scores
Are materials ready for each activity?		
Is the teacher organized and familiar with the lesson?		
Does the teacher model skills/ strategies appropriately and with ease?		
Does the teacher provide students adequate think time?		
Does the teacher move quickly from one activity to the next?		
Does the teacher maintain good pacing?		
Does the teacher ensure students are firm on content prior to moving forward?		
Are students highly engaged in the lesson?		
Does the teacher complete all parts of the lesson?		
Was the time allocated for the lesson sufficient?		
Was the amount of material covered appropriate for the time allocated?		
Did the delivery of the lesson provide individualization to meet students' needs?		

STUDENT ENGAGEMENT

Students are considered engaged if they are:	Students are considered not engaged when:
<ul style="list-style-type: none"> ▪ Looking attentively at the teacher and/or other students; ▪ Responding to questions; ▪ Volunteering responses; ▪ Talking to a teacher/peer about assigned material; ▪ Providing responses that build on the teachers or other students' comments; ▪ Showing that they understand ideas and concepts; ▪ Not distracted by outside noise or others behavior; ▪ Sticking to the task; ▪ Highly focused rather than moving around the room; ▪ Making progress on the task; ▪ Asking for help only when necessary; ▪ Talking to others only when necessary. 	<ul style="list-style-type: none"> ▪ Talking about nonacademic material (verbal off-task); ▪ Walking around the room aimlessly (motor off-task); ▪ Calling out (verbal off-task) unless it is considered an appropriate response style for that classroom; ▪ Aimlessly flipping the pages of a book (motor off task); ▪ Aimlessly looking around the classroom; ▪ Looking at unassigned material; ▪ Physically touching another student when not related to an academic task; ▪ Other activity not related to the current activity; ▪ Turning around in seat, oriented away from task; ▪ Staring out the window—zoned out; ▪ Engaging in any other form of off-task behavior.


Instructions: For student engagement, a one minute scan is to be performed by the observer at 15 minute intervals during the instruction. Use the "Student Engagement Box" to record number of students engaged over student's present in the class.

Student Engagement Box
(number engaged over total students)

Interval	Number Engaged	Total Students	[Leave blank]
At 15 min.			
At 30 min.			
At 45 min.			
At 60 min.			

NOTES:

Secondary Transition: Student-Centered Transition Planning

 iris.peabody.vanderbilt.edu/module/tran-scp/cr_assess/

Assessment

Take some time now to answer the following questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method she or he requires. If you have trouble answering any of the questions, go back and review the Perspectives & Resources pages in this Module.

1. What is student-centered transition planning and why is it important?
2. What are self-determination skills and why is student-centered transition planning an ideal context to help a student build and refine them?
3. Identify and briefly describe the three types of skills educators need to teach students to prepare them to take an active role in the transition planning process.
4. Mr. Longoria was pleased with how Donzaleigh and Jeremy became more active participants in preparing for and leading parts of their IEP meetings. He would like to involve more of his students in this type of process. His school has typically followed a fairly traditional approach as indicated by the first column. Use the second column to identify how they can make the meetings more student-centered.

Traditional	Student-Centered
Team members state their names and their roles	
Special educator states purpose of the meeting	
Psychologist and/ or special education teacher collects and shares assessment information	
Individuals (e.g., teachers, parents) report on the student's strengths and needs; student rarely attends or participates in the meeting	
Professionals develop goals	
Professionals do most of the talking	
Professional closes the meeting	

5. Imagine you work in a district that uses a traditional approach such as the one described in the table above. You want to implement student-centered transition planning with all of your students. List at least three ways you could get team members on board.

AL Implementation of the Stanfield Curriculum

Introduction

As part of the AL SPDG, we are gathering confidential feedback regarding professional development, coaching, and implementation of SPDG activities. We would like to gather your input regarding the implementation of the Stanfield Transitions curriculum.

If you have any questions or need further assistance, please contact Jocelyn Cooledge at jcooledge@evergreenevaluation.net. Thank you for your assistance!

Evergreen Educational & Consulting, Inc.
AL SPDG Evaluators

AL Implementation of the Stanfield Curriculum

Overview

1. Approximately how many Transitions lessons have you completed this school year (~30 weeks)?

2. Of those lessons, about how many did you modify?

- All/Almost all (91-100%)
- Most (71-90%)
- Some (31-70%)
- A few (11-30%)
- None/Almost none (0-10%)

3. If given a choice, would you use the Stanfield Transitions curriculum next year?

- Yes
- No
- Unsure

4. Overall, how would you rate your experience with the SPDG activities (e.g., transition training, coaching, the development of a Transition course, the Stanfield Transitions curriculum, support for transition activities, etc.)?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied
- Cannot rate

AL Implementation of the Stanfield Curriculum

Implementation

These questions address your experience in implementing the Stanfield Transitions curriculum this year.

5. Please use the scale provided to indicate your response to each of the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
I had the materials I needed to implement the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had adequate training to implement the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had adequate coaching/technical assistance to implement the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had the time I needed to plan for implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had the time I needed to implement the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Stanfield Transitions curriculum fit nicely within the course in which I implemented it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum was appropriate for my students' level and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had the support I needed from my administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students benefited from participating in the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students reacted positively to the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AL Implementation of the Stanfield Curriculum

Implementation-Factors

These questions focus on which factors, if any, helped you implement the curriculum and factors that served as barriers to implementation. Please use the scale provided to rate each item as a barrier (1 or 2) or as a helper (4 or 5).

6. Please use the following scale to rate each item:

	Major Helper	Helped Somewhat	Not a Factor	Somewhat a Barrier	Major Barrier
Training about the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching for planning and implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriateness of curriculum for <u>students' levels</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Students' responses</u> to the curricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Alignment</u> of Transitions curriculum with state standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALSDE transition requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Collaboration</u> with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My <u>prior knowledge</u> of transition concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Time</u> to try new things during the Transition class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Recognition</u> for trying new things in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of <u>supplies and materials</u> needed to implement the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response of my <u>students' families</u> to the concepts taught through the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What have you liked about teaching the Transition course (including the Stanfield Transitions curriculum)?

8. What would you change about the Transition course (including the Stanfield Transitions curriculum)?

Thank you for helping us to improve our services for others.

Appendix C8: Privacy & Security Measures Certification

Alabama State Board of Education -- Data Use and Governance Policy

Statement of Compliance with Data Security Policy:

The Alabama State Department of Education has followed all state and Federal data policies related to the protection of Personally Identifiable Information (PII) in concert with the attached Alabama State Board of Education Data Policy.

Susan Williamson

Alabama State Personnel Development Grant Director

Alabama State Board of Education

Data Use and Governance Policy

The Alabama State Board of Education's Data Use and Governance Policy is based upon, but not limited to, maintaining compliance with the *Family Educational Rights and Privacy Act* (FERPA). Said policy is also based on the knowledge that the appropriate use of data is essential to accelerating student learning, program and financial effectiveness and efficiency, and policy development.

This policy serves the purpose to ensure that all data collected, managed, stored, transmitted, used, reported, and destroyed by the department is done so in a way to preserve and protect individual and collective privacy rights and ensure confidentiality and security of collected data.

Data Collection Process

The Alabama State Department of Education (ALSDE) does not collect individual student data directly from students or families. This function is retained at the local school and system level through our state-funded and state-owned student data management system. Local school and system student data is transmitted daily to the state's data management system from which state and federal reporting is completed. Each student is assigned a unique student identifier upon enrollment into the student management system to ensure compliance with the privacy rights of the student and his or her parents/guardians. No personally identifiable individual student data is shared in either state or federally required reporting.

Data Categories

All data elements collected and transferred to the U. S. Department of Education are based on the reporting requirements contained in EDfacts and include only aggregated data with no personally identifiable data. A listing of those reports can be accessed at <http://www2.ed.gov/about/inits/ed/edfacts/index.html>. This data is used by the USDOE for policy development, planning, and management and monitoring of individual states' federally funded programs under the *Elementary and Secondary Education Act* (ESEA).

Data Security

Data collected by the ALSDE is maintained within a secure infrastructure environment located within the department and within a remote location for backup. Access to data is limited to pre-identified staff that are granted clearance related to their job responsibilities of federal reporting, state financial management, program assessment, and policy development. Training in data security and student privacy laws is provided to these specific individuals on a regular basis in order to maintain their data use clearance along with a signed Data Use Policy assurance of confidentiality and privacy.

External Data Requests

The ALSDE maintains a managed external data request procedure managed through a Data Governance Committee. Each external data request is measured against a pre-determined set of qualifiers that includes, but are not limited to, applicability to the goals of the Alabama State Board of Education, data availability, report format ability, cost of report development, and adherence to FERPA requirements.

Third Party Data Use Assurances

The ALSDE provides one-way data feeds to approved service providers to carryout goals of the Alabama State Board of Education. These data feeds are sub-sets of the data system limited by executed agreements or individual Memorandums of Use (MOU) that meet all state and federal privacy laws and re-disclosure assurances set by the state.

Local School and School System Data Use Compliance

All of Alabama's Local Education Agencies (LEAs) shall have a locally adopted student records governance and use policy. These policies and their implementation shall be monitored by the ALSDE as part of our Comprehensive Monitoring that requires annual assurances of compliance, on-site monitoring on a three-year cycle or more often based on deficiencies noted in annual assurances or prior comprehensive monitoring cycles, and investigations of reported non-compliance activities.

Approved October 10, 2013