



Coordinator Name

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Planning Team

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Description of the Program

Professional Development is the responsibility of the Planning and Development Department. Planning and Development is comprised of three strands: Quality Instruction, Behavior, and Interventions. The SSD Literacy Coaching and Data Coaching programs fall under the Interventions strand in the department. The purpose of the literacy coaching program is to plan, implement, and evaluate effective professional learning that assists staff in the fidelity of implementation of research-based literacy strategies and practices throughout the district. Additionally, literacy coaches provide ongoing support through coaching sessions, observations, modeling, cohorts, as well as serving as interventionists on data teams throughout the district. The purpose of the data coaching program is to effectively support staff in student data collection/analysis as well as in the implementation of research-based instructional strategies and practices through professional learning, coaching and facilitation.

Description of How the Program’s Services are Developed and Delivered

The mission of the planning and development department is to support continuous improvement in SSD by providing access to effective professional learning for all special educators. The services delivered by the Literacy Coaches were developed according to the roles and responsibilities of literacy coaches as recommended by the International Reading Association’s (IRA) position statement on roles and responsibilities of literacy coaches (IRA, 2004). The mission statements of each of the two programs align with the department mission statement. The mission of the SSD Literacy Coaches is to provide information to increase knowledge of instructional practices in literacy for teachers and administrators through ongoing professional learning as defined by coaching, consultation, professional development, technical support, and data analysis. Supports are provided primarily to special educators working in the partner district. This is because those staff working in the SSD buildings utilize Title I reading specialists/coaches for literacy support. However, trainings provided by SSD Literacy Coaches are open to all SSD staff. The mission of the SSD Data Coaches is to provide stellar support in data collection/analysis and in the implementation of research-based instructional strategies/practices to staff through professional learning, coaching, and facilitation. Roles and responsibilities of SSD Data Coaches were developed using the Lead and Learn model for data team implementation. Like Literacy Coaches, Data Coach support is primarily targeted to partner district staff. Coaching support for SSD Building and Technical School staff has been more on an indirect basis through certified data trainer cohorts. Literacy coaches and data coaches work with special educators and administrators in 1:1 settings, small cohort groups, on data teams, in staff meetings, and in large or small group trainings. An important component of training is building onsite, local leadership capacity and capability through data leaders and literacy leaders through ongoing follow-up support.

Key Program Stakeholder Groups

Students

Parents

- Staff
- Administrators
- Board of Education

- Taxpayers
- Other (Specify.)

Student and/or Stakeholder Needs Addressed by the Program

SSD Literacy and Data Coaches improve instruction which leads to higher student achievement. All SSD staff (including special educators and administrators) has access to literacy and data coaches, which are assigned by district, in order to gain knowledge of research-based literacy strategies and data management/analysis strategies. Through the data team process and consultations, data coaches and literacy coaches positively impact instruction, which in turn, impacts student outcomes.

The coaching process leads to sharing of data with students and parents. Parents are apprised that their child’s progress will be regularly monitored and instructional changes will be made based on multiple data sources. Special educators also share collected formative and summative data with parents and students, when appropriate, through: 1) individual goal-setting, and 2) the IEP process.

Overall Goals of the Program

Goal 1: SSD Literacy Coaches provide effective professional learning in the areas of research-based literacy programs, strategies, practices, and fidelity of implementation for K-12 educators.

Goal 2: SSD data coaches provide effective professional learning to improve educators’ implementation of data-based decision-making.

Expected Measureable Outcomes

1a. Literacy professional development is aligned to 100% of the area/regional continuous improvement plans written for the 2010-2011 school year as measured by Solutionwhere registration records and regional plan data.

1b. SSD Literacy Coaches build capacity/capability of special educators by training 500 teacher-level staff in at least 20/22 partner districts for the 2010-2011 school year, as measured by Solutionwhere registration records.

1c. SSD Literacy Coaches provide ongoing direct support of teachers reflected by at least 35% of time recorded on monthly coaches’ logs. This support can include observations and conversations, modeling, small group cohorts, serving as interventionist(s) on data teams, and follow-up support for trainings.

1d. At least 85% of special educators indicate that the skills of the respective SSD Literacy Coaches were good or very good during the 2010-2011 school year as measured by an end-of year-survey sent out to special educators and administrators.

2a. 75% of SSD K-8 educators perform progress monitoring weekly as measured by AIMSweb Data Questionnaire completed each April by Data Coaches.

2b. SSD Data Coaches train 130 teachers, SLPs, and school psychologists in 22/22 partner districts for the 2010-2011 school year, as measured by Solutionwhere registration records.

2c. Educators interpret data to make instructional changes in at least 50% of elementary and secondary level partner district building SSD data teams, as measured by the Data Team Continuum completed each January by SSD Area Coordinators.

2d. SSD Data Coaches build capacity of special educators by training at least 800 K-8 teacher-level staff in 22/22 partner districts for the 2010-2011 school year, as measured by Solutionwhere registration records.

Evaluation Questions

- What is the status of the program's progress toward achieving the goals? I think we can answer this.
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should goals be changed? Any added or removed?

Data Collection Methods

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Other – Continuum Data reported on the District Scorecard



Evaluation Results

What is the status of the program’s progress toward achieving the goals?

Goal 1: SSD Literacy Coaches provide effective professional learning in the areas of research-based literacy programs, strategies, practices, and fidelity of implementation for K-12 educators.

<p>Measureable Objective 1:</p>	<p>SSD Literacy Coaches provide high quality effective professional learning in the area of literacy that is aligned to 100% of the area/regional continuous improvement plans written for the 2010-2011 school year as measured by Solutionwhere registration records and regional plan data.</p>
<p>Results: Of 22 partner district area/regional plans submitted, Solutionwhere registration records indicate that the literacy professional development provided by SSD Literacy coaches aligned to and addressed 100% of identified needs in the strategy area of “implementing research-based special education interventions with fidelity.”</p>	
<p>Measureable Objective 2:</p>	<p>SSD Literacy Coaches build capacity/capability of special educators by training 500 teacher-level staff in at least 20/22 partner districts for the 2010-2011 school year, as measured by Solutionwhere registration records.</p>
<p>Results: Solutionwhere registration records indicate that SSD Literacy Coaches trained 915* teacher-level staff in 22/22 partner districts. SSD schools’ staff also participated in some of the literacy trainings during the 2010-2011 school year. <i>*Some staff may have attended more than one training.</i></p>	
<p>Measureable Objective 3:</p>	<p>SSD Literacy Coaches provide ongoing teacher support through observations and conversations, modeling, small group cohorts, serving as interventionist(s) on data teams, and follow-up support for trainings reflected by at least 35% of time recorded on monthly coaches’ logs.</p>
<p>Results: According to monthly coaching logs, the average level of teacher support for the 2009-2010 school year was 35%; for 2010-2011, the average rose to 43%. Teacher support includes staff from SSD buildings (when appropriate) as well as partner district sites</p>	
<p>Measureable Objective 4:</p>	<p>At least 85% of special educators indicate that the skills of the respective SSD Literacy Coaches were good or very good during the 2010-2011 school year as measured by an end-of year-survey sent out to special educators and administrators.</p>
<p>Results: According to a literacy coach survey sent out during spring 2011 to teachers and administrators who participated in the literacy coaching process (including staff from SSD buildings as well as partner districts), 92.8% of educators felt that the knowledge and expertise of the coach about instruction was good or very good; 86.9% of educators felt that the knowledge and expertise of the coach about literacy assessments was good or very good; and 88.3% of educators felt that the coaches’ communication skills as they worked with them were good or very good. <i>(data based on a 48% return rate)</i></p>	

Goal 2: SSD data coaches provide effective professional learning to improve educators’ implementation of data-based decision-making.

Measureable Objective 1:	Progress monitoring occurs weekly among at least 75% of SSD K-8 educators as measured by AIMSweb Data Questionnaire compiled each April by data coaches.
Results: According to the AIMSweb Data Questionnaire compiled in April, 2011, 75% of SSD K-8 educators completed weekly progress monitoring.	

Measureable Objective 2:	SSD Data Coaches build capacity of local data leaders by facilitating ongoing data leader cohorts, training 130 teachers, SLPs, and school psychologists in 22/22 partner districts for the 2010-2011 school year, as measured by Solutionwhere registration records.
Results: According to Solutionwhere registration records, 130 teachers, SLPs, and school psychologists in 22/22 partner districts participated in ongoing data leader cohorts.	

Measureable Objective 3:	Educators interpret data to make instructional changes in at least 50% of elementary and secondary partner district SSD data teams, as measured by the Data Team Continuum completed each January by SSD Area Coordinators.
Results: According to the Data Team Continuum, 53% (146/276 schools) of SSD data teams interpreted data to make instructional changes as indicated by area coordinators.	

Measureable Objective 4:	SSD Data Coaches build capacity of special educators by training at least 800 K-8 teacher-level staff in either introductory or refresher progress monitoring/data team trainings for 22/22 partner districts for the 2010-2011 school year, as measured by Solutionwhere registration records.
Results: According to Solutionwhere registration records, 822 K-8 teacher-level staff in 22/22 partner districts participated in either introductory or refresher progress monitoring training.	

What do key staff and stakeholders consider to be the strengths and opportunities for improvement/weaknesses of the program?

<p>Strengths</p> <ul style="list-style-type: none"> • <i>Professional development that is delivered by both Literacy Coaches and Data Coaches is tailored to teacher, administrator, AND student needs.</i> • <i>Over nine hundred special educators representing every partner district (22) as well as SSD schools participated in professional development activities for literacy and progress monitoring/data team process.</i> • <i>The SSD Literacy Coaches and Data Coaches provided high quality professional development which included cohorts, coaching sessions, observations, modeling, and ongoing data team support.</i>
<p>Opportunities/Weaknesses</p> <ul style="list-style-type: none"> • <i>The data presented do not address fidelity of implementation.</i> • <i>Past emphasis of progress monitoring and data teams has been at the elementary level</i>

How well aligned are the program's priorities and processes with the goals of the program?

The process used for goal setting involved analyzing the program's priorities; thus, they are well aligned.

Priorities as reflected in their respective mission statements ensure that Literacy Coaches and Data Coaches provide training that aligns with the Show-Me Standards for literacy.

Deployment Level of Program Services: Services are well deployed, although deployment may vary in some areas or schools.

Should priorities be changed to put more focus on achieving the goals? Yes No

If Yes describe change in priorities.

Expansion from an elementary focus to address teachers supporting students in grades K-12. Include representation from the SSD buildings on the Progress Monitoring Implementation Committee in order to harvest input about the needs in the SSD Buildings and Technical Schools so that progress monitoring can be addressed more comprehensively in the future. Data collection needs to expand to include an additional focus on fidelity of implementation.

Should goals be changed, added or removed? Yes No

If Yes describe the changes to goals listed.

Evaluation Implications

General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Action Plans

1. Continue to use a PDSA process in both the work unit level and department level to evaluate effectiveness and efficiency of operations.
2. Implement the current plan of expansion for progress monitoring and data teams at the secondary level.
3. Develop a system for collecting/analyzing data on fidelity of implementation for both literacy interventions and the data team process

4. Explore the feasibility of adding more coaching staff when it becomes fiscally possible for the district. This would entail conducting a future cost/benefit analysis and considering cost-efficiency data prior to decision-making.

Cost and Funding Source

No additional funding needed

Update on Recommendations from 2009-2010 Professional Development Program Evaluation

1. Align professional learning in the Academy I program with the instructional strategies and progress monitoring tools, and expectations in their specific teaching environment.

UPDATE:

All Academy I teachers participated in either 1) one of the strands listed below, or 2) effective professional learning provided by their assigned partner district. Identification of professional learning was determined through collaboration between the administrator, facilitator, and Academy I participant. Careful examination of the following guided the determination: caseload demand (i.e., students assessed on MAP-A), student need, service delivery model, professional learning required in the partner district or school).

Strands: Year 1 Essential Practices, Year 1 Alternate Instructional Design for Students Benefiting from Curriculum Extension, Critical Teaching Behavior (CTB)-Extended, Tier 2 and 3, Math, Reading Comprehension, Reading Comprehension 2, Reading Decoding, Literacy for Students with Significant Developmental Disabilities, Other (Effective Professional Learning provided by the partner district)

2. Continue to focus on the quality instruction cycle (Assess learning – Plan – Teach – Evaluate teaching) and progress monitoring to make instructional decisions.

UPDATE:

Many of the Academy I strands required Academy I teachers to implement a skill/strategy following the Quality Instruction cycle. In 2010-2011, all teachers also learned how to use PDSA (Plan, Do, Study, Act) to engage their students in frequent cycles of improvement.

3. Continue to refine data and tools used to monitor teacher growth and program effectiveness over time using Continuous Improvement (Baldrige) processes and tools. This would include: aligning Academy I skill sets to the revised Teacher Evaluation criteria, implementation of data teams and collaborating with Human Resources to support recruitment, hiring, and retention of teachers.

UPDATE:

Using the process of PDSA, the following improvements were made:

- Refined measurement tools for collecting data
- Established data collection periods
- Increased the number of Critical Teaching Behaviors targeted during teacher observations
- Refined "look-for's" for each of the Critical Teaching Behaviors
- Facilitators used videos to calibrate their observations of Critical Teaching Behaviors
- Aligned the Academy I program to the district CSIP/Improvement Plan, Performance Based Evaluation, and the Academy I program Evaluation