Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation, & evaluation of a targeted system of professional development, which includes training, technical assistance and coaching.

Objective 1.1: Enhance the capacity of the DESE to align the results of local and regional data and teacher/leader evaluation with professional development focused on selected Missouri Teacher and Leader Standards.[SEA Level]

Goal 1, Objective 1 Strategy: Provide professional development in selected areas aligning with the Missouri Teacher and Leader Standards.

Activities

a) ***Build fluency for setting the stage:*** SPDG MT, QCT, and ELT review teacher evaluation data, Missouri Teacher and Leader Standards, and identify priority content areas among selected standards (see Figure 10) to focus professional development and to strategize alignment with the SPDG focus content area professional development (collaboration, data-based decision-making, formative assessment, and evidence-based instructional practices). This group assesses the level of expertise within the SSOS network matching to the standards and provides for HQPD where expertise is lacking.

b) ***Collaboratively develop content as well as materials and measures:*** The SPDG MT convenes Content Development Teams (CDT) to focus on core content across standards. The CDTs translate research into HQPD for each content area developing standardized training curricula, materials, and measures of fidelity and outcomes to be used when providing professional development to LEAs. The CDT focused on teacher/leader standards is charged with developing professional development materials aligning teacher evaluation with the focus SPDG content areas.

c) ***Establish protocols and timelines for initial implementation:*** The CDTs develop a plan, protocols, and materials for initial implementation and steps toward full implementation of professional development in targeted content areas. The action plan includes steps, timelines, responsibilities, and data to be systematically monitored and to align with teacher evaluation.

d) ***Initial to full implementation:*** Initial implementation begins with RPDCs partnering with

building and district level leadership to prioritize needs for professional development using measures developed by CDT and teacher evaluation data. SSOS and SPDG MT will review data and implementation processes quarterly to discuss effectiveness, impact, and fidelity. Semi-annually, strengths and challenges to implementation of professional development aligned with teacher and leader standards are discussed and strategic plans for revising protocols and procedures are made.

e) ***Continuous quality improvement using data:*** Data is collected and shared with the SSOS network including the QCT and SPDG MT. Effectiveness, fidelity, and impact are discussed quarterly by the SPDG MT and QCT and shared in reports to the SSOS network. Through technology, the SSOS network responds to reports providing clarification, confirmation, challenges, and other information for ongoing systems-level problem-solving.

***Objective 1.2*: Enhance the capacity of the Regional Professional Development Centers (RPDC) to provide effective, evidence-based high quality professional development.[Regional Level]**

Goal 1, Objective 2 Strategy: Develop and implement a model of high quality professional development (HQPD) to be used by the Statewide System of Support (SSOS) Network to include implementation strategies, protocols, measurement tools, and fidelity instruments.

Activities

a) ***Build fluency for setting the stage:*** SPDG MT, with support from Implementation Advisors, provide professional development to the SSOS Network on the characteristics of HQPD, evidence-based processes for supporting implementation, and strategies for measuring implementation and fidelity of HQPD.

b) ***Collaboratively develop processes and materials:*** SPDG MT convenes a workgroup of RPDC representatives, QCT, and MT representatives to translate the research on HQPD into a statewide system including protocols, timelines, supporting materials, measures of implementation effectiveness and fidelity, and implementation timelines. This draft statewide plan for implementing HQPD across all focus areas is reviewed by the SSOS network, QCT, and ELT and feedback is provided. The workgroup revises the plan based on feedback and revised draft is vetted. Process repeats until final plan is approved.

c) ***Establish protocols and timelines for initial to full implementation:*** This workgroup develops a plan for initial implementation and steps toward full implementation of the HQPD method across content areas and regions. The action plan includes steps, timelines, responsibilities, and data to be systematically monitored.

d) ***Initial to full implementation:*** Implementation of infusing HQPD into all professional development, regionally and across content areas, follows the action plan developed by the workgroup. The SPDG MT reviews data and implementation processes monthly. Monthly MT agendas and minutes are shared across the SSOS network. Quarterly meetings jointly with the MT and QCT review regional and state level data to examine effectiveness, impact, and fidelity. Semi-annually, strengths and challenges to the structure of infusing HQPD across regions and content areas are discussed and strategic plans for revising protocols and procedures are made.

e) ***Continuous quality improvement using data:*** Data is collected and shared with the SSOS network including the QCT and SPDG MT. Effectiveness, fidelity, and impact are discussed quarterly by the SPDG MT and QCT and shared in reports to the SSOS network. Through technology, the SSOS network responds to reports providing clarification, confirmation, challenges, and other information for ongoing systems-level problem-solving.

Objective 1.3: **Enhance the capacity of LEAs demonstrating achievement gaps between students with disabilities and students without disabilities to implement an integrated school improvement process focused on effective academic and behavioral support systems in schools. [LEA Level]**

> Goal 1, Objective 3 Strategy: Provide professional development to LEAs in the focus areas of school-wide collaborative data teams, data-based decision-making, formative assessment, and effective teaching and learning practices, including systems of matching instruction and supports to student needs.

Activities

a) ***Build fluency for setting the stage:*** SPDG MT, QCT, and ELT assess the level of expertise within the SSOS network regarding collaboration, data-based decision-making, formative assessment, selected effective teaching and learning practices, and implementation of matching instruction and supports to student needs. The SPDG MT provides for HQPD where expertise is lacking.

b) ***Collaboratively develop content as well as materials and measures:*** The SPDG MT convenes Content Development Teams (CDT) to focus on core content across standards. The CDTs translate research into HQPD for each content area developing standardized training curricula, materials, and measures of fidelity and outcomes to be used when providing professional development to LEAs. Expertise in statewide professional learning communities will inform professional development focused on collaborative teaming. Statewide expertise in implementing Decision Making for Results will inform the professional development focused on data-based decision-making. Expertise for developing training and materials about formative assessment and prioritized instructional practices with research indicating highest impact on student learning, especially students with disabilities exists throughout the SSOS and will be incorporated into the CDTs. Expertise in implementing school-wide academic and behavioral systems will be used extensively to inform the development of an aligned approach of matching instruction and supports to student needs.

c) ***Establish protocols and timelines for initial implementation, including internal coaching through teacher-learning teams:*** The CDTs develop a plan, protocols, and materials for initial implementation and steps toward full implementation of professional development in targeted content areas. The protocols include instructions and materials for facilitating the development of teacher-learning teams in buildings as a method of internal coaching. The action plan includes steps, timelines, responsibilities, and data to be to be systematically monitored and to align with teacher evaluation.

d) ***Initial to full implementation:*** Initial implementation of providing content-specific

professional development to targeted schools will match levels of need determined by building-level data. The RPDC consultants will work directly with the teacher-learning teams to build fluency in analyzing the effectiveness of internal coaching. Using technology, data will be uploaded to a database accessible by the RPDC and SPDG MT. The CDTs and SPDG MT will review data and implementation processes quarterly to discuss effectiveness, impact, and fidelity. Semi-annually, strengths and challenges to the implementation of the professional development and recommended structure of teacher-learning teams are discussed and strategic plans for revising protocols and procedures are made.

e) ***Continuous quality improvement using data:*** Data is collected and shared with the SSOS network including the QCT and SPDG MT. Effectiveness, fidelity, and impact are discussed quarterly by the SPDG MT and QCT and shared in reports to the SSOS network. Through technology, the SSOS network responds to reports providing clarification, confirmation, challenges, and other information for ongoing systems-level problem-solving.

Goal 2: Increase the use of technologies to support implementation of professional development and use of data for effective, teaching and learning decision-making.

Objective 2.1: **Enable the SSOS Network to use technology to increase opportunities for HQPD through the development and implementation of the Missouri Teacher Learning Network (Mo-TLN): a web-based network for enhancing PD through reliable resources, shared learning, frequent collaboration and support, structures for organizing materials, and consistent and ongoing use of data. [State and Regional Levels]**

Goal 2, Objective 1 Strategy: Develop and implement the Missouri Teacher Learning Network (Mo-TLN) a web-based network for enhancing professional development through reliable and timely resources and shared learning, mechanisms for frequent collaboration and support, structures for organizing materials, and functionalities that support consistent and ongoing use of data.

Activities

a) ***Build fluency for setting the stage:*** SPDG MT assess the levels of expertise and comfort within the SSOS network regarding using technologies to enhance professional development. The SPDG MT addresses concerns and expertise with professional development that includes research supporting the use of technologies in delivering HQPD and strategies for using technologies effectively. The SSOS network will also be asked to identify potential concerns at the building-level and this information will be used to inform the design of the support provided to buildings to promote effect use of the technology.

b) ***Collaboratively develop content, functionalities, applications:*** The SPDG MT, in partnership with the Content Development Teams (CDT), identifies aspects of content-specific professional development to be delivered and supported through the Mo-TLN. The SPDG MT, in partnership with the Implementation Advisors, design functionalities and applications that match online technologies with needs for information,

communication, coaching support, and data for monitoring implementation, fidelity, and outcomes. The SPDG MT works with technology partner(s) to design a web-based system.

c) ***Establish protocols and timelines for initial implementation:*** The SPDG MT develops an action plan for initial implementation and steps toward full implementation of each component Mo-TLN. The action plan includes steps, timelines, responsibilities, and data to be to be systematically monitored. The plan also addresses the needs for training on use of the Mo-TLN at state, regional, and LEA levels. The SPDG MT recruits a technology purveyor to oversee the day-to-day usage of the web-based system, trouble shoot problems, and facilitate use to maximize benefit at all levels.

d) ***Initial to full implementation:*** Initial implementation involves systematic unveiling of functionalities and applications. Each unveiling will be closely monitored before layering on additional features of the system. The SPDG MT will review analytics and request ongoing feedback from users of the technology. Through the SPDG, implementation measures gather perception data regarding the usability and impact of Mo-TLN on teacher learning will be developed and used systematically. This data will be used to improve the web-based system.

e) ***Continuous quality improvement using data:*** Employing a technology purveyor is critical to continuous quality improvement. This person will focus on the use of the web-based system, field requests and comments from users, and work closely with the web developer to assure the system is reliable, useful, and aligns with HQPD. Data regarding Mo-TLN will be analyzed for reporting outcomes at state, regional, and LEA levels. Data will be reviewed quarterly by the MT and SSOS and used to refine and improve Mo-TLN.

Objective 2.2: **Enhance LEAs' use of technologies through the Mo-TLN. [District/building Level].**

Goal 2, Objective 2 Strategy: Provide HQPD to LEAs on the components of the Mo-TLN, functionalities, applications, benefits, and expectations of use.

Activities

a) ***Build fluency for setting the stage:*** SPDG MT and RPDC assess the levels of expertise and comfort regarding using technologies to access professional development. A training module for LEAs covering the purpose, functions, benefits, and strategies for using Mo-TLN will be developed. Professional development is provided to the RPDCs regarding how to support the LEAs in using the Mo-TLN module.

b) ***Collaboratively develop content, functionalities, applications:*** The SPDG MT, technology purveyor, and RPDCs will collaborate to design templates, identify resources, and upload the content identified by the CDTs to be included on Mo-TLN. This same group will also design a method for web-based interactions between and among LEAs and the SSOS using Mo-TLN.

c) ***Establish protocols and timelines for initial implementation:*** The SPDG MT develops an action plan for initial implementation prioritizing the components of the Mo-TLN to be first introduced to the LEAs and supported. The action plan includes steps, timelines, responsibilities, and data to be systematically monitored. The action plan specifies the

role of the technology purveyor in supporting implementation in LEAs. The MT also developed pre and post measures for LEAs to guide ongoing PD on using Mo-TLN for professional development.

d) ***Initial to full implementation:*** As each component of the web-based system is unveiled, the RPDC consultants, in partnership with the technology purveyor, will provide training to the teacher-learning teams and building-level leadership on how to use the system and the benefits. The LEAs will receive ongoing support from the technology purveyor.

e) ***Continuous quality improvement using data:*** LEAs will report data specific to their experiences with the Mo-TLN. Data describing the extent to which the Mo-TLN influences increase in knowledge, skills, and fidelity will also be collected and closely monitored. This data will be reviewed by the SPDG MT quarterly and used to inform the design and scope of Mo-TLN.

Implementation Drivers

Leadership: *Implementation drivers are supported by committed and engaged leaders at all levels.* A network of teams provides perspective and leadership authority for addressing systems change at all levels.

- The SPDG Management Team (MT) facilitates collaboration across the network of teams, monitors implementation of the SPDG at all levels, and provides organization and expertise for the development and implementation of HQPD in SPDG focus areas.
- The SPDG MT works within the SSOS by collaborating with the SSOS Quality Control Team (QCT) and the DESE's Executive Leadership Team (ELT) to design HQPD, monitor effectiveness, and problem-solve at all implementation levels.
- The SPDG MT seeks advice from implementation advisors providing external national and state perspectives on implementation processes and using technologies to support implementation.

Selection: *Professional development is provided by qualified people with the expertise and adult teaching skills.* The RPDC are strategically located across the state and have teams of consultants with high levels of expertise in the MO SPDG focus areas.

- The SPDG MT works closely with the SSOS Quality Control Team (QCT) and Executive Leadership Team (ELT) to build a solid SSOS infrastructure of expertise through shared learning.

Training: *Opportunities to build knowledge and practice skills are important for all individuals involved in implementation.* The SSOS staff will receive training in the implementation of high quality professional development (HQPD). The SSOS staff will also engage in a process of aligning current work to more effectively and efficiently deliver HQPD.

- The SPDG MT will work closely with the QCT to align training content and context.
- The SPDG MT will facilitate a process of designing a statewide model of HQPD to be used for delivering professional development in all content areas. All standardized training content and materials on focused SPDG areas.

- The SPDG MT will convene the SPDG Content Teams comprised of national consultants, MT members, and select RPDC consultants to design standardized training content and materials in SPDG focus areas to be used when providing HQPD to schools.
- Technologies enhance training by providing a directory of resources, support re-learning, and providing a forum for teacher-learning team discussions.

Coaching: *Job-embedded modeling and feedback is essential to ensuring implementation with fidelity.* RPDC consultants will receive from the DESE and provide to the schools HQPD on effective strategies for facilitating building-level teacher teams who will provide ongoing modeling and feedback to each other.
- The SPDG Management Team (MT) will work closely with the SSOS Quality Control Team (QCT) and Executive Leadership Team (ELT) to design a model of internal coaching in which teachers receive professional development and on-site facilitation for building-level teacher-learning teams. The model of teacher-learning teams will incorporate technologies to enhance and support shared learning within teams.
- The RPDC will use the standardized processes and materials for facilitating the building-level teacher learning teams. Technologies will support consistent and timely access to standardized templates, instructional, and supporting materials.

Performance Assessment: *Use multiple sources of data to provide meaningful and timely feedback.* Building, district, RPDC, and DESE levels openly share data and provide timely feedback on performance. SPDG activities embed data into all steps to provide consistent and timely feedback of effectiveness, fidelity, and impact.
- Building-level teacher learning teams use data to provide just-in-time feedback.
- The SPDG MT, QCT, ELT use regional and state level data to provide feedback to the RPDCs.
- Technologies are used to provide ongoing feedback within teacher-learning teams and also between the RPDC and teacher-learning teams.

Decision Support Data System: *Monitor effectiveness and engage in continuous quality improvement.* SPDG activities include opportunities for all teams and implementers at all levels to share, discuss, and problem-solve effectiveness, fidelity, and impact.
- The SPDG MT, QCT, and ELT review and discuss data describing effectiveness, fidelity, and impact at all levels.
- RPDCs systematically review and discuss regional data describing effectiveness, fidelity, and impact.
- RPDC providing professional development to teachers and leaders to facilitate data-continuous quality improvement at building and district levels.
- Technology-based infrastructure provides organization for collecting, tracking, and reviewing data.

Facilitative Administration: *Policy-level and practice-level expertise partner to review data and*

revise procedures to improve effectiveness. The SPDG provides opportunities for discussing the policy-practice alignments of the SSOS and making improvements to the systems to improve effectiveness and efficiency.

- The SPDG MT and QCT collaborate to improve alignment of current systems.

Systems Intervention: *Systems support a data-driven cycle focused on reducing barriers to effective implementation*. The QCT and ELT as the SSOS oversight teams, systematically and frequently collaborate with the RPDC to review data, discuss regional successes and challenges, and revise systems to build on strengths and overcome challenges.

- The SPDG MT, QCT, ELT, and RPDC jointly design a communication plan for timely sharing of information and data. The communication plan includes methods for frequent updates as well as plans for semi-annual thorough review processes and data.
- The MT, QCT, ELT, and RPDC collaborate to select data and indicators for tracking SSOS effectiveness and efficiency.