Professional Development and TA

The Core Implementation Team considered a variety of data sources as they began outlining their professional development at TA plan. In reviewing the data, the team noted patterns emerging around shared needs being identified by local teams, coaches, and practitioners. Based on this data, the team outlined a professional development calendar that included an emphasis additional training in Pyramid Model implementation and support in implementation science as well as data use and data-based decision making. Below is a summary of the data reviewed during this. Emphasis has been added to highlight the patterns identified.

Data Use Survey

The Data Use Survey was completed by State Leadership Team Members and district personnel from each participating district representing the following roles: a Regular Education Administrator, Special Education Administrator, Practitioner, and District Data Coordinator. Respondents provided the following data in November 2016.

- 86% indicated that they had sufficient professional development or training to analyze data and use data for decision-making
- 81% indicated that they were able to ask specific questions and concretely identify the data and data source that would answer those questions
- 24% of district respondents indicated they **did not know who to reach out to for more information about data tools or systems**
- 24% of district respondents indicated they **did not have someone who answers their questions about data**

Narrative responses indicated that respondents would be better equipped to use data to inform programmatic/instructional decisions if:
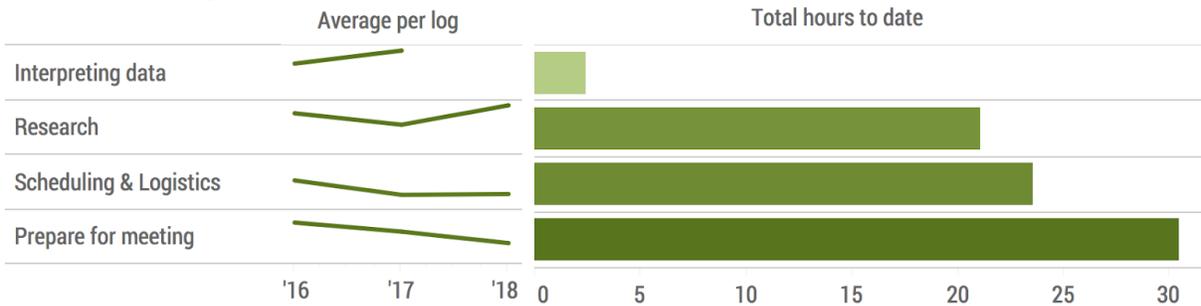
- Staff had more PD on **data and using data effectively**

- I had more time to devote to analysis

- I was **trained in the systems** tied to the SSIP project

- I were aware of other behavior data collection methods that exist

- I had more time to become proficient
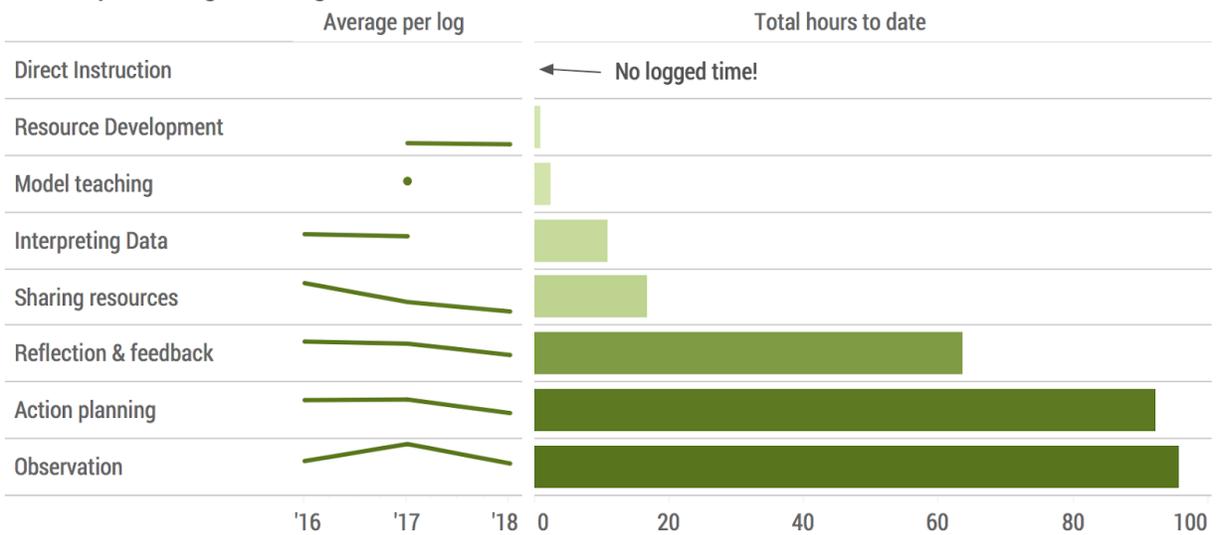
Practice-based Coaching Logs

The evaluators and Core Implementation Team noted an interesting variation in time spent on the various activities by year. This variance is largely due to the transition from using contracted expert coaches from the Pyramid Model Consortium in 2016-17 to the newly developed NH-based cohort of practice-based coaches in 2017-18. With this transition in mind, the team observed that time spent interpreting data both in preparation and during coaching activities has dropped to zero for the 2018 year, suggesting a potential area of support needed for the new cohort of coaches.

Breakdown of how coaches spend their time
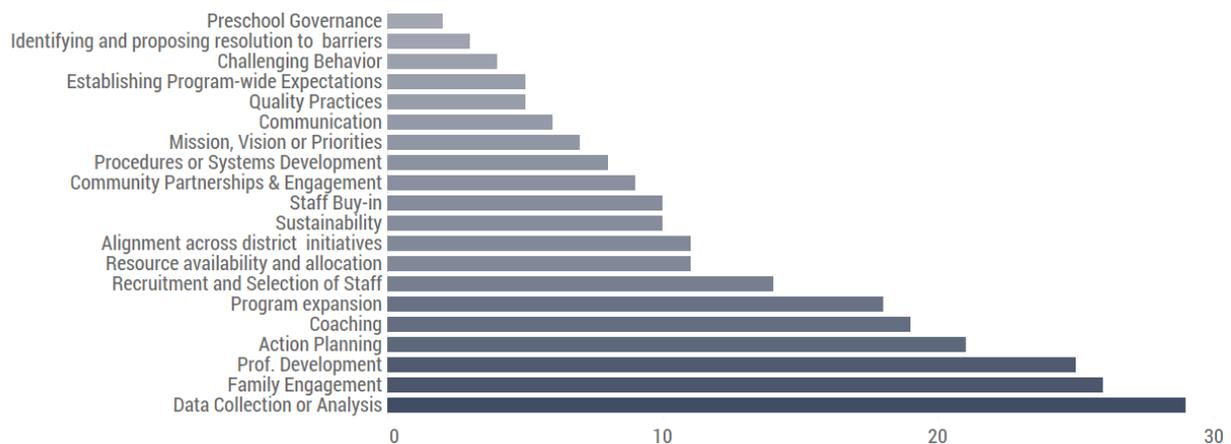
Hours spent doing preparation activities

	Average per log	Total hours to date
Interpreting data		
Research		
Scheduling & Logistics		
Prepare for meeting		

'16   '17   '18   0   5   10   15   20   25   30

Hours spent doing coaching activities

	Average per log	Total hours to date
Direct Instruction		No logged time!
Resource Development		
Model teaching		
Interpreting Data		
Sharing resources		
Reflection & feedback		
Action planning		
Observation		

'16   '17   '18   0   20   40   60   80   100

Leadership Team Meeting Logs

As the evaluator and Core Implementation Team reviewed the Leadership Team meeting logs, they observed that a substantial amount of local leadership team meeting time had been devoted to discussing needs around **data collection and analysis**.

Breakdown of total number of needs by action area

Action Area	Value
Preschool Governance	~2
Identifying and proposing resolution to barriers	~3
Challenging Behavior	~4
Establishing Program-wide Expectations	~5
Quality Practices	~5
Communication	~6
Mission, Vision or Priorities	~7
Procedures or Systems Development	~8
Community Partnerships & Engagement	~9
Staff Buy-in	~10
Sustainability	~10
Alignment across district initiatives	~11
Resource availability and allocation	~11
Recruitment and Selection of Staff	~14
Program expansion	~18
Coaching	~19
Action Planning	~21
Prof. Development	~25
Family Engagement	~26
Data Collection or Analysis	~29

Process Coach Feedback

The evaluators inspected 39 feedback forms submitted by process coaches to identify the training and professional development needs of districts and coaches moving forward. Twenty-five of the forms were filled out (65%). The most commonly identified *district* training and professional development needs were: assistance with gaining buy-in for the Pyramid Model from district and school leaders and staff, **Pyramid Model training for paraprofessionals and other school staff**, training/getting new staff up to speed, and **training and support in implementing PTRYC** and the PTRYC system, and training/support for using data more effectively. The next most commonly cited district needs were additional coach training, additional **module training**, and a desire to visit/learn from other schools implementing the Pyramid Model. Infrequently mentioned district needs were bringing ALT members up to speed, learning more about Positive Solutions for Families, and getting access to the iSocial data system via single sign on. On form stated that one of the districts would prefer *less* content coaching time (even though coaching was viewed as helpful). The most commonly identified *coach* training and professional development needs were: **implementation science training** and opportunities for practice, consultation, and feedback; support with gradual release and sustainability; and **training and technical assistance with using/facilitating use of data** (the data protocols provided so far were viewed as helpful). Additional training in the Pyramid Model and support for coaching and use of TPOT were also cited, albeit less frequently.

Leadership Team Meeting Surveys

- 88% of districts indicated a moderate or great deal of need for professional development or TA in each of the following areas: **data-based decision making**, **implementation science**, and leadership development
- 50% of districts indicated a great deal of need and another third indicated a moderate need for professional development or TA in **social emotional development and skills**

- 75% of districts indicated they needed state support with accessing professional development or TA in **data based decision making** and **implementation science**
- 63% of districts indicated they needed state support with accessing professional development or TA in **social emotional development and skills**
- 63% of districts indicated they had capacity within the district to support professional development or TA needs related to leadership development

TPOT

The Core Implementation Team noted that while TPOT fidelity data indicated significant progress in targeted supports for children whose behavior was in the **second tier of the pyramid**, progress in this area was not yet at fidelity. Additionally, without training offered on the **PTR-YC** model for supporting children with the most intensive behavioral needs (tier 3), progress on the *Interventions for Children with Persistent Challenging Behaviors* indicator, which is generally associated with tier 3 interventions, was limited.
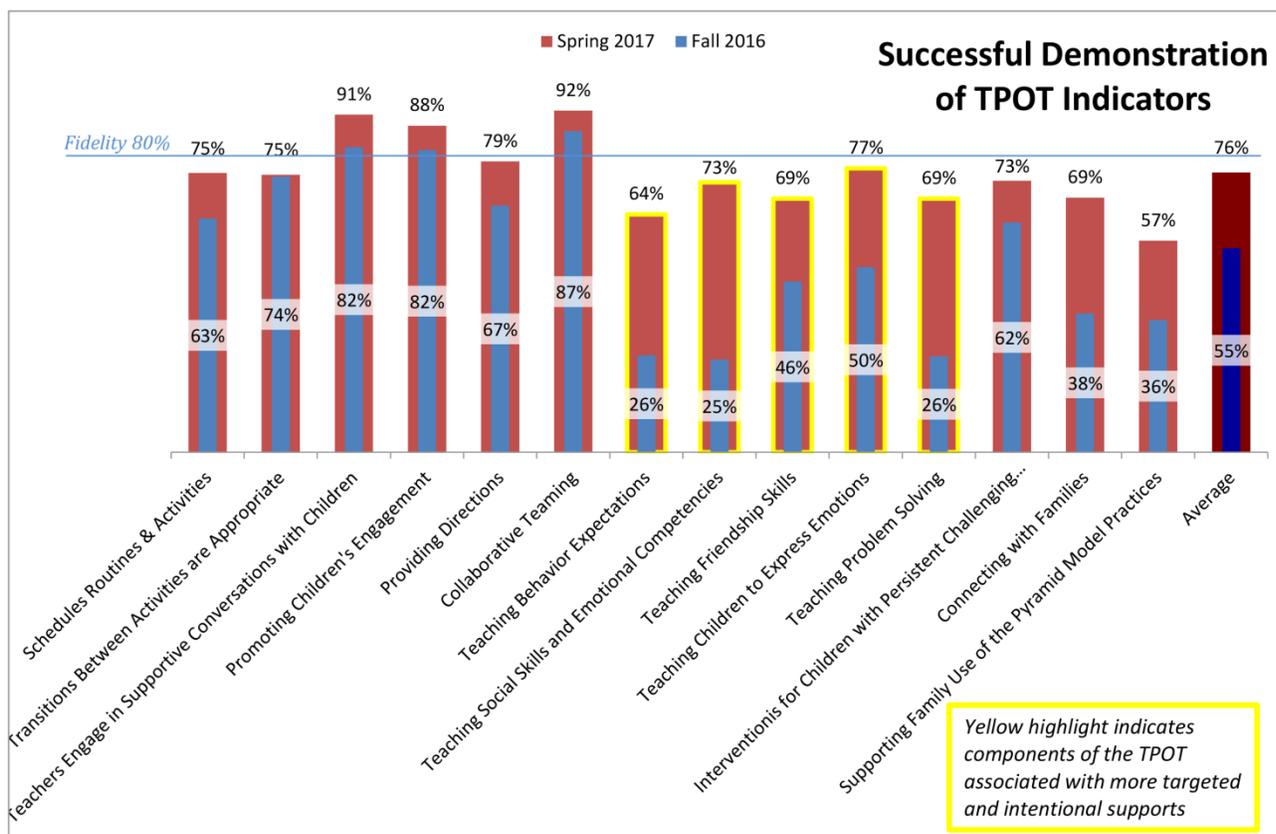
Benchmarks of Quality

Similar to the TPOT results, the evaluators and Core Implementation Team noticed that the *Procedures for responding to challenging behavior* indicator, which relates most directly with policies and procedures to **support children with the most intensive behavioral needs (tier 3)**, was one of the areas that demonstrated the least growth. In addition, *All classrooms demonstrate implementation of the Pyramid Model* showed limited growth. When the team correlated this data with the feedback from

the local leadership teams via the Leadership Team Surveys and Process Coach feedback above, they determined that this was likely due to the **need to train additional staff in the Pyramid Model**, beyond the original implementing classroom.

Benchmark of Quality scores increase, implementation of Pyramid model maturing
2017 || 2018